FUTURE MADE VISIBLE

# Bevill State Community College

# 2016-17 College Catalog

# BEVILL STATE COMMUNITY COLLEGE
# 2016-2017 CATALOG


Fayette Campus
2631 Temple Ave. N.
Fayette, AL 35555
(205) 932-3221

Hamilton Campus
1481 Military Street S.
P.O. Drawer 9
Hamilton, AL 35570
(205) 921-3177

Jasper Campus
1411 Indiana Ave.
Jasper, AL 35501
(205) 387-0511

Sumiton Campus
101 State Street
P.O. Box 800
Sumiton, AL 35148
(205) 648-3271

Pickens County
Educational Center
491 Tuscaloosa Ave.
Carrollton, AL 35447
(800) 648-3271


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

**ADDITIONAL ACCREDITATIONS AND CERTIFICATIONS**

The Associate Degree Nursing Program is approved by the Alabama Board of Nursing and accredited by the Accreditation Commission for Education in Nursing, Inc. (ACEN), 3433 Peachtree Road NE, Suite 850, Atlanta, Georgia 30326 or www.acenursing.org; telephone number (404) 975-5000. The program received continuing accreditation in July 2009 with next reaffirmation of accreditation visit in Spring 2017.

The Practical Nursing Program is approved by the Alabama Board of Nursing and accredited by the Accreditation Commission for Education in Nursing, Inc. (ACEN), 3433 Peachtree Road NE, Suite 850, Atlanta, Georgia 30326 or www.acenursing.org; telephone number (404) 975-5000. The program received continuing accreditation in July 2009 with next reaffirmation of accreditation visit in Spring 2017.

The Surgical Technology Program is accredited by the Accrediting Review Committee on Education and Surgical Technology, 7108-C South Alton Way, Centennial, CO 80112-2106; telephone number (303) 694-9262.

The 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 Profession CoAEMSP). The program received continuing accreditation in September 2012 and the next accreditation reaffirmation will be in September 2017.

The Cosmetology Program is licensed by the Alabama State Board of Cosmetology, RSA Union Building, 100 North Union Street, Suite 320, Montgomery, AL, 36130-1750.

The Automotive Technology Program on the Hamilton Campus is accredited by the National Automotive Technicians Education Foundation (ASE), 101 Blue Seal Drive, Suite 101, Leesburg, Virginia 20175.

The Air Conditioning & Refrigeration Technology Program on the Sumiton Campus is accredited by the Partnership for Air Conditioning, Heating, Refrigeration Accreditation (PAHRA), 4100 North Fairfax Drive, Suite 200, Arlington, VA 22203. Accreditation/certification was received in November 2007, and is scheduled for reaccreditation in 2014.

The Air Conditioning & Refrigeration Technology Program has been accepted by the Alabama Board of Heating, Air Conditioning and Refrigeration as an approved training program for the Alabama contractor's license exam.

**COPYRIGHT INFRINGEMENT**

Bevill State Community College has designated a copyright agent to receive notification of claimed copyright infringement on the College's website as required by the Digital Millennium Copyright Act. If a person believes his or her work is being infringed on Bevill State's website, he or she should notify Tyrone Webb, Assistant Dean for Library/Learning Resources, Bevill State Community College, P.O. Box 800, Sumiton, AL 35148; email: twebb@bscc.edu; telephone number: (205) 648-3271.

According to the Digital Millennium Copyright Act, the notification of claimed infringement must include 1) identification of the copyrighted work claimed to have been infringed (include ISBN, title, etc.); 2) identification and URL of the material that is claimed to be infringing; 3) information sufficient to contact the complaining party, such as an address, telephone number, fax number, and electronic mail address; and 4) other information relating to the claim. Any copyright concerns or questions about the Bevill State website should be directed to Tyrone Webb at twebb@bscc.edu.


It is the policy of the Alabama Community College System, its Board of Trustees and Bevill State Community College, an 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 benefit of, or be subjected to discrimination under any program, activity, or employment. Inquiries concerning Title IX should contact Dr. Kim Ennis at kennis@bscc.edu or Mary Kinard at mkinard@bscc.edu (1411 Indiana Avenue, Jasper, AL 35501 • 205-387-0511). Anyone who has a disability that might require special materials, services, or assistance, should contact Sherry Terry (Fayette Campus), Beth Roberts (Hamilton Campus), Tiqua Gator (Jasper Campus), or Jana Kennedy (Sumiton Campus), at least 48 hours in advance. For TDD users in Alabama, the Alabama Relay Center is available by calling (800) 548-2546. All materials related to compliance with the Americans with Disabilities Act and Section 504 are maintained by the College coordinator, Dr. Kim Ennis.

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# GENERAL INFORMATION

# 2016-2017 Bevill State
# COLLEGE CALENDAR

**2016 FALL SEMESTER**

| | |
|---|---|
| August 15 | Registration Day for Fall Semester |
| August 17 (Wednesday) | Classes begin - Full Term & 1st Mini Term |
| August 16-18 (Tuesday-Thursday) | Late Registration & schedule change period - Full Term & 1st Mini Term |
| September 3-4 (Sat-Sun) | Weekend classes will not meet |
| September 5 (Monday) | LABOR DAY/COLLEGE CLOSED |
| September 12 (Monday) | Mid-Term - 1st Mini Term (Last day to drop with a grade of "W" - 1st Mini Term) |
| October 6 (Thursday) | Classes end - 1st Mini Term (Last day to drop classes - 1st Mini Term) |
| October 6 (Thursday) | Mid-Term - Full Term (Last day to drop with a grade of "W" - Full Term) |
| October 10 (Monday) | Final exams - 1st Mini Term |
| October 11 (Tuesday) | REGISTRATION FOR 2ND MINI TERM |
| October 12 (Wednesday) | Classes begin - 2nd Mini Term |
| October 12-13 (Wednesday-Thursday) | Late Registration & schedule change period - 2nd Mini Term |
| November 3 (Wednesday) | Mid-Term - 2nd Mini Term (Last day to drop with a grade of "W" - 2nd Mini Term) |
| November 11 (Friday) | VETERANS DAY/COLLEGE CLOSED |
| November 14 - December 7 | ADVANCE REGISTRATION FOR THE SPRING SEMESTER |
| November 19-20 (Saturday-Sunday) | Weekend classes will meet |
| November 21-22 (Mon-Wed) | Statewide Faculty Professional Development (No Classes) |
| November 24-25 (Thursday-Friday) | THANKSGIVING/COLLEGE CLOSED |
| November 26-27 (Sat-Sun) | Weekend classes will not meet |
| December 7 (Wednesday) | Classes end - Full Term (Last day to drop classes - Full Term) |
| | Classes End - 2nd Mini Term (Last day to drop classes - 2nd Mini Term) |
| | Advance Registration for Spring Semester Ends |
| December 8-14 (Thur-Wed) | Final exams - Full Term & 2nd Mini Term |
| December 9-11 (Saturday-Sunday) | Final exams - Weekend classes |
| December 22-January 2 | CHRISTMAS AND NEW YEAR'S BREAK/COLLEGE CLOSED |

**2017 SPRING SEMESTER**

| | |
|---|---|
| November 14 - December 7 | ADVANCE REGISTRATION FOR THE SPRING SEMESTER |
| January 4 (Wednesday) | REGISTRATION DAY FOR THE SPRING SEMESTER |
| January 6 (Friday) | Classes Begin for Full Term & 1st Mini Term |
| January 5-10 (Thursday-Tuesday) | Late Registration and Schedule Change Period for Full Term and 1st Mini Term |
| January 14-15 (Saturday-Sunday) | Weekend Classes will meet |
| January 16 (Monday) | MARTIN LUTHER KING DAY/COLLEGE CLOSED |
| February 1 (Wednesday) | Mid-Term for 1st Mini Term (Last Day to Drop with a Grade of "W" for 1st Mini Term) |
| February 27 (Thursday) | Classes End for 1st Mini Term (Last Day to Drop Classes for 1st Mini Term) |
| February 28 (Wednesday) | Mid-Term for Full Term (Last Day to Drop with a Grade of 'W' for Full Term) |
| | Final Examinations - 1st Mini Term |
| March 1 (Wednesday) | REGISTRATION FOR 2ND SPRING MINI TERM |
| March 2 (Wednesday) | Classes Begin for 2nd Mini Term |
| March 2-3 (Thursday-Friday) | Late Registration and Schedule Change Period for 2nd Mini Term |
| March 20-24 (Monday-Friday) | SPRING BREAK |
| March 25-26 (Saturday-Sunday) | Weekend Classes will not meet |
| April 3-April 26 | ADVANCE REGISTRATION FOR THE SUMMER SEMESTER |
| April 3 (Monday) | Mid-Term for 2nd Mini Term (Last Day to Drop with a Grade of "W" for 2nd Mini Term) |
| April 15 (Saturday) | Instructional makeup (in case of inclement weather) |
| April 26 (Wednesday) | Classes End for Full Term (Last Day to Drop Classes for Full Term) |
| | Classes End for 2nd Mini Term (Last Day to Drop Classes for 2nd Mini Term) |
| April 27-May 3 (Thursday -Wednesday) | Final Examinations - Full Term & 2nd Mini Term |
| April 29-May 1 (Saturday-Monday) | Final Examinations for Spring Weekend Classes |
| May 8 (Monday) | Graduation - Sumiton Campus |
| May 9 (Tuesday) | Graduation - Jasper Campus |
| May 11 (Thursday) | Graduation - Hamilton Campus |
| May 12 (Friday) | Graduation - Fayette Campus |

**2017 SUMMER SEMESTER**

| | |
|---|---|
| April 3-April 26 | ADVANCE REGISTRATION FOR THE SUMMER SEMESTER |
| May 22 (Monday) | REGISTRATION DAY FOR SUMMER SEMESTER |
| May 23-24 (Tuesday-Wednesday) | Late Registration and Schedule Change Period for Full Term & 1st Mini Term |
| May 24 (Wednesday) | Classes Begin for Full Term & 1st Mini Term |
| May 29 (Monday) | MEMORIAL DAY/COLLEGE CLOSED |
| June 12 (Monday) | Mid-Term for 1st Mini Term (Last Day to Drop with a Grade of "W" 1st Mini Term) |
| June 26 (Monday) | Classes End for 1st Mini Term (Last Day to Drop Classes 1st Mini Term) |
| June 27 (Tuesday) | Mid-Term for Full Term (Last Day to Drop with a Grade of "W" Full Term) |
| | Final Exams - 1st Mini Term |
| June 28 (Wednesday) | REGISTRATION 2ND SPRING MINI TERM |
| June 29 (Thursday) | Classes begin - 2nd Mini Term |
| June 29 -30 (Thursday - Friday) | Late Registration and Schdule Change Period for 2nd Mini Term |
| July 1-2 (Saturday-Sunday) | Weekend Classes will meet |
| July 4 (Tuesday) | INDEPENDENCE DAY OBSERVED/COLLEGE CLOSED |
| July 10-August 1 | ADVANCE REGISTRATION FOR THE FALL SEMESTER |
| July 17 (Monday) | Mid-Term - 2nd Mini Term (last day to drop with a grade of "W" 2nd Mini Term) |
| August 1 (Tuesday) | Classes End for Full Term & 2nd Mini Term (Last Day to Drop Classes Full Term & 2nd Mini Term) |
| | Last Day of Fall Advance Registration for Fall |
| August 2-3 (Wednesday-Thursday) | Final Examinations - Full Term & 2nd Mini Term |

**Registration Dates**

| | |
|---|---|
| October 11 | 2016 2nd Fall Mini Term |
| November 14-December 7 | 2017 Spring Full Term & 1st Spring Mini Term Advance Registration |
| January 4 | 2017 Spring Full Term & 1st Spring Mini Term |
| March 1 | 2017 2nd Spring Mini Term |
| April 3 - April 26 | 2016 Summer Full Term & 1st Summer Mini Term Advanced Registration |
| May 22 | 2016 Summer Full Term & 1st Summer Mini Term |
| June 28 | 2016 Summer 2nd Mini Term |
| July 10-August 2 | 2016 Fall Full Term & 1st Fall Mini Term Advance Registration |

**School Holidays (College Closed)**

| | |
|---|---|
| September 5 | Labor Day - State Holiday |
| November 11 | Veterans Day - State Holiday |
| November 24-25 | Thanksgiving - State Holidays |
| December 22-January 2 | Christmas Holidays and Local Holidays |
| January 1 | New Year's Day - State Holiday |
| January 16 | Martin Luther King Day - State Holiday |
| May 29 | Memorial Day - State Holiday |
| July 4 | Independence Day Observed - State Holiday |

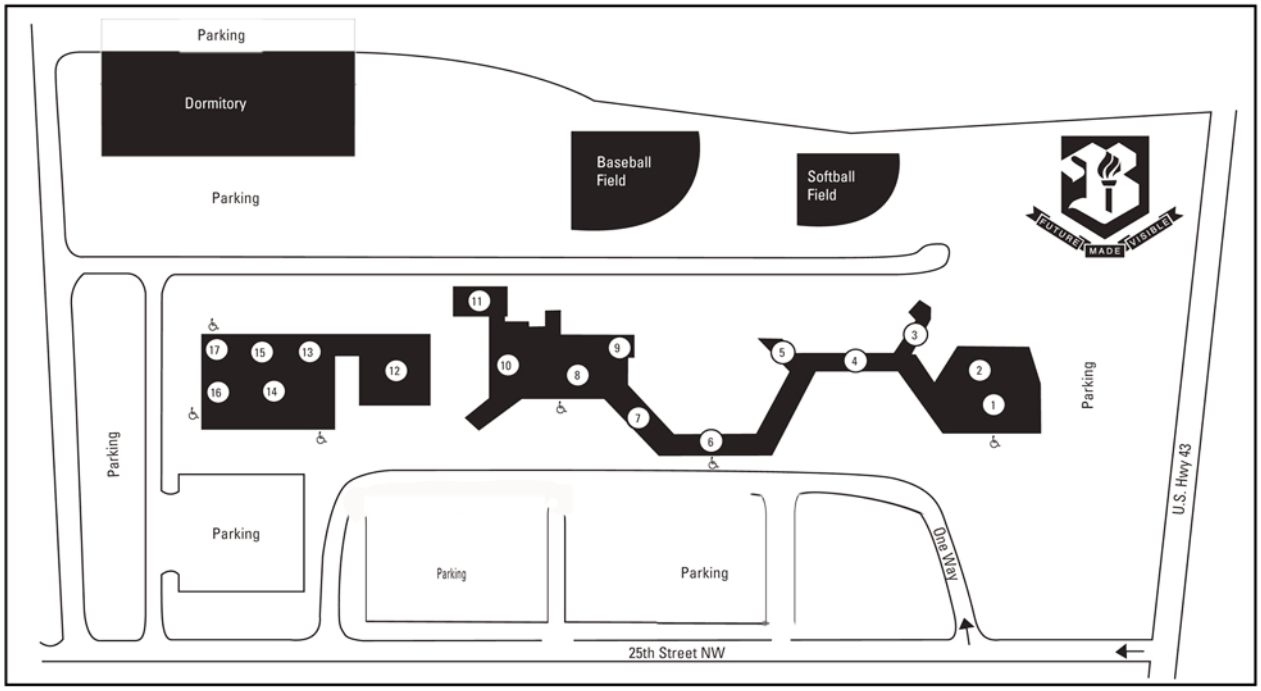
## 2015-2016 GRADUATION RATE/STUDENT RIGHT TO KNOW REPORT

The 2012 cohort consisted of 806 first-time, full-time, degree/certificate-seeking students. After three years, 20% of these students had graduated from our institution or completed their programs and 15% had transferred to other higher education institutions. Below are the four-year average percentages for graduation and transfer out rates for Bevill State Community College.

**COLLEGEWIDE** GRADUATION - 17% TRANSFER - 19%

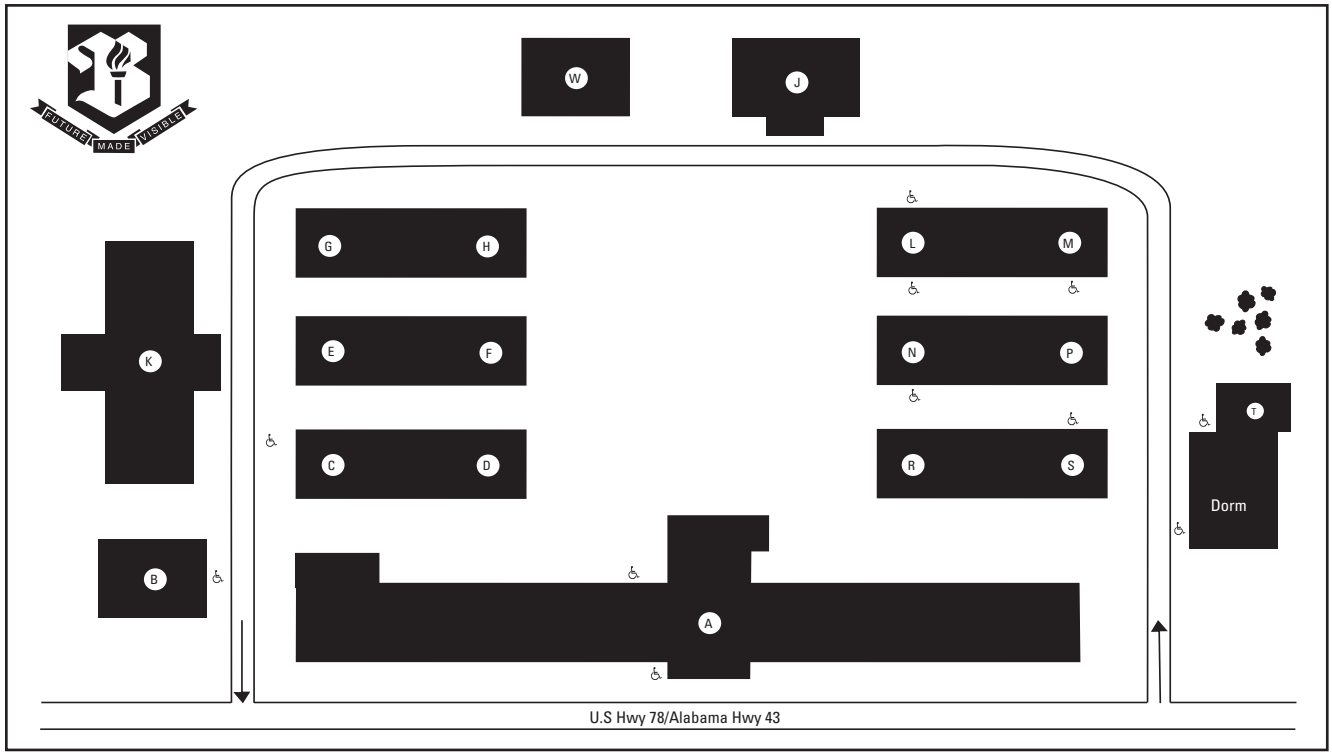
# CAMPUS MAPS

## FAYETTE CAMPUS - Fayette, AL




1. Library/ Learning Resource Center
2. Testing Center (2nd floor)
3. Science Wing
4. Classrooms
5. Administrative Offices
6. Office of Student Services
7. Classrooms
8. Gymnasium
9. Bear's Den/Student Center Business Office/Bookstore
10. Wellness Center
11. Maintenance
12. Health Science Wing
13. Adult Education classrooms
14. Tom Bevill Center Bldg
15. Alabama Career Center
16. Earl McDonald Auditorium
17. Cafeteria

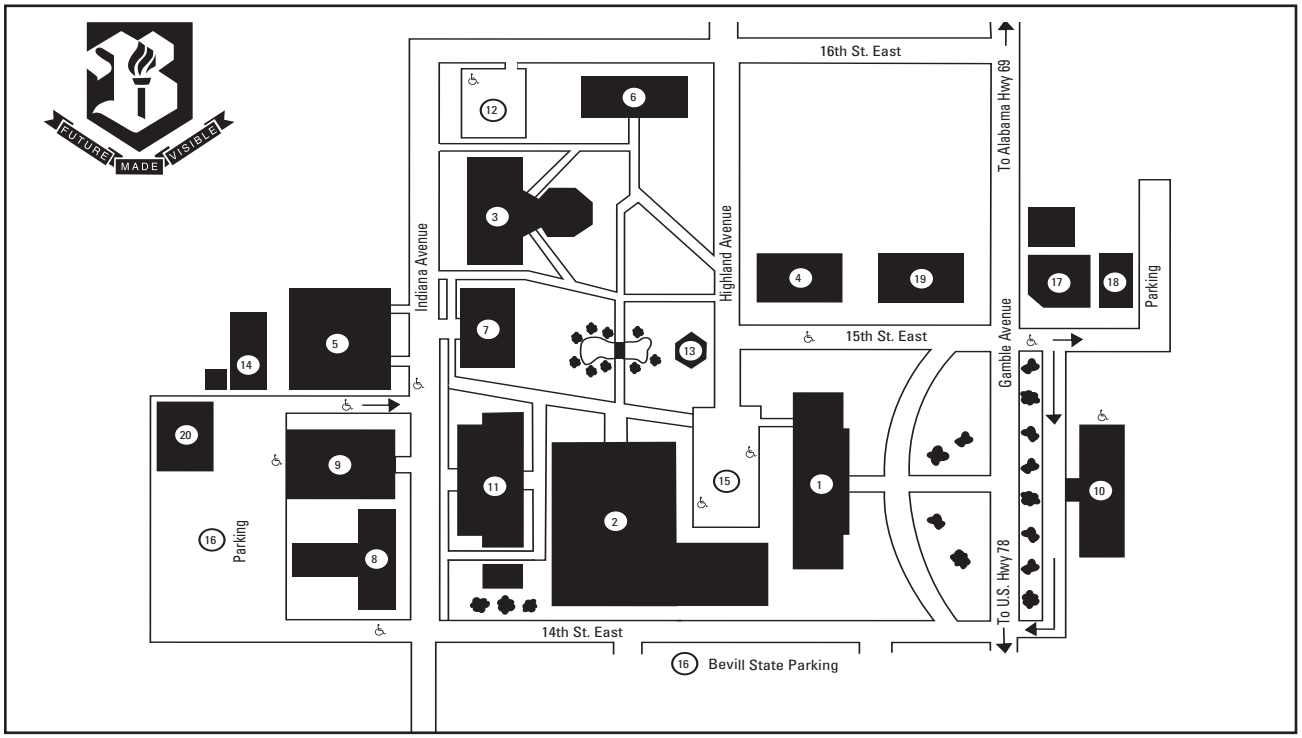
## HAMILTON CAMPUS - Hamilton, AL




Building A: Admin Services/Library
Building B: Bevill Building
Building C: Bookstore
Building D: Electronics
Building E: Air Conditioning
Building F: Welding
Building G/H: Automotive Technology
Building J: Cosmetology/Barbering
Building K: Health Sciences
Building L: Lecture Hall
Building M: Wellness Center
Building N/P: Machine Shop
Building R: Drafting
Building S: Alabama Skills Center
Building T: Dorm
Building W: Warehouse

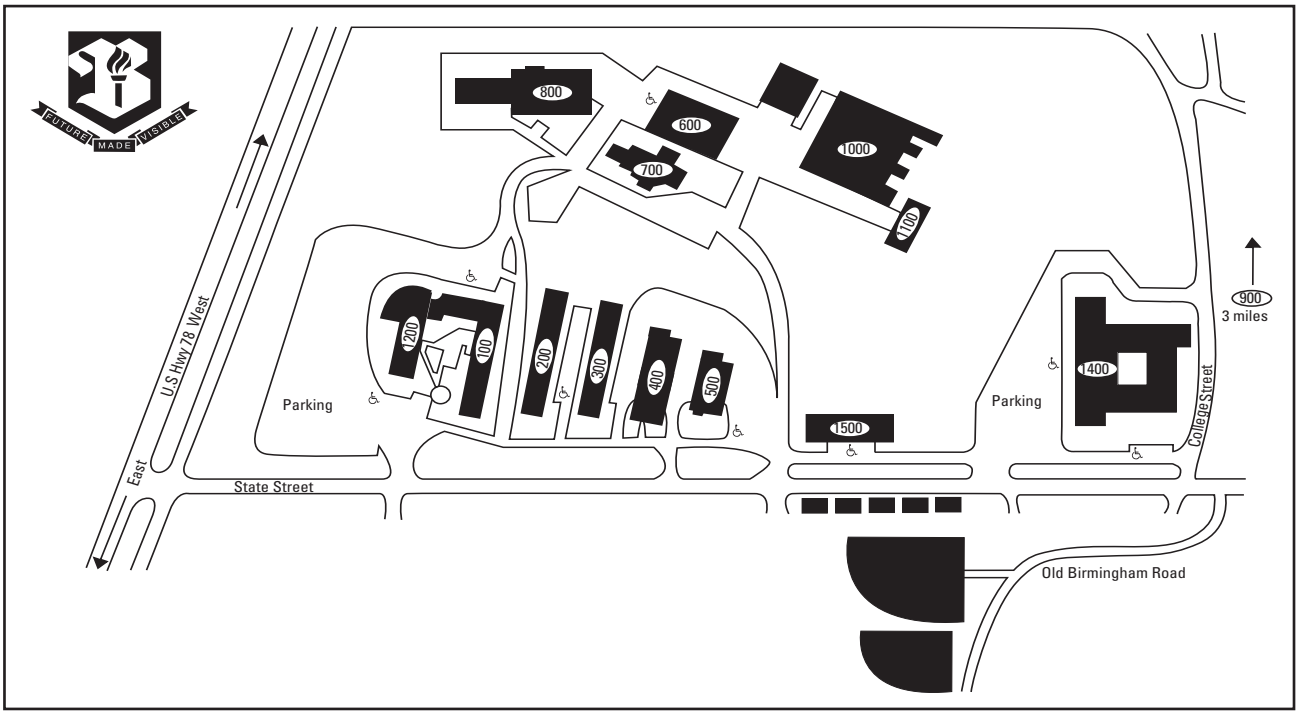
# CAMPUS MAPS

## JASPER CAMPUS - Jasper, AL




1. Davis Hall (D)
2. Wade Math & Science Building (H)
3. L. M. Walker Hall/Arts & Humanities (W)
4. Thornton Chapel (CH)
5. Glen R. Clem Gymnasium
6. Continuing Education Center
7. Jesse Student Center/Bookstore
8. McCutcheon Hall
9. Rowland Education Center (R)
10. Sam R. Murphy Hall
11. Irma Dilg Nicholson Library
12. L. M. Walker Hall Parking
13. Gazebo
14. Maintenance Building
15. Faculty/Staff Parking
16. Parking
17. Bevill Hall/Health Sciences (B)
18. Carl Hare Simulation Lab
19. Foundation House
20. Maintenance Storage

## SUMITON CAMPUS - Sumiton, AL




Bdg 100: Business & Office Administration
Computer Science
Computer Services
Cosmetology
Bdg 200: Bookstore
Business Office/Purchasing
Bdg 300: Electrical Systems Technology
Air Conditioning/Refrigeration Tech
Bdg 400: Auto Body Repair Tech
Bdg 500: Distance Education classroom
Bdg 600: Machine Tool Technology
Auto Tech, Adult Education
Bdg 700: Mining
Bdg 800: Welding Technology
Diesel Technology
Bdg 900: Truck Driving (Off Campus)
Bdg 1000: Mining Technology
Simulated Coal Mine
Bdg 1100: Warehouse & Maintenance
CDL Training
Bdg 1200: Administrative Offices/Services
Library/Learning Resource Center
Office of Student Services
Testing Center
Bdg 1400: Business & Industry Training
Drafting Technology
Science Laboratories
Cafeteria, Civic Dining Room
Exhibit Hall
Security Office
Bdg 1500: Health Sciences, Computer/Scie
Distance Education classroom

## HISTORY OF THE COLLEGE

Bevill State Community College is a part of the State of Alabama's system of community, junior, and technical colleges authorized by the Alabama Legislature under Act No. 93, approved May 3, 1963. At the same time, Act No. 94 vested the authority and responsibility for the operation and maintenance of Alabama's two-year colleges with the State Board of Education.

Bevill State Community College was created in 1992 by the consolidation of two premier two-year colleges which were a part of the original legislation: Walker State Technical College (Sumiton), formerly a vocational/technical institution which opened in 1966, and Brewer State Junior College (Fayette), a two-year academic transfer institution, created in 1969. The Hamilton Campus of Northwest Alabama Community College, primarily a vocational/technical campus which was created in 1966, merged with Bevill State in 1993 as one of its main campuses. Walker College (Jasper), established in 1938 as a two-year academic transfer college, completed the Bevill State four-campus college in 1998. In 2007, the College built the Pickens County Educational Center in Carrollton.

Bevill State offers academic transfer courses, career technical education, health sciences programs, adult education classes, workforce training, corporate education and community education at its four main campuses and one instructional site. Bevill State's service area spans over 4600 square miles in a seven-county area, reaching more than 200,000 people from the Birmingham city limits to the Mississippi state line.

## INSTITUTIONAL MISSION STATEMENT

Bevill State Community College is an accredited, learning-centered institution dedicated to student success by providing quality educational and training opportunities that enrich lives intellectually, economically, and culturally.

## VISION STATEMENT

Bevill State Community College will set the standard of excellence for education, workforce training, partnerships, and economic development.

## VALUES

- Acknowledging the dignity, self-worth, and uniqueness of each individual.
- Providing service for our students and the community.
- Fostering a culture of integrity.
- Demonstrating accountability in all actions, obligations, and duties.
- Developing leadership by example.
- Facilitating collaboration among all stakeholders.
- Promoting diversity.
- Instilling an ethic of professionalism.
- Striving for excellence in all endeavors.

## 5 BOLD STEPS

- Develop One-Stop Centers on all campuses
- Re-imagine developmental education
- Engage in strategic enrollment management
- Reinvent BSCC Workforce Solutuons, community and economic development
- Rethink all financial strategies

## GENERAL EDUCATION CORE COMPETENCIES

Graduates of Bevill State Community College will demonstrate effective communication, critical thinking, and cultural awareness. Communicating effectively is the ability to engage in effective written and oral communication. Critical thinking is an intellectual process that involves discovering and analyzing information to overcome obstacles and find solutions. Cultural Awareness is an understanding of diverse human traditions.

## STATEMENT OF CATALOG RESPONSIBILITY

Generally, the student is bound to the program requirements in effect at the time of the student's initial registration at the College. However, if the student is not enrolled for a semester or more (excluding summer term), the catalog which is current when the student returns to the College will become the catalog in effect. When a student changes his/her program, the catalog at the time of the change becomes the catalog in effect. As courses and program requirements are revised to the extent that it becomes impossible for the student to meet the requirements of the original catalog in effect, it may become necessary for the student to conform to the requirements published in the most recent edition of the catalog.

This Catalog is the official announcement of the program requirements and regulations of Bevill State 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.

## INFORMATION FOR DISABLED PERSONS/ ADA ACCOMMODATIONS

The College seeks to comply fully with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. It is the policy of the College that a good faith effort shall be made to meet the accommodation requests of persons with disabilities. Persons requesting accommodation may contact the campus 504/ADA coordinator. The 504/ADA accommodations request process for persons with disabilities is as follows:

1. Disclosure of a disability is voluntary.
2. All students who take the College placement exam are invited to request information for students with disabilities on their test answer sheets. Students who request information are given the name of the campus 504/ADA coordinator and an **ADA Fact Sheet/Accommodations Request Form** and are invited to contact the 504/ADA coordinator for additional information.
3. All new students who attend the required Orientation course are given a copy of the **ADA Fact Sheet/Accommodations Request Form** and the name of the campus 504/ADA coordinator and are informed of the accommodations request process.
4. The accommodations request process begins when a student contacts the campus 504/ADA coordinator:
   Fayette Campus - Sherry Terry, Ext. 5103
   Hamilton Campus - Beth Roberts, Ext. 5350
   Jasper Campus - Tiqua Gator, Ext. 5901
   Sumiton Campus - Jana Kennedy, Ext. 5201
5. The student and the 504/ADA coordinator work together to determine the student's campus-related accommodation needs. A good faith effort is made to provide appropriate accommodations and to fully comply with Section 504 and ADA guidelines.
6. An Accommodations Request Form must be completed, identifying accommodations requested and other pertinent information. Forms are available from the 504/ADA coordinator, the placement test center, the Office of Student Services, in the Orientation Workbook and at www.bscc.edu.
7. Accommodations will not be considered until the student has submitted the **ADA Fact Sheet/Accommodations Request Form** and any required documentation to the ADA Coordinator. If accommodations are granted they begin on or after the date of approval. Under no circumstances will accommodations be granted retroactively.
8. If official documentation is required, information release forms are

available from the 504/ADA coordinator to assist the student in obtaining official documentation of disability from physicians or other agencies.

9. Once a student meets with the 504/ADA coordinator to request classroom accommodations and provides any needed documentation of disability, the coordinator will send a Documentation of Disability Form to each of the student's instructors to inform them of the accommodations that must be met in their classroom.
10. The student must meet with the 504/ADA coordinator at the beginning of each academic term for which classroom accommodations are requested so that the instructors for each term can be notified of the accommodations.
11. The student will meet with each instructor to discuss the implementation of each authorized accommodation. Instructors will not initiate accommodations without the student's consent.
12. Non-classroom accommodation requests are forwarded by the 504/ADA coordinator to the appropriate College official for implementation.
13. Completed Accommodations Request Forms and any documentation of disability are confidential and are stored in a locked file separate from the student's permanent student record.

**NONDISCRIMINATION POLICY/TITLE COMPLIANCE ASSURANCE**

It is the policy of the Alabama Community College System, its Board of Trustees, and Bevill State 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 benefit of, or be subjected to discrimination under any program, activity, or employment.

No employee or applicant for employment or promotion, including applicants for presidential, full-time faculty, and other administrative and supervisory positions, shall be discriminated against on the basis of any impermissible criterion or characteristic including, without limitation, race, sex, age or any other protected class.

This policy is enforced by Federal law under Title IX of the Education Amendment of 1972, Title VI and Title VII of the Civil Rights Act of 1964, Section 504, of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990. Inquiries regarding compliance with these statutes may be directed to the Executive Vice President, Title IX Senior Coordinator, at kennis@bscc.edu or the Title IX Coordinator, at mkinard@bscc.edu, 1411 Indiana Avenue, Jasper, Alabama, 35501, or to OCR.

Bevill State 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 and its amendment.

Conscious effort is made to assure that all College regulations are within the scope of the lawful mission of public 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 the students.

**HARASSMENT/SEXUAL HARASSMENT**

**I. Introduction**

The State Board of Education is committed to providing both employment and educational environments free of harassment or discrimination related to an individual's race, color, gender, religion, national origin, age, disability, or any other protected class. Such harassment is a violation of State Board of Education policy. Any practice or behavior that constitutes harassment or discrimination shall not be tolerated on any campus or site, or in any division, or department by any employee, student, agent, or non-employee on any institution's property and while engaged in any institutionally sponsored activities.

It is within this commitment of providing a harassment-free environment and in keeping with the efforts to establish an employment and educational environment in which the dignity and worth of members of the community are respected, that harassment of **students and employees** is unacceptable conduct and shall not be tolerated at Bevill State Community College.

A nondiscriminatory environment is essential to the mission of Bevill State. An abusive environment inhibits, if not prevents, the harassed individual from performing responsibilities as **student or employee** and creates a hostile work/learning environment. It is essential that institutions maintain an environment that affords equal protection against discrimination, including sexual harassment. Bevill State Community College shall take all the necessary steps to ensure that harassment, in any form, does not occur. **Employees and students** who are found in violation of this policy shall be disciplined as deemed appropriate by the investigating authority as to the severity of the offense with final approval from the President.

**Employees and students** of Bevill State shall strive to promote an environment that fosters personal integrity where the worth and dignity of each human being is realized, where democratic principles are promoted, and where efforts are made to assist **colleagues and students** to realize their full potential as worthy and effective members of society. Administrators, professional staff, faculty, and support staff shall adhere to the highest ethical standards to ensure professionally functioning institutions and to guarantee equal educational opportunities for all students.

*Grievances against students will be handled according to usual and customary student discipline procedures as outlined in the handbook; with the exception of students charged with violating the SEXUAL ASSAULT AND VIOLENCE POLICY. A student charged with this conduct violation will be immediately referred to the Grievance Procedures and Resolution of Harassment, Discrimination and Sexual Violence Complaints found on page 10 of the college catalog. Sanctions for this violation may range from probation to expulsion, depending on the severity of the incident.*

**II. Definitions of Harassment**

For these purposes, 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.

Any contact solicited during non-traditional business hours may be perceived as harassment by recipient unless it is specifically associated with work related duties.

Harassment of employees or students by non-employees is also a violation of this policy. Any employee or student who becomes aware of any such harassment shall report the incident(s) to the appropriate institution official. Failure to act, which includes initial investigation, shall be deemed in direct violation of this policy.

Harassment also includes unwelcome sexual advances, requests for sexual favors, and other verbal, graphic, or physical contact if perceived as such by the recipient.

Sexual harassment, including sexual violence, is a form of sex

discrimination which is illegal under Title VII of the Civil Rights Act of 1964 for employees and under Title IX of the Education Amendments of 1972 for students. Sexual harassment does not refer to occasional compliments; it refers to behavior of a sexual nature which interferes with the work or education of its victims and their co-workers or fellow students. Sexual harassment may involve the behavior of a person of either sex against a person of the opposite sex or the same sex, and occurs when such behavior constitutes unwelcome sexual advances, unwelcome requests for sexual favors, or other unwelcome verbal or physical conduct of a sexual nature, when perceived by the recipient that:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or educational opportunities;
- Submission to or rejection of such conduct is used as the basis for employment or academic decisions affecting that individual;
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance, or creates an intimidating, hostile, or offensive work or educational environment;
- Any incident of harassment shall be reported to the grievance officer as promptly as possible after the harassment occurs.

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; threat; unwelcome sexual advances; unwelcome requests for sexual favors; other unwelcome sexually 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:

1. Physical/sexual assault;
2. Rape;
3. Sexual battery;
4. Sexual coercion;
5. 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;
6. Direct propositions of a sexual activity;
7. Subtle pressure for sexual activity;
8. 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, or anecdotes;
9. Repeated conduct that would cause discomfort and/or humiliate a reasonable person at whom the conduct was directed, including 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);
10. Intimidating or demeaning comments to persons of a particular sex, whether sexual or not;
11. Displaying objects or pictures which are sexual in nature and that would create a hostile or offensive employment or educational environment and serve no educational purpose related to the subject matter being addressed.

Sexual violence refers to physical acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability.

Further stated sexual violence includes the following definitions as put forth by the Violence Against Women Reauthorization Act (VAWA effective March 7, 2014)

Domestic Violence: Includes felony or misdemeanor crimes of violence committed by a current or former spouse of the victim:

- by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with,
- the victim as a spouse, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction, or
- by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

Dating Violence: Violence committed by a person:

A. Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
B. Where the existence of such a relationship shall be determined based on a consideration of the following factors:

(i) The length of the relationship.
(ii) The type of relationship.
(iii) The frequency of interaction between the persons involved in the relationship.

Stalking: Engaging in a course of conduct directed at a specific person that would cause a reasonable person to:

A. Fear for his or her safety or the safety of others; or
B. Suffer substantial emotional distress.

**III. Sexual Assault and Violence Policy**

Bevill State Community College does not tolerate sexual misconduct such as sexual harassment, sexual assault, stalking, and intimate partner violence. Sexual violence refers to physical acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability.

The following behaviors are prohibited and are considered acts of sexual misconduct as put forth by the Violence Against Women Reauthorization Act (VAWA effective March 7, 2014). All forms of sexual misconduct are serious offenses and will be subject to appropriate College disciplinary procedures. Sexual misconduct involving force, duress, or inducement of incapacitation, or where the perpetrator has deliberately taken advantage of another person's state of incapacitation, will be deemed especially obvious and may result in academic expulsion, or termination of employment. The consumption of alcohol or the use of illegal substances does not constitute a mitigating circumstance when it contributes to a violation.

*Non-Consensual Sex (Rape) or Sexual Activity:*

- Consent is a voluntary agreement to engage in sexual activity;
- Someone who is incapacitated cannot consent;
- Past consent does not imply future consent; silence or an absence of resistance does not imply consent;
- Consent to engage in sexual activity with one person does not imply consent to engage in sexual activity with another;
- Consent can be withdrawn at any time; and
- Coercion, force, or threat of either invalidates consent.

*Domestic Violence Includes:*

- Felony or misdemeanor crimes of violence committed by a current or former spouse of the victim;
- Committed by a person with whom the victim shares a child in common;
- Committed by a person who is cohabitating with or has cohabitated with,the victim as a spouse;
- Committed by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction; or
- Committed by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

*Dating Violence: Violence committed by a person:*

A. Who is or has been in a social relationship of a romantic or intimate nature with the victim; and

B. Where the existence of such a relationship shall be determined based on a consideration of the following factors:

1. The length of the relationship.
2. The type of relationship.
3. The frequency of interaction between the persons involved in the relationship.

*Stalking*:

Engaging in a course of conduct directed at a specific person that would cause a reasonable person to:

A. Fear for his or her safety or the safety of others; or

B. Suffer substantial emotional distress.

*Retaliation:*

Any attempt to seek retribution against, or cause harm or undue discomfort to an individual or group of individuals involved in filing a complaint or report under this policy, filing an external complaint, participating in a disciplinary process, or opposing in a reasonable manner an action believed to constitute a violation. Retaliation can take many forms, including abuse or violence, threats, and intimidation. Actions in response to a good faith report or response under this policy are considered retaliatory if they have a materially adverse effect on the working, academic or College controlled living environment of an individual; or if they hinder or prevent the individual from effectively carrying out their College responsibilities. Any individual or group of individuals can engage in retaliation and will be held accountable.

Violence Against Women's Act (VAWA) did not affect, in any way, Title IX of the Education Amendments of 1972. Title IX prohibits discrimination on the basis of sex or gender at Bevill State Community College. The College will respond to complaints or reports about conduct prohibited under this policy with measures designed to stop the behavior, eliminate any such gender discrimination, prevent the recurrence of the prohibited conduct, and remediate any adverse effects of such conduct on campus or in college related programs or activities.

The College has an obligation to make reasonable efforts to investigate and address complaints or reports of sexual misconduct, whenever it becomes aware of such complaint or report. Once made aware, the College must conduct an investigation regardless of how the information was brought to the College's attention or the extent to which the complainant wishes to participate or be involved. All individuals have access to resources that they may use for support and guidance without initiating college action. Retaliation against anyone involved in the internal disciplinary process, or opposing in a reasonable manner an act believed to constitute a violation of this policy, is prohibited and will not be tolerated. In light of these commitments, the College will follow the Grievance Procedures and Resolution of Harassment, Discrimination and Sexual Violence Complaints found on page 11 of the College Catalog, which includes investigation and disciplinary procedures that will be followed in response to allegations of sex or gender discrimination, including sexual misconduct such as sexual harassment and sexual assault, intimate partner violence, stalking, and related retaliation.

## Policy Terminology

***Victim:*** A person who has been the subject of prohibited conduct, regardless of whether that individual makes a complaint or seeks disciplinary action.

***Complaint:*** A victim who has made a complaint of a violation or on whose behalf a complaint was made or a disciplinary action was initiated.

***Alleged Offender:*** The alleged offender refers to the individual who has been accused of prohibited conduct.

***Third Party:*** The term third party refers to any individual who is not a college student, a faculty member or a staff member (e.g., vendor alumni, or local residents). Being a third party does not preclude a person from coverage by this policy. A third party who is a victim shall have the right to report and have investigated any complaint made. A third party who is a alleged offender found to have violated the policy may be permanently barred from the College campuses and/or activities of the College.

## Sexual Assault Victim Bill of Rights

1. The Right to Human Dignity

Victims shall:

- Be treated with fairness and respect for their dignity;
- Have their privacy honored;
- Have their allegations of sexual assault or misconduct treated seriously;
- Be free from any suggestion that they are responsible for the assault or other misconduct committed against them;
- Be free from any threats of retaliation or other attempt to prevent the reporting of sexual misconduct;
- Be free from unwanted pressure from college personnel to report sexual assaults or other misconduct if they do not wish to do so. Report sexual assaults as less serious offenses. Refrain from reporting sexual assaults or other sexual miscount for any reason, including the fear of unwanted personal publicity.

2. The Right to Resources On and Off Campus

Victims of whom the College has become aware shall:

- Receive notice describing options to pursue a criminal complaint with the appropriate law enforcement agency, to pursue the College's disciplinary process, or to pursue both processes simultaneously;
- Be notified of existing campus and community – based medical, counseling, mental health services for victims of sexual assault whether or not the assault is formally reported to college, campus or civil authorities;
- Have the right to know there will not be a charge for filing criminal or college disciplinary complaints;
- Be informed of and assisted in exercising any rights to confidential or anonymous testing for sexually transmitted infections, HIV, and pregnancy, and any rights that may be provided by law to obtain the communicable diseases test results of sexual assaults suspects.

3. The Right to Campus Judicial Proceedings

Victims have the right to:

- Written and advance notice about a disciplinary hearing involving the person or persons accused of sexually assaulting them or engaging in other misconduct toward them is covered by this policy;
- Have the opportunity to present witnesses and other evidence, to receive notice of the process, information about procedures, and written notice of the outcome in a manner that is equivalent to the process of the accused;
- Have a person of their choice accompany them throughout the disciplinary hearing;
- Remain present during the entire proceeding, whenever possible. Alternative arrangements may be made for those who do not want to be present in the same room as the accused during the disciplinary hearing;
- Be heard at the proceeding;
- Be assured that their irrelevant past sexual history will not be discussed during the hearing;

4. The Right to Law Enforcement and Campus Intervention
Reports of sexual assault will be subject to being investigated and evaluated by the appropriate criminal and civil authorities of the jurisdiction in which the sexual assault it reported. Victims shall receive full and prompt cooperation and assistance of campus personnel in notifying the proper authorities.

Victims shall receive full, prompt and victim sensitive cooperation of campus personnel in obtaining, securing and maintaining evidence, including a medical examination when it is necessary to preserve evidence of a reported sexual assault. A "no contact order" shall be issued promptly and in writing to all parties of a reported sexual assault after the College receives notice of a complaint.

Campus personnel shall take reasonable and necessary actions to prevent further unwanted contact by any victim's alleged assailant.

Victims shall be notified of the options for and provided assistance in changing academic situation if such changes are reasonably available.

## Other Policy Statements

*Confidentiality*
Above all, confidentiality of victims must be protected. Identifying information of a victim will be protected as much as possible. This means that a victim's name will not be published or otherwise publicized without her/his permission. When a person makes an official complaint to authorities, all possible protections will be afforded this individual, whether or not she/he participates in any investigation. When the College needs to act to protect the safety of others, absolute confidentiality may not be possible. For absolute confidentiality, contact NOVA Sexual Assault Services (see below for contact information).

*Timely Warnings*
Any timely warning that is broadcast through Bear Alert, websites or emails for the safety of our community will not identify a victim by name.

*Reporting Options*
Emergency Situations Contact
Bevill State has APOST certified police officers at all campuses. Certified police officers carry weapons and have arrest authority on and off campus by authority of the Code of Alabama as amended 16-22-1, 16-22-2. These certified police officers are vested with all powers, authority, and responsibilities of any state law enforcement officer. ***In emergency situations, if there is a suspected crime in progress, or imminent or serious threats to the safety of anyone, students, faculty, and staff members must immediately contact the College Police Department:***

Dispatcher: 205-442-1569 or 387-0511, ext. 5866
Fayette: 205-438-1733
Hamilton: 205-442-1567
Jasper: 205-438-1734
Sumiton: 205-282-1346
Pickens Co:. 205-259-0673
After office hours call 911.

*Non-emergency Situation Contact*
In non-emergency situation, students, faculty and staff must promptly report suspected violations to the appropriate officials as follows:

Executive Vice President, Dr. Kim Ennis, 205-387-0511 ext. 5812
Fayette Campus Dean, Max Weaver, 205-932-3221 ext. 5133
Hamilton Campus, 205-921-3177 ext. 5310
Jasper Campus, 205-387-0511 ext. 5706
Sumiton, 205-648-3271 ext. 5405
Pickens County Campus Director: Steven Koon, 800-648-3271 ext. 5632
Director of Human Resources: Mary Kinard, 205-387-0511 ext. 5784

*Support Resources*
A complainant or witness has many options, including external counseling, filing an internal complaint, and/or filing a criminal complaint. The College recognizes that deciding among these options can be difficult. Complainants and witnesses are encouraged to seek assistance before deciding how to proceed.

*No Contact or Protective Orders*
The College will honor any protective order that an individual may have acquired through the local courts. A copy of any such court order should be given to the College Police for their information and enforcement. In addition, an administrative "no contact order" may be created by the or Title IX Coordinator once the incident is reported to that office.

*Preserving Physical Evidence*
It is extremely important to preserve all evidence of an assault. Individuals should go to a local hospital as a result of a rape to have a medical examination performed which will collect evidence. As required by VAWA, the College will rely upon the preponderance of evidence in sexual violence cases.

*Fair and Impartial Investigation and Resolution*
The College investigation will offer a fair and just procedure as the Title IX Coordinator follows the process outlined in this policy. All members of the College community are expected to cooperate fully with the investigation and disciplinary procedures, including the preservation of all material evidence by the alleged victim. The College recognizes that an individual may be reluctant to participate in the process; nevertheless, any student or member of the faculty or staff who refuses to cooperate in an investigation may be subject to discipline. Refusal to cooperate includes delaying or failing to acknowledge requests from College officials for information, and delaying or failing to make oneself available for meetings with College officials.

It is understood that there may be circumstances in which a complainant wishes to limit their participation. The complainant

retains this right and will not be subject to discipline, although the College may be obligated to conduct an investigation regardless of the complainant's wishes.

If an alleged offender chooses not to answer any or all questions in an investigation for any reason, the College process will continue, findings will be reached in accordance with the preponderance of evidence standard with respect to all available credible evidence in support of or contrary to the alleged conduct, and the College will take such action or actions as are appropriate to findings supported by the evidence. The College will not, however, draw any adverse inference from an alleged offender's silence.

*Community Resources*
Since Bevill State does not offer mental health counseling to students or employees, it is important to be aware of community resources that are both free and confidential. The Northwest Mental Health Center may be contacted 24-hours a day, 1-800-489-3971.

**IV. Definitions of Personal Conduct**
The employees of Bevill State Community College determine the ethical and moral tone for the institution through both their personal conduct and their job performance. Therefore, each employee must be dedicated to the ideals of honor and integrity in all public and personal relationships. 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. Further, such relationships may have the effect of undermining the atmosphere of trust on which the educational process depends. Implicit in the idea of professionalism is the recognition by those in positions of authority that in their relationships with students or employees there is always an element of power. It is incumbent on those with authority not to abuse the power with which they are entrusted.

All personnel shall be aware that any romantic relationship (consensual or otherwise) or any otherwise inappropriate involvement with another employee or student 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 such a 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.

This policy encourages faculty, students, and employees who believe that they have been the victims of harassment or reprisals to contact the Title IX Coordinator.

This policy shall be distributed, communicated and implemented in a manner which provides all interested parties the opportunity to be informed of this policy. A systemwide educational program shall be utilized to assist all members of the community to understand, prevent and combat harassment.

A harassment educational program may consist of seminars, workshops, videos, and/or printed materials. Through dissemination of this policy and by providing a training program, this policy seeks to achieve the following goals: (1) ensure that all administrators, faculty, students, and employees are made aware of their rights concerning sexual harassment; (2) notify individuals of conduct that is prohibited; (3) inform administrators and supervisors about the proper procedures in addressing complaints. This program must be administered annually and approved by Department of Postsecondary Education. The Chancellor will issue guidelines to ensure the adherence to, implementation of, and enforcement of this policy.

**GRIEVANCE PROCEDURES & RESOLUTION OF HARASSMENT, DISCRIMINATION, AND SEXUAL VIOLENCE COMPLAINTS AGAINST EMPLOYEES**
This grievance procedure is established to provide recourse for any student, prospective student, employee or member of the community who feels that his/her civil rights have been violated as set out in the following legislation:
1) Title VI and Title VII of the Civil Rights Act of 1964 (as amended by the Equal Employment Opportunity Act)
2) Title IX of the Educational Amendments of 1972
3) Section 504 of the Rehabilitation Act of 1973
4) The Americans with Disabilities Act of 1990
5) Violence Against Women Act 2014

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 Bevill State Community College. 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, prospective student, employee or community member who cites a failure of the institution to comply with civil rights legislation.

**Informal Grievance Process - Procedures**
1. Any member of the College community who believes that he or she has been the victim of sexual harassment or illegal discrimination should immediately bring the matter to the attention of the Title IX Coordinator, or to any academic or administrative officer, dean, director, supervisor, or advisor, who will then forward the complaint to the Title IX Coordinator or the person designated by the President to coordinate the investigation of such complaints. The Title IX Coordinator will determine the Dean or Administrative representative to participate in the investigatory process. Upon receipt of the complaint, the Title IX Coordinator shall meet and interview the complainant. During this initial meeting, in addition to gathering the additional information needed to initiate an investigation into the complaint, the Title IX Coordinator shall explain the procedure and shall present a copy of this Harassment and Discrimination Policy. The President shall be promptly notified of the complaint.
2. The complainant should present the complaint as promptly as possible after the alleged sexual harassment or discrimination occurs, preferably within thirty (30) calendar days of the incident. The complainant should submit a written statement of the allegations.
3. It is the intention of this policy to resolve complaints of sexual harassment and illegal discrimination as promptly as possible after the complaint and/or report is made. All complaints and/or reports will be investigated and resolved within forty-five (45) calendar days of receipt, except in extraordinary cases that require more time for completion of the investigation. Both the complainant and alleged offender shall be given periodical updates as to the status of the investigation.
4. The investigation record shall consist of formal and/or informal statements from the alleged victim, the alleged offender, witnesses identified by the victim or offender, and others deemed by the investigator to have pertinent knowledge of the factsinvolved in the complaint. All witnesses who provide relevant information should submit a written, signed statement attesting to their knowledge of the incident. The investigation will afford the accused a full opportunity to respond to the allegations.
5. Complaints may be resolved through informal or formal

procedures. Informal means are encouraged at the beginning point, but the choice of where to begin rests with the complainant. If the Title IX Coordinator, or the person designated by the President to handle the complaint, believes that the matter is sufficiently grave because of the nature of the alleged offense, or because the complainant seeks to have a sanction imposed, then formal procedures shall be initiated.

6. The complainant may, if he or she chooses, attempt to resolve the matter directly with the alleged offender and report to the Title IX Coordinator. However, if the complainant does not feel safe in confronting the alleged offender concerning the behavior or if the behavior does not stop, he/she shall immediately report such behavior to the Title IX Coordinator.
7. The Title IX Coordinator may notify the alleged offender of the complaint and take whatever steps deemed appropriate to affect an informal resolution that is acceptable to both parties. The informal action stage will last no more than fifteen (15) calendar days, unless extended by the consent and agreement of the complainant.
8. If the complaint is resolved informally, no record of the complaint will be entered in the alleged offender's personnel file or student record. However, the Title IX Coordinator will keep a record of the complaint and the resolution. A copy of the record will be forwarded to the President. All such records will remain confidential.
9. 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 offender, then the complainant will sign a statement requesting that no further action be taken. The alleged offender will receive a statement explaining the resolution of the investigation as conducted under this policy and procedure and will sign a statement documenting his or her understanding of the resolution.
10. Some reports of sexual harassment and discrimination may not be appropriate for informal resolution and may require a formal investigation at the discretion of the Title IX Coordinator, or the person designated by the President to coordinate the investigation of the complaint. Substantial weight will be given to the wishes of the complainant when determining whether to investigate a complaint; however, BSCC may investigate a complaint without the complainant's and/or alleged victim's consent when circumstances so warrant.

**Formal Grievance Process - Procedures**

1. If the complaint cannot be resolved on an informal basis within fifteen (15) calendar days or such extended time as agreed to by the complainant, the complainant may file or pursue a formal complaint. Each complainant has the right to proceed with or withdraw from the formal complaint procedure once it has been submitted. 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.

2. If the formal complaint is against an employee of the College, it shall remain with the Title IX Coordinator for investigation and disposition pursuant to applicable law and grievance/discipline procedures. The Title IX Coordinator will determine the Dean or Administrative representative to participate in the investigatory process.
3. In the event of complaints against employees and/or students, the Title IX Coordinator will notify the alleged offender in writing of the complainant's decision to take formal action. Formal action will consist of the Title IX procedures as set forth:
   A. The original and two copies of **Grievance Form A** must be filed with the Title IX Coordinator within thirty (30) calendar days following the date of the alleged violation(s). The alleged violation(s) must be clearly and specifically stated. Complainant is advised to keep a copy of all forms.
   B. The Title IX Coordinator will conduct whatever inquiry he/she deems necessary and will arrange conferences with the complainant, the alleged offender, and any other appropriate persons. The investigation will afford the accused an opportunity to respond to the allegations and offer any witnesses or evidence which are relevant to the resolution of the complaint. The Title IX Coordinator will make a record of the case, including a record of their decision, and a copy of that record will be retained in its confidential files. Within forty-five (45) calendar days following the receipt of **Grievance Form A**, the Title IX Coordinator shall notify the complainant and the alleged offender of the outcome of the investigation; however, that information should be treated by both parties as confidential and private. Said notification shall be mailed to his/her home address by certified mail, return receipt requested.
   C. Within fifteen (15) calendar days following receipt of the findings, a complainant or accused not satisfied with the resolution achieved by the formal procedures may seek an appeal by the completion and submission of **Form B** with the Title IX Coordinator and the President. If a notice of appeal is filed, appeal **Form B** must be used. Complainant or accused must state clearly and specifically on **Form B** the objections to the findings and/or decision. Copies of **Form B** must be provided to the Title IX Coordinator and the President or President's designee. If complainant or accused fails to file notice of appeal by the end of the 15th calendar day following receipt of the findings, the right to further appeal will be forfeited.
   D. The President will have thirty (30) calendar days following date of receipt of notice of appeal to investigate and study allegations and the written report of findings. At the completion of the President's review, the complainant and alleged offender shall be provided with a written report and disposition. Said notice shall be mailed to his/her home address by certified mail, return receipt requested. In addition, a copy of the written report and disposition shall be provided to the Title IX Coordinator. The decision of the President is final.

**Remedial Action**

Based on the findings and the decision of the President of Bevill State and the Chancellor of the Department of Postsecondary Education, disciplinary action will be imposed as appropriate, depending on the severity of the findings.

**Retaliatory Harassment**

After the conclusion of the grievance process (formal or informal) should the complainant believe that he or she has become the victim of retaliatory harassment, the Title IX Senior Compliance Coordinator should be immediately notified.

***NOTE:*** *Grievance Forms A and B may be obtained from the Director of Human Resources or the Executive Vice President.*

***NOTE:*** *It is the intent of the Policy to provide for a prompt and thorough investigation of any complaints. The time limits set forth within these guidelines are subject to change as needed to ensure satisfactory conclusion of the investigation.*

***NOTE:*** *Grievances against students will be handled according to usual and customary student discipline procedures as outlined in the handbook; with the exception of students charged with violating the SEXUAL ASSUALT AND VIOLENCE POLICY. A student charged with this conduct violation will be immediately referred to the Grievance Procedures and Resolution of Harassment, Discrimination and Sexual Violence Complaints found on page*

*11 of the college catalog. Sanctions for this violation may range from probation to expulsion, depending on the severity of the incident.*

**DRUG-FREE WORKPLACE POLICY**

In compliance with the drug-free workplace requirements of Public Law 100-690 for recipients of Federal contracts and grants, the following policy is in effect for Bevill State Community College:

1. The unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited at the College during any activity conducted, sponsored, or authorized by or on behalf of the College. The term "controlled substance" shall include any substance defined as a controlled substance in Section 102 of the Federal Controlled Substance Act (Code of Alabama. Section 20-2-1. et seq.).
2. The College has and shall maintain a drug-free awareness program to inform employees about:
   a. The dangers of drug abuse in the workplace;
   b. The College's policy of maintaining a drug-free workplace;
   c. Any available drug counseling, rehabilitation, and employee assistance program; and
   d. The penalties that may be imposed upon employees for drug abuse violations.
3. All employees of the College shall comply with paragraph one above.
4. Any employee who is convicted by any Federal or State court of an offense which constitutes a violation of paragraph one shall notify the President of the College, in writing, of said conviction within five (5) calendar days after the conviction occurs. Conviction, as defined in Public Law 100-690, shall mean "a finding of guilt (including a plea of *nolo contendere*) or imposition of sentence, or both."
5. In the event of a report of a conviction of an employee pursuant to paragraph four who is working in a project or a program funded through a federal contract or grant, the College shall notify, in writing, within ten (10) calendar days, any federal agency to whom such notification by the College is required under Public Law 100-690.
6. In the event an employee violates paragraph one or receives a conviction as described in paragraph four, the employee shall be subject to appropriate disciplinary action which may include, but is not limited to, termination of employment. The College shall also reserve the right to require said employee, as a condition of continued employment, to satisfactorily complete a drug treatment or rehabilitation program of a reasonable duration and nature.
7. The College shall make a good faith effort to ensure all policies are followed.
8. Each employee of the College shall receive a copy of this policy.

# ADMISSIONS INFORMATION

**ADMISSIONS INFORMATION**

For admission to any Alabama Community College System institution, applicants must provide one primary form of identification documentation listed below:

- 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 U.S. Territory 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

If appropriate documentation is not provided during the application process, the application is considered incomplete with a pending admission status and applicant will not be allowed to register at Bevill State.

Documentation may be presented in person or a legible copy sent via US mail, fax or email to the Office of Student Services.

Students seeking admission to Bevill State should follow these steps:

1. Complete a Bevill State application for admission and provide appropriate identification documentation. Students can apply online at www.bscc.edu.
2. Contact the Office of Student Services to schedule an appointment to complete the placement test.
3. Request an official transcript from high school and any previously attended colleges. Students with an earned Baccalaureate Degree or higher may submit the transcript from the degree granting institution for admission purposes.
4. Male students between the ages of 18 and 26 must register with the U.S. Selective Service at www.sss.gov.

Applicants who have not provided all the necessary required documents by the required date will be placed on hold for future registration and official transcript release.

Admission to the College does not guarantee acceptance or admission to certain Health Science programs such as Nursing, Emergency Medical Services and Surgical Technology, which may have additional standards for admission. Students should refer to the program descriptions in this Catalog for additional information. Any and all elements of admission requirements are subject to change without prior notice.

**ASSOCIATE DEGREE ADMISSION REQUIREMENTS**

An applicant who has not previously attended any duly accredited postsecondary institution or Council on Occupational Education institution will be designated a first-time college student or native student. A first-time college student must provide a valid high school transcript documenting graduation or an official transcript of GED scores issued by the appropriate state education agency.

**NON-DEGREE (CERTIFICATE) PROGRAMS ADMISSION REQUIREMENTS**

An applicant to a course not creditable toward an associate degree and programs comprised exclusively of courses not creditable to an associate degree may be admitted provided the applicant is 1) at least seventeen (17) years of age; 2) has not been enrolled in secondary education for at least one calendar year or provides written recommendation from the local superintendent of education; and 3) has achieved sufficient scores on an approved assessment.

Bevill State offers Truck Driver Training and Welding Technology programs under this provision. Applicants must achieve the required minimum scores on an approved assessment to enroll in one of these programs. In addition, Truck Driver Training applicants must be at least twenty-one (21) years of age and hold a valid driver's license.

According to the Federal Motor Carrier Safety Regulations, Truck Driver Training applicants must have the ability to read and speak the English language efficiently, to converse with the general public, to understand highway traffic signs and signals in the English language, to respond to official inquiries, and to make entries on report and records. They must pass the DOT physical (administered at student's expense) and a drug screening. The College will acquire a Motor Vehicle Report on each Truck Driver Training student. The report, which lists all accidents and moving violations within the last five years, will be obtained from the Alabama Department of Public Safety. A copy will be given to the student and a copy will be kept on file, according to Department of Transportation regulations. Applicants for the Truck Driver Training program are required to submit their applications along with payment of tuition to secure placement in the next available class.

A student 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. The College may establish higher or additional admission requirements for a specific program or service when student enrollment must be limited.

**HIGH SCHOOL DUAL ENROLLMENT**

All credit for coursework completed under these provisions is held in escrow until the student provides proof of high school graduation or meets program admission requirements. Transcripts issued prior to a student's high school graduation will be labeled "CONDITIONAL CREDIT." Upon proof of high school graduation, this notation will be removed from the transcript.

**Accelerated Credit High School Students** may enroll in college classes concurrently with high school classes and receive college credit. Bevill State Community College admissions, course placement, and course sequencing are applicable in addition to eligibility requirements listed below.

1. The student has successfully completed the 10th grade or have an exception granted by the participating postsecondary institution upon the recommendation of the student's principal and superintendent and in accordance with Alabama Administrative Code 290-8-9.17 regarding gifted and talented students;
2. The student provides certification from the local principal and/or designee certifying that the student has a minimum cumulative 2.5 GPA average and recommending the student be admitted under this policy;
3. The student may enroll only in postsecondary courses for which high school prerequisites have been completed (e.g., a student may not take English Composition until all required high school English courses have been completed).

**Dual Credit High School Students** may enroll in college classes concurrently with high school classes, either on the College campus or at the high school, and receive both high school and college credit. There must be on file at Bevill State Community College a formal written agreement between the student's local school board and Bevill State Community College before approval for Dual Credit/Dual Enrollment admission is granted. To be eligible the student must meet the following requirements:

1. The student must be in grade 10, 11, or 12 or have an exception granted by the participating postsecondary institution upon the recommendation of the student's principal and superintendent and in accordance with Alabama Administrative Code 290-8-9.17

regarding gifted and talented students.
2. The student must have a 2.5 GPA average, as defined by local board of education policy, in completed high school courses.
3. The student must have written approval of the appropriate principal, counselor, 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 appropriate counselor, principal and superintendent indicates that the student has demonstrated both.
4. The student must meet admission requirements established by the College.
5. Students who are enrolled in grades 10, 11, or 12 may be deemed eligible to participate in Dual Credit/Dual Enrollment in occupational/technical courses pending demonstrated ability-to-benefit as documented by successful completion of placement.

**TRANSFER STUDENT ADMISSION**

An applicant who has previously attended any duly accredited postsecondary institution or duly accredited Council on Occupational Education institution will be considered a transfer student and will be required to furnish official transcripts of all work attempted at all institutions. The College may also require the transfer of student documents required of first-time college students. A transfer student who meets requirements for admission to a course creditable toward an associate degree shall be classified as a degree-eligible student. A transfer student who does not meet these requirements shall be classified as a non-degree eligible student.

A transfer student who has been academically suspended from another institution will not be considered for admission until the appeal of academic suspension is complete as outlined in the Academic Progress Standards found in Academic Information.

**Unconditional Admission of Transfer Students**

1. A transfer student must have submitted to the College an application for admission and official transcripts from any duly accredited postsecondary institution or Council on Occupational Education institution attended, and, as designated by the College, any other documents required for first-time college students.
2. An applicant who has completed a baccalaureate degree or higher will be required to submit only the transcript from the institution granting the baccalaureate degree. In order to receive college credit for courses taken at an institution not granting the baccalaureate degree, an official transcript from the college must be on file.

**Conditional Admission of Transfer Students**

1. A transfer student who does not have on file official transcripts from all postsecondary institutions attended and any additional documents required by the College may be granted conditional admission. No transfer student shall be allowed to enroll for a second semester unless all required admissions records have been received by the College prior to registration for the second semester.
2. If all required admission records have not been received by the College prior to issuance of first semester grades, the grades will be reported on the transcripts, but the transcript will read "CONTINUED ENROLLMENT DENIED PENDING RECEIPT OF ADMISSIONS RECORDS." This notation will be removed from the transcript only upon receipt of all required admissions records. Students will not be allowed to register for a second term until all required admission records are on file.

**Initial Academic Status of Transfer Students**

1. 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.
2. 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 on Academic Probation. The transcript will read "ADMITTED ON ACADEMIC PROBATION."
3. An applicant who has been academically suspended from any duly accredited postsecondary institution or Council on Occupational Education institution may be admitted as a transfer student only after following the appeal process established at Bevill State Community College. If the transfer student is admitted upon appeal, the student will enter Bevill State Community College on Academic Probation. The transcript will read "ADMITTED UPON APPEAL-ACADEMIC PROBATION."

**General Principles for Transfer of Credit**

1. Coursework transferred or accepted for credit toward an undergraduate program must represent collegiate coursework relevant to the degree program, with course content and level of instruction resulting in student competencies equivalent to those of students enrolled in Bevill State's undergraduate degree programs. In assessing and documenting equivalent learning and qualified faculty, the College may use recognized guides which aid in the evaluation for credit. Such guides include those published by the American Council on Education, and the American Association of Collegiate Registrars and Admissions Officers.
2. A course completed at a duly accredited postsecondary institution with a passing grade will be accepted for transfer as potentially creditable toward graduation requirements.
3. A transfer grade of "D" will only be accepted when the student's cumulative GPA from transfer institutions is 2.0 or higher.
4. Credit may be extended based on a comprehensive evaluation of demonstrated and documented competencies and previous training.

**TRANSIENT STUDENT ADMISSION**

A student enrolled at another institution may secure permission from that institution to enroll at Bevill State as a transient student by submitting an **Application for Admission** and certification from the primary institution which certifies that the student is in good standing and/or that the course(s) will be accepted as a part of the student's academic program. Transient students are not required to submit official transcripts of their previously earned credits at other postsecondary institutions. Transient students must complete a **Transcript Request Form** at the end of the term before a transcript will be issued to the primary institution.

**SENIOR CITIZENS ADMISSION**

Individuals age 60 or over may receive tuition scholarships. They must follow standard admissions procedures and meet all course prerequisites as stated in the Catalog. Waivers apply only to college-credit courses and do not include books, fees, supplies, tools or repeated courses. Registration will take place during regular registration periods, but, to assure available space, will not be finalized until the last day of late registration. In the event space is no longer available, senior citizens will be required to withdraw from the course.

**READMISSION REQUIREMENTS**

Prospective students who were previously enrolled are required to complete the following steps to reapply for admission to Bevill State:

1. Complete an **Application for Admission**;
2. Retake placement exam, if needed;
3. Request transcripts from other previously attended colleges and universities to be sent to the Office of Student Services at Bevill State Community College, if such transcripts are not in the student's academic record.

***NOTE:*** *A returning student who is on academic or disciplinary suspension from any college should refer to the appropriate section of the Catalog.*

**PLACEMENT TESTING POLICY** All entering students who enroll in associate degree or certificate programs will be assesd at the appropriate level as indicated by the assessment results.

The following students are exempt from the placement test:

1. Any student with acceptable ACT or SAT scores as designatd in the Placement Score Chart below. However, students who wish to improve their course placement must take the state placement test;

**Act and SAT Exemptions**

| | ACT | SAT (prior to 2016) | New SAT (Section Score) | New SAT (Test Scores) |
|---|---|---|---|---|
| English/ Writing | ≥ 18 (English) | ≥ 440 (Writing) | ≥ 510 (Evidence Based Reading and Writing) | ≥ 25 (Writing and Language) |
| Reading | ≥ 20 | ≥ 480 | ≥ 510 (Evidence Based Reading and Writing) | ≥ 26 |
| Math | ≥ 20 | ≥ 480 | ≥ 510 | ≥ 25.5 |

2. Any student who has an associate degree or higher;
3. Any student who transfers degree-creditable, college-level English or mathematics courses with a grade of "C" or better from an accredited institution;
4. Any student who has successfully completed required developmental coursework at another Alabama Community College System college or an accredited college within the last three years. Course descriptions from institutions outside of the Alabama Community College System must be reviewed;
5 Any student who is enrolling to audit a course;
6. Any student who scores 165 or higher on the Mathematical Reasoning or Reasoning Through Lanquage Arts subject tests of the 2014 series GED;
7. Any transient student with documentation;
8. Any student who is enrolling for personal enrichment purposes only.

***NOTE:*** *In addition to retaking the placement test and making a satisfactory score, student may also bypass ENG or MTH courses not in his/her degree plan by meeting the pretesting requirements by the end of the add/drop period. Please contact your instructor for details.*

**REGISTRATION**
Registration dates are listed in the calendar section of the College Catalog. Online registration can be completed at www.bscc.edu.

Registration procedures are as follows:
1. During the registration period, first time Bevill State students must make an appointment with his/her academic advisor for the purpose of selecting coursework appropriate for his/her program of study. After completing the initial advising session, returning students may be authorized to register online for future semesters.
2. Remove all financial obligations (e.g., tuition, fees, library fees, and bookstore charges) from previous enrollment.
3. Complete the registration process by registering online at www.bscc.edu or during advising with an advisor. Students must be authorized by their advisor to register online.
4. Pay all tuition and fees. Students are not registered until tuition and fees are paid or financial assistance has been arranged. If all tuition and fees are not paid by the end of registration, students will be assessed a $25 late fee.
5. Students who do not remove charges for all tuition and fees will be removed from course rosters.

***NOTE:*** *Students are required to have all necessary documentation in their academic record files prior to the beginning of their second term. Students who fail to provide the required documentation will not be allowed to register for a second term at Bevill State.*

**COURSE OVERLOAD**
Special approval from the appropriate college-wide Dean or his/her designee is required for students who desire to register for more than 19 credit hours. Students may not register for more than 24 credit hours during any term. The student must have a cumulative 2.0 GPA to request a course overload.

**SCHEDULE CHANGES/DROP AND ADD**
All schedule changes must be made during the official schedule change period. Students should contact their program advisor to initiate a schedule change. Students receiving financial aid should contact the Office of Student Services if there is a change in total number of credit hours.

**WITHDRAWAL FROM A COURSE**
After the schedule change period, a student who drops a course may do so by completing a **Change/Withdrawal-Refund Request Form** in the Office of Student Services or instructional site. Prior to midterm, a grade of "W" will be assigned. After midterm, a grade of "WP" (Withdrawn Passing) or "WF" (Withdrawn Failing) will be assigned, dependent upon whether the student is passing or failing at the time he or she drops.

***NOTE:*** *Students dropping a class after midterm must do so by the last regularly scheduled day of class.*

**WITHDRAWAL FROM THE COLLEGE**
Students withdrawing from the College may do so by completing a **Change/Withdrawal-Refund Request Form** and dropping all courses for which they are registered. This process must be completed in the Office of Student Services or instructional site. A grade of "W" will be assigned for withdrawals prior to midterm. After midterm, a "WP" (Withdrawn Passing) will be assigned if a student is passing or a grade of "WF" (Withdrawn Failing) will be assigned if the student is failing at the time of withdrawal.

***NOTE:*** *Students dropping a class after midterm must do so by the last regularly scheduled day of class.*

**ADMINISTRATIVE WITHDRAWALS**
The College may withdraw a student from course rosters for the following reasons:
1. Student has not met prerequisite requirements for a course.
2. Student has not attended course within the first two weeks.
3. Student has not cleared all tuition and/or fees for courses.
4. Student disciplinary action.

**NON-TRADITIONAL COLLEGE CREDIT**
Bevill State recognizes some types of non-traditional experiences and credit by examination: Credit for Prior Experiential Learning, Advanced Placement (AP), College Level Examination Program (CLEP), Subject Proficiency Examinations, Articulated Programs, Credit for Specialized Military Service (SMT), and other special credit awards. The total number of credit hours awarded from all non-traditional sources may not exceed 40 percent of the total credit hours required by the program. Credit is awarded only in areas offered within the current curriculum of the institution and must be appropriately related to the student's educational programs. Non-traditional credits which are awarded by the institution do not count toward fulfilling the 25 percent residency requirement for graduation for degree programs.

**Credit for Prior Experiential Learning**
Bevill State recognizes that learning takes place in a variety of situations and circumstances. Many students have experiences/training which may lie outside the traditional academic environment provided. Credit will be awarded for prior experiential learning only for documented learning which demonstrates achievement of all outcomes for specific courses in an approved degree program. Credit will be awarded only to matriculated students and will be noted on the transcript. A fee of $25

per course evaluation is charged to complete course review. Experiential learning credits will not be awarded for academic transfer coursework.

**Advanced Placement**
A student who has completed college-level courses offered by high schools through the College Board Advanced Placement Program and have passed the National Examination(s) of the College Board Advanced Placement Program with scores of three (3) or higher may be awarded advanced placement credit in equivalent courses at Bevill State. The student should be aware that acceptance of a score of three (3) does not assure that another postsecondary institution will award advanced credit for the course credited by Bevill State. Therefore, the student should confer with the Director of Student Services for procedural practices related to that discipline. Advanced Placement scores must be received from the College Board after the student applies for admission but prior to the beginning of the term in which the student wishes the credit to be applied. It is the student's responsibility to request forwarding of an official score report by the College Board to the appropriate Office of Student Services.

**College Level Examination Program (CLEP)**
Bevill State honors credit earned through CLEP examination from an approved CLEP testing site, provided appropriate scores are earned and adequate documentation is provided. A minimum score of fifty percent on the subject examinations is required in order for specific course credit to be awarded.

Credit awarded by any other accredited postsecondary institution under the College Level Examination Program (CLEP) for a score of less than fifty percent will not be accepted by this institution. Test scores must be documented by the official score sheet for the College Level Examination Program in the Office of Student Services. Requests for CLEP credit should be submitted to the Office of Student Services.

Students may receive a maximum of 3 hours of credit awarded in each academic area. Students may receive English credit only for ENG 101-English Composition I. In mathematics, students may not receive credit for a mathematics course higher than MTH 113, Precalculus Trigonometry. Students may not receive CLEP credit for courses in biology, chemistry, physics or other laboratory courses. It should be noted that credit may be awarded only in areas offered within the current curriculum of the institution.

**Articulated Credit Program**
Students who have participated in programs articulated with Bevill State programs may be granted credit as provided for in the respective articulation agreements. Articulated program credit is not necessarily transferable to other colleges or universities. For proper placement in an articulated program, students should obtain an **Articulated Credit Recommendation Form** from the Office of Student Services. Once the course requirements are completed, students must provide official documentation supporting the high school articulated credit to the Office of Student Services.

**Military Service**
Students who have enrolled at Bevill State may receive credit for specialized military training. Military credit is awarded on the basis of recommendations published by the American Council on Education in its latest Guide to the Evaluation of Educational Experience in the Armed Services. Documentation of military courses must be submitted to the Office of Student Services for evaluation. Students must request official transcripts at https://jst.doded.mil

**Other Special Credit Awards**
The College may award credit for some courses in the specialized portion of an Associate in Applied Science Degree program to a student who successfully completes specific course examinations. The student must obtain approval of his/her instructor in order to take a challenge examination, and the results must be approved by the Office of Instruction.

# FINANCIAL INFORMATION

## FINANCIAL INFORMATION

### TUITION AND FEES

The following financial information is subject to change by action of the Alabama Community College System Board of Trustees. The information printed below is current at the time of publication. Any changes will be updated and publicized on the College website prior to the start of each term. All tuition and fee payments are due at the time of registration.

### In-State Tuition

Students who meet the specific criteria of Policy No. 803.01, as Alabama residents, are eligible to pay the following tuition and fees:

| Cr Hrs | Tuition | Bond Reserve Fee | Facilities Renewal Fee | Tech Fee | Library Fee | Building Fee | Total |
|---|---|---|---|---|---|---|---|
| 1 | $117 | $1 | $ 9 | $ 9 | $0 | $10 | $146 |
| 2 | 234 | 2 | 18 | 18 | 0 | 20 | 292 |
| 3 | 351 | 3 | 27 | 27 | 15 | 30 | 453 |
| 4 | 468 | 4 | 36 | 36 | 15 | 40 | 599 |
| 5 | 585 | 5 | 45 | 45 | 15 | 50 | 745 |
| 6 | 702 | 6 | 54 | 54 | 15 | 60 | 891 |
| 7 | 819 | 7 | 63 | 63 | 15 | 70 | 1,037 |
| 8 | 936 | 8 | 72 | 72 | 15 | 80 | 1,183 |
| 9 | 1,053 | 9 | 81 | 81 | 15 | 90 | 1,329 |
| 10 | 1,170 | 10 | 90 | 90 | 15 | 100 | 1,475 |
| 11 | 1,287 | 11 | 99 | 99 | 15 | 110 | 1,621 |
| 12 | 1,404 | 12 | 108 | 108 | 15 | 120 | 1,767 |
| 13 | 1,521 | 13 | 117 | 117 | 15 | 130 | 1,913 |
| 14 | 1,638 | 14 | 126 | 126 | 15 | 140 | 2,059 |
| 15 | 1,755 | 15 | 135 | 135 | 15 | 150 | 2,205 |
| 16 | 1,872 | 16 | 144 | 144 | 15 | 160 | 2,351 |
| 17 | 1,989 | 17 | 153 | 153 | 15 | 170 | 2,497 |
| 18 | 2,106 | 18 | 162 | 162 | 15 | 180 | 2,643 |
| 19 | 2,223 | 19 | 171 | 171 | 15 | 190 | 2,789 |
| 20 | 2,340 | 20 | 180 | 180 | 15 | 200 | 2,935 |
| 21 | 2,457 | 21 | 189 | 189 | 15 | 210 | 3,081 |
| 22 | 2,574 | 22 | 198 | 198 | 15 | 220 | 3,227 |
| 23 | 2,691 | 23 | 207 | 207 | 15 | 230 | 3,373 |
| 24 | 2,808 | 24 | 216 | 216 | 15 | 240 | 3,519 |

***NOTE:*** *The Library Fee is assessed to students who are enrolled for three (3) or more credit hours, taking coursework at a main campus or instructional site.*

### Nonresidents of Alabama & Foreign Students

All full-time and part-time students who do not meet specific criteria are required to pay out-of-state tuition at a rate of two (2) times the in-state rate. All other fees are the same. Students should contact the Office of Student Services for further information regarding appropriate tuition rates.

### Truck Driver Training Program

| | |
|---|---|
| Tuition and Fees | $1,476.00 |
| Additional expenses | $ 217.50 |
| *(drug testing, physical exam, written test, permit and license fees)* | |
| **Total Tuition, fees and expenses** | **$1,693.50** |

Effective January 1, 1995, the Department of Transportation regulations required that all truck driving students undergo drug screening. Since the test is conducted by an independent health service, the student must be prepared to pay a screening fee (cash or money order only). The test will be conducted the first day of the class.

### Other Charges and Fees

(For all students, where applicable)

| | |
|---|---|
| Late Registration Fee | $25 |
| Returned Check Charge | 30 |
| Parking/Traffic Violation | 15 |
| Parking in Disabled Parking Space | 50 |
| Orientation Fee | 30 |
| Parking Decal (required) | 10 |
| each additional decal | 10 |
| Health Sciences Drug Testing Fee | 35 |
| Fee for Additional Diploma | 10 |
| Nursing Liability Insurance | 15 |
| EMS Liability Insurance | 65 |
| SUR Liability Insurance | 15 |
| ADN Testing Fee (includes NCLEX Review Fee) | 1500 |
| PN Testing Fee | 366 |
| SUR Testing Fee (103) | 40 |
| SUR Testing Fee (104) | 247 |
| EMS Testing Fee (per semester) | 35 |
| Paramedic National Registry Testing Fee | 110 |
| Advanced EMS National Registry Testing Fee | 100 |
| Basic EMS National Registry Testing Fee | 70 |

### STUDENT HOUSING

Applications for housing and residence hall rent/fee information may be obtained in the Office of Student Services and the Business Office on the Hamilton Campus.

### PAYMENT OF TUITION AND FEES

All tuition and fees required of any student at Bevill State are due at the time of registration. A student is not officially registered until tuition and fees are paid or assumed by financial assistance.

### REFUND POLICY

To request a refund, a **Change/Withdrawal-Refund Request Form** must be submitted to the Business Office. Refunds are issued by the Business Office on designated dates each term.

### Partial Withdrawal During the Schedule Change Period

A student who officially drops a course during the Schedule Change Period will be refunded the difference in tuition paid and the tuition rate applicable to the reduced number of hours, plus all refundable fees. After the Schedule Change Period, no refunds are issued for partial withdrawal.

### Withdrawal from the College - Full Term*

A student who officially withdraws before the first day of class from all courses will be refunded the total tuition, plus refundable fees. A student who officially withdraws from the College (all courses) during the first seven calendar days of class (inclusive of Saturday and Sunday) will receive 75 percent of refundable tuition, plus refundable fees.* Students who officially withdraw from the College after the first seven calendar days after the beginning of the term and on or before the fourteenth calendar day after the beginning of the term will receive 50 percent of refundable tuition, plus all refundable fees. Students who officially withdraw from the College after the fourteenth calendar day after the beginning of the term and on or before the twenty-first calendar day after the beginning of the term will receive 25 percent of refundable tuition, plus all refundable fees.*

**A portion of the tuition is earmarked by the State Board of Education for retirement of debt and cannot be refunded. This non-refundable tuition is $37 for students taking 9 or more hours, $30 for students taking 6-8 hours, and $22 for students taking fewer than 6 hours.*

***NOTE:*** *Refunds for Truck Driver Training tuition and housing payments are calculated at the same rate as noted above.*

***NOTE:*** *Refund policy for financial assistance recipients is outlined in the Financial Assistance section of this catalog.*

**Withdrawal from the College Mini Term***
The refund policy for mini terms is a compressed version of the regular refund policy.

***NOTE:** A student who adds classes will be charged additional tuition and fees at the applicable rate.*

**A portion of the tuition is earmarked by the State Board of Education for retirement of debt and cannot be refunded. This non-refundable tuition is $37 for students taking 9 or more hours, $30 for students taking 6-8 hours, and $22 for students taking fewer than 6 hours.*

**RETURNED CHECK POLICY**
When a check for tuition and fees is returned, the Business Office will immediately notify the student. The student will be advised that if payment for tuition and fees is not made within five (5) days from the date of the notification, the student will be removed from all class rosters. There is a $30 fee for each returned check.

If the student fails to respond within five (5) days, the Business Office will notify the Office of Student Services to remove the student from all class rosters. The instructor of each course will be notified by the Office of Student Services of the College's action to remove the student from his/her class roster. The student will not be allowed to re-enroll until all outstanding debts to the College are satisfied and will be placed on a cash-only basis. The instructor may not add a student back to his/her class roster until he or she is notified to do so.

**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 transcripts and diplomas until all indebtedness is paid.

**FINANCIAL ASSISTANCE**
Although primary responsibility for financing a college education must be assumed by the student, the College subscribes to the theory that no student should be denied the opportunity of acquiring an education because of financial barriers. Through diverse grant, scholarship, and work programs, Bevill State Community College has been able to offer educational opportunities to individuals who cannot, through their own resources, afford a postsecondary education.

**Eligibility**
General eligibility for most financial assistance programs requires that a student:
1. Be a U.S. citizen or permanent resident;
2. Be enrolled as a regular student in an eligible program;
3. Demonstrate financial need;
4. Have no default on any federal loan nor owe a refund on a Pell Grant, Supplemental Educational Opportunity Grant, or any federal grant at any institution;
5. Sign a statement of registration status indicating registration with the Selective Service, if required; and
6. Sign the Statement of Education Purpose certifying that funds received will be used only for educational purposes.
7. Maintain satisfactory academic progress.
8. Have a high school diploma or GED.

**Application for Financial Assistance**
Financial assistance for students may be in the form of scholarships, grants, employment, or a combination of any of these programs. Financial assistance is awarded annually; therefore, each student must apply each year. It is the student's responsibility to secure the necessary applications, complete them as directed, and submit them to the designated place at the appropriate time.

Students who wish to be considered for need-based financial aid must complete the U.S. Department of Education's **Free Application for Federal Student Aid (FAFSA)**. Students are encouraged to apply as soon as possible after October 1 for the following academic year. All financial assistance applications may be obtained from the Office of Student Services or online at www.bscc.edu.

**Federal Pell Grant**
The Pell Grant Program serves as a foundation of financial assistance to which aid from other federal and non-federal sources may be added. To determine eligibility, students must complete a **Free Application for Federal Student Aid (FAFSA)**. Students may apply online at www.fafsa.gov.

**Federal Supplemental Educational Opportunity Grant (FSEOG)**
A limited number of Pell Grant recipients with the greatest financial need are given priority for the FSEOG program.

**Return of Title IV Funds**
Bevill State is required to return unearned Federal grant funds to the U.S. Department of Education on the student's behalf if they completely withdraw prior to the 60% point of the semester. When this occurs, the student will owe a repayment of the unearned Federal grant funds to the College.

Complete withdrawal is defined as the date the student submits a completed schedule change form (dropping all classes) to the Office of Student Services or instructional site. In those cases when a student unofficially withdraws (stops attending without completing the withdrawal process), the withdrawal date is the mid-point (50%) of the term.

Repayment is defined as the unearned grant money the student must return to the College. The amount of repayment will be based on a formula prescribed by law that considers the date of withdrawal and the amount of federal grant funds (excluding work-study) received. Students who owe a repayment to the College will not be allowed to register for subsequent terms until outstanding charges are paid.

**Federal Work-Study Program (FWS)**
Eligible work-study students are paid minimum wage as mandated by the Federal Fair Labor Standards Act for part-time employment on campus. Students work in a variety of offices and departments with their work schedules built around their academic schedules.

**Institutional Scholarship Program**
Bevill State offers numerous scholarships including academic, leadership/service, foundation/need-based, and performing arts. For more information and an application, contact the Office of Student Services.

**Private/Alternative Loans**
Bevill State does not participate in the Federal Student Loan program. Students may wish to pursue a private/alternative loan option. Alternative Loans are private loans made through lending institutions based on the student's level of creditworthiness as determined by the lender. The student's level of creditworthiness affects the loan terms and if a co-signer is required. Students should decide upon a lender that best meets his or her needs. Private/alternative loans will be certified upon the request from the lender and the student. The loan amount may not exceed the student's Cost of Attendance. Students must complete a Private Loan Request Form. Students must be enrolled for a minimum of 6 credit hours to be eligible. Tuition and fees must be paid before the remaining loan balance will be disbursed. The ballance will not be disbursed until the 14th day of class and is dependent upon student attendance.

**VA Benefits**
Bevill State Community College is fully approved by the Veterans' Administration to offer training to veterans. Veterans or veterans' dependents planning to attend college should make application directly to the Veterans' Administration and acquire prior approval before entering college.

**Workforce Innovation and Opportunity Act (WIOA)**
The WIOA program offers assistance to selected eligible individuals who enter approved training programs at Bevill State Community College. Funds are generally provided for tuition, fees, books, and tools. Eligibility is determined by the local State Employment Office.

**Vocational Rehabilitation**
The State of Alabama provides certain benefits for students through the Alabama Department of Rehabilitation Services. Information is available from the Director of Rehabilitation, State Department of Education, Montgomery, Alabama 36104.

**Staff Financial Assistance Program (SFAP)**
The Staff Financial Assistance Program is funded by College employees to assist students who may have immediate financial needs. Grants or loans are awarded for direct institutional costs only. The SFAP committee on each campus meets as necessary to determine these awards. Applications are available in the Office of Student Services.

**Financial Assistance Academic Progress Standards**
In addition to meeting the College's required progress standards as outlined in this publication, students receiving Federal Financial Assistance must meet the following standards of progress:

1. When a student who is eligible for Title IV Federal financial aid is academically suspended, whether the student serves the suspension or is readmitted upon appeal, the student is not eligible to receive financial aid for the duration of the suspension. The student will not be eligible again to receive financial aid until he or she earns the cumulative GPA required for the number of credit hours attempted at the institution or the semester GPA is 2.0 or above (based on at least 12 credit hours or more attempted at the institution during that term).
2. Eligible students may receive Title IV Federal financial aid for a period of time not to exceed 1.5 times the normal length of a specific program.
3. Students on Title IV Federal financial aid must earn two-thirds of their scheduled hours.

Students who do not meet the above standards will be ineligible for Title IV Federal financial aid. A Title IV Federal financial aid recipient who is enrolled in a developmental (remedial) course may not enroll in the same course more than three times and continue to receive financial assistance. A Title IV Federal financial aid recipient may not be paid for more than 30 credit hours of developmental work. Satisfactory academic progress is evaluated each year prior to the next Financial Aid year.

A student may receive Title IV aid for any repetition of a course as long as the student has never passed the course. Title IV aid will apply to only one paid repeat of courses where a student has earned a "D" or higher.

**Due Process for Appeal of the Suspension of Financial Assistance**
A student who desires to appeal the suspension of his/her financial assistance award may do so by submitting a **Financial Aid Appeal Form** to the Financial Aid Services Central Processing Center (FASCPC). The **Financial Aid Appeal Form** outlines the guidelines for completing the appeal process. The form is available in the Office of Student Services or at www.bscc.edu under forms and publications. The completed appeal form must be submitted no later than the date(s) outlined by term below:

**Priority Review Deadline:**
2016 Fall Term: August 2, 2016
2017 Spring Term: December 7, 2016
2017 Summer Term: April 26, 2017

**Review Deadline:**
2016 Fall Term: August 15, 2016
2017 Spring Term: January 4, 2017
2017 Summer Term: May 22, 2017

Bevill will consider the number of program changes when assessing an appeal request. Students are allowed two program/major changes for a total of three programs. Students who want to continue on financial aid must have documented circumstances explaining their reasons. Submission of an appeal is not an automatic approval for financial aid. The student may review the Committee's decision at www.bscc.edu-My BSCC. This decision will be final. Students who have reached their 600% Lifetime Eligibility for Pell Grant funds are not eligible to appeal.

# ACADEMIC INFORMATION

## GRADUATION

After completion of all program requirements, Bevill State will award the appropriate degree or certificate on students at the time they become eligible. Students should work closely with their advisor to ensure that the certification is recorded on their permanent record. Advisors are responsible for notifying the Admissions/Records Officer when a student becomes eligible to receive certification. Students receiving an Associate in Arts or Associate in Science degree will only be awarded one degree based on the student's program of study at the time of completion. The Associate Degree requires completion of 60-64 semester hours, therefore; it is recommended that students follow the appropriate STARS guide for their program of study. Students pursuing an Associate in Applied Science, certificate, or short-term certificate program should follow the specific course requirements of their program of study. Students must meet the following requirements:

1. Earn a 2.0 cumulative grade point average in all courses attempted at the College;
2. Meet all program of study requirements for the certificate or degree. These requirements are stated in the appropriate programs of study section for each certificate or degree offered by the College;
3. Complete at least 25 percent of the credit hours required for the degree/certificate at Bevill State Community College;
4. Complete the orientation course.

In order to receive a printed diploma and/or participate in the annual commencement programs, students must also meet the following additional requirements:

1. Complete an **Application for Diploma** and register for GRA 100 during their last term of enrollment;
2. Remove all admissions and probation conditions;
3. Clear all financial obligations to the College;
4. Meet all program requirements outlined in Course Catalog in effect for student.

Students participating in the annual spring commencement program will receive one diploma cover during the ceremony. Certificates/degrees are awarded at the end of each semester. Diplomas will be available in the Office of Student Services for one week after grades are processed. Diplomas not picked up during that time will be mailed to the graduate.

***NOTE:*** *Students receive one free printed Bevill State diploma. For each additional diploma, students will be charged $10.00. There is an additional cost for the Associate Degree hood and honor cords.*

## GRADUATION HONORS

### Graduation Honors for Degrees

Students must have completed a minimum of 24 semester credit hours at Bevill State to be eligible for graduation honors. Superior academic achievement by graduating students shall be recognized by the following designations:

| | |
|---|---|
| Graduation with Honors (Cum Laude) | 3.50 to 3.69 GPA |
| Graduation with High Honors (Magna Cum Laude) | 3.70 to 3.89 GPA |
| Graduation with Highest Honors (Summa Cum Laude) | 3.90 to 4.00 GPA |

### Graduation Honors for Certificates

| | |
|---|---|
| Graduation with Distinction | 3.50 to 4.00 GPA |

## HONORS

**The President's List** is compiled at the end of each term. To qualify for this honor, a student must have taken a minimum of 12 credit hours in degree/certificate creditable courses with a 4.00 GPA. This achievement is noted on the student's transcript.

**The Dean's List** is compiled at the end of each term. To qualify for this honor, a student must have taken a minimum of 12 credit hours in degree/certificate creditable courses with a grade point average of 3.5 to 3.99 during the term. This honor is noted on the student's transcript.

Students who have taken a minimum of 12 credit hours in degree/certificate creditable courses and achieved a grade point average of 3.0 to 3.49 will be recognized for **Academic Achievement**. This designation will appear on transcripts.

***NOTE:*** *Developmental courses are not considered to be degree/certificate credible courses.*

Annually, the College recognizes students for outstanding academic achievement, leadership, and service. Students are nominated by College's faculty and staff, selected for recognition by the Honors Committee, and recognized at the annual Student Honors ceremony.

**Phi Theta Kappa** is the premier honor society in American junior and community colleges. Students who are inducted into the organization each year are honored for academic excellence and recognized for their demonstration of model citizenship.

Students who have distinguished themselves in academics, leadership, and other areas of campus life are nominated by the faculty, administration, and students for inclusion in the annual **Who's Who Among Students in American Junior Colleges** publication. Students selected for Who's Who must have attained sophomore status with a minimum of 32 credit hours, and a minimum 3.5 GPA..

The **Bevill Scholar Award** is awarded to superior students who excel in their academic disciplines. Students nominated for this honor must have attained academic excellence and must have completed a minimum of 24 semester hours, and a minimum 3.0 GPA..

**The National Vocational-Technical Honor Society** has been established to recognize outstanding academic achievement among students enrolled in industrial education programs. Students selected for induction into this honor society must demonstrate both academic promise and leadership abilities applicable to their career goals.

**The Carl A. Elliott, Sr. Outstanding Student Award** is an annual recognition of the Most Outstanding Student from among the Fayette, Hamilton, Jasper, and Sumiton campuses. This award is presented in recognition of outstanding academic achievement, service to the community, and concern for the welfare of others.

### National Society of Leadership and Success

The Society is the nation's largest leadership honor society. Students are selected for membership based on either academic standing or leadership potential. Candidacy is a nationally recognized achievement of honorable distinction. In addition to honorable distinction, the Society provides a step-by-step program for members to build their leadership skills.

## ACADEMIC ADVISEMENT

The focus of academic advisement is to assist the student in progressing toward his/her academic goal and to facilitate the successful and timely completion of program requirements leading to the student's desired outcome (i.e., Associate in Arts, Associate in Science, Associate in Applied Science, or Certificate). Academic advisors also facilitate the student's transfer to his/her selected senior institution. Academic transfer students are strongly encouraged to obtain **STARS** program guides available online at http://stars.troy.edu/**.**

**Advisor Assignment**
Each student is assigned an academic advisor by the Testing Center/Admissions staff at the time of placement testing or at the time of application for admission if placement testing is not required. Entering students are required to meet with their assigned academic advisors prior to registering for classes during their first term of enrollment.

**Statewide Articulation Reporting System (STARS) Program Guides**
Students who plan to transfer into four-year programs of study are strongly encouraged to obtain STARS program guides from the Internet (http://stars.troy.edu) and to take STARS guides with them to their advising appointments. Dated STARS guides are important documents which list required and accepted courses for specific programs of study and should be held by students until their four-year institution transfers are complete. Assistance with utilizing the STARS system is available in each campus Library/Learning Resource Center.

**Program/Advisor Change**
Students who wish to make a program of study/major change must notify the Office of Student Services to complete the necessary paperwork and to receive an appropriate advisor assignment. Students who change their program of study/major are required to meet program requirements based on the course catalog in effect at the time.

**ORIENTATION: ORI 107**
This one-semester, one-hour credit course introduces the entering student to college life, responsibilities, rules and regulations, college services, academic success skills, research skills, stress management, campus safety and security policies, career planning and job seeking skills, and the use of Canvas, an internet classroom program. **All entering students with a declared program of study are required to complete Orientation.** Orientation is not usually transferable. PSY 100 and ORI 101 will substitute for ORI 107 if previously earned credit.

**ATTENDANCE**
Class attendance is considered an essential part of the educational process at Bevill State Community College. The College subscribes to the philosophy that a student's academic success is directly proportional to class attendance. It is the responsibility of the student to attend all classes and perform assignments as prescribed by instructors and appropriate syllabi. Attendance requirements in Health Science and Career Technical programs may differ from the policy above.

**CLASSIFICATION OF STUDENTS**
Students who have earned 31 hours or fewer are classified as freshmen. Those who have earned 32 hours or more are classified as sophomores. Students are classified as full time or part time according to the number of credit hours attempted. A full-time student is enrolled for a minimum of 12 credit hours. Students are considered part time if they are enrolled for fewer than 12 credit hours. For purposes of Title IV financial assistance programs, a student must be enrolled for 9-11 credit hours to be considered three-quarter time and 6-8 credit hours to be considered half-time.

**EVALUATION OF STUDENTS**
The instructor will evaluate students through tests, quizzes (oral or written), projects, work assignments, and laboratory work. If a student misses a test or examination, it is the student's responsibility to make arrangements with the course instructor regarding make-up examinations based on that instructor's policy.

**FINAL EXAMINATIONS**
Final exams are held during the last week of each semester/term. A final examination schedule for the current term is published online at www.bscc.edu - Current Students.

**MAKE-UP EXAMINATIONS**
Make-up exams may be given when the instructor is convinced that extenuating circumstances prevented the student from taking the exam. It is the student's responsibility to report to the instructor any condition that causes an absence from an exam.

**GRADE CHANGES/APPEAL OF COURSE GRADE**
Students are responsible for the review of their grades at the end of each semester. Students who appeal a grade must do so by the end of the schedule change period of the semester following the one in which the grade was assigned. No grades may be appealed after the schedule change period has ended. If the student feels that a grade is incorrect, he/she should contact the instructor for that course, who will initiate a **Change of Grade Form**, if necessary. If the instructor does not agree that the grade should be changed, the student can begin the Due Process for Student Academic Grievance outlined in the Student Handbook section of this catalog.

**GRADE REPORTING**
At the end of each term, grades are processed and posted to each student's academic record. Students may access their grades online at www.bscc.edu - My BSCC. Students must have their valid PIN to access the system.

**GRADE POINT AVERAGE (GPA)**
Quality points for grades earned each term are awarded as follows:
**Grade of A** .....4 quality points per credit hour
**Grade of B** .....3 quality points per credit hour
**Grade of C** .....2 quality points per credit hour
**Grade of D** .....1 quality point per credit hour
**Grade of I, F or WF** .....0 quality points
**Grade of W, WP, AU, S, U or IP** .....0 quality points

**Grade Point Average (GPA) Computation**
The Grade Point Average (GPA) is calculated by dividing the total quality points earned by the total credit hours attempted.

**Grading System**
**A** .....Excellent (90-100)
**B** .....Good (80-89)
**C** .....Average (70-79)
**D** .....Passing (60-69)
**F** .....Failure (Below 60)
**I** .....Incomplete
**W** .....Withdrawn Prior to midterm
**WP** .....Withdrawn Passing
**WF** .....Withdrawn Failing
**AU** .....Audit

A grade of **"I" (Incomplete)** is 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 from taking the final examination. If the cause is personal illness, the student must present a statement signed by the attending physician. A grade of "Incomplete" is calculated into the Grade Point Average (GPA) as an "F." The "I" must be cleared before the end of the following term or it will be changed to an "F." A student does not have to register for the course again in order to remove an incomplete grade. A grade of **"W" (WITHDRAWN)** is assigned without academic penalty when the student withdraws from class prior to midterm. A grade of **"WP" (WITHDRAWN PASSING)** is assigned without academic penalty when a student withdraws after the midterm and has maintained a passing grade. A grade of **"WF" (WITHDRAWN FAILING)** is assigned with academic penalty when the student withdraws after midterm and has not earned a passing grade. When a student must withdraw due to circumstances beyond his/her control, the student may appeal to the instructor for consideration of a grade other than "WF."

**ACADEMIC PROGRESS STANDARDS**
(See chart on page 31)

**Standards of Progress Policy**

1. Students who have attempted 12 to 21 credit hours at the institution must maintain a 1.50 cumulative GPA.
2. Students who have attempted 22 to 32 credit hours at the institution must maintain a 1.75 cumulative GPA.
3. Students who have attempted 33 or more credit hours at the institution must maintain a 2.0 cumulative GPA.

**Table 1, Required Cumulative GPA Levels,** defines the consequence of failure to comply with the Standards of Academic Progress. Students who meet or exceed the Standards of Academic Progress are defined as having "Clear Academic Status."

**Academic Probation**
At the conclusion of any academic term, those students who have not met the minimum Academic Standards of Progress are placed on Academic Probation. Academic Probation is a warning that is intended to put the individual student on notice that his/her academic performance has fallen below the Academic Standards of Progress as summarized in **Table 2, Academic Probation**. If the student wishes to continue and eventually graduate, the condition that caused the Academic Probation must be satisfied and the student must return to Clear Academic Status. **Table 2** defines what the student must accomplish in order to attain clear academic status. A transfer student admitted with less than a 2.0 overall GPA is automatically placed on Academic Probation for their first semester.

**Academic Suspension for One Semester**
In order for a student on Academic Probation to clear probation, his/her cumulative GPA must meet the standard outlined in **Table 1**, **Required Cumulative GPA Level**. A student on Academic Probation whose academic performance during the next semester is 2.0 or higher but the cumulative GPA is not sufficient to allow that student to meet the Academic Standards of Progress is allowed to continue enrollment but will remain on Academic Probation. A student whose academic performance during the next semester is below 2.0 will be placed on suspension for one semester. After the one-semester suspension, the student is allowed to return to school on Academic Probation. A student who feels that extenuating circumstances resulted in his/her poor academic performance has the right to appeal the academic suspension. **Table 3, Suspension for One Term**, summarizes the appeal process.

**Academic Suspension for One Calendar Year**
A student readmitted after having served a one-semester suspension, or whose period of suspension was successfully appealed, will be subject to a one-calendar-year suspension if their semester GPA falls below 2.0. If the student's semester GPA is 2.0 or higher, but the cumulative GPA remains below 2.0, the student's enrollment status will remain on Academic Probation. (**Table 4, Readmission After Having Been Suspended One Term**). A student who feels that extenuating circumstances resulted in his/her poor academic performance has the right to appeal the academic suspension.

**Appeal of Academic Suspension**
A student who is suspended for one semester or one calendar year may request consideration for readmission by submitting a letter outlining extenuating circumstances resulting in poor academic performance. The letter must be submitted to the Campus Director of Student Services no later than the day of registration for the requested readmission term. Appeals submitted after the deadline will not be considered until the next academic term. The Director of Student Services will convene an academic appeals committee consisting of Campus Division Chairs on the day classes begin for the term to review the student's petition for readmission. The Director of Student Services will attempt to notify the student by phone with the Committee's decision. An official letter stating the committee's decision will be mailed to the student. This letter, along with any supporting materials presented by the student, will be placed in the student's official record file.

If the student disagrees with the committee's decision, a written appeal may be submitted immediately to the appropriate College-Wide Dean (Academic Transfer, Career Technical, or Health Sciences). The Dean will make the final decision, either confirming or reversing the committee's recommendation no later than noon on the last scheduled day of late registration. The Dean will attempt to notify the student by phone of the final decision. An official letter stating the decision will also be mailed to the student. If the student's petition for readmission is denied at all levels, the student must serve the remainder of the suspension (one term or one year).

If the committee determines to allow the student readmission without serving the period of suspension, the transcript will read "Suspended One Semester (or One Calendar Year)/Readmitted Upon Appeal." The student is readmitted on academic probation.

***NOTE:*** *Title IV financial assistance recipients must meet additional academic progress requirements, which are outlined in the financial assistance brochure.*

***NOTE:*** *Title IV financial assistance recipients who are readmitted upon appeal must also appeal to the Financial Assistance Committee for reinstatement of financial awards.*

**INTERVENTION FOR STUDENT SUCCESS**
When a student is placed on academic probation, one-term 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 load limits, recommending a study skills course, and/or prescribing other specific courses.

**ACADEMIC BANKRUPTCY**
A student must complete an **Academic Bankruptcy Request Form** and submit it to the Director of Student Services to declare Academic Bankruptcy under the following conditions (see **Table 5, Academic Bankruptcy**):

1. If fewer than three (3) calendar years have passed since the semester for which academic bankruptcy is requested, and the student has taken at least 18 semester hours at Bevill State since the bankruptcy semester, bankruptcy will apply to all coursework completed during that one semester. All coursework completed during that semester will be disregarded in calculating GPA.

2. If three (3) or more years have elapsed since the most recent semester for which bankruptcy is requested, and the student has taken at least 18 semester hours at Bevill State since the last bankruptcy semester, bankruptcy may apply to all coursework taken in one to three semesters. All coursework taken from semester(s) for which bankruptcy is declared will be disregarded in calculating the GPA.

3. Student will not be able to count any courses taken during the bankruptcy semester(s) toward graduation; however, courses completed may meet academic prerequisite requirements.

4. Courses completed during the bankruptcy semester(s) remain on the student's transcript. The transcript will have an Academic Bankruptcy notation.

5. Other institutions may not honor the bankruptcy policy.

6. Academic bankruptcy may be declared only once.

| TABLE 1 REQUIRED CUMULATIVE GPA LEVELS | | | |
|---|---|---|---|
| **Hours Attempted** | **GPA Required** | **Status If Successful** | **Status If Not Successful** |
| 12-21 Credit Hours | 1.5 | Clear | Probation |
| 22-32 Credit Hours | 1.75 | Clear | Probation |
| 33 or More Hours | 2.0 | Clear | Probation |
| ***NOTE:*** *All applicable academic designations except Clear will appear on the student's transcript.* | | | |

| TABLE 2 ACADEMIC PROBATION | |
|---|---|
| Required GPA not achieved, but current semester GPA 2.0 or over | Required GPA not achieved and current semester GPA Under 2.0. |
| Academic Probation continues | Suspension for one semester (may be appealed) |

| TABLE 3 SUSPENSION FOR ONE SEMESTER | | |
|---|---|---|
| **Student Action** | **Student Status** | **Status Upon Readmission** |
| No appeal filed | Serves suspension | Academic Probation |
| Appeal successful | Readmitted | Academic Probation |

| TABLE 4 READMISSION AFTER HAVING BEEN SUSPENDED ONE SEMESTER<br>(Whether suspension served or Readmitted Upon Appeal) | |
|---|---|
| Required GPA for hours attempted not achieved but current term GPA 2.0 | Required GPA for hours attempted not achieved current semester GPA under 2.0 |
| Student remains on Academic Probation | Student suspended for one year. (This suspension may be appealed, and, if successful, the student will be readmitted on Academic Probation. If appeal is unsuccessful, student serves suspension and will be readmitted on academic probation.) |

| TABLE 5 ACADEMIC BANKRUPTCY | | | | |
|---|---|---|---|---|
| **Circumstance** | **Action** | **Provided That** | **Cautions** | **Limitations** |
| Fewer than 3 years have passed since bankruptcy term. | Bankruptcy on all coursework taken in that one term. All coursework from that term disregarded in calculating GPA. | Student has taken at least 30 quarter hours or 18 semester hours at Bevill State since the last bankruptcy term. | Will not be able to count any courses in bankruptcy term toward graduation; senior colleges may not honor this policy. | Academic Bankruptcy may be declared once. Courses remain on transcript. Academic Bankruptcy will be noted on transcript. |
| Three or more years have elapsed since most recent term for which bankruptcy is declared. | Bankruptcy on all coursework taken in 1 to 3 terms. All coursework from term(s) disregarded in calculating GPA. | Student has taken at least 30 quarter hours or 18 semester hours at Bevill State since the last bankruptcy term. | Will not be able to count any courses in bankruptcy term(s) toward graduation; senior colleges may not honor this policy. | Academic bankruptcy may be declared once. Courses remain on transcript. Academic Bankruptcy will be noted on transcript. |

## DEFINITION OF ACADEMIC TERMS

**Grade Point Average (GPA)**
The term GPA is calculated on all hours attempted during any one term at the institution and is based on a 4.0 grading scale.

**Cumulative Grade Point Average (GPA)**
The grade point average based on all hours attempted at the institution based on a 4.0 grading scale.

**Clear Academic Status**
The status of a student whose cumulative GPA is at or above the level required by the standards of progress policy for the number of credit hours attempted at the institution.

**Academic Probation**
Academic Probation is a warning that is intended to put the individual student on notice that his/her academic performance has fallen below the Academic Standards of Progress.

## DISTANCE EDUCATION

Bevill State Community College addresses the enormous impact which technology has on higher education. This involves the application of varied strategies that deliver education to students who are in a different location other than that of the instructor. Three distinct approaches to distance education are utilized by the College:

1. **Interactive Intercampus Television System (IITS)**
   An instructor can teach students at a local site and at remote sites simultaneously. The instructor and students can see each other and interact as though they are in the same classroom even though some are as far as sixty miles apart.

2. **Web-Based Instruction**
   In order to achieve the goal of providing convenient courses to students at any time or place, the College offers web-based instruction. Students interested in enrolling in internet courses should visit the College website at www.bscc.edu to obtain information concerning equipment/software and course requirements.

3. **Hybrid Courses**
   Hybrid courses combine in-class activities such as exams, and/or

labs with web-based components. Time in class is reduced and is replaced with web-based coursework that is required to complete the course. Students must come to class as scheduled for lectures and exams, complete assignments, and work with others to complete group assignments or projects.

Academic Testing Centers are located on each campus to provide distance education students proctored testing in an environment conducive to testing. Faculty must contact the testing center to schedule appropriate times and dates for student testing. Students are responsible for scheduling exams in the academic testing center one week prior to the exam availability

Successful distance education students are self-directed, mature, disciplined, and highly motivated people. Students who take IITS and web-based courses must be able to work independently with a minimum amount of face-to-face contact with faculty and a minimum amount of interaction with other students. Students assume full responsibility for developing a highly personalized study plan and adhering strictly to that plan to ensure individual learning.

**EVENING PROGRAM**
The evening/weekend program at Bevill State provides individuals who have daytime responsibilities an excellent opportunity to attend College classes on a full-time or part-time basis. Evening classes are offered at times convenient to the commuting student. Weekend classes meet on Friday evening, Saturday, and Sunday.

The evening/weekend program is similar to the day program in many ways. Several courses are taught each term by the full-time faculty. Others are taught by qualified adjunct faculty who meet state and accrediting agency requirements. Class sessions are arranged to give the evening/weekend student the same time for classroom instruction as those enrolled in the day program.

The policies for admission, registration, graduation, and course requirements are the same for evening, weekend, and day students. A schedule listing the courses offered in the evening/weekend program is available online each term. Additional information is available in the Office of Student Services.

**DEVELOPMENTAL EDUCATION COURSES**
The Developmental Studies program is designed to assist students whose placement exam scores indicate the need for a review in one or more academic areas prior to students proceeding into the prescribed course sequences leading to higher level academics. Diagnostic testing and individualized programs of study allow students to progress at rates appropriate for their individual circumstances. The learning environment allows for variety and flexibility in the presentation of course content and offers a gradual transition to the more traditional lecture-style classroom.

It is advised that students who place in one or more developmental courses take that course (or courses) in their first term of enrollment at the College. Students must meet with the developmental studies advisor before registering for classes for any term in which a developmental class is required. Students who place in two or more developmental level courses may not enroll in more than 12 credit hours.

**CONTINUING EDUCATION COURSES**
Bevill State awards the Continuing Education Unit (C.E.U.) for special, non-academic activities and courses offered by the College. As defined by the Southern Association of Colleges and Schools Commission on Colleges, the Continuing Education Unit is given for 10 contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction. Continuing education courses are offered for purposes of personal enrichment, community service, professional development, and creative pursuits. Courses are developed and selected according to the needs and interests of area citizens and students and vary each term.

**CAREER TECHNICAL EDUCATION**
The College provides a broad range of training, skills assessment and development, educational programs and other services. The goal of this area is to provide quality education while responding to the needs and goals of students.

**SKILLS TRAINING COURSES**
Skills training courses are open to all persons who can benefit from the training, including those who do not possess a high school diploma or GED. The first priority of the skills training courses is the development of skills. Skills training courses are designed to be flexible. The majority of the skills training courses are WIOA approved and can be authorized through the Career Links/One-Stop Centers.

**ADULT EDUCATION PROGRAM**
The Adult Education program offers free academic remediation instruction for adults 17 years of age and older and not enrolled in secondary school who are interested in improving their skills in reading, language and mathematics prior to taking the General Education Development Test (GED®), college entrance or pursuit of improved career opportunities. Classrooms are conveniently located throughout the college service area. GED® preparation instruction is also available online. English as a Second Language (ESL) classes are offered at the College for individuals who wish to learn to read, write and speak English. Ready to Work (RTW) courses prepare students for Career Readiness Certification and the Alabama Certified Worker Credential.

**GED TESTING**
Bevill State has Pearson Vue approved GED® testing centers located on the Fayette, Hamilton, and Jasper Campuses.

**ADULT LITERACY**
The adult literacy component of Adult Education strives to identify and train volunteers who are willing to work one-on-one with adults who desire to improve their reading abilities. Instructional materials are designed specifically for adults. The College offers adult reading instruction as well as private reading tutors.

**GED PREPERATION AND COLLEGE READINESS**
Basic skills and GED® classes are designed to assess learner's academic strengths and weaknesses. Most learners enter the GED® Prep component to prepare for the GED®. Others have completed their high school education and are interested in upgrading their reading, math and language skills for work related reasons or before entering college. The GED® Prep program offers vouchers, to students who qualify, to defray the.costs of both GED® Ready and the actual GED® tests.

**GED ONLINE**
For those seeking high school equivalency outside the traditional classroom, the Adult Education program offers GED® preparation classes in an online format. After students complete the required orientation in a convenient classroom location near them, they are allowed access to instructional software programs and communicate with an adult education instructor by email and message board within the software.

**TUITION FREE COLLEGE COURSES**

Bevill State Community College and the Alabama Community College System offer students who successfully complete the GED® exam one tuition-free college level class for credit at no cost. Students who successfully complete the Ready to Work curriculum and earn the Alabama Certifies credential, ma also earn one college-level class per credit at no cost.

**ENGLISH AS A SECOND LANGUAGE INSTRUCTION (ESL)**
Adult Education ESL instructors work with adults whose first language is not English. ESL classes help those not fluent and literate in English to communicate effectively by developing their listening, speaking, reading, and writing skills. Topics in citizenship, vocabulary building, employment training, personal paperwork, health, and emergency life skills are all part of the curriculum. ESL programs are designed to help adults acquire the skills they need to meet personal, vocational, academic, community and employment goals. (se habla español - 800-648-3271 ext. 5380 or 5736).

**READY TO WORK**
Employers seek skilled employees that possess strong work ethics. Ready to Work is a free workforce development course designed to prepare students to be the best qualified applicants and to assist employers in filling their jobs with top candidates. The Ready to Work curriculum includes Workplace Ethics, Manufacturing, Problem Solving/Conflict Resolution, Computer Training, Customer Service, and Job Acquisition. Participants prepare for the Alabama Certified Worker credential which ensures employers that they have met the requirements of today's workforce. The College partners with area business and industry to provide the ReadY to Work curriculum.

**WORKKEYS®/NATIONAL CAREER REDINESS CERTIFICATE**
WorkKeys® is to industry as ACT is to college. Many employers find WorkKeys® scores helpful in determining applicants that demonstrate specific job skills. In August of 2006, former Governor Bob Riley presented the first Alabama Career Readiness Certificate which reports an individual's Applied Mathematics, Locating Information and Reading for Information skills in relation to the level of skills needed in 80% of the jobs and occupations contained the ACT's WorkKeys® national database. Certificate awards include Bronze, Silver, Gold, and Platinum certificates - each awarded based on assessment scores

**COURSE AUDITING**
Students who desire to take College courses without earning credit may be admitted as audit students but must pay full tuition and fees for the course(s) audited. Students who audit courses will be listed on the official class rolls, but are not required to take tests or final examinations or make reports. A grade of "AU" (no credit) will be assigned for audited courses. **Students who desire to change from credit to audit or audit to credit must officially request a status change before the end of the schedule change period.** Audited coursework may not be counted toward a student's enrollment status for financial assistance or veterans' benefits.

**COURSE CANCELLATION**
It is the policy of Bevill State to offer courses within the College's academic inventory which meet the needs of the students enrolled in approved programs of study. Scheduled courses in a particular term may be cancelled by the College due to such reasons as insufficient enrollment, unavailability of a qualified instructor, or unavailability of instructional space, etc. Should a class be cancelled, students enrolled in the cancelled class will be notified for a refund of tuition and fees or placement into another class.

**CREDIT BY CHALLENGE EXAMINATION**
Challenge examinations are administered prior to the last day of the add/drop period. To receive credit by challenge examination, students must score a "C" or above on the examination. Certain types of performance courses, such as Vocational Technical English I, English Composition I and II and Fundamentals of Public Speaking are not eligible for challenge credit. Since some courses cannot be challenged, students should consult their advisor to determine if a specific course can be challenged. To obtain credit by challenge examination, the following procedures must be observed:

1. Students receiving financial assistance must obtain approval from the Office of Student Services prior to challenging the course(s).
2. Students should obtain approval from the instructor to challenge the class by examination and enroll in the course. Students are not allowed to challenge a course that has been attempted unsuccessfully.
3. Instructors must obtain a **Request for Credit by Challenge Examination Form** from the Division Chairperson or Office of Student Services.
4. The instructor should administer the exam prior to the last day of the add/drop period. If the student is successful, the instructor will submit a completed **Request for Credit by Challenge Examination Form** to the Director of Student Services. If the student is unsuccessful in passing the challenge exam, he or she should remain in the class to complete the necessary coursework to pass the course.
5. Students may then add another course; however, if the additional course results in a load of more than 19 credit hours, the student should submit to the Director of Student Services the **Schedule Change/Withdrawal–Refund Request Form** for approval, along with **Request for Credit by Challenge Examination Form**.
6. The Dean of Students should sign the form and provide copies for the student, Central Financial Aid, and the instructor administering the examination.
7. Quality points will be awarded for credit received by challenge examination. Credits received from successful completion of the challenge examination cannot be counted toward the student's enrollment status for Title IV financial assistance.

**INDEPENDENT STUDY**
Independent study is an atypical mode of instruction that must be undertaken only if the following guidelines are met and no other viable options are available.
1. Independent study courses must be based on the same syllabi as the corresponding regular courses.
2. Students taking independent study courses must complete exams and assignments equivalent to those required in regular classes.
3. All independent study courses must be approved by the instructor, Division Chair, and the appropriate Collegewide Dean (Academic, Technical or Health Sciences).
4. Instructors must meet with students in independent study courses at least weekly.

***NOTE:*** *Guidelines for Independent Study do not apply to "to be arranged" (TBA) courses.*

**PREREQUISITES**
Prerequisites for a course must be met before the course is taken unless permission to omit the prerequisite has been approved by the appropriate instructional college-wide Dean (Academic Transfer, Career technical, or Health Sciences). A student who fails in the first course of a sequence cannot take the succeeding courses before making up the failure. If prerequisite requirements are not met for a course, a student will be removed from that course.

**PROGRAM TERMINATION**
All programs of study are periodically evaluated by the College according to guidelines set forth by the Alabama Community College System. Programs having insufficient enrollment, unsatisfactory completion rates, low job placement, or other stated deficiencies may be reviewed for termination. Should a program be terminated, currently enrolled students will be allowed to finish the program or to transfer to another program.

**REPEATING COURSES/COURSE FORGIVENESS**
If a student repeats a course once, the second grade awarded (excluding grades of AU, W, and WP) replaces the first grade in the computation of the cumulative grade point average. The grade and 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 employed in computation of the cumulative grade point average. Official records at the institution will list each course in which a student has enrolled. A repeated course will count only once toward the requirements for program completion. Students should be aware that some colleges do not honor course forgiveness.

Pell grant funds may not pay for some repeated courses. Contact a Student Services Specialist for your particular circumstances.

**TRANSCRIPTS**
Academic transcripts of student records cannot be sent to other institutions, prospective employers, or to the student unless an official written request is made by the student to the Office of Student Services. Official transcripts will not be released for students who have outstanding financial obligations to the College.

The College makes an effort to issue transcripts in a timely manner. However, during peak times such as registration, students should anticipate that requests will be processed within 48 hours of receipt of the request.

Students may view their college transcript online at www.bscc.edu and print an unofficial copy. The Office of Student Services will not copy or otherwise reproduce official student transcripts and other information obtained from transfer students as official transfer requirements.

## ACADEMIC CONDUCT CODE

Bevill State expects all members of its academic community to function according to the highest ethical and professional standards. The entire college community must be involved to ensure this quality of academic conduct.

**ACADEMIC MISCONDUCT**
Academic misconduct undermines the purpose of education. Such behavior is a serious violation of the trust that must exist between the faculty and students in order for the College to nurture intellectual growth and development. Academic misconduct can generally be defined as all acts of dishonesty in an academic or related matter. Academic dishonesty includes, but is not limited to, the following categories of behavior:

**Cheating:** use or attempted use of unauthorized materials, information, study aids, the answers of others, or computer-related information.

**Plagiarism:** claiming as one's own the ideas, words, data, computer programs, creative compositions, artwork, etc., done by someone else. Examples include improper citation of referenced works, use of commercially available scholarly papers, failure to cite sources, or copying another's ideas.
**Fabrication:** presenting as genuine falsified data, citations, or quotations.

**Abetting:** helping another student commit an act of academic dishonesty. Allowing a fellow student to copy quiz/examination answers or use one's work as his/her own are examples of abetting.

**Misrepresentation:** falsification, alteration, or misstatement of the contents of documents, academic works, or other materials related to academic matters, including works substantially done for one class as work done for another without receiving prior approval from the instructor.

In the event of suspected academic misconduct, the following procedure will be followed:

1. Upon reaching the conclusion that academic misconduct may have occurred and that action is warranted, the instructor will inform the student of the charge within two (2) days, excluding Saturdays, Sundays and official College holidays. The student has the right to hear the instructor's reasons for making the charge, to inspect all relevant evidence in the instructor's possession, and to respond to the charge. Based on the student's response and all the evidence, the instructor will determine if a penalty is appropriate. If a penalty is deemed appropriate, the instructor will inform the student of the action to be taken. If the student is not in agreement with the findings or the penalty, the instructor will provide the student with a written statement of the action taken and the basis for that action. A copy of this written statement will be sent to the Campus Division Chair on the campus where the course was taught or the College wide Division Chair for Distance Education for courses taught via Distance Education (web-based, hybrid, or IITS).

2. Within five (5) days, excluding Saturdays, Sundays and official College holidays, of this notification, the student may appeal the instructor's decision by letter to the Campus Division Chair or Collegewide Division Chair for Distance Education, as appropriate. The Campus Division Chair or Collegewide Division Chair for Distance Education, as appropriate, will take testimony from the student, the instructor, and all appropriate witnesses within five (5) days, excluding Saturdays, Sundays and official College holidays, and make a decision. If the Campus Division Chair or Collegewide Division Chair for Distance Education, as appropriate, reverses the finding of academic misconduct, the instructor must re-examine the work in question and assign credit without prejudice. In the event that the Campus Division Chair or Collegewide Division Chair for Distance Education is the instructor, the appropriate Collegewide Dean will replace the Campus Division Chair or Collegewide Division Chair for Distance Education in the appeal process. The decision is final except for those cases in which the grade for the course is an "F."

3. In those cases where the final decision concerning an academic misconduct charge is an "F" for the course, the instructor will send a letter to this effect to the student and to the Campus Division Chair or Collegewide Division Chair for Distance Education, as appropriate, on the campus where the course was taught. If the student chooses to appeal the grade of "F" to the appropriate college-wide Dean (Academic Transfer, Career Technical, or Health Sciences), the student must submit a letter of appeal. All evidence and other information used to determine academic misconduct will be forwarded to the appropriate Collegewide Dean.

4. Within five (5) days, excluding Saturdays, Sundays and official College holidays, from the date of this notification, the appropriate Collegewide Dean will review the evidence, hear any additional information, and make the final decision. During this or any appeal process, the student will remain in good standing and will be entitled to the rights and privileges given all other students.

**ACADEMIC PENALTIES**

The following is a list of penalties that may be imposed upon any student found guilty of academic misconduct by the instructor, the Campus Division Chair, or Collegewide Division Chair for Distance Education, as appropriate.

1. Requirement to submit additional work or take additional examinations.
2. A lower or failing grade on the assignment or examination.
3. A lower or failing grade in the course.
4. Removal from class.

**Possible Additional Penalties**

The following is a list of penalties that may be imposed by the Collegewide Dean, in addition to those imposed by the instructor, the Campus Division Chair, or Collegewide Division Chair for Distance Education, as appropriate.

1. **Reprimand:** A written statement from the College expressing disapproval of conduct. This reprimand will be placed in a sealed envelope and retained with the student's permanent record.
2. **Probation:** The notice of probationary status will be placed in a sealed envelope and retained in the student's permanent record.
3. **Suspension:** Suspension from the College for a period of one year. Suspension will be required if the student has two instances of academic misconduct. The notice of suspension will be placed in a sealed envelope and retained in the student's permanent record. After a period of one year the student may apply for readmission to the College, but will remain on probation. Suspension from specific programs of study may be mandated on the first offense. Students should consult the policies of the program of study in which they are enrolled to determine the circumstances under which suspension can occur.
4. **Dismissal:** A permanent separation from the College. Students receiving this penalty are forever prohibited from readmission to the College. The notice of dismissal will be placed in a sealed envelope and retained in the student's permanent record.

# ACADEMIC TRANSFER

**PROGRAMS OF STUDY**
Bevill State's Academic Transfer Division offers transfer guides for several programs. Applicants must possess certain abilities to meet the required essential functions of each program. Orientation (ORI 107) is a prerequisite to all degree and certificate programs.

**Statewide Articulation Reporting System (STARS)**
Students should become familiar with the Statewide Articulation Reporting System (STARS), which provides very specific information about the requirements in each subject area for a chosen transfer institution. The STARS website is http://stars.troy.edu/. From STARS, students can print a transfer guide for his/her major and enter into a binding contract with the transfer institution in his/her program of study. The contract is not binding on the student but is binding on the transfer institution provided that the student does not change majors and takes the courses listed on the transfer guide

**Alabama General Studies Committee (AGSC)**
The course offerings at Alabama Community Colleges have been evaluated and their transfer equivalency to four-year colleges and universities has been determined by the Alabama General Studies Committee (AGSC). This committee divided the academic transfer courses into three separate groups according in their transfer status.

The Associate Degree requires the completion of 60 semester hours and a specific requirement of 41 semester hours is common to all degrees except for those students majoring in engineering. This 41-hour group of courses is referred to as the Common Core. (Common Core for engineering includes only 35 semester hours.) Common Core courses are further separated by academic areas – AREA I (Written Composition), AREA II (Literature, Humanities Fine Arts), AREA III (Natural Sciences, Mathematics) and AREA IV (History, Social and Behavioral Sciences). The remaining 19 hours, which are

## STARS University Parallel Approved Common Core Courses

**AREA I: Written Communications** **6**
- ENG 101, English Composition I
- ENG 102, English Composition II

**AREA II: Literature, Humanities and Fine Arts** **12**

*Literature (3-6)
- ENG 251, American Literature I
- ENG 252, American Literature II or
- ENG 261, English Literature I
- ENG 262, English Literature II or
- ENG 271, World Literature I
- ENG 272, World Literature II

Fine Arts (3)
- ART 100, Art Appreciation
- ART 203, Art History I
- ART 204, Art History II
- MUS 101, Music Appreciation
- THR 120, Theatre Appreciation

Speech (3)
- SPH 106, Fund. of Oral Communication or
- SPH 107, Fund. of Public Speaking

Additional Humanities (0-3)
- PHL 106, Introduction to Philosophy
- PHL 206, Ethics and Society
- REL 100, History of World Religion
- REL 151, Survey of the Old Testament
- REL 152, Survey of the New Testament
- SPA 101, Introductory Spanish I
- SPA 102, Introductory Spanish II

**AREA III: Natural Science and Mathematics** **11**

Mathematics (3-4)
- MTH 110, Finite Mathematics
- MTH 112, Precalculus Algebra
- MTH 113, Precalculus Trigonometry
- MTH 115, Precalculus Algebra and Trig.
- MTH 120, Calculus and Its Applications
- MTH 125, Calculus I

Natural Sciences (8)
- AST 220, Introduction to Astronomy
- BIO 103, Principles of Biology I
- BIO 104, Principles of Biology II
- CHM 104, Intro. to Inorganic Chemistry
- CHM 105, Intro. to Organic Chemistry
- CHM 111, College Chemistry I
- CHM 112, College Chemistry II
- GLY 101, Intro to Geology I
- GLY 102, Intro to Geology II
- PHS 111, Physical Science I
- PHS 112, Physical Science II
- PHY 120, Intro to Physics
- PHY 201, General Physics I
- PHY 202, General Physics II
- PHY 213, General Physics w/Calculus I
- PHY 214, General Physics w/Calculus II

**AREA IV: History, Social and Behavioral Science** **12**

*History (3-6)
- HIS 101, Western Civilization I
- HIS 102, Western Civilization II or
- HIS 121, World History I
- HIS 122, World History II or
- HIS 201, United States History I
- HIS 202, United States History II

**Additional History, Social and Behavioral Sciences(6-9)
- ANT 200, Introduction to Anthropology
- ANT 210, Physical Anthropology
- ANT 220, Cultural Anthropology
- ANT 230, Introduction to Archeology
- ECO 231, Macroeconomics
- ECO 232, Microeconomics
- GEO 100, World Regional Geography
- POL 200, Introduction to Political Science
- POL 211, American National Government
- PSY 200, General Psychology
- PSY 210, Human Growth and Development
- SOC 200, Introduction to Sociology
- SOC 210, Social Problems
- SPH 116, Intro to Interpersonal Communication

**As a part of the General Studies Core Curriculum, students must complete a six hour sequence either in literature or in history.*
*** No more than 6 hours of history may be taken for AREA IV.*

**AREA V: Major, minor and Elective Courses** **19**

Courses taken in AREA V are those that provide the student with the knowledge and experiences in his/her chosen major or area of concentration. The course requirements listed within AREA V of each program of study should be used as a guide and may vary depending upon the transfer institution. For guidance in the identification of the specific course requirements in the major or minor, the student should refer to the transfer institution's catalog or website. Also, the AGSC transfer guide (STARS guide) for each public transfer institution in the state of Alabama is readily available on the web at http://stars.troy.edu and should be utilized.

specific to the student's major and other graduation requirements, appear as AREA V (Major, Minor, Elective Courses). A single course can be used to meet course requirements in only ONE AREA. Courses that satisfy the requirements in AREAs I through IV and that meet the common core requirement are designated as Code A courses. Courses that can be used only to meet major, minor or graduation requirements are listed as Code B courses. The remaining courses are designated as Code C. Code C courses are potentially transferrable as AREA V courses but must be articulated individually with the transfer institution.

Students who are pursuing four-year degrees should follow the transfer guide for their major. Transfer guides for most majors are found on the following pages. The transfer institution's catalog and/or website provides specific transfer requirements in AREA I through AREA V.

## TRANSFER GUIDE - BIOLOGICAL SCIENCES (BIO)

| | |
|---|---|
| **AREA I: Written Composition** | **6** |
| **AREA II: Literature, Humanities and Fine Arts** | **12** |
| ***Literature** | (3-6) |
| Fine Arts | (3) |
| SPH 106 or SPH 107 | (3) |
| Additional Literature, Humanities, Fine Arts | (0-3) |
| **AREA III: Mathematics and Natural Sciences** | **11** |
| MTH 112, Precalculus Algebra or higher | (3) |
| BIO 103-104, Principles of Biology I & II | (8) |
| **AREA IV: History, Social & Behavioral Science** | **12** |
| ***History** | (3-6) |
| +Additional History, Social & Behavioral Science (Maximum of 6 hours in History) | (6-9) |
| **+AREA V: Pre-Professional, Major and Electives** | **19** |
| CHM 111-112, College Chemistry I & II | (8) |
| CHM 221-222, Organic Chemistry I & II | (8) |
| PHY 201-202, General Physics I & II or PHY 213-214, Gen Physics w/Calculus | (8) |
| MTH 125, Calculus I | (4) |
| +CIS 146 or equivalent Computer Science | (3) |
| **General Courses** | **60 semester hours** |

## TRANSFER GUIDE - BUSINESS ADMINISTRATION (BUA)

(Accounting, Finance, Management, Management Information Systems, and Marketing)

| | |
|---|---|
| **AREA I: Written Composition** | **6** |
| **AREA II: Literature, Humanities and Fine Arts** | **12** |
| *Literature | (3-6) |
| Fine Arts | (3) |
| SPH 106 or SPH 107 | (3) |
| Additional Literature, Humanities, Fine Arts | (3) |
| **AREA III: Mathematics and Natural Sciences** | **11** |
| +Mathematics | (3) |
| +Natural Sciences | (8) |
| **AREA IV: History, Social & Behavioral Science** | **12** |
| *History | (3-6) |
| ECO 231, Macroeconomics | (3) |
| ECO 232, Microeconomics | (3) |
| +Additional History, Social and Behavioral Science | (3) |
| **+AREA V: Pre-Professional, Major & Electives** | **19** |
| BUS 241-242, Principles of Accounting I & II | (6) |
| BUS 263, Legal & Social Environment of Business | (3) |
| BUS 271-272, Business Statistics I & II | (6) |
| CIS 146 or equivalent Computer Science | (3) |
| MTH 120, Calculus and Its Applications or MTH 125, Calculus I (if not completed in Area III) or advisor-approved elective | (3-4) |
| **General Courses** | **60 semester hours** |

## TRANSFER GUIDE - CHEMISTRY (CHM)

| | |
|---|---|
| **AREA I: Written Composition** | **6** |
| **AREA II: Literature, Humanities and Fine Arts** | **12** |
| ***Literature** | (3-6) |
| Fine Arts | (3) |
| SPH 106 or SPH 107 | (3) |
| Additional Literature, Humanities, Fine Arts | (0-3) |
| **AREA III: Mathematics and Natural Sciences** | **12** |
| MTH 125, Calculus I | (4) |
| CHM 111-112, College Chemistry I & II | (8) |
| **AREA IV: History, Social & Behavioral Science** | **12** |
| ***History** | (3-6) |
| +Additional History, Social and Behavioral Science (Maximum of 6 hours in History) | (6-9) |
| **+AREA V: Pre-Professional, Major & Electives** | **19** |
| CHM 221-222, Organic Chemistry I & II | (8) |
| PHY 201-202, General Physics I & II or PHY 213-214, Gen Physics w/Calculus | (8) |
| MTH 126, Calculus II, MTH 227 Calculus III | (8) |
| +CIS 146 or equivalent Computer Science | (3) |
| **General Courses** | **60 semester hours** |

***** *Two-semester sequence required in literature or history. Most majors at Auburn University require a two-semester sequence in both History & Literature.*

**+** *Requirements will vary according to transfer institution. Students should consult the catalog or website of the specific transfer institution to determine the specific courses within each AREA. In the event that a question cannot be readily answered, the STARS guide should always take precedence.*

## TRANSFER GUIDE - COMPUTER SCIENCE (CSC)

| | |
|---|---|
| **AREA I: Written Composition** | **6** |
| ENG 101, English Composition I | (3) |
| ENG 102, English Composition II | (3) |
| **AREA II: Literature, Humanities and Fine Arts** | **12** |
| *****Literature | (3-6) |
| Fine Arts | (3) |
| SPH 106 or SPH 107 | (3) |
| Additional Literature, Humanities, Fine Arts | (0-3) |
| **AREA III: Mathematics and Natural Sciences** | **12** |
| +MTH 125, Calculus I | (4) |
| +Natural Sciences | (8) |
| **AREA IV: History, Social & Behavioral Science** | **12** |
| *****History | (3-6) |
| Additional History, Social and Behavioral Science (Maximum of 6 hours in History) | (6-9) |
| **+AREA V: Pre-Professional, Major and Electives** | **20** |
| +MTH 126, Calculus II | (4) |
| +MTH 227, Calculus III | (4) |
| +CIS 146, Microcomputer Applications | (3) |
| +Approved CIS elective or MTH elective | (3) |
| +CIS 251, C++ Programming | (3) |
| +CIS 285, Object Oriented Programming | (3) |
| **General Courses** | **62 semester hours** |

## TRANSFER GUIDE - CRIMINAL JUSTICE (CRJ)

| | |
|---|---|
| **AREA I: Written Composition** | **6** |
| **AREA II: Literature, Humanities and Fine Arts** | **12** |
| *****Literature | (3-6) |
| Fine Arts | (3) |
| SPH 106 or SPH 107 | (3) |
| Additional Literature, Humanities, Fine Arts | (0-3) |
| **AREA III: Mathematics and Natural Sciences** | **11** |
| +MTH 110, Finite Mathematics | (3) |
| +Natural Sciences | (8) |
| **AREA IV: History, Social & Behavioral Science** | **12** |
| *****History, Social and Behavioral Sciences | (3-6) |
| Additional History, Social and Behavioral Science (Maximum of 6 hours in History) | (6) |
| **+AREA V: Pre-Professional, Major and Electives** | **19** |
| +CIS 146 or equivalent Computer Science | (3) |
| +CRJ 100 and CRJ 110, 150 or 160 | (6-9) |
| +Additional History, Social & Behavioral Sciences | (7-10) |
| **General Courses** | **60 semester hours** |

## TRANSFER GUIDE - EARLY CHILDHOOD EDUCATION

**Athens State University**

Associate's Degree will NOT be awarded on this plan.

| | |
|---|---|
| **AREA I: Written Composition** | **6** |
| **AREA II: Literature, Humanities and Fine Arts** | **12** |
| *****Literature | (3) |
| Fine Arts | (3) |
| SPH 106 or SPH 107 | (3) |
| Additional Humanities, Fine Arts | (3) |
| **AREA III: Mathematics and Natural Sciences** | **12** |
| Mathematics, MTH 110 or higher | (6) |
| Natural Sciences, BIO 103-104(with labs) | (8) |
| **AREA IV: History, Social & Behavioral Science** | **12** |
| *****History | (3-6) |
| PSY 200 | (3) |
| +Additional History, Social & Behavioral Science (Maximum of 6 hours in History) | (3-6) |
| **+AREA V: Pre-Professional, Major & Electives** | **19** |
| Physical Science (chemistry, physics, astronomy, geology or general physical science 111 or 112) | (4) |
| Upper level Mathematics, MTH 110, 113, 120, 125 or higher | (3) |
| Any two math courses at 100 level or higher | (6) |
| CHD 206 | (3) |
| CHD 209 | (3) |
| CHD 203, 204, 205 or 215 | (3) |
| Physical Education (activity courses) | (1) |
| **General Courses** | **60 semester hours** |

## TRANSFER GUIDE - ELEMENTARY EDUCATION (EED)

Associate in Arts

| | |
|---|---|
| **AREA I: Written Composition** | **6** |
| **AREA II: Literature, Humanities and Fine Arts** | **12** |
| *****Literature | (3-6) |
| Fine Arts | (3) |
| SPH 106 or SPH 107 | (3) |
| Additional Literature, Humanities, Fine Arts | (3) |
| **AREA III: Mathematics and Natural Sciences** | **11** |
| +Mathematics MTH 110 or 112 | (3) |
| +Natural Sciences | (8) |
| **AREA IV: History, Social & Behavioral Science** | **12** |
| *****History | (3-6) |
| +Additional History, Social & Behavioral Science (Maximum of 6 hours in History) | (6-9) |
| **+AREA V: Pre-Professional, Major & Electives** | **19** |
| Additional Mathematics, MTH 110 or higher | (9) |
| Additional Sciences | (4-8) |
| CIS146 or equivalent | (3) |
| Electives | (3) |
| **General Courses** | **60 semester hours** |

***** *Two-semester sequence required in literature or history. Most majors at Auburn University require a two-semester sequence in both History & Literature.*

**+** *Requirements will vary according to transfer institution. Students should consult the catalog or website of the specific transfer institution to determine the specific courses within each AREA. In the event that a question cannot be readily answered, the STARS guide should always take precedence.*

## TRANSFER GUIDE - ENGINEERING (EGR)
Associate in Science

| | |
|---|---|
| **AREA I: Written Composition** | **6** |
| **AREA II: Literature, Humanities and Fine Arts** | **9** |
| ***Literature | (3) |
| Fine Arts | (3) |
| SPH 106 or SPH 107 | (3) |
| **AREA III: Mathematics and Natural Sciences** | **12** |
| MTH 125, Calculus I | (4) |
| PHY 213-214, General Physics w/Cal I & II | (8) |
| **AREA IV History, Social & Behavioral Science** | **9** |
| ***History | (6) |
| +Social & Behavioral Science | (3) |
| (Maximum of 6 hours in History) | |
| **+AREA V: Pre-Professional, Major & Electives** | **24** |
| MTH 126, Calculus II | (4) |
| MTH 227, Calculus III | (4) |
| #CHM 111, College Chemistry | (4) |
| MTH 237, Linear Algebra and/or | |
| MTH 238, Differential Equations | (3-6) |
| +EGR 101, Engineering Foundations | (3) |
| +EGR 125, Modern Graphics for EGR | (3) |
| +EGR 157, Computer Methods for EGR | (3) |
| +EGR 220, Engineering Statics | (3) |
| CIS 146 or equivalent Computer Science | (3) |
| **General Courses** | **60 semester hours** |

## TRANSFER GUIDE - ENGLISH/LANGUAGE ARTS (ENG)
Associate in Arts

| | |
|---|---|
| **AREA I: Written Composition** | **6** |
| **AREA II: Literature, Humanities and Fine Arts** | **12** |
| Literature | (6) |
| Fine Arts | (3) |
| SPH 106 or SPH 107 | (3) |
| **AREA III: Mathematics and Natural Sciences** | **11** |
| +Mathematics MTH 110 or 112 | (3) |
| +Natural Sciences | (8) |
| **AREA IV: History, Social & Behavioral Science** | **12** |
| History | (3) |
| PSY 200, General Psychology | (3) |
| Additional History, Social & Behavioral Science | (6) |
| (Maximum of 6 hours in History) | |
| **+AREA V: Pre-Professional, Major & Electives** | **19** |
| Additional Literature (consult transfer institution) | (9) |
| CIS 146 or equivalent Computer Science | (3) |
| Electives | (7-16) |
| **General Courses** | **60 semester hours** |

## TRANSFER GUIDE - FORESTRY - Auburn University (FOR)
Associate in Science

| | |
|---|---|
| **AREA I: Written Composition** | **6** |
| **AREA II: Literature, Humanities and Fine Arts** | **12** |
| *Literature | (3) |
| Fine Arts | (3) |
| SPH 106 or SPH 107 | (3) |
| Additional Literature OR Humanities | (3) |
| **AREA III: Mathematics and Natural Sciences** | **11** |
| MTH 113 or higher | (3) |
| BIO 103-104, Principles of Biology I & II | (8) |
| **AREA IV: History, Social & Behavioral Science** | **12** |
| *History | (6) |
| ECO 232, Microeconomics | (3) |
| Social Science | (3) |
| Additional History or Social Science | |
| (Maximum of 6 hours in History) | |
| **AREA V: Pre-Professional, Major and Electives** | **20** |
| CHM 104 and CHM 105 (preferred) or ` | (8) |
| CHM 111 and CHM 112 | |
| MTH 265, Elementary Statistics | (3) |
| BUS 241, Principles of Accounting I | (3) |
| CIS 146 or equivalent Computer Science | (3) |
| Electives | (3) |
| **General Courses** | **61 semester hours** |

## TRANSFER GUIDE - GENERAL STUDIES (GS)
Associate in Science

| | |
|---|---|
| **AREA I: Written Composition** | **6** |
| **AREA II: Literature, Humanities and Fine Arts** | **12** |
| ***Literature | (3-6) |
| Fine Arts | (3) |
| SPH 106 or SPH 107 | (3) |
| Additional Literature, Humanities, Fine Arts | (0-3) |
| **AREA III: Mathematics and Natural Sciences** | **11** |
| +Mathematics MTH 110 or 112 | (3) |
| +Natural Sciences | (8) |
| **AREA IV: History, Social & Behavioral Science** | **12** |
| ***History | (3-6) |
| +Additional History, Social & Behavioral Science | (6-9) |
| (Maximum of 6 hours in History) | |
| **+AREA V: Pre-Professional, Major & Electives** | **19** |
| Additional General Studies Courses taken from ART, ANT, BIO, CHM, ECO, FRN, GEO, HIS, MTH, PED, PHL, PHY, POL, PSY, REL, SOC, SPA, SPH, and THR | (16-20) |
| CIS 146 or equivalent Computer Science | (3) |
| **General Courses** | **60 semester hours** |

***** *Two-semester sequence required in literature or history. Most majors at Auburn University require a two-semester sequence in both History & Literature.*

**+** *Requirements will vary according to transfer institution. Students should consult the catalog or website of the specific transfer institution to determine the specific courses within each AREA. In the event that a question cannot be readily answered, the STARS guide should always take precedence.*

**#** *Some programs require both CHM 111 & 112. Chemical Engineers must complete CHM 111 & 112 (8 hrs) and CHM 221 and 222 (8 hrs).*

## TRANSFER GUIDE - HEALTH, PHYSICAL EDUCATION & RECREATION (HPR)
Associate in Arts

| | |
|---|---|
| **AREA I: Written Composition** | **6** |
| **AREA II: Literature, Humanities and Fine Arts** | **12** |
| *****Literature | (3-6) |
| Fine Arts | (3) |
| SPH 106 or SPH 107 | (3) |
| Additional Literature, Humanities, Fine Arts | (0-3) |
| **AREA III: Mathematics and Natural Sciences** | **11** |
| MTH 112, Precalculus Algebra or higher | (3) |
| +Natural Science (BIO 103 & CHM 104) | (8) |
| **AREA IV: History, Social & Behavioral Science** | **12** |
| *****History | (3-6) |
| +Additional History, Social & Behavioral Science (Maximum of 6 hours in History) | (6-9) |
| **+AREA V: Pre-Professional, Major & Electives** | **19** |
| BIO 201-202, Human A&P I & II | (8) |
| HED 221, Personal Health or HED 222, Community Health | (3) |
| HED 231, First Aid & Safety | (3) |
| CIS 146 or equivalent Computer Science | (3) |
| Electives | (3-6) |
| **General Courses** | **60 semester hours** |

## TRANSFER GUIDE - LIBERAL ARTS (LA)
Associate in Arts

| | |
|---|---|
| **AREA I: Written Composition** | **6** |
| **AREA II: Literature, Humanities and Fine Arts** | **12** |
| *****Literature | (3-6) |
| Fine Arts | (3) |
| SPH 106 or SPH 107 | (3) |
| Additional Literature, Humanities, Fine Arts | (0-3) |
| **AREA III: Mathematics and Natural Sciences** | **11** |
| +Mathematics MTH 110 or 112 | (3) |
| +Natural Sciences | (8) |
| **AREA IV: History, Social & Behavioral Science** | **12** |
| *****History | (3-6) |
| +Additional History, Social & Behavioral Science (Maximum of 6 hours in History) | (6-9) |
| **+AREA V: Pre-Professional, Major & Electives** | **19** |
| Additional Liberal Arts Courses taken from ART, ANT, ECO, ENG, FRN, GEO, HIS, MUS, PED, PHL, POL, PSY, REL, SOC, SPA, SPH, and THR | (16-20) |
| CIS 146 or equivalent Computer Science | (3) |
| **General Courses** | **60 semester hours** |

## TRANSFER GUIDE - HISTORY (HIS)
Associate in Arts

| | |
|---|---|
| **AREA I: Written Composition** | **6** |
| **AREA II: Literature, Humanities and Fine Arts** | **12** |
| Literature | (3-6) |
| Fine Arts | (3) |
| SPH 106 or SPH 107 | (3) |
| Additional Literature, Humanities, Fine Arts | (0-3) |
| **AREA III: Mathematics and Natural Sciences** | **11** |
| MTH 110, Finite Mathematics or higher | (3) |
| BIO 103-104, Principles of Biology I & II | (8) |
| **AREA IV: History, Social & Behavioral Science** | **12** |
| HIS 101-102, Western Civilization I & II | (6) |
| PSY 200, General Psychology | (3) |
| SOC 200/GEO 100/POL 200/ECO 231 | (3) |
| **+AREA V: Pre-Professional, Major & Electives** | **19** |
| HIS 201-202 US, History I & II | (6) |
| CIS 146 or equivalent Computer Science | (3) |
| Electives | (10) |
| **General Courses** | **60 semester hours** |

## TRANSFER GUIDE - MATHEMATICS (MTH)
Associate in Science

| | |
|---|---|
| **AREA I: Written Composition** | **6** |
| **AREA II: Literature, Humanities and Fine Arts** | **12** |
| *****Literature | (3-6) |
| Fine Arts | (3) |
| SPH 106 or SPH 107 | (3) |
| Additional Literature, Humanities, Fine Arts | (0-3) |
| **AREA III: Mathematics and Natural Sciences** | **12** |
| MTH 125, Calculus I | (4) |
| +Natural Sciences | (8) |
| **AREA IV: History, Social & Behavioral Science** | **12** |
| *****History | (3-6) |
| +Additional History, Social & Behavioral Science (Maximum of 6 hours in History) | (6-9) |
| **+AREA V: Pre-Professional, Major & Electives** | **18** |
| MTH 126, Calculus II | (4) |
| MTH 227, Calculus III | (4) |
| MTH 237, Linear Algebra | (3) |
| MTH 238, Applied Differential Equations | (3) |
| CIS 146 or equivalent Computer Science | (3) |
| Electives | (1) |
| **General Courses** | **60 semester hours** |

***** *Two-semester sequence required in literature or history. Most majors at Auburn University require a two-semester sequence in both History & Literature.*

**+** *Requirements will vary according to transfer institution. Students should consult the catalog or website of the specific transfer institution to determine the specific courses within each AREA. In the event that a question cannot be readily answered, the STARS guide should always take precedence.*

## TRANSFER GUIDE - MUSIC (MUS)
Associate in Science

| | |
|---|---|
| **AREA I: Written Composition** | **6** |
| **AREA II: Literature, Humanities and Fine Arts** | **12** |
| ***Literature** | (3-6) |
| MUS 101 | (3) |
| SPH 106 or SPH 107 | (3) |
| Additional Literature, Humanities, Fine Arts | (0-3) |
| **AREA III: Mathematics and Natural Sciences** | **11** |
| +Mathematics MTH 110 or 112 | (3) |
| +Natural Sciences | (8) |
| **AREA IV: History, Social & Behavioral Science** | **12** |
| ***History** | (3-6) |
| +Additional History, Social and Behavioral Science (Maximum of 6 hours in History) | (6-9) |
| **Area V: Pre-Professional, Major & Electives** | **19** |
| MUS111, MUS112 – Music Theory I & lab | (4) |
| MUS113, MUS114 – Music Theory II & lab | (4) |
| Student may choose from MUS115, MUS211, MUS212, MUS213, MUS214, MUS251, MUS270, any MUP courses | 6) |
| Student may choose any MUL courses | (2) |
| CIS 146 | (3) |
| **General Courses** | **60 semester hours** |

## TRANSFER GUIDE - PRE-NURSING (BSN)
Students pursuing a B.S.N. should take the courses listed below and complete an A.S. in General Studies.

| | |
|---|---|
| **AREA I: Written Composition** | **6** |
| **AREA II: Literature, Humanities & Fine Arts** | **12** |
| *Literature | (6) |
| Fine Arts | (3) |
| SPH 106 or SPH 107 | (3) |
| **AREA III: Mathematics and Natural Sciences** | **11** |
| MTH 112, Precalculus Algebra or higher | (3) |
| BIO 103, Principles of Biology I | (4) |
| CHM 104, Intro to Inorganic Chemistry | (4) |
| **AREA IV: History, Social & Behavioral Science** | **12** |
| *History | (3) |
| PSY 200, General Psychology | (3) |
| PSY 210, Human Growth & Development | (3) |
| SOC 200, Introduction to Sociology | (3) |
| **+AREA V: Pre-Professional, Major & Electives** | **19** |
| BIO 201, Human Anatomy & Physiology I | (4) |
| BIO 202, Human Anatomy & Physiology II | (4) |
| BIO 220, Microbiology | (4) |
| BIO 230, Pathophysiology | (3) |
| BUS 271, Elementary Statistics | (3) |
| CHM 105, Intro to Organic Chemistry | (4) |
| HEC 140, Principles of Nutrition | (3) |
| CIS 146 or equivalent Computer Science | (3) |
| PHL 206, Ethics & Society | (3) |
| **General Courses** | **60 semester hours** |

## TRANSFER GUIDE - PSYCHOLOGY (PSY)
Associate in Science

| | |
|---|---|
| **AREA I: Written Composition** | **6** |
| **AREA II: Literature, Humanities & Fine Arts** | **12** |
| ***Literature** | (3-6) |
| Fine Arts | (3) |
| SPH 106 or SPH 107 | (3) |
| Additional Literature, Humanities, Fine Arts | (0-3) |
| **AREA III: Mathematics and Natural Sciences** | **11** |
| +Mathematics MTH 110 or 112 | (3) |
| +Natural Sciences | (8) |
| **AREA IV: History, Social & Behavioral Science** | **12** |
| ***History** | (3-6) |
| PSY 200, General Psychology | (3) |
| +Additional History, Social & Behavioral Science (Maximum of 6 hours in History) | (3-6) |
| **+AREA V: Pre-Professional, Major & Electives** | **19** |
| Refer to the College catalog, web-site, or the STARS guide. | (17-20) |
| CIS 146 or equivalent Computer Science | (3) |
| **General Courses** | **60 semester hours** |

## TRANSFER GUIDE - SECONDARY EDUCATION (SED)
Associate in Arts

| | |
|---|---|
| **AREA I: Written Composition** | **6** |
| **AREA II: Literature, Humanities and Fine Arts** | **12** |
| *Literature | (3-6) |
| Fine Arts | (3) |
| SPH 106 or SPH 107 | (3) |
| Additional Humanities and Fine Arts | (0-3) |
| **AREA III: Mathematics and Natural Sciences** | **11** |
| +Mathematics MTH 110 or 112 | (3) |
| +Natural Sciences | (8) |
| **AREA IV: History, Social & Behavioral Science** | **12** |
| *History | (3-6) |
| Additional Social Behavioral Science | (6-9) |
| **+AREA V: Pre-Professional, Major & Electives** | **19** |
| CIS 146 or equivalent | (3) |
| See Area V Transfer Institution for specific requirements by major. | (16-20) |
| **General Courses** | **60 semester hours** |

** Two-semester sequence required in literature or history. Most majors at Auburn University require a two-semester sequence in both History & Literature.*

*+ Requirements will vary according to transfer institution. Students should consult the catalog or website of the specific transfer institution to determine the specific courses within each AREA. In the event that a question cannot be readily answered, the STARS guide should always take precedence.*

*# MUS 211/213 & MUS 212/214 are junior level courses at some transfer institutions and will not be accepted for transfer.*

## TRANSFER GUIDE - PRE-PROFESSIONAL (PPR)

**Pre-Medicine, Pre-Dentistry, Pre-Optometry**

Associate in Science

| | |
|---|---|
| **AREA I: Written Composition** | **6** |
| **AREA II: Literature, Humanities and Fine Arts** | **12** |
| ***Literature** | (3-6) |
| Fine Arts | (3) |
| SPH 106 or SPH 107 | (3) |
| Additional Literature, Humanities, Fine Arts | (0-3) |
| **AREA III: Mathematics and Natural Sciences** | **11** |
| MTH 112, Precalculus Algebra or higher | (3) |
| BIO 103-104, Principles of Biology I & II | (8) |
| **AREA IV: History, Social & Behavioral Science** | **12** |
| ***History** | (3-6) |
| +Additional History, Social & Behavioral Science (Maximum of 6 hours in History) | (6-9) |
| **+AREA V: Pre-Professional, Major & Electives** | **19** |
| BIO 220, Microbiology (Dentistry only) | (4) |
| MTH 265, Elementary Statistics(Optometry) | (3) |
| CHM 111-112, College Chemistry I & II | (8) |
| CHM 221-222, Organic Chemistry I & II | (8) |
| PHY 201-202, General Physics I & II or PHY 213-214, Gen Physics w/Calculus | (8) |
| MTH 125, Calculus I | (4) |
| CIS 146 or equivalent Computer Science | (3) |
| **General Courses** | **60 semester hours** |

## TRANSFER GUIDE - PRE-PROFESSIONAL (PPR)

**Pre-Pharmacy - Auburn University**

Associate in Science

| | |
|---|---|
| **AREA I: Written Composition** | **6** |
| **AREA II: Literature, Humanities and Fine Arts** | **12** |
| ENG 271-272, World Literature I & II | (6) |
| Fine Arts | (3) |
| SPH 106 or SPH 107 | (3) |
| **AREA III: Mathematics and Natural Sciences** | **12** |
| MTH 125, Calculus I | (4) |
| CHM 111-112, College Chemistry I & II | (8) |
| **AREA IV: History, Social & Behavioral Science** | **12** |
| HIS 101-102, Western Civilization I & II | (6) |
| PSY 200/SOC 200, Psychology/Sociology | (3) |
| ECO 232, Microeconomics | (3) |
| **+AREA V: Pre-Professional, Major & Electives** | **18** |
| BIO 103, Principles of Biology I | (4) |
| BIO 201, Human Anatomy & Physiology I | (4) |
| BIO 202, Human Anatomy & Physiology II | (4) |
| CHM 221-222, Organic Chemistry I & II | (8) |
| PHY 201, General Physics I | (4) |
| MTH 265, Elementary Statistics | (3) |
| PHL 206, Ethics & Society | (3) |
| CIS 146 or equivalent Computer Science | (3) |
| **General Courses** | **60 semester hours** |

## TRANSFER GUIDE - PRE-PROFESSIONAL (PPR)

**Pre-Veterinary Medicine - Auburn University**

Associate in Science

| | |
|---|---|
| **AREA I: Written Composition** | **6** |
| **AREA II: Literature, Humanities and Fine Arts** | **12** |
| ENG 271-272, World Books I & II | (6) |
| Fine Arts | (3) |
| SPH 106 or SPH 107 | (3) |
| **AREA III: Mathematics and Natural Sciences** | **11** |
| MTH 115 | (3) |
| BIO 103-104, Principles of Biology I & II | (8) |
| **AREA IV: History, Social & Behavioral Science** | **12** |
| HIS 101-102, Western Civilization I & II | (6) |
| PSY 200, General Psychology or SOC 200, Intro to Sociology | (3) |
| ECO 232, Microeconomics or POL 211, American Government | (3) |
| **+AREA V: Pre-Professional, Major & Electives** | **17** |
| CHM 111-112, College Chemistry I & II | (8) |
| CHM 221-222, Organic Chemistry I & II | (8) |
| PHY 201-202, General Physics I & II or PHY 213-214, Gen Physics w/Calculus | (8) |
| CIS 146 or equivalent Computer Science | (3) |
| PHL 206, Ethic and Society | (3) |
| **General Courses** | **60 semester hours** |

## TRANSFER GUIDE - PRE-PROFESSIONAL (PPR)

**Pre-Pharmacy - Samford University**

Associate in Science

| | |
|---|---|
| **AREA I: Written Composition** | **6** |
| **AREA II: Literature, Humanities and Fine Arts** | **12** |
| Literature (ENG 251 or 261) | (3) |
| Fine Arts | (3) |
| SPH 106 or SPH 107 | (3) |
| REL 151 or REL 152 | (3) |
| **AREA III: Mathematics and Natural Sciences** | **11** |
| MTH 112, Precalculus Algebra | (3) |
| CHM 111-112, College Chemistry I & II | (8) |
| **AREA IV: History, Social & Behavioral Science** | **12** |
| History, U.S. History or Western Civilization | (6) |
| PSY 200, General Psychology | (3) |
| Additional Social and Behavioral Sciences | (3) |
| **+AREA V: Pre-Professional, Major & Electives** | **19** |
| BIO 103, Principles of Biology I | (4) |
| BIO 201 & 202, Human Anatomy & Physiology I & II | (8) |
| BIO 220, Microbiology | (4) |
| CHM 221-222, Organic Chemistry I & II | (8) |
| MTH 125, Calculus | (4) |
| MTH 265, Elementary Statistics | (3) |
| CIS 146 or equivalent Computer Science | (3) |
| PE Activities Course | (2) |
| **General Courses** | **60 semester hours** |

***** *Two-semester sequence required in literature or history. Most majors at Auburn University require a two-semester sequence in both History & Literature.*

**+** *Requirements will vary according to transfer institution. Students should consult the catalog or website of the specific transfer institution to determine the specific courses within each AREA. In the event that a question cannot be readily answered, the STARS guide should always take precedence.*

# HEALTH SCIENCES

## HEALTH SCIENCES

The Health Science Division offers programs of study leading to the Associate in Applied Science degree in Nursing and Emergency Medical Technician-Paramedic. Certificate programs are offered in Practical Nursing, Emergency Medical Technician-Basic, Emergency Medical Technician-Advanced, Paramedic, Surgical Technology, and Phlebotomy. Certificates of completion for non-credit, which are short term and concentrated, are offered in Nurse Assistant, Surgical Instrument Technician, and Mental Health Qualified Technician. Bevill State students may also participate in other health science programs, such as Dental Hygiene, Diagnostic Imaging (Radiology), Diagnostic Medical Sonography, Nursing Transfer-BSN, Occupational Therapy Assistant, Physical Therapy Assistant, Respiratory Therapy and Sports Medicine offered through linkage programs with other colleges. Most of the programs of study that lead to the associate in applied science degree require graduates to pass a test given by the appropriate licensure board in order to practice their professional skills. Graduates should be aware that final determination of eligibility to sit for the examination is made by the licensure board after review of the candidate's application and that Bevill State Community College has no control over the decisions of these licensure boards. Other factors may affect eligibility for licensing such as conviction of a criminal offense; conviction of a felony; drug/alcohol abuse or treatment for dependency on alcohol/illegal chemical substances; conviction of driving under the influence of drugs/alcohol; and/or treatment of mental illness.

Admission to the College does not guarantee admission to a specific health science program of study, as these programs have additional requirements that must be met. Students should carefully review the specific programs of study to determine the requirements and/or the academic course prerequisites. Also, the Health Science programs of study have specific ACT and/or Placement Test scores to place in academic courses.

The College is committed to the health and welfare of the students enrolled in the Health Science programs of study. Therefore, various immunization and medical requirements are mandated with enrollment in a program or course. Health Science courses require students to carry health insurance, which is the responsibility of the student. Malpractice insurance is also required and will be included as a fee, payable with the student's tuition. Health Science programs of study require drug screening, background checks, and testing fees, the costs of which are also the responsibility of the student. In addition, housing, travel, parking, and meal expenses while involved in clinical activities are the responsibility of the student.

Certain clinical facilities utilized by the Health Science programs require drug screening and criminal background checks declaring that the student has no positive drug screens and no criminal history. Therefore, a background check will be required prior to enrollment in the Health Science programs and drug screens will be conducted prior to assigned clinicals as well as randomly throughout student's enrollment during assigned clinicals. The cost of the background check **and drug screens related to cause** will be the responsibility of the student. Background checks will be required for all new program admits (mobility, re-admits, etc.) and program transfers if background check is older than one calendar year. Violation of Health Science policies pertaining to a student's positive drug screen and/or a positive background check will result in the student being denied admission to any Health Science program or when already enrolled, the result will be the student's immediate dismissal from the enrolled Health Science program. A dismissal from any Health Science program **for disciplinary or unsafe client care** will result in a student being ineligible for readmission to any Health Science program offered at Bevill State.

Programs of study within the Health Science Division require specific essential mental and physical capabilities if the student is to be successful. Essential functions for each Health Science program of study are available on the Bevill State website (www.bscc.edu).

***NOTE: Bevill State's Health Science Division makes every effort to include relevant, timely and accurate information in the Catalog. However, the Health Science Division reserves the right to make changes in the calendar, admissions policies, expenses, programs, curricula, course descriptions or any other matters addressed or not addressed in this publication. Prospective students and enrolled students should check with college admission officers and academic advisors to learn of any such changes. Also, updates are included in the online version of the Catalog. See www.bscc.edu/catalog.***

## NURSING

**Associate Degree Nursing (ADN)**
**Licensed Practical Nurse Mobility Track (ADN)**
**Practical Nursing (PN)**

### NURSING, ADN (NUR)

**Associate in Applied Science Degree**
**Fayette, Hamilton, Jasper & Sumiton Campuses**

**FOR NURSING STUDENTS ADMITTED PRIOR TO SPRING 2017**

The Associate Degree Nursing (ADN) program is a five-semester program whose mission is preparing professional nurses (RN's) to address health care needs of the community in both acute and long-term care settings where policies and procedures are specified. Critical thinking, the nursing process, communication, safety, client education, ethical-legal issues, the health-illness continuum, and pharmacology are core themes used to develop content within the curriculum. The ADN curriculum incorporates general education courses along with nursing courses. The nursing courses include classroom instruction with guided clinical experiences in varied health care agencies.

Registered nurses are prepared to fulfill entry level positions as staff nurses and may be employed in a variety of settings such as hospitals, clinics, physicians' offices, rehabilitative and long-term care facilities, home-health agencies and outpatient clinics. Career opportunities range from staff nurse positions in various health care settings to administrative, nurse practitioner and nurse educator roles, depending on advanced degrees pursued after ADN graduation. Job descriptions, wages, location of workplace, and specialized skills are all variable and dependent upon the ADN graduate's chosen workplace.

***NOTE:*** *The ADN program at Bevill State Community College has received full approval by the Alabama Board of Nursing and is accredited by the Accreditation Commission for Education in Nursing, Inc. (ACEN) formerly National League for Nursing Accrediting Commission (NLNAC), 3343 Peachtree Road NE, Suite 850, Atlanta, Georgia 30326 or www.acenursing.org; telephone number (404) 975-5000).*

**Admission Requirements**

Applicants admitted into the Bevill State Community College Associate Degree Nursing program will be selected from high school graduates/GED recipients, students currently enrolled at Bevill State, applicants to the LPN Mobility Track program, and students transferring from other colleges and/or universities, according to established criteria.

Admission to the ADN program is a competitive process because the number of applicants exceeds the number of spaces available. The space available at clinical sites and student-teacher ratios required by the Alabama Board of Nursing limit the number of applicants accepted each year. Final selection is made by the Nursing

Admissions Committee. All applicants will be notified by mail of admission decisions.

Bevill State Community College has an institutional goal of ensuring diversity among its students; therefore, students are admitted on a competitive basis without discrimination with regard to age, religion, creed, ethnic origin, marital status, race, gender, or disability which does not interfere with attainment of program objectives.

**Admission Criteria**

1. Unconditional admission to the College with a cumulative 2.0 grade point average at the institution.
2. Receipt of complete application for the Nursing program will be July 1 through September 1 for spring admission and January 5 through March 1 for Summer admission.
3. A minimum of 2.5 GPA is required on a 4.0 scale based on the nursing required academic core courses. The core college courses are English Composition I, Intermediate College Algebra, Anatomy and Physiology I, Anatomy and Physiology II, Microbiology, Human Growth and Development, Speech and a Humanities elective (Art or Music Appreciation, Philosophy Ethics, Religion, or a Foreign Language)
4. There will be no time limit for previously taken courses such as Anatomy, Physiology, Math, or English.
5. A minimum ACT score of 18 is required for admission into the nursing program.
6. Eligibility for English 101 as determined by College policy. The minimum Math requirement is MTH 100 (Intermediate College Algebra).
7. Applicants must possess certain physical and mental abilities to meet the required essential functions of the nursing program. A list of Essential Functions is available in the nursing office or www.bscc.edu in the *Nursing Student Handbook*. A primary health provider must sign that the applicant meets the essential functions. Current nursing students will be asked to sign additional essential functions verifying no change in health status.
8. Admission to the Nursing program is competitive, and the number of students admitted is limited by the number of faculty and clinical facilities available. **Meeting minimal requirements does not guarantee acceptance.**
9. Applicants will be notified in writing of admission decisions.
10. Upon conditional admission to the Nursing program, a clear background check will be required before enrollment in the Nursing program will be completed.
11. Upon admission, applicants must provide proof of three Hepatitis vaccinations or proof of starting the three Hepatitis vaccinations series, MMR vaccination IgG or positive titer, Mumps vaccination IgG or positive titer, Rubella vaccination IgG or positive titer, Varicella vaccination IgG or positive titer, current tetanus (Tdap) vaccination or positive titer, and proof of current TB testing (within six months) status. Annual flu vaccines will be required.
12. Upon conditional admission, applicant must provide verification of health insurance coverage, as well as, maintain their health insurance coverage throughout the nursing curriculum.
13. Upon conditional admission, applicant must provide physical exam completed by a primary health care provider, physician, certified nurse practitioner, or physicians assistant. Physical, exam, TB skin test and essential functions must be updated annually.

| **General Education Courses** | **Semester Hours** |
|---|---|
| ENG 101, English Composition I | 3 |
| SPH 106, Fundamentals of Oral Communication or SPH 107, Fundamentals of Public Speaking | 3 |
| Humanities Elective | 3 |
| MTH 100, Intermediate College Algebra or higher level | 3 |
| BIO 201-202, Human A & P I-II | 8 |
| BIO 220, Microbiology | 4 |
| PSY 210, Human Growth and Development | 3 |
| **Total General Education Credits** | **27** |

| **Field of Concentration Courses** | |
|---|---|
| NUR 112, Fundamental Concepts of Nursing | 7 |
| NUR 113, Nursing Concepts I | 8 |
| NUR 114, Nursing Concepts II | 8 |
| NUR 115, Evidenced Based Clinical Reasoning | 2 |
| NUR 211, Advanced Nursing Concepts | 7 |
| NUR 221, Advanced Evidenced Based Clinical Reasoning | 7 |
| **Total Field of Concentration Credits** | **39** |
| **Total Credits** | **66** |

Associate degree nursing graduates are encouraged to consider the RN to BSN and/or the RN to BSN/MSN degree offered at four-year universities. To be considered for admission to the RN to BSN track, students may contact their BSCC nursing advisor or the RN Mobility Track advisor at a four-year institution to inquire about additional academic core courses and admission requirements.

**Graduation**

To receive an Associate in Applied Science Degree in Nursing, a student must meet the following requirements:

1. File an application for graduation with the Office of Student Services.
2. Clear all obligations with the College.
3. Students admitted Fall 2016 must successfully complete the 72 semester credit hours required in the ADN nursing curriculum with a grade of "C" (2.0 GPA) or better.
4. Students admitted to the new concept-based curriculum beginning in the Spring of 2017 must successfully complete 66 semester credit hours required in the Nursing curriculum with a grade of "C" (2.0 GPA) or better.

## LICENSED PRACTICAL NURSE MOBILITY TRACK

**Associate in Applied Science Degree**
**Fayette, Hamilton, Jasper & Sumiton Campuses**

Licensed Practical Nurse (LPN) applicants will be selected by the ADN admissions committee on a competitive basis according to the following criteria:

1. Unconditional admission to the College with a cumulative grade point average of 2.0 at the institution.
2. Receipt of completed application for the Practical Nursing Mobility Track by:
   a. September 1 of each year for NUR 200 and NUR 201. NUR 200 mobility is for LPNs completing licensure prior to fall 2005. NUR 201 mobility is for LPNs completing licensure in the Alabama Community College System standardized PN curriculum.
3. Applicants must have successfully completed the following prerequisite courses:
   a. The minimal math requirement is MTH 100 Intermediate College Algebra (3 credit hours). MTH 100 must be completed prior to enrollment in NUR 200 or NUR 201 mobility track.
   b. Anatomy and Physiology I (BIO 201) (4 credit hours);
   c. There will be no time limit for previously taken courses such as Anatomy, physiology, math or English.
   d. In addition, applicants must have successfully completed ENG 101 (3 credit hours) & BIO 202 (4 credit hours) for admission to NUR 201.

4. Eligibility for English 101 (ENG 101) as determined by College policy for applicants to NUR 200.
5. Applicants must possess certain physical and mental abilities to meet the required essential functions of the nursing program. A list of Essential Functions is available in the nursing office or www.bscc.edu in the *Nursing Student Handbook*.
6. GPA points for admission are based on four courses: BIO 201-Anatomy & Physiology I, BIO 202-Anatomy & Physiology II, ENG 101-English Composition, and MTH 100-Intermediate College Algebra. A higher level math can be accepted in place of MTH 100. All four courses must be complete to earn GPA points. Points will be awarded for GPA using this example, 4.0 GPA=4.0 points, 3.7 GPA=3.7 points. No minimum GPA is required to apply. The GPA for high school students without college coursework should be cumulative.
7. A minimum ACT score of 18 is required for admission into the Nursing program.
8. All general education coursework required in the nursing program must have been completed with a grade of "C" or better.
9. Students meeting all criteria will be considered for admission on a space available basis.
10. Admission to the Practical Nursing Mobility 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**.
11. PN graduates from the Alabama Community College System (ACCS) nursing curriculum who have graduated within the last two years will be admitted on a space available basis into the third semester of the five semester ADN curriculum (NUR 201). Other applicants that are not graduates from the ACCS nursing curriculum or those from the ACCS curriculum who have graduated longer than two years ago must apply for entry into the second semester mobility course (NUR 200). Upon successful completion of NUR 200 and a cumulative GPA of 2.0, the student will be eligible to continue in the ADN program.
12. The following PN mobility applicants must have proof of an unencumbered Alabama LPN license:
    a. Those who have graduated more than three months from the date of application from an Alabama Board of Nursing approved LPN program;
    b. Out-of-state applicants;
13. Applicants must provide the following documents with their application:
    a. A current CPR certification (AHA) at the healthcare provider level.
    b. Proof of three Hepatitis vaccinations or positive titer, MMR vaccination IgG or positive titer, Mumps vaccination IgG or positive titer, Rubella vaccination IgG or positive titer, Varicella vaccination IgG or positive titer, current tetanus (Tdap) vaccination or positive titer, and proof of current TB testing (within six months) status; Annual flu vaccines will be required.
    c. Verification of health insurance coverage.
14. Upon conditional admission to the mobility program, a clear background check will be required before enrollment in the Nursing program will be completed.
15. Upon conditional admission, applicant must provide verification of health insurance coverage, as well as, maintain their health insurance coverage throughout the nursing curriculum.

**Prerequisite Courses Prior to NUR 200**

| | |
|---|---|
| MTH 100 or higher level Mathematical Applications | 3 |
| BIO 201, Human Anatomy and Physiology | 4 |
| **Total Prerequisites prior to NUR 200** | **7** |

| **General Education Courses** | **Semester Hours** |
|---|---|
| ENG 101, English Composition I | 3 |
| SPH 106, Fundamentals of Oral Communication or SPH 107, Fundamentals of Public Speaking | 3 |
| Humanities Elective (art, music, philosophy, religion or literature) | 3 |
| BIO 202, Human A & P II | 4 |
| BIO 220, Microbiology | 4 |
| PSY 200, General Psychology | 3 |
| PSY 210, Human Growth and Development | 3 |
| **General Education Credits** | **23** |
| **Total General Education Credits** | **30** |

**Field of Concentration Courses**

| | |
|---|---|
| NUR 200, Nursing Career Mobility Assessment | 6 |
| NUR 201, Nursing Through the Lifespan I | 5 |
| NUR 202, Nursing Through the Lifespan II | 6 |
| NUR 203, Nursing Through the Lifespan III | 6 |
| NUR 204, Role Transition for the Registered Nurse | 4 |
| **Total Field of Concentration Credits** | **27** |
| **Total Credits** | **57** |

**Students who successfully complete NUR 200 will additionally be awarded 15 nontraditional hours in Field of Concentration at the completion of the LPN Mobility curriculum.*

**Prerequisite Courses Prior to NUR 201**

| | |
|---|---|
| MTH 100 or higher level Mathematical Applications | 3 |
| BIO 201, Human Anatomy and Physiology I | 4 |
| BIO 202, Human Anatomy and Physiology II | 4 |
| ENG 101, English Composition | 3 |
| **Total Prerequisites prior to NUR 201** | **14** |

**General Education Courses Remaining**

| | |
|---|---|
| SPH 106, Fundamentals of Oral Communication or SPH 107, Fundamentals of Public Speaking | 3 |
| Humanities Elective | 3 |
| BIO 220, Microbiology | 4 |
| PSY 200, General Psychology | 3 |
| PSY 210, Human Growth and Development | 3 |
| **General Education Credits** | **16** |
| **Total General Education Credits** | **30** |

**Field of Concentration Courses Remaining**

| | |
|---|---|
| NUR 201, Nursing Through the Lifespan I | 5 |
| NUR 202, Nursing Through the Lifespan II | 6 |
| NUR 203, Nursing Through the Lifespan III | 6 |
| NUR 204, Role Transition for the Registered Nurse | 4 |
| **Field of Concentration Credits** | **21** |
| **Total Field of Concentration Credits** | **51** |

**LPN Mobility students admitted to NUR 201 will already have 21 credit hours on LPN transcript for NUR 102, 103, 104, 105 & 106 for a total of 42 Field of Concentration hours at completion of the LPN Mobility curriculum.*

## FOR NURSING STUDENTS ADMITTED DURING AND AFTER SPRING SEMESTER 2017

Beginning Spring Semester 2017, the Bevill State Nursing Program will move to a concept-based curriculum that was adopted by the Alabama Community College System in 2016. The nursing curriculum design is based on conceptual learning to facilitate transfer of knowledge, facilitate collaborative and active learning, focus on problems, foster systematic observations, and focus on nursing actions and interdisciplinary efforts and foster understanding of relationships. The concept-based learning approach helps learners to extrapolate meanings from one concept to another and identify commonalities.

Courses have been carefully planned to provide the student with a continuity of learning experiences. Content is organized in a spiraling manner from simple to complex, building on previous learning and adding new information, while allowing for continual review.

Students will obtain a practical nursing certificate after successful completion of NUR 112, NUR 113, NUR 114, and NUR 115 during the first three semesters of the program. The last two semesters will incorporate more advanced concepts required to ensure competency of the associate degree nurse.

**Admission Criteria**

1. Unconditional admission to the college (Application must be updated if student did not attend BSCC the previous semester.
2. Original transcripts from all colleges attended must be in the Office of Student Services by the nursing application deadline. Unlike routine college admission, the nursing department does not allow one semester to receive transcripts. Transcripts must be sent by the institution directly to the BSCC Central Records Office.
3. A complete nursing application must be submitted online via the BSCC college Website.
4. A minimum of 18 ACT composite score (writing component not required), National or Residual, is required and ACT results must be attached to this application. There is no expiration date on ACT for this nursing application.
5. A minimum of 2.5 GPA is required on a 4.0 scale based on the nursing required academic core courses. The core college courses are English Composition 1, Intermediate College Algebra, Anatomy & Physiology I, Anatomy and Physiology II, Microbiology, Human Growth & Development, Speech and a Humanities Elective (Art or Music Appreciation, Philosophy, Ethics, Religion, or a foreign language)
6. A minimum of 2.5 cumulative GPA is required for high school students without prior college work (GED acceptable).
7. Eligibility is required for English Composition I, Intermediate College Algebra, and Anatomy & Physiology I if not previously taken
8. Good standing with the College.
9. Meet the Essential Functions for nursing.
10. Name of application is current legal name and matches copy of photo ID and name in BSCC system.

| **First Semester** | | **Credit** |
|---|---|---|
| BIO 201 | Human Anatomy & Physiology I | 4 |
| MTH 100 | Intermediate College Algebra | 3 |
| ORI 107 | Student Survival Skills | 1 |
| NUR 112 | Fundamentals of Nursing | 7 |
| | **Total Credits** | **15** |

| **Second Semester** | | |
|---|---|---|
| ENG 101 | English Composition | 3 |
| BIO 202 | Human Anatomy & Physiology II | 4 |
| PSY 210 | Human Growth & Development | 3 |
| NUR 113 | Nursing Concepts I | 8 |
| | **Total Credits** | **18** |

| **Third Semester** | | |
|---|---|---|
| SPH 106/107 | Speech | 3 |
| NUR 114 | Nursing Concepts II | 8 |
| NUR 115 | Evidence Based Clinical Reasoning | 2 |
| | **Total Credits** | **13** |

| **Fourth Semester** | | |
|---|---|---|
| BIO 220 | Microbiology | 4 |
| NUR 211 | Advanced Nursing Concepts | 7 |
| | **Total Credits** | **11** |

| **Fifth Semester** | | |
|---|---|---|
| HUM Elective _____ | | 3 |
| NUR 221 | Advanced Based Clinical Reasoning | 7 |
| | **Total Credits** | **10** |

**NURSING PROGRAM POLICIES**

**Progression Policy**

In order to continue in the nursing program, the student must:

1. Maintain a grade of "C" or better in all required general education and nursing courses and maintain a 2.0 cumulative GPA at current institution.
2. Complete all required general education courses according to the Alabama Community College System (ACCS) Nursing Education curriculum unless completed prior to admission. Any exceptions must be approved by the Dean for Health Sciences.
3. Maintain ability to meet essential functions for nursing with or without reasonable accommodations.
4. Maintain current CPR certification; American Heart Association (AHA) at the health care provider level.
5. Complete all nursing courses in the prescribed sequence. If a student withdraws or makes a "D" or an "F" in a nursing course, the student cannot progress in the nursing course sequence until the course is repeated successfully. **Course repetition will be based on instructor availability and program resources.**
6. Adhere to the Bevill State Conduct Code and the Code of Ethics for Professional Nurses. Nursing faculty reserves the right at any time to require the dismissal of any student whose conduct or clinical performance is regarded as unsatisfactory. In such situations, an "F" will be entered on the student's transcript. Students receiving an "F" for this reason will not be eligible for readmission into any Health Science program.
7. The nursing faculty reserves the right to withdraw any student from the program if a clinical agency refuses to allow that student clinical experiences.
8. Submit a satisfactory health screening data form, TB skin test and flu vaccine annually.
9. Maintain health insurance coverage throughout the program.

10. Adhere to current program attendance policy.
11. Obtain the required Bevill State student uniform.
12. Complete the required program semester hours to qualify for graduation. Some variation is allowed to accommodate transfer credit for colleges on a quarter hour system. An overall 2.0 GPA is required for graduation. Requirements for graduation are outlined in the College Catalog.
13. Function within the scope of practice as defined by the current Alabama Board of Nursing Nurse Practice Act.
14. There shall be no auditing allowed for any Health Science classes.

**Nursing Non-Progression**

Nursing non-progression is defined as failure of one or more courses in a semester OR withdrawal (for any reason) from one or more courses in two separate semesters. Two instances of non-progression will result in dismissal from the ADN or PN program. If the student has two non-progressions in the ADN program, the student is allowed one non-progression in the PN program. If a student has one non-progression in the ADN program and transfers to the PN program, that student is allowed two non-progressions in the PN program.

**Reinstatement**

Reinstatement is defined by ACCS as: Students who have withdrawal or failure in a nursing course and are eligible to return to that course will be considered for reinstatement to the program. Students who experience nursing non-progression in the nursing program and who desire reinstatement in the program must apply for reinstatement to the program by scheduling an appointment with the appropriate campus division chair to discuss the reinstatement process.

Reinstatement to the program will be allowed one time only. A student must request reinstatement within one year from the term of non-progression to be eligible for reinstatement. Students dismissed from the program for disciplinary reasons and/or unsafe client care in the clinical area will NOT be allowed reinstatement to the nursing program. Students must adhere to nursing curriculum and program policies and procedures in effect at the time of reinstatement.

In order to be reinstated, a student must:

1. Apply for readmission to the College and nursing program if not currently enrolled.
2. Student must request reinstatement within one academic year from the term of withdrawal, disruption or failure in the nursing program. A student must be reinstated to the nursing program only one time.
3. A student must have a 2.0 cumulative GPA at the current institution for reinstatement.
4. Students must notify the Nursing Chair of their request for reinstatement.
5. Adhere to nursing curriculum or program policies or procedures effective at the point of reinstatement. All nursing program admission standards must be met.
6. Have had no more than one non-progression since program admission. Students transferring to the PN program cannot be considered for readmission into the ADN program. Students transferring to the PN program must follow guidelines for PN to RN mobility policy. A total of two unsuccessful attempts in two separate semesters (D, F, or W) in the nursing program will result in dismissal from the program.
7. Demonstrate acceptable skills proficiency by successfully passing the Nursing Remediation course (BSS 101) PRIOR to readmission.
8. Meet acceptable criteria for placement at clinical agencies for clinical experiences.
9. Demonstrate current American Heart Association CPR at the health care provider level.
10. **Reinstatement to the nursing program is not guaranteed.** Selection for reinstatement is based on GPA at the current institution and space available. Reinstatement may be denied due to, but not limited to, any of the following circumstances:
    a. Grade point average is less than 2.0 from courses completed at current institution.
    b. Refusal by clinical agencies to accept the student for clinical experiences.
    c. Twelve months have elapsed since the student was enrolled in a nursing course.
    d. Space unavailability.
    e. Failure to successfully complete the Nurse Remediation course.
11. Failure to follow these procedures may result in denial of reinstatement to the program.
12. Any changes in the program curriculum, admissions criteria, or procedures will be applicable upon the student's reinstatement.
13. Students may be reinstated only once at the point where they dropped, interrupted or failed from the initial admission to one of the programs.
14. A student exiting the program for the second time must reapply and will be considered for readmission into the first semester of the nursing curriculum.
15. Students are required to update all drug testing and background screening according to program policy.
16. Failure to successfully complete the nursing remediation course will result in denial of reinstatement to the program.
17. If a student has a documented extenuating circumstance that should be considered related to a withdrawal or failure, then this student may request a hearing before the Admission Committee or other appropriate college committee for a decision on repeating a course or readmission to the program.

**Readmission**

Readmission is defined by ACCS as: Students not eligible for program reinstatement may apply for program admission as a new student. If accepted as a new student, the student must take or retake all nursing program courses.

**Transfer Student Admission**

This transfer policy applies only to students desiring to transfer between ACCS institutions.

Students wishing to transfer must:

1. Meet the minimum admission standards for the nursing program.
2. Possess a GPA of 2.0 in all nursing program required courses taken at another institution at time of transfer. Nursing course credit will only be accepted from accredited nursing programs.
3. Dean/Director of previous nursing program must provide a letter of eligibility for progression in previous nursing program.
4. Be a student in good standing and eligible to return to the previous nursing program.
5. Comply with all program policy requirements at accepting institution.
6. Complete at least 25 percent of the nursing program required courses for degree/certificate at the accepting institution.
7. Acceptance of transfer students into nursing programs is limited by the number of faculty and clinical facilities available. **Meeting minimal standards does not guarantee acceptance.**
8. Applicants must possess certain physical and mental abilities to meet the required essential functions of the nursing program. A list of Essential Functions is available in the nursing office or www.bscc.edu in the *Nursing Student Handbook*.

9. Applicants must meet program health requirements.
10. The Nursing Director will make recommendations to the Dean of Health Sciences for acceptance of prior nursing course(s) credit.
11. Must meet acceptability criteria for placement at clinical agencies for clinical experience.
12. Transfer students will be required to pass a dose calculation exam at 100%. Only one re-test will be allowed. After successful completion of the dose calculation exam, a written nursing skills exam must be passed at 80% or higher. Students will then be required to satisfactorily check off nursing procedures in the college campus lab under the supervision of a faculty member. The required skills include but are not limited to: head-to-toe physical assessment, sterile urinary catheter insertion, sterile suctioning, injection sites, medication administration, nasogastric tube intubation.

**Transient Student Policy**

The transient policy applies only to students desiring to enroll as a transient student in Alabama Community College System institutions. It does not apply to students wishing to enroll as a transient student at other institutions.

Criteria for Transient Status

1. Must meet minimum admission standards for the nursing program.
2. Must possess a GPA of 2.0 in all nursing program required courses taken at another institution.
3. Dean/Director of previous nursing program must provide a letter of eligibility for progression in previous nursing program.
4. A student seeking enrollment as a transient student must follow procedures in place at both the parent institution and the receiving college. Additionally, the student must receive prior approval for the parent institution's nursing program dean/director for any nursing courses taken on a transient basis as well as approval from the nursing program dean/director of the receiving college to enroll.
5. Transient students must complete a **Transcript Request Form** at the end of the term before a transcript will be issued to the primary institution.
6. Must comply with all program policy requirements at accepting institution.
7. Must meet acceptability criteria for placement at clinical agencies for a clinical experience.
8. Acceptance of transient student into a nursing program is limited by the number of faculty and clinical facilities available. Meeting minimal standards does not guarantee acceptance.
9. Student selection for transient status is based on GPA in nursing program required courses.

**ADN Transfer to PN Program**

Associate Degree nursing students may apply for admission to the third semester of the practical nursing program after they have completed the first two semesters of coursework – MTH 116 or higher, ENG 101, BIO201, BIO 202, NUR 102, NUR 103, NUR 104, NUR 105, NUR 106 – with a grade of C or better. Students who elect to transfer to the last semester in the practical nursing program will be required to meet the current program admission/readmission requirements. Students will be admitted on space available basis to the PN program.

To be eligible for this option:

1. Student must complete a transfer/readmission form
2. Have a minimum of a 2.0 cumulative GPA at current institution
3. Meet clinical/health record requirements.
4. The last clinical nursing course, in which the student was successful, cannot be more than twelve months old.
5. Student will be ranked on cumulative GPA from the current institution for the purposes of transfer/readmission to the PN program.
6. Students who have two non-progressions in the RN program are only allowed one non-progression in the PN program.
7. Students are required to successfully complete the nursing remediation course (BSS 101) at Bevill State prior to the requested term for reinstatement. Failure to successfully complete the nursing remediation course will result in denial of reinstatement to the program.

Students who are successful in the PN program may only apply for the LPN to RN mobility option as outlined in the college catalog.

**Dismissal Policy**

Students dismissed from a nursing program for disciplinary reasons, unsafe/unsatisfactory client care in the clinical area, a positive drug screen, or a positive background check will **not** be allowed reinstatement or readmission to the nursing program or any other Health Science program offered at Bevill State.

**Health Requirements**

1. Nursing faculty reserve the right to require, at any time, proof of a student's physical, mental, and/or emotional health. The nursing faculty may require students to receive, at the student's expense, counseling and/or medical treatment in order to continue in the nursing program. If treatment is required, the student must provide documentation from the attending physician/primary healthcare provider of the student's ability to perform nursing skills effectively.

2. Clinical agencies/facilities require the school to provide evidence that student participants are not under the influence of drugs or alcohol. Students will be required, at their own expense, to have an initial drug screen at a time and place determined by the faculty prior to entering clinicals. In addition, random drug screens will be conducted throughout the curriculum. If a drug screen is positive, the student will be immediately dismissed from the nursing program.
3. **A student who is hospitalized/treated for any existing health problem which may physically or emotionally impair their ability to provide safe and competent clinical care, must submit a statement from the physician/primary healthcare provider indicating ability to continue in clinicals and/or the program.**
4. A completed health form must be submitted annually to the Division Chair/Coordinator. In addition, students must comply with any additional health requirements of clinical agencies.
5. All students must present verification of health insurance coverage before attending the first scheduled class day, as well as maintain their health insurance coverage throughout enrollment in the nursing curriculum.

**Tardiness**

Regular and punctual attendance is required. A student who is not in the class/lab/clinical at its beginning will be counted tardy. Three tardies will count as one absence according to Nursing policy. A detailed description may be found in the nursing program policy.

**Attendance**

It is the student's responsibility to be aware of the exact number of absences in each class. If absences exceed the number of times a class/lab/clinical meets per week, the student will fail the course which, subsequently, will prevent the student from progressing in the curriculum.

**Grading Scale**

Students may earn the following grades in nursing courses:

**A** .....90 to 100
**B**.....80 to 89
**C**.....75 to 79
**D**.....60 to 74
**F** .....59 and below

*Test scores are not rounded to the next whole number (i.e. 78.6 is 78.6). Only the final course grade is rounded – 0.5 or higher is raised to the next whole number.*

**Licensure Information**

It is imperative that nursing students meet the legal, moral, and legislative standards which are utilized to determine acceptable behavior for the nurse (RN/PN). Each prospective nursing student should be aware of the Alabama Board of Nursing's regulations regarding the review of applicants for eligibility for initial and continuing licensure.

1. According to the Nurse Practice Act, Article Z. Licenses §34-21-25(b)(1) The board may also deny, revoke, or suspend any license issued by it or otherwise discipline a licensee upon proof of any of the following regarding the licensee:
   2. Is guilty of fraud or deceit in procuring or attempting to procure a license.
   b. Has been convicted of a felony.
   c. Is guilty of a crime involving moral turpitude or of gross immorality that would tend to bring reproach upon the nursing profession.
   d. Is unfit or incompetent due to the use of alcohol, or is addicted to the use of habit-forming drugs to such an extent as to render him or her unsafe or unreliable as a licensee.
   e. Is unable to safely practice nursing with reasonable skill and safety to patients by reason of illness, inebriation, excessive use of drugs, narcotics, alcohol, chemicals, or any other substance, or as a result of any mental or physical condition.
   f. Has been convicted of any violation of a federal or state law relating to controlled substances.
   g. Is guilty of unprofessional conduct of character likely to deceive, defraud, or injure the public in matters pertaining to health.
   h. Has willfully or repeatedly violated this article, as defined by board rules and regulations.

Students who complete the program meet the educational qualifications of the Alabama Board of Nursing for writing the National Council Licensure Examination (NCLEX-RN/PN). However, completion of the academic program in no way assures the student of eligibility to write the exam or of licensure. The final decision for eligibility to write the NCLEX is made by the Alabama Board of Nursing after review of the candidates application.

**Qualifications of Applicants for Licensure**

Qualifications of applicants for licensure is outlined in the Alabama Board of Nursing Administrative Code 610-X-8-.02.

1. The applicant for licensure shall:
   a. Be a high school graduate or the equivalent, as determined by the Board.
   b. Be of good moral character. A criminal background check may be conducted by the Board at its discretion.
   c. For registered nurse licensure, graduated or successfully completed all requirements for graduation from an approved registered nursing program in Alabama, or an approved registered nursing program located in another jurisdiction or territory that substantially meets the same educational criteria as Alabama programs. Licensure by equivalency does not meet the requirement.
   d. For practical nurse licensure, graduated or successfully completed an approved practical nursing program in Alabama, or an approved practical nursing program located in another jurisdiction or territory that substantially meets the same educational criteria as Alabama programs. Licensure by equivalency does not meet the requirement.
2. An applicant shall provide a valid social security number prior to the Board issuing a license.
3. Be a citizen or legal resident of the United States. Individuals who are not legally present in the United States are not eligible for licensure.

**FAILURE TO COMPLY WITH ANY OF THE ABOVE STIPULATIONS/POLICIES WHILE IN THE NURSING PROGRAM CONSTITUTES GROUNDS FOR DISMISSAL FROM THE PROGRAM.**

For further information regarding program requirements, contact the nursing program department located on any Bevill State campus.

*The EMS Paramedic Program offers several options. It is reccomended that the stuent consult the EMS faculty for advising regrading the different options.*

## EMERGENCY MEDICAL SERVICES
## PARAMEDIC (EM6)
### Associate in Applied Science Degree
### Sumiton Campus

**Admission Requirements/Program Policy**
Applicants must be 18 years old, possess a GED or high school diploma and complete all general college application requirements. Applicants must comply with the Essential Functions of the program and provide a current (within the last 6 months) physical exam including up-to-date immunizations. Upon entry into the program the student must provide verification of current health insurance. Applicants must adhere to the Alabama Department of Public Health Administrative Code, Chapter 420-2-1. Applicants must possess a valid, current CPR card.

This program is designed to provide the training necessary for successful completion of the requirements for Paramedic, to enable the student to take the National Registry of EMTs Paramedic Exam, and, if successful, to obtain an Alabama license. The program goal is to prepare competent entry-level Paramedics in the cognitive, psychomotor, and affective domains. The length of the program is five semesters.

1. Clinical agencies/facilities require the College to provide evidence that student participants are not under the influence of drugs or alcohol. Students will be required, at their own expense, to have an initial drug screen at a time and place determined by the faculty prior to entering clinicals. In addition, random drug screens will be conducted throughout the curriculum. If a drug screen is positive, the student will be immediately dismissed from the Paramedic program.
2. If there is reasonable cause to believe a student is in violation of the institutional conduct code, such as observable changes in behavior, performance, appearance, or speech, the student will be dismissed from the Paramedic program immediately.
3. Certain clinical facilities utilized by the Paramedic program require criminal background checks declaring that the student has no criminal history. Therefore, a background check will be required upon enrollment in the program. The cost of the background check/affidavit will be the responsibility of the student. Issues pertaining to a student's positive background check may result in the student being denied admission to or dismissal from the Paramedic program.
4. Paramedic program faculty reserve the right to require, at any time, proof of a student's physical, mental, and/or emotional health. All students must be able to perform the Essential Functions. The faculty may require students to receive, at the student's expense, counseling and/or medical treatment in order to continue in the Paramedic program. If treatment is required, the student must provide documentation from the attending physician/primary healthcare provider of the student's ability to perform skills effectively.
5. **A student who is hospitalized for any health problem must submit a statement from the physician/primary healthcare provider indicating ability to continue in clinicals and/or the program.**
6. A completed health form must be submitted to the EMS Program Director. In addition, students must comply with any additional health requirements of clinical agencies.
7. All students must present verification of health insurance coverage before attending the first scheduled class day, as well as maintain this health insurance coverage throughout the program of study.
8. A dismissal from the program will result in a student being ineligible for readmission to the Paramedic program or any other Health Science program offered at Bevill State.
9. The grading scale is A: 92-100; B: 83-91; C: 75-82; F: 74-Below
10. At no time will a student be substituted for staff during a hospital or prehospital clinical
11. There is no advanced placement, experimental learning credit, or challenge for EMS courses.
12. EMS courses are progressive during the semester and each course must be susccessfully completed to continue into the following semster.

| **General Studies Courses** | **Semester Hours** |
|---|---|
| ENG 101, English Composition I | 3 |
| SPH 106, Fundamentals of Oral Communication or SPH 107, Fundamentals of Public Speaking | 3 |
| Humanities/Fine Arts Elective | 3 |
| MTH 100, Intermediate College Algebra | 3 |
| BIO 201-202, Human A & P I-II | 8 |
| PSY 200, General Psychology | 3 |
| **Total General Studies Credits** | **23** |

| **Field of Concentration Courses** | |
|---|---|
| EMS 118, Emergency Medical Technician | 9 |
| EMS 119, Emergency Medical Technician Clinical | 1 |
| EMS 155, Advanced EMT | 7 |
| EMS 156, Advanced EMT Clinical | 2 |
| EMS 241, Paramedic Cardiology | 3 |
| EMS 242, Paramedic Patient Assessment | 2 |
| EMS 244, Paramedic Clinical I | 1 |
| EMS 245, Paramedic Medical Emergencies | 3 |
| EMS 246, Paramedic Trauma Management | 3 |
| EMS 247, Paramedic Special Populations | 2 |
| EMS 248, Paramedic Clinical II | 3 |
| EMS 253, Paramedic Transition to the Workforce | 2 |
| EMS 254, Advanced Competencies for Paramedic | 2 |
| EMS 255, Paramedic Field Preceptorship | 5 |
| EMS 256, Paramedic Team Leadership | 1 |
| EMS 257, Paramedic Applied Pharmacology | 2 |
| **Total Field of Concentration Credits** | **48** |
| **Total General Education Requirements** | **23** |
| **Total Credits** | **71** |

*ORI 107 is a pre/co-requisite for this degree.*

## PARAMEDIC (EM3)
### Long-term Certificate
### Sumiton Campus

**Admission Requirements**
Applicants must be 18 years old, possess a GED or high school diploma and complete all general college application requirements. Applicants must comply with the Essential Functions of the program and provide a current (within the last 6 months) physical exam including up-to-date immunizations. Upon entry into the program the student must provide verification of current health insurance. Applicants must adhere to the Alabama Department of Public Health Administrative Code, Chapter 420-2-1.

This program is designed to provide the training necessary for successful completion of the requirements for Paramedic, to enable the student to take the National Registry of EMTs Paramedic Exam, and, if successful, to obtain an Alabama Paramedic license. The length of the program is three semesters.

1. Clinical agencies/facilities require the school to provide evidence that student participants are not under the influence of drugs or alcohol. Students will be required, at their own expense, to have an initial drug screen at a time and place determined by the

faculty prior to entering clinicals. In addition, random drug screens will be conducted throughout the curriculum. If a drug screen is positive, the student will be immediately dismissed from the Paramedic program.

2. If there is reasonable cause to believe a student is in violation of the institutional conduct code, such as observable changes in behavior, performance, appearance, or speech, the student will be dismissed from the Paramedic program immediately.
3. Certain clinical facilities utilized by the Paramedic program require criminal background checks declaring that the student has no criminal history. Therefore, a background check will be required upon enrollment in the program. The cost of the background check will be the responsibility of the student. Issues pertaining to a student's positive background check may result in the student being denied admission to or dismissal from the Paramedic program.
4. Paramedic program faculty reserves the right to require, at any time, proof of a student's physical, mental, and/or emotional health. All students must be able to perform the Essential Functions. The faculty may require students to receive, at the student's expense, counseling and/or medical treatment in order to continue in the Paramedic program. If treatment is required, the student must provide documentation from the attending physician/primary healthcare provider of the student's ability to perform skills effectively.
5. **A student who is hospitalized for any health problem must submit a statement from the physician/primary healthcare provider indicating ability to continue in clinicals and/or the program.**
6. A completed health form must be submitted to the EMS Program Director. In addition, students must comply with any additional health requirements of clinical agencies.
7. All students must present verification of health insurance coverage before attending the first scheduled class day, as well as maintain this health insurance coverage throughout the program of study.
8. A dismissal from the program will result in a student being ineligible for readmission to the Paramedic program or any other Health Science program offered at Bevill State.
9. The grading scale is A: 92-100; B: 83-91; C: 75-82; F: 74-Below

**FIELD OF CONCENTRATION COURSES Semester Hours**

| | |
|---|---|
| EMS 118, Emergency Medical Technician | 9 |
| EMS 119, Emergency Medical Technician Clinical | 1 |
| EMS 155, Advanced EMT | |
| 7 | |
| EMS 156, Advanced EMT Clinical | 2 |
| EMS 241, Paramedic Cardiology | 3 |
| EMS 242, Paramedic Patient Assessment | 2 |
| EMS 244, Paramedic Clinical I | 1 |
| EMS 245, Paramedic Medical Emergencies | 3 |
| EMS 246, Paramedic Trauma Management | 3 |
| EMS 247, Paramedic Special Populations | 2 |
| EMS 248, Paramedic Clinical II | 3 |
| EMS 253, Paramedic Transition to the Workforce | 2 |
| EMS 254, Advanced Competencies for Paramedic | 2 |
| EMS 255, Paramedic Field Preceptorship | 5 |
| EMS 256, Paramedic Team Leadership | 1 |
| EMS 257, Paramedic Applied Pharmacology | 2 |
| **Total Field of Concentration Credits** | **48** |

*ORI 107 is a pre/co-requisite for this degree.*

## PARAMEDIC (EM4)
**Long-term Certificate**
**Sumiton Campus**

**Admission Requirements**

Applicants must be 18 years old, possess a GED or high school diploma and complete all general college application requirements. Applicants must comply with the Essential Functions of the program and provide a current (within the last 6 months) physical exam including up-to-date immunizations. Upon entry into the program the student must provide verification of current health insurance. Applicants must adhere to the Alabama Department of Public Health Administrative Code, Chapter 420-2-1.

This program is designed to provide the training necessary for successful completion of the requirements for Paramedic, to enable the student to take the National Registry of EMTs Paramedic Exam, and, if successful, to obtain an Alabama Paramedic license. The length of the program is four semesters.

1. Clinical agencies/facilities require the school to provide evidence that student participants are not under the influence of drugs or alcohol. Students will be required, at their own expense, to have an initial drug screen at a time and place determined by the faculty prior to entering clinicals. In addition, random drug screens will be conducted throughout the curriculum. If a drug screen is positive, the student will be immediately dismissed from the Paramedic program.
2. If there is reasonable cause to believe a student is in violation of the institutional conduct code, such as observable changes in behavior, performance, appearance, or speech, the student will be dismissed from the Paramedic program immediately.
3. Certain clinical facilities utilized by the Paramedic program require criminal background checks declaring that the student has no criminal history. Therefore, a background check will be required upon enrollment in the program. The cost of the background check will be the responsibility of the student. Issues pertaining to a student's positive background check may result in the student being denied admission to or dismissal from the Paramedic program.
4. Paramedic program faculty reserves the right to require, at any time, proof of a student's physical, mental, and/or emotional health. All students must be able to perform the Essential Functions. The faculty may require students to receive, at the student's expense, counseling and/or medical treatment in order to continue in the Paramedic program. If treatment is required, the student must provide documentation from the attending physician/primary healthcare provider of the student's ability to perform skills effectively.
5. **A student who is hospitalized for any health problem must submit a statement from the physician/primary healthcare provider indicating ability to continue in clinicals and/or the program.**
6. A completed health form must be submitted to the EMS Program Director. In addition, students must comply with any additional health requirements of clinical agencies.
7. All students must present verification of health insurance coverage before attending the first scheduled class day, as well as maintain this health insurance coverage throughout the program of study.
8. A dismissal from the program will result in a student being ineligible for readmission to the Paramedic program or any other Health Science program offered at Bevill State.
9. Applicants must possess a valid, current CPR card.

**FIELD OF CONCENTRATION COURSES Semester Hours**

| | |
|---|---|
| EMS 118, Emergency Medical Technician | 9 |
| EMS 119, Emergency Medical Technician Clinical | 1 |
| EMS 241, Paramedic Cardiology | 3 |
| EMS 242, Paramedic Patient Assessment | 2 |
| EMS 244, Paramedic Clinical I | 1 |
| EMS 245, Paramedic Medical Emergencies | 3 |
| EMS 246, Paramedic Trauma Management | |

| | |
|---|---|
| 3 | |
| EMS 247, Paramedic Special Populations | 2 |
| EMS 248, Paramedic Clinical II | 3 |
| EMS 253, Paramedic Transition to the Workforce | 2 |
| EMS 254, Advanced Competencies for Paramedic2 | |
| EMS 255, Paramedic Field Preceptorship 5 | |
| EMS 256, Paramedic Team Leadership | 1 |
| EMS 257, Paramedic Applied Pharmacology | 2 |
| **Total Field of Concentration Credits** | **39** |

*ORI 107 is a pre/co-requisite for this degree.*

## PARAMEDIC (EM5)
**Long-term Certificate**
**Sumiton Campus**

**Admission Requirements**
Applicants must be 18 years old, possess a GED or high school diploma and complete all general college application requirements. Applicants must comply with the Essential Functions of the program and provide a current (within the last 6 months) physical exam including up-to-date immunizations. Upon entry into the program the student must provide verification of current health insurance. Applicants must adhere to the Alabama Department of Public Health Administrative Code, Chapter 420-2-1. Applicants must have successfully completed all academic courses for the Paramedic Associate in Applied Science Degree prior to admission into EM5. Current healthcare licensure/certification is a preferred admission criteria.

This program is designed to provide the training necessary for successful completion of the requirements for Paramedic, to enable the student to take the National Registry of EMTs Paramedic Exam, and, if successful, to obtain an Alabama Paramedic license. The length of the program is three semesters.

1. Clinical agencies/facilities require the school to provide evidence that student participants are not under the influence of drugs or alcohol. Students will be required, at their own expense, to have an initial drug screen at a time and place determined by the faculty prior to entering clinicals. In addition, random drug screens will be conducted throughout the curriculum. If a drug screen is positive, the student will be immediately dismissed from the Paramedic program.
2. If there is reasonable cause to believe a student is in violation of the institutional conduct code, such as observable changes in behavior, performance, appearance, or speech, the student will be dismissed from the Paramedic program immediately.
3. Certain clinical facilities utilized by the Paramedic program require criminal background checks declaring that the student has no criminal history. Therefore, a background check will be required upon enrollment in the program. The cost of the background check will be the responsibility of the student. Issues pertaining to a student's positive background check may result in the student being denied admission to or dismissal from the Paramedic program.
4. Paramedic program faculty reserves the right to require, at any time, proof of a student's physical, mental, and/or emotional health. All students must be able to perform the Essential Functions. The faculty may require students to receive, at the student's expense, counseling and/or medical treatment in order to continue in the Paramedic program. If treatment is required, the student must provide documentation from the attending physician/primary healthcare provider of the student's ability to perform skills effectively.
5. **A student who is hospitalized for any health problem must submit a statement from the physician/primary healthcare provider indicating ability to continue in clinicals and/or the program.**
6. A completed health form must be submitted to the EMS Program Director. In addition, students must comply with any additional health requirements of clinical agencies.
7. All students must present verification of health insurance coverage before attending the first scheduled class day, as well as maintain this health insurance coverage throughout the program of study.
8. A dismissal from the program will result in a student being ineligible for readmission to the Paramedic program or any other Health Science program offered at Bevill State.
9. Applicants must possess a valid, current CPR card.

| **FIELD OF CONCENTRATION COURSES** | **Semester Hours** |
|---|---|
| EMS 241, Paramedic Cardiology | 3 |
| EMS 242, Paramedic Patient Assessment | 2 |
| EMS 244, Paramedic Clinical I | 1 |
| EMS 245, Paramedic Medical Emergencies | 3 |
| EMS 246, Paramedic Trauma Management | 3 |
| EMS 247, Paramedic Special Populations | 2 |
| EMS 248, Paramedic Clinical II | 3 |
| EMS 253, Paramedic Transition to the Workforce | 2 |
| EMS 254, Advanced Competencies for Paramedic | 2 |
| EMS 255, Paramedic Field Preceptorship | 5 |
| EMS 256, Paramedic Team Leadership | 1 |
| EMS 257, Paramedic Applied Pharmacology | 2 |
| Total Field of Concentration Credits | |
| **Total Field of Concentration Credits** | **29** |

*ORI 107 is a pre/co-requisite for this degree.*

## ADVANCED - EMERGENCY MEDICAL TECHNICIAN EMT (EM2)
**Short-term Certificate**
**Fayette, Hamilton & Sumiton Campuses**

**Admission Requirements**
Applicants must be 18 years old, possess a GED or high school diploma and complete all general college application requirements. Applicants must comply with the Essential Functions of the program and provide a current (within the last 6 months) physical exam including up-to-date immunizations. Upon entry into the program the student must provide verification of current health insurance. Applicants must adhere to the Alabama Department of Public Health Administrative Code, Chapter 420-2-1.

1. Clinical agencies/facilities require the College to provide evidence that student participants are not under the influence of drugs or alcohol. Students will be required, at their own expense, to have an initial drug screen at a time and place determined by the faculty prior to entering clinicals. In addition, random drug screens will be conducted throughout the curriculum. If a drug screen is positive, the student will be immediately dismissed from the EMT program.
2. If there is reasonable cause to believe a student is in violation of the institutional conduct code, such as observable changes in behavior, performance, appearance, or speech, the student will be dismissed from the EMT program immediately.
3. Certain clinical facilities utilized by the EMT program require criminal background checks declaring that the student has no criminal history. Therefore, a background check will be required upon enrollment in the EMT program. The cost of

the background check will be the responsibility of the student. Issues pertaining to a student's positive background check may result in the student being denied admission to or dismissal from the EMT program.

4. Emergency Medical Technician faculty reserves the right to require, at any time, proof of a student's physical, mental, and/or emotional health. All students must be able to perform the Essential Functions. The faculty may require students to receive, at the student's expense, counseling and/or medical treatment in order to continue in the program. If treatment is required, the student must provide documentation from the attending physician/primary healthcare provider of the student's ability to perform skills effectively.
5. **A student who is hospitalized for any existing health problem must submit a statement from the physician/primary healthcare provider indicating ability to continue in clinicals and/or the program.**
6. A completed health form must be submitted to the EMS Program Director. In addition, students must comply with any additional health requirements of clinical agencies.
7. All students must present verification of health insurance coverage before attending the first scheduled class day, as well as maintain this health insurance coverage throughout the program of study.
8. A dismissal from the EMT program will result in a student being ineligible for readmission to the EMT program or any other Health Science program offered at Bevill State.
9. Applicants must possess a valid, unencumbered Alabama EMT license prior to entering the clinical portion of the Advanced EMT course or they will be required to exit the program. They must also possess a current CPR card.

**FIELD OF CONCENTRATION COURSES-Advanced EMT**

| | Semester Hours |
|---|---|
| EMS 155, Advanced EMT | 7 |
| EMS 156, Advanced EMT Clinical | 2 |
| **Total Field of Concentration Credits** | **9** |

*ORI 107 is a pre/co-requisite for this certificate.*

## EMERGENCY MEDICAL TECHNICIAN
## EMT (EM1)
**Short-term Certificate**
**Fayette, Hamilton & Sumiton Campuses**

**Admission Requirements**

Applicants must be 18 years old, possess a GED or high school diploma and complete all general college application requirements. Applicants must comply with the Essential Functions of the program and provide a current (within the last 6 months) physical exam including up-to-date immunizations. Upon entry into the program the student must provide verification of current health insurance. Applicants must adhere to the Alabama Department of Public Health Administrative Code, Chapter 420-2-1.

1. Clinical agencies/facilities require the College to provide evidence that student participants are not under the influence of drugs or alcohol. Students will be required, at their own expense, to have an initial drug screen at a time and place determined by the faculty prior to entering clinicals. In addition, random drug screens will be conducted throughout the curriculum. If a drug screen is positive, the student will be immediately dismissed from the EMT program.
2. If there is reasonable cause to believe a student is in violation of the institutional conduct code, such as observable changes in behavior, performance, appearance, or speech, the student will be dismissed from the EMT program immediately.
3. Certain clinical facilities utilized by the EMT program require criminal background checks declaring that the student has no criminal history. Therefore, a background check will be required prior to enrollment in the EMT program. The cost of the background check will be the responsibility of the student. Issues pertaining to a student's positive background check may result in the student being denied admission to or dismissal program from the EMT program.
4. Emergency Medical Technician faculty reserves the right to require, at any time, proof of a student's physical, mental, and/or emotional health. All students must be able to perform the Essential Functions. The faculty may require students to receive, at the student's expense, counseling and/or medical treatment in order to continue in the program. If treatment is required, the student must provide documentation from the attending physician/primary healthcare provider of the student's ability to perform skills effectively.
5. **A student who is hospitalized for any existing health problem must submit a statement from the physician/primary healthcare provider indicating ability to continue in clinicals and/or the program.**
6. A completed health form must be submitted to the EMS Program Director. In addition, students must comply with any additional health requirements of clinical agencies.
7. All students must present verification of health insurance coverage before attending the first scheduled class day, as well as maintain this health insurance coverage throughout the program of study.
8. A dismissal from the EMT program will result in a student being ineligible for readmission to the EMT program or any other Health Science program offered at Bevill State.

| Field of Concentration Courses-EMT | Semester Hours |
|---|---|
| EMS 118, Emergency Medical Technician | 9 |
| EMS 119, Emergency Medical Technician Clinical | 1 |
| **Total Field of Concentration Credits** | **10** |

*ORI 107 is a pre/co-requisite for this certificate.*

## SURGICAL TECHNOLOGY (SUR)
**Short-term Certificate**
**Sumiton Campus**

The goal of Bevill State Community College's Surgical Technology Program is to produce knowledgeable graduates who have developed the essential behaviors of the profession, are prepared to successfully complete the National Certification Exam, and can perform as skilled entry-level surgical technologists. The program will accomplish this through education in the cognitive (knowledge), psychomotor (skills), and affective (attitude) learning domains. The program provides the qualified and motivated applicant with learning experiences that are supportive and responsive to individual needs. These experiences are facilitated by qualified faculty and/or preceptors and are designed to help students learn to apply theory to practice.

Effective July 1, 2011 colleges are required to disclose certain information for any Title IV eligible program that prepares students for gainful employment (as defined by the US Department of Education) in a recognized occupation. The Surgical Technology program has been identified as a Gainful Employment program. Disclosure information about the programs can be found at http://www.bscc.edu/documents/BevillGainfulEmploymentDisclosure.pdf

**Admission Requirements**

Applicants must possess a GED or high school diploma, complete all general application requirements, and score at least 32(E)-62(R)-25(M) on the COMPASS placement exam, and be in academic good standing at the college. Eligible students must meet with program director prior to admission/acceptance to SUR program. Applicants are selected on a competitive basis using a ranking system of 0-4

points during an interview process. The Admisssions scoring rubric may be viewed on the Surcigal Technology webpage on the College website. All applicants will be notified by mail of admission decisions.

1. Clinical agencies/facilities require the College to provide evidence that student participants are not under the influence of drugs or alcohol. Students will be required, at their own expense, to have an initial drug screen at a time and place determined by the faculty prior to entering clinicals. In addition, random drug screens will be conducted throughout the curriculum. If a drug screen is positive, the student will be immediately dismissed from the SUR program.
2. If there is reasonable cause to believe a student is in violation of the institutional conduct code, such as observable changes in behavior, performance, appearance, or speech, the student will be dismissed from the SUR program immediately.
3. Certain clinical facilities utilized by the SUR program require criminal background checks declaring that the student has no criminal history. Upon conditional admission to the Surgical Technology program, a clear background check will be required before enrollment in the Surgical Technology program will be complete. The cost of the background check will be the responsibility of the student. Issues pertaining to a student's positive background check will result in the student being denied admission to the SUR program.
4. SUR faculty reserves the right to require, at any time, proof of a student's physical, mental, and/or emotional health. The faculty may require students to receive, at the student's expense, counseling and/or medical treatment in order to continue in the SUR program. If treatment is required, the student must provide documentation from the attending physician/primary healthcare provider of the student's ability to perform skills effectively.
5. **A student who is hospitalized for any existing health problem must submit a statement from the physician/primary healthcare provider indicating ability to continue in clinicals and/or the program.**
6. A completed health form must be submitted to the SUR Director on the first day of class. In addition, students must comply with any additional health requirements of clinical agencies.
7. All students must present verification of health insurance coverage before attending the first scheduled class day, as well as maintain this health insurance coverage throughout the program of study.
8. A dismissal from the SUR program will result in a student being ineligible for readmission to the SUR program or any other Health Science program offered at Bevill State.

| **Field of Concentration Courses** | **Semester Hours** |
|---|---|
| ORI 107, Student Survival Skills | 1 |
| SUR 107, Surgical Anatomy & Physiology | 3 |
| SUR 100, Principles of Operating Room Technology | 5 |
| SUR 102, Applied Surgical Techniques | 4 |
| SUR 103, Surgical Procedures | 5 |
| SUR 104, Surgical Practicum I | 4 |
| SUR 105, Surgical Practicum II | 5 |
| SUR 106, Role Transition in Surgical Technology | 1 |
| SUR 208, Special Topics in Surgical Technology | 1 |
| **Total Field of Concentration Credits** | **29** |

**Clinical requirements per core curriculum:**
The minimum number of clinical cases which must be completed is 120.Students are required to complete at least 30 cases in General Surgery. Twenty of these cases must be in the first scrub role. Students are required to complete at least 90 cases in various surgical specialties. At least 60 of these cases must be in the first scrub role and evenly distributed between a minimum of 5 surgical specialties. However, 15 is the maximum number of cases that can be counted in any one surgical specialty. The surgical technology program is required to verify through the surgical case log the student¹s progression in first and second scrubbing surgical procedures and the levels of difficulty as the student moves forward toward entry level graduate abilities. Diagnostic endoscopy cases and vaginal delivery cases are not mandatory. However, up to 10 diagnostic cases and 5 vaginal delivery cases can be counted towards the maximum number of second scrub role cases. Observation cases must be documented, but do not count towards the 120 cases.

## PHLEBOTOMY (PHB)
**Non-collegiate Award**
**Jasper & Hamilton Campuses**
**& Pickens County Educational Center**

Laboratory Phlebotomy courses are designed to train individuals to properly collect and handle blood specimens for laboratory testing and to interact with health care personnel, patients, and the general public. The courses are designed to prepare individuals to write the Clinical Laboratory Phlebotomist Examination.

**Admission Requirements**
Applicants must possess a GED or high school diploma and complete all general application requirements. Students must be admitted to the College. Low scores will not prevent the student from enrolling. Prior to clinical placement the student must show proof of hospitalization insurance.

1. Clinical agencies/facilities require the College to provide evidence that student participants are not under the influence of drugs or alcohol. Students will be required, at their own expense, to have an initial drug screen at a time and place determined by the faculty prior to entering clinicals. In addition, random drug screens will be conducted throughout the curriculum. If a drug screen is positive, the student may be immediately dismissed from the program. Also, if there is reasonable cause to believe a student is in violation of the institutional conduct code, such as observable changes in behavior, performance, appearance or speech, the student will be dismissed from the program immediately.
4. Faculty reserves the right to require, at any time, proof of a student's physical, mental, and/or emotional health. The faculty may require students to receive, at the student's expense, counseling and/or medical treatment in order to continue in the program. If treatment is required, the student must provide documentation from the attending physician/primary healthcare provider of the student's ability to perform skills effectively.
3. **A student who is hospitalized/treated for any existing health problem which may physically or emotionally impair their ability to provide safe and competent client care, must submit a statement from the physician/primary healthcare provider indicating ability to continue in clinicals and/or the program.**
4. A completed health form must be submitted to the Division Chair/Coordinator on the first day of class. In addition, students must comply with any additional health requirements of clinical agencies.
5. All students must present verification of health insurance coverage before attending the first scheduled class day and maintain this health insurance coverage throughout the program of study.
6. Certain clinical facilities utilized by the Phlebotomy program require criminal background checks declaring that the student has no criminal history. Therefore, a background check will be required prior to enrollment in the program. The cost of the background check will be the responsibility of the student. Issues pertaining to a student's positive background check will result in the student being denied admission to the Phlebotomy program.
7. Documentation validating recent Tb skin test & HepB immunization must be submitted to the course instructor prior to placement in assigned clinical. In addition, students must comply with any additional health requirements of clinical agencies.
8. Upon completion of the course of study, students will be eligible but not required to take the ASPT certification exam at an off-campus site.

9. Tuition is not covered by Federal Pell Grant, but may be covered by the G.I. Bill, Vocational Rehabilitation or a GED tuition waiver.
10. A primary health care proider must sign that the applicant meets the essential functions. These essential functions

**Field of Concentration Courses Semester Hours**
MLT 101, Phlebotomy Certification 3
MLT 102, Phlebotomy Clinical4
**Total Field of Concentration Credits 7**
*ORI 107 is a prerequisite for this certificate.*

## CENTRAL STERILE INSTRUMENT TECHNICIAN
**Certificate of Completion (non-credit)**
**Sumiton Campus**

This ten (10) week course, offered only in the summer term, introduces students to the scientific principles that guide a central sterile surgical instrument technician (CSSIT) and gives hands-on training in the methods of care and sterilization of surgical instruments. The first phase of the class contains classroom content and the second phase is a preceptorship in which students are mentored in the skills of a central sterile surgical instrument technician. Typically, positions in this field require a high school diploma or GED. However, neither is required for admission to this short-term certificate program. Certification is available through the Certification Board for Sterile Processing and Distribution, Inc. Candidates may qualify to take the exam by completing this course with a passing grade of 70 or higher and with one year of experience performing surgical instrument processing.

Admission to this program requires the following:
- The applicant must contact the Program Director at 800-648-3271, extension 5569.
- Application process must be completed during Summer Registration.

1. Clinical agencies/facilities require the College to provide evidence that student participants are not under the influence of drugs or alcohol. Students will be required, at their own expense, to have an initial drug screen at a time and place determined by the faculty prior to entering clinicals. In addition, random drug screens will be conducted throughout the curriculum. If a drug screen is positive, the student will be immediately dismissed from the CSSIT course.
2. If there is reasonable cause to believe a student is in violation of the institutional conduct code, such as observable changes in behavior, performance, appearance, or speech, the student will be dismissed from the CSSIT course immediately.
3. Certain clinical facilities utilized by the CSSIT course require criminal background checks declaring that the student has no criminal history. Therefore, a background check will be required prior to enrollment in the course. The cost of the background check will be the responsibility of the student. Issues pertaining to a student's positive background check will result in the student being denied admission to the course.
4. CSSIT faculty reserves the right to require proof of a student's physical, mental, and/or emotional health at any time. The faculty may require students to receive, at the student's expense, counseling and/or medical treatment in order to continue in the course. If treatment is required, the student must provide documentation from the attending physician/primary healthcare provider of the student's ability to perform skills effectively.
5. **A student who is hospitalized for any existing health problem must submit a statement from the physician/primary healthcare provider indicating ability to continue in clinicals and/or the program.**
6. A completed health form must be submitted to the course Director on the first day of class. In addition, students must comply with any additional health requirements of clinical agencies.
7. All students must present verification of health insurance coverage before attending the first scheduled class day, as well as maintain this health insurance coverage throughout the program of study.

# CAREER TECHNICAL EDUCATION

**CAREER TECHNICAL EDUCATION**

The Career Technical Education Division is responsible for all non-health related skills training in the College service area. The Division is tasked with offering comprehensive workforce and community development service training to support the needs of the communities served. The Division offers programs of study that lead to Associate in Applied Science (AAS) degrees, long-term certificates, short-term certificates, and certificates of completion.

The Associate in Applied Science degree is awarded to students who complete the requirements of a specific career or professional program of study. These programs of study range from 60 to 76 semester hours in length with approximately 40% of the programs designed to ensure competency in oral and written communication, critical thinking, computer literacy, mathematical principles and/or scientific reasoning. The remaining approximately 60% of the program contains courses designed to ensure competency in a specific career field. Additional information regarding programs of study in career technical fields can be obtained from this catalog or the specific career technical advisor, who is available to assist students in the advising and registration process. Associate in Applied Science degrees are offered in Air Conditioning & Refrigeration Technology; Business Office Management with options in Accounting, Business Management, and Office Administration; Child Development; Computer Science; Design Engineering Technology; Electrical Systems Technology with specializations in Industrial Plant Technician, Automated Manufacturing, Manufacturing Engineering, and Industrial Electronics; Machine Tool Technology; and Vehicle Technology and Repair with options in Automotive Service Excellence, Auto Body Repair, and Diesel Technician.

Long-term certificates are awarded in most programs where the Associate in Applied Science are offered, as well as other career fields where the AAS degree is not offered. Long-term certificates are of varied length from 30 to 60 semester hours depending on the choice of career fields. The general education component of the certificate program contains, as a minimum, three semester hours each in written composition, mathematics, computer literacy skills, and speech. In general, long-term certificates contain most, if not all, of the technical career courses that are required in the Associate in Applied Science degree. Long-term certificates are offered in Air Conditioning & Refrigeration Technology; Business Office Management; Child Development; Cosmetology; Design Engineering Technology; Electrical Systems Technology; Machine Tool Technology; Vehicle Technology and Repair with options in Automotive Service Excellence, Auto Body Repair, and Diesel Technician; and Welding Technology.

Short-term certificates are available in most career fields where AAS degrees and/or long-term certificates are already offered. The short-term certificates vary in length from 9 to 29 semester hours and are designed to allow the student to acquire career training in a short amount of time. Only minimal academic education requirements are included. Short-term certificates are offered in Automated Manufacturing Technology; Child Development; Computerized Numerical Control; Computer Science with options in Information Technology and A+ Certification; Cosmetology Instructor; Electrical Systems Technology; Industrial Electronics Technician; Industrial Plant Technician; Machine Tool Technology; Manufacturing Engineering; Mining Technology; Renewable Energy Technology; Truck Driver Training; Vehicle Technology and Repair; and Welding Technology.

Career Technical students are also given the opportunity to participate in the CO-OP/Internship program. The CO-OP/ Internship program is designed to be an organized and planned work experience for the purpose of extending training to a student in his/her chosen career path, while at the same time providing the participating business with additional part-time personnel. A student is only eligible for an internship after meeting specific program prerequisites. The required amount of internship training time varies for individual programs and follows the semester schedule of the College. The student is interviewed by the prospective employer, and if hired as an intern, is expected to follow procedures and policies of the company. Students who are interested in participating in the CO-OP/Internship program should contact their program advisor.

Programs of study within the Career Technical Division require specific essential mental and physical capabilities if the student is to be successful. Essential functions for each Career Technical program of study are available in each career technical instructor's office and the Bevill State website - www.bscc.edu.

**ATTENDANCE POLICY**

Class attendance is considered an essential part of the educational process at Bevill State. The College subscribes to the philosophy that a student's academic progress is directly proportional to class attendance. Class attendance will be recorded from the first day of the student's official enrollment. Bevill State expects students to participate in all scheduled instructional classes and laboratory periods, regardless of the mode of delivery. Students are expected to be in class on time and to attend a minimum of 90% of the total class contact hours, including laboratory hours, for each course to be eligible to receive a passing grade. The instructor should inform the students how many absences this would mean for a specific class. If it becomes necessary for a student to withdraw from a course or from the College, it is the student's responsibility to complete the College's approved withdrawal process. If a student exceeds the 10% limit on absences, the instructor may: (1) withdraw the student from the class with a grade of "W" if the withdrawal occurs before mid-term; (2) withdraw the student after mid-term from the class with a grade of either "WP" if passing or "WF" if failing; or (3) examine any extenuating circumstances and allow the student to continue the class and make up the work.

Each student should be punctual. It is an interruption to the class for a student to arrive late. Instructors have the discretion to consider a late arrival or early departure, without the permission of the instructor, as an absence or some percentage counting toward an absence. For example, a faculty member may consider a late arrival as 1/3 of an absence.

It is recognized that from time to time, extenuating circumstances may prevent a student from being able to attend a class. If the student misses a test or in-class assignment because of such an absence, makeup assignments may be given at the instructor's discretion. It is the student's responsibility to inquire about making up the work missed during any absence. However, there is no requirement that the instructor provide the opportunity for a makeup.

The following guidelines are provided for instructors who are willing to extend an opportunity for makeup work for absences resulting from extenuating circumstances.

1. Absences that occur because of emergencies (e.g., accidents, illness, court appearance, or death of an immediate family member) will be excused with proper notification to the instructor. Proper notification requires documentation as determined by the instructor. Examples include a copy of an accident report, a hospital admittance form, a doctor's excuse, subpoena or a death announcement. When possible, the student or appropriate representative of the student (doctor, lawyer, hospital official, parent, spouse, etc.) should provide notification prior to the class

that is to be missed.
2. Absences that occur as a result of Federal or State statutes will be excused upon proper notification to the instructor. Proper notification requires documentation as determined by the instructor.

## CAREER TECHNICAL EDUCATION PROGRAMS

### AIR-CONDITIONING & REFRIGERATION TECHNOLOGY (ACR)

Heating and air-conditioning systems control the temperature, humidity, and the total air quality in residential, commercial, industrial, and other buildings. By providing a climate controlled environment, refrigeration systems make it possible to store and transport food, medicine, and other perishable items. Heating, Air-conditioning, and Refrigeration Technicians install, maintain, and repair such systems. Because heating, ventilation, air-conditioning, and refrigeration systems often are referred to as HVACR systems, these workers also may be called HVACR technicians. The Air Conditioning and Refrigeration program at Bevill State is designed to teach basic theories and provide a working knowledge of air conditioning and heating for both comfort and environmental considerations. Graduates will be able to enter the fields of planning, installing, operating, and maintaining all types of heating, air conditioning and refrigeration equipment. The program is approved by the Alabama Board of Heating, Air Conditioning, and Refrigeration for the Alabama Contractor's License Exam.
(Occupational Outlook Handbook)

***NOTE:*** *Check with an advisor for program and course location by campus.*

| **ASSOC IN APPLIED SCIENCE DEGREE (ACR)** | **Semester Hours** |
|---|---|
| ORI 107, Student Survival Skills | 1 |
| **Field of Study Courses** | |
| ACR 111, Principles of Refrigeration | 3 |
| ACR 112, HVACR Service Procedures | 3 |
| ACR 113, Refrigeration Piping Practices | 3 |
| ACR 119, Fundamentals of Gas Heating Systems | 3 |
| ACR 121, Principles of Electricity for HVACR | 3 |
| ACR 122, HVACR Electrical Circuits | 3 |
| ACR 123, HVACR Electrical Components | 3 |
| ACR 128, Heat Load Calculations | 3 |
| ACR 132, Residential Air Conditioning | 3 |
| ACR 135, Mechanical/Gas Safety Codes | 3 |
| ACR 147, Refrigeration Transition and Recovery Theory | 3 |
| ACR 148, Heat Pumps Systems I | 3 |
| ACR 203, Commercial Refrigeration | 3 |
| Total Field of Study Credits | **39** |
| **Field of Study Electives** | |
| *Select 4 courses from the following offerings:* | |
| ACR 120, Fundamentals of Electric Heating Systems | 3 |
| ACR 126, Commercial Heating Systems | 3 |
| ACR 127, HVACR Electric Motors | 3 |
| ACR 133, Domestic Refrigeration | 3 |
| ACR 134, Ice Machines | 3 |
| ACR 144, Basic Drawing and Blueprint Reading in HVAC | 3 |
| ACR 192, HVAC Apprenticeship/Internship | 3 |
| ACR 200, Review for Contractors Exam | 3 |
| ACR 209, Commercial Air Conditioning Systems | 3 |
| ACR 210, Troubleshooting HVACR Systems | 3 |
| WKO 110, NCCER Core | 3 |
| Total Field of Study Electives | **12** |
| **General Studies Courses** | |
| ENG 101, English Composition I | 3 |
| SPH 106, Fundamentals of Oral Communication or SPH 107, Fundamentals of Public Speaking | 3 |
| MTH 116, Mathematical Applications (or higher level) | 3 |
| CIS 146, Microcomputer Applications | 3 |
| Computer Science/Natural Science/Math Elective | 3 |
| History or Social/Behavioral Science Elective | 3 |
| Humanities/Fine Arts Elective | 3 |
| Total General Studies Credits | **21** |
| **Total Credits** | **73** |

| **LONG-TERM CERTIFICATE (ACR)** | **Semester Hours** |
|---|---|
| ORI 107, Student Survival Skills | 1 |
| **Field of Study Courses** | |
| ACR 111, Principles of Refrigeration | 3 |
| ACR 112, HVACR Service Procedures | 3 |
| ACR 113, Refrigeration Piping Practices | 3 |
| ACR 119, Fundamentals of Gas Heating Systems | 3 |
| ACR 121, Principles of Electricity for HVACR | 3 |
| ACR 122, HVACR Electrical Circuits | 3 |
| ACR 123, HVACR Electrical Components | 3 |
| ACR 128, Heat Load Calculations | 3 |
| ACR 132, Residential Air Conditioning | 3 |
| ACR 147, Refrigeration Transition and Recovery Theory | 3 |
| ACR 148, Heat Pumps Systems I | 3 |
| Total Field of Study Credits | **33** |
| **Field of Study Electives** | |
| *Select 3 courses from the following offerings:* | |
| ACR 120, Fundamentals of Electric Heating Systems | 3 |
| ACR 126, Commercial Heating Systems | 3 |
| ACR 127, HVACR Electric Motors | 3 |
| ACR 133, Domestic Refrigeration | 3 |
| ACR 134, Ice Machines | 3 |
| ACR 144, Basic Drawing and Blueprint Reading in HVAC | 3 |
| ACR 192, HVAC Apprenticeship/Internship | 3 |
| ACR 200, Review for Contractors Exam | 3 |
| ACR 209, Commercial Air Conditioning Systems | 3 |
| ACR 210, Troubleshooting HVACR Systems | 3 |
| WKO 110, NCCER Core | 3 |
| Total Elective Credits | **9** |
| **General Studies Courses** | |
| ENG 101, English Composition I | 3 |
| MTH 116, Mathematical Applications (or higher level) | 3 |
| SPH 106, Fundamentals of Oral Communication or SPH 107, Fundamentals of Public Speaking | 3 |
| CIS 146, Microcomputer Applications | 3 |
| Total General Studies Credits | **12** |
| **Total Credits** | **55** |

### BUSINESS OFFICE MANAGEMENT (BOT)

The purpose of this program is to prepare students with the knowledge and skills for entry into a variety of positions in today's fast-paced, business office environment. Office and Administrative Support Supervisors and Managers plan or supervise support staff to ensure that they can work efficiently. After allocating work assignments and issuing deadlines, office and administrative support supervisors and managers oversee the work to ensure that it is proceeding on schedule and meeting established quality standards.
(Occupational Outlook Handbook)

***NOTE:*** *Check with an advisor for program and course location by campus.*

***NOTE:*** *Students must have successfully completed specific OAD courses within the last seven (7) years to receive credit toward a certificate or degree. Contact a BOM advisor about the specific course(s) that can be accepted.*

**ASSOC IN APPLIED SCIENCE DEGREE (BOT)** **Semester Hours**

| | |
|---|---|
| ORI 107, Student Survival Skills | 1 |

**General Studies Courses**

| | |
|---|---|
| CIS 146, Microcomputer Applications | 3 |
| ENG 101, English Composition I | 3 |
| History, Social/Behavioral Science Elective | 3 |
| Humanities/Fine Arts Elective | 3 |
| MTH 116, Mathematical Applications (or higher) | 3 |
| SPH 106, Fundamentals of Oral Communication or SPH 107, Fundamentals of Public Speaking | 3 |
| Total General Studies Credits | **18** |

**Field of Study Courses**

| | |
|---|---|
| ACT 141 Fundamentals of Accounting, OR BUS 241, Principles of Accounting I (Accounting Majors)* | 3 |
| BUS 146, Personal Finance | 3 |
| CIS 286, Computerized Management Info Systems (Excel) | 3 |
| OAD 103, Intermediate Keyboarding** | 3 |
| OAD 125, Word Processing (Word) | 3 |
| OAD 131, Business English | 3 |
| OAD 133 Business Communications | 3 |
| OAD 138 Records/Information Management | 3 |
| OAD 232, The Computerized Office | 3 |
| MKT 223, Customer Service | 3 |
| Total Field of Study Credits | **30** |

***Select one of the following five options:***

**ACCOUNTING OPTION (ACT)**

| | |
|---|---|
| ACT 246, Microcomputer Accounting | 3 |
| ACT 249, Payroll Accounting | 3 |
| ACT 253, Individual Income Tax | 3 |
| BUS 242, Principles of Accounting II | 3 |
| BUS 263, Legal & Social Environment of Business | 3 |
| BUS 275, Principles of Management | 3 |
| Total Concentration Credits | **18** |

**BUSINESS/MANAGEMENT OPTION (MKT)**

| | |
|---|---|
| ACT 246, Microcomputer Accounting OR ACT 249, Payroll Accounting OR BUS 242, Principles of Accounting II | 3 |
| BUS 263 Legal and Social Environment of Business | 3 |
| BUS 275 Principles of Management | 3 |
| BUS 276 Human Resourse Management | 3 |
| BUS 279 Small Business Management | 3 |
| BUS 285 Principles of Marketing OR BUS 175 Retailing | 3 |
| Total Concentration Credits | **18** |

**OFFICE ADMINISTRATION OPTION (OFF)**

| | |
|---|---|
| ACT 246, Microcomputer Accounting | 3 |
| ACT 249, Payroll Accounting | 3 |
| BUS 263, Legal & Social Environment of Business | 3 |
| OAD 200, Machine Transcription | 3 |
| OAD 218 Office Procedures | 3 |
| OAD 246 Office Graphics and Presentations (PowerPoint) | 3 |
| Total Concentration Credits | **18** |

**MEDICAL OFFICE ADMINISTRATION OPTION (MOA)**

| | |
|---|---|
| ACT 246, Microcomputer Accounting OR ACT 249, Payroll Accounting OR | 3 |
| BUS 263 Legal & Social Environment of Business | 3 |
| OAD 200 Machine Transcription | 3 |
| OAD 211 Medical Terminology | 3 |
| OAD 212 Medical Transcription | 3 |
| OAD 214 Medical Office Procedures | 3 |
| Total Concentration Credits | **18** |

**LEGAL OFFICE ADMINISTRATION OPTION (LOA)**

| | |
|---|---|
| ACT 246, Microcomputer Accounting OR ACT 249, Payroll Accounting OR | 3 |
| BUS 263 Legal & Social Environment of Business | 3 |
| OAD 200 Machine Transcription | 3 |
| OAD 202 Legal Transcription | 3 |
| OAD 203 Legal Office Procedures | 3 |
| BUS 276 Human Resource Management | 3 |
| Total Concentration Credits | **18** |

***ACT 141 Fundamentals of Accounting Principles is recommended for students who do not have a basic knowledge of accounting.*
***OAD 101 will be required for students who do not have keyboarding fundamentals*

**LONG-TERM CERTIFICATE (BOT)** **Semester Hours**

| | |
|---|---|
| ORI 107, Student Survival Skills | 1 |

**General Studies Courses** **Semester Hours**

| | |
|---|---|
| CIS 146, Microcomputer Applications | 3 |
| ENG 101, English Composition I | 3 |
| MTH 116, Mathematical Applications (or higher level) | 3 |
| SPH 106, Fundamentals of Oral Communication or SPH 107 Fundamentals of Public Speaking | 3 |
| Total General Studies Credits | **12** |

**Field of Study Courses**

| | |
|---|---|
| ACT 141, Fundamentals of Accounting I OR BUS 223, Principles of Accounting I (Acounting Majors)* | 3 |
| MKT 223, Customer Service | 3 |
| CIS 286, Computerized Management Info Systems (Excel) | 3 |
| OAD 103, Intermediate Keyboarding** | 3 |
| OAD 125, Word Processing (Word) | 3 |
| OAD 133, Business Communications | 3 |
| OAD 138, Records/Information Management | 3 |
| OAD 232, The Computerized Office | 3 |
| Total Field of Study Credits | **24** |

**Field of Study Electives**
***Select 9 credit hours from the following offerings:***

| | |
|---|---|
| ACT 246, Microcomputer Accounting | 3 |
| ACT 249 IPayroll Accounting | 3 |
| OAD 131 Business English | 3 |
| OAD 200 Machine Transcription | 3 |
| OAD 202, Legal Transcription | 3 |
| OAD 203, Legal Office Procedures | 3 |
| OAD 246, Office Graphics and Presentations | 3 |
| BUS 146 Personal Finance | 3 |
| BUS 263, Legal & Social Environmental of Business | 3 |
| OAD 211, Medical Terminilogy | 3 |
| OAD 212, Medical Transcription | 3 |
| OAD 214,Medical Office Procedures | 3 |
| Total Electives Credits | **9** |
| **Total Credits** | **46** |

***ACT 141 Fundamentals of Accounting Principles is recommended for students who do not have a basic knowledge of accounting.*
***OAD 101 will be required for students who do not have keyboarding fundamentals*

**SHORT-TERM LEGAL CERTIFICATE (LOA)** **Semester Hours**

| | |
|---|---|
| ORI 107, Student Survival Skills | 1 |

**Field of Study Courses**

| | |
|---|---|
| BUS 263, Legal & Social Environment of Business | 3 |
| OAD 103, Intermediate Keyboarding* | 3 |
| OAD 125, Word Processing (Word) | 3 |
| OAD 131, Business English | 3 |
| OAD 138, Records/Information Management | 3 |
| OAD 200, Machine Transcription | 3 |
| OAD 202, Legal Transcription | 3 |

| | |
|---|---|
| OAD 203, Legal Office Procedures | 3 |
| CIS 146, Microcomputer Applications | 3 |
| Total Field of Study Credits | **28** |

***OAD 101 will be required for students who do not have keyboarding fundamentals*

| **SHORT-TERM MEDICAL CERTIFICATE (MOA)** | **Semester Hours** |
|---|---|
| ORI 107, Student Survival Skills | 1 |
| **Field of Study Courses** | |
| OAD 103, Intermediate Keyboarding* | 3 |
| OAD 125, Word Processing (Word) | 3 |
| OAD 131, Business English | 3 |
| OAD 138, Records/Information Management | 3 |
| OAD 200, Machine Transcription | 3 |
| OAD 211, Medical Terminaology | 3 |
| OAD 212, Medical Transcription | 3 |
| OAD 212, Medical Office Procedures | 3 |
| CIS 146, Microcomputer Applications | 3 |
| Total Field of Study Credits | **28** |

***OAD 101 will be required for students who do not have keyboarding fundamentals*

## CHILD DEVELOPMENT (CHD)

The Child Development program is designed to prepare students for employment as directors, teachers, or aides in preschools and day cares; aides in public schools, and teachers or aides in the Head Start Program. Courses in the program are designed to meet the State of Alabama minimum standards for Day Care Facilities and Preschools along with the national certification, Child Development Associate. All students enrolled in the Child Development program will require a criminal background check prior to enrollment. The cost of the background check will be the responsibility of the student. Issues pertaining to or resulting in positive findings in the background check will result in the student being denied enrollment (Occupational Outlook Handbook)

***NOTE:*** *Check with an advisor for program and course location by campus.*

| **ASSOC IN APPLIED SCIENCE DEGREE (CHD)** | **Semester Hours** |
|---|---|
| ORI 107, Student Survival Skills | 1 |
| **Field of Study Courses** | |
| CHD 100, Intro to Early Care & Ed of Children | 3 |
| CHD 201, Child Growth and Dev. Principles | 3 |
| CHD 202, Children's Creative Experiences | 3 |
| CHD 203, Children's Literature & Language Development | 3 |
| CHD 204, Methods & Materials for Teaching Children | 3 |
| CHD 205, Program Planning for Educ Young Children | 3 |
| CHD 206, Children's Health and Safety | 3 |
| CHD 209, Infant & Toddler Education Programs | 3 |
| CHD 210, Educating Exceptional Young Children | 3 |
| CHD 214, Families & Communities in Early Care & Educ Prog | 3 |
| CHD 215, Supervised Prac Exp, Early Childhood Education | 3 |
| BUS 275, Principles of Management or BUS 279, Small Business Management | 3 |
| EMS 103, First Aid CPR and AED or current infant-child CPR and first aid certification | 1 |
| Total Field of Study Credits | **37** |
| **General Studies Courses** | **Semester Hours** |
| ENG 101, English Composition I | 3 |
| Humanities/Fine Arts Elective | 3 |
| SPH 106, Fundamentals of Oral Communication | 3 |
| MTH 116, Mathematical Applications (or higher level) | 3 |
| PSY 200, General Psychology | 3 |
| Natural Science Elective | 4 |
| CIS 146, Microcomputer Applications | 3 |
| Total General Studies Credits | **22** |
| **Total Credits** | **60** |

| **LONG-TERM CERTIFICATE (CHD)** | **Semester Hours** |
|---|---|
| ORI 107, Student Survival Skills | 1 |
| **Field of Study Courses** | |
| CHD 100, Intro to Early Care & Ed of Children | 3 |
| CHD 201, Child Growth and Dev. Principles | 3 |
| CHD 202, Children's Creative Experiences | 3 |
| CHD 203, Children's Literature & Language Development | 3 |
| CHD 204, Methods & Materials for Teaching Children | 3 |
| CHD 205, Program Planning for Educ Young Children | 3 |
| CHD 206, Children's Health and Safety | 3 |
| CHD 214, Families & Communities in Early Care & Educ Prog | 3 |
| CHD 215, Supervised Prac Exp, Early Childhood Education | 3 |
| EMS 103, First Aid CPR and AED or current infant-child CPR and first aid certification | 1 |
| Total Field of Study Credits | **28** |
| **General Studies Courses** | **Semester Hours** |
| ENG 101, English Composition I | 3 |
| SPH 106, Fundamentals of Oral Communication | 3 |
| MTH 116, Mathematical Applications (or higher level) | 3 |
| CIS 146, Microcomputer Applications | 3 |
| Total General Studies Credits | **12** |
| **Total Credits** | **41** |

| **SHORT-TERM CERTIFICATE (CHD)** | **Semester Hours** |
|---|---|
| ORI 107, Student Survival Skills | 1 |
| **Field of Study Courses** | |
| CHD 100, Intro to Early Care & Educ of Children | 3 |
| CHD 201, Child Growth and Dev. Principles | 3 |
| CHD 202, Children's Creative Experiences | 3 |
| CHD 203, Children's Literature & Language Development | 3 |
| CHD 204, Methods & Materials for Teaching Children | 3 |
| CHD 205, Program Planning for Educ Young Children | 3 |
| CHD 206, Children's Health and Safety | 3 |
| CHD 215, Supervised Prac Exp, Early Childhood Educ | 3 |
| EMS 103, First Aid CPR and AED or current infant-child CPR and first aid certification | 1 |
| Total Field of Study Credits | **25** |
| **Total Credits** | **26** |

## COMPUTER SCIENCE (IT)

Information Technology has become an integral part of modern life. Among its most important functions are the efficient transmission of information and the storage and analysis of information. Computer Network Technicians set up, test, and evaluate systems such as local area networks (LANs), wide area networks (WANs), the Internet, intranets, and other data communications systems. Systems are configured in many ways and can range from a connection between two offices in the same building to globally distributed networks, voice mail, and e-mail systems of a multinational organization. IT Technicians perform network modeling, analysis, and planning, which often require both hardware and software solutions. For example, setting up a network may involve the installation of several pieces of

hardware, such as routers and hubs, wireless adaptors, and cables, as well as the installation and configuration of software, such as network drivers. They may also research related products and make necessary hardware and software recommendations and address information security issues.
(Occupational Outlook Handbook)
***NOTE:*** *Check with an advisor for program and course location by campus.*

| **ASSOC IN APPLIED SCIENCE DEGREE (IT)** | **Semester Hours** |
|---|---|
| ORI 107, Student Survival Skills | 1 |
| **Field of Study Courses** | |
| OAD 131, Business English or ENG 102, English Comp II | 3 |
| OAD 133, Business Communications | 3 |
| CIS 146, Microcomputer Applications (CORE) | 3 |
| CIS 147, Advanced Microcomputer Applications | 3 |
| CIS 150, Intro to Computer Logic and Programming (CORE) | 3 |
| CIS 161, Intro to Network Communication (CORE) | 3 |
| CIS 207, Introduction to Web Development | 3 |
| CIS 208, Web Authoring Software | 3 |
| CIS 209, Advanced Web Development | 3 |
| CIS 222, Database Management Systems | 3 |
| CIS 249, Microcomputer Operating Systems | 3 |
| CIS 268, Software Support (CORE) | 3 |
| CIS 269, Hardware Support (CORE) | 3 |
| Total Field of Study Credits | **39** |
| **Field of Study Electives** | |
| ***Select 6 credit hours from the following offerings:*** | |
| CIS 155 Intro to Mobile App Development | 3 |
| CIS 171 Linux I | 3 |
| CIS 245 Cyber Defense | 3 |
| CIS 251, C++ Programming | 3 |
| CIS 281, System Analysis and Design | 3 |
| CIS 284, CIS Internship | 3 |
| CIS 285, Object Oriented Programming | 3 |
| CIS 286, Computerized Management Info Systems (EXCEL) | 3 |
| Total Electives Credits | **6** |
| **General Studies Courses** | |
| ENG 101, English Composition I | 3 |
| SPH 106, Fundamentals of Oral Communication or SPH 107, Fundamentals of Public Speaking | 3 |
| MTH 116, Mathematical Applications (or higher level) | 3 |
| History or Social/Behavioral Science Elective | 3 |
| Humanities/Fine Arts Elective | 3 |
| Total General Studies Credits | **15** |
| **Total Credits** | **61** |

| **SHORT-TERM CERTIFICATE (IT)** | **Semester Hours** |
|---|---|
| ORI 107, Student Survival Skills | 1 |
| **Field of Study Courses** | |
| CIS 146, Microcomputer Applications | 3 |
| CIS 150, Intro to Computer Logic and Programming | 3 |
| CIS 161, Intro to Network Communication | 3 |
| CIS 268, Software Support | 3 |
| CIS 269, Hardware Support | 3 |
| Total Field of Study Credits | **15** |
| **Field of Study Electives** | |
| ***Select 9 credit hours from the following offerings:*** | |
| CIS 147, Advanced Microcomputer Applications | 3 |
| CIS 155 Intro to Mobile App Development | 3 |
| CIS 171 Linux I | 3 |
| CIS 207, Introduction to Web Development | 3 |
| CIS 208, Web Authoring Software | 3 |
| CIS 209, Advanced Web Development | 3 |
| CIS 222, Database Management Systems | 3 |
| CIS 245 Cyber Defense | 3 |
| CIS 249, Microcomputer Operating Systems | 3 |
| CIS 251, C++ Programming | 3 |
| CIS 281, System Analysis and Design | 3 |
| CIS 285, Object Oriented Programming | 3 |
| CIS 286, Computerized Management Info Systems (EXCEL) | 3 |
| Total Electives Credits | **9** |
| **Total Credits** | **25** |

| **A+ CERTIFICATION TRAINING (A+)** | |
|---|---|
| ORI 101, Orientation | 1 |
| **Field of Study Courses** | |
| CIS 249, Microcomputer Operating Systems | 3 |
| CIS 268, Support Software | 3 |
| CIS 269, Support Hardware | 3 |
| Total Field of Study Credits | **9** |
| **Total Credits** | **10** |

## DESIGN ENGINEERING TECHNOLOGY (DDT)

Design Engineering Technicians use the principles and theories of science, engineering, and mathematics to solve technical problems in research and development, manufacturing and architectural design. Many technicians assist engineers. Other technicians work in quality control, product inspection, testing, or data collection. In manufacturing, they may assist in product design or development. Today's technicians often use computer-aided design and drafting (CADD) equipment. Bevill State's program prepares students for entry into the workplace where engineering design and planning meet production. The technician provides the essential link between engineering and manufacturing.
(Occupational Outlook Handbook)
***NOTE:*** *Check with an advisor for program and course location by campus.*

| **ASSOC IN APPLIED SCIENCE DEGREE (DDT)** | **Semester Hours** |
|---|---|
| ORI 107, Student Survival Skills | 1 |
| **Field of Study Courses** | |
| DDT 104, Basic Computer Aided Drafting | 3 |
| DDT 111, Fundamentals of Drafting & Design Technology | 3 |
| DDT 124, Basic Technical Drawing | 3 |
| DDT 127, Intermediate Computer Aided Drafting & Design | 3 |
| DDT 128, Intermediate Technical Drawing | 3 |
| DDT 131, Machine Drafting Basics | 3 |
| DDT 211, Intermediate Machine Drafting | 3 |
| Total Field of Study Credits | **21** |
| **Field of Study Electives** | |
| ***Select 27 credit hours from the following offerings:*** | |
| DDT 115, Blueprint Reading for Machinists | 3 |
| DDT 116, Blueprint Reading for Construction | 3 |
| DDT 117, Manufacturing Processes | 3 |
| DDT 118, Basic Electrical Drafting | 3 |
| DDT 130, Fundamentals of Drafting for Related Trades | 3 |
| DDT 132, Architectural Drafting | 3 |
| DDT 133, Basic Surveying | 3 |
| DDT 134, Descriptive Geometry | 3 |
| DDT 139, Fundamentals of Drafting for Related Trades Lab | 3 |
| DDT 144, Basic 3D Modeling | 3 |
| DDT 150, Theory of Residential Drawing and Design | 3 |

| | |
|---|---|
| DDT 181, Special Topics in Drafting and Design | 3 |
| DDT 182, Special Topics in Drafting and Design | 3 |
| DDT 183, Special Topics in Drafting and Design | 3 |
| DDT 191, Drafting Internship | 1 |
| DDT 192, Drafting Internship | 2 |
| DDT 193, Drafting Internship | 3 |
| DDT 212, Intermediate Architectural Drafting | 3 |
| DDT 213, Civil Drafting Plat Maps | 3 |
| DDT 214, Pipe Drafting | 3 |
| DDT 215, Geometric Dimensioning and Tolerance | 3 |
| DDT 216, Design of Structural Wood Members | 3 |
| DDT 220, Advanced Technical Drawing | 3 |
| DDT 222, Advanced Architectural Drawing | 3 |
| DDT 224, Structural Concrete Drafting | 3 |
| DDT 225, Structural Steel Drafting | 3 |
| DDT 226, Technical Illustration | 3 |
| DDT 227, Strength of Materials | 4 |
| DDT 231, Advanced CAD | 3 |
| DDT 233, Intermediate 3D Modeling | 3 |
| DDT 235, Specialized CAD | 3 |
| DDT 236, Design Projects | 3 |
| DDT 237, Current Topics in CAD | 3 |
| DDT 238, Special Topics in CAD | 3 |
| DDT 244, Advanced 3D Modeling | 3 |
| DDT 260, Portfolio | 3 |
| Total Electives Credits | **27** |

**General Studies Courses**

| | |
|---|---|
| ENG 101, English Composition I | 3 |
| SPH 106, Fundamentals of Oral Communication or SPH 107, Fundamentals of Public Speaking | 3 |
| MTH 116, Mathematical Applications (or higher level) | 3 |
| CIS 146, Microcomputer Applications | 3 |
| Computer Science/Natural Science/Math Elective | 3 |
| History or Social/Behavioral Science Elective | 3 |
| Humanities/Fine Arts Elective | 3 |
| Total General Studies Credits | **21** |
| **Total Credits** | **70** |

**LONG-TERM CERTIFICATE (DDT)** — **Semester Hours**

| | |
|---|---|
| ORI 107, Student Survival Skills | 1 |

**Field of Study Courses**

| | |
|---|---|
| DDT 104, Basic Computer Aided Drafting | 3 |
| DDT 111, Fundamentals of Drafting & Design Technology | 3 |
| DDT 124, Basic Technical Drawing | 3 |
| DDT 127, Intermediate Computer Aided Drafting & Design | 3 |
| DDT 128, Intermediate Technical Drawing | 3 |
| DDT 131, Machine Drafting Basics | 3 |
| DDT 211, Intermediate Machine Drafting | 3 |
| Total Field of Study Credits | **21** |

**Field of Study Electives**

*Select 15 credit hours from the following offerings:*

| | |
|---|---|
| DDT 115, Blueprint Reading for Machinists | 3 |
| DDT 116, Blueprint Reading for Construction | 3 |
| DDT 117, Manufacturing Processes | 3 |
| DDT 118, Basic Electrical Drafting | 3 |
| DDT 130, Fundamentals of Drafting for Related Trades | 3 |
| DDT 132, Architectural Drafting | 3 |
| DDT 133, Basic Surveying | 3 |
| DDT 134, Descriptive Geometry | 3 |
| DDT 139, Fundamentals of Drafting for Related Trades Lab | 3 |
| DDT 144, Basic 3D Modeling | 3 |
| DDT 150, Theory of Residential Drawing and Design | 3 |
| DDT 181, Special Topics in Drafting and Design | 3 |
| DDT 182, Special Topics in Drafting and Design | 3 |
| DDT 183, Special Topics in Drafting and Design | 3 |
| DDT 191, Drafting Internship | 1 |
| DDT 192, Drafting Internship | 2 |
| DDT 193, Drafting Internship | 3 |
| DDT 212, Intermediate Architectural Drafting | 3 |
| DDT 213, Civil Drafting Plat Maps | 3 |
| DDT 214, Pipe Drafting | 3 |
| DDT 215, Geometric Dimensioning and Tolerance | 3 |
| DDT 216, Design of Structural Wood Members | 3 |
| DDT 220, Advanced Technical Drawing | 3 |
| DDT 222, Advanced Architectural Drawing | 3 |
| DDT 224, Structural Concrete Drafting | 3 |
| DDT 225, Structural Steel Drafting | 3 |
| DDT 226, Technical Illustration | 3 |
| DDT 227, Strength of Materials | 4 |
| DDT 231, Advanced CAD | 3 |
| DDT 233, Intermediate 3D Modeling | 3 |
| DDT 235, Specialized CAD | 3 |
| DDT 236, Design Projects | 3 |
| DDT 237, Current Topics in CAD | 3 |
| DDT 238, Special Topics in CAD | 3 |
| DDT 244, Advanced 3D Modeling | 3 |
| DDT 260, Portfolio | 3 |
| Total Electives Credits | **15** |

**General Studies Courses**

| | |
|---|---|
| ENG 101, English Composition I | 3 |
| SPH 106, Fundamentals of Oral Communication or SPH 107, Fundamentals of Public Speaking | 3 |
| MTH 116, Mathematical Applications (or higher level) | 3 |
| CIS 146, Microcomputer Applications | 3 |
| Total General Studies Credits | **12** |
| **Total Credits** | **49** |

## ELECTRICAL SYSTEMS TECHNOLOGY (ELT)

Electrical Technicians install and maintain all of the electrical and power systems for homes, businesses, and manufacturers. They install and maintain the wiring and control equipment through which electricity flows. Technicians also install, calibrate, and maintain electrical equipment in a wide range of fields. Imagine an automated manufacturing line: a large conveyor system moves unfinished products down the line, robotic welding arms bond the different parts together, and hydraulic lifts move the finished products. All these complex machines need technicians to install and service them to make sure they function properly. Job opportunities for electrical technicians may include residential and commercial wiring, industrial plant operations, automated manufacturing, renewable energy resources, manufacturing engineering, and industrial electronics. (Occupational Outlook Handbook)

***NOTE:*** *Check with an advisor for program option and course location by campus.*

**ASSOC IN APPLIED SCIENCE DEGREE** — **Semester Hours**

**Core Courses**

| | |
|---|---|
| ETC 101, DC Fundamentals | 3 |
| ETC 102, AC Fundamentals | 3 |
| ETC 104, Digital Fundamentals | 3 |
| ETC 108, Motor Controls I | 3 |
| INT 184, Introduction to Programmable Logic Controllers | 3 |
| ETC 103, Solid State Fundamentals | 3 |
| WKO 110, NCCER Core | 3 |
| ELT 118, Commercial/Industrial Wiring I | 3 |
| ELT 241, National Electric Code | 3 |
| ILT 139, Intro to Robotic Programming | 3 |
| INT118, Fundamentals of Industrial Hydraulics & Pneumatics | 3 |

| | |
|---|---|
| INT 134, Principles of Industrial Maintenance Welding & Metal Cutting | 3 |
| ELT 212, Motor Controls II | 3 |
| ILT 196, Advanced Programmable Logic Controllers | 3 |
| INT 117, Principles of Industrial Mechanics | 3 |
| ELT 110, Wiring Methods | 3 |
| Total Core Credits | **48** |

**General Studies/ORI Courses**

| | |
|---|---|
| ENG 101, English Composition I | 3 |
| SPH 106, Fundamentals of Oral Communication or SPH 107, Fundamentals of Public Speaking | 3 |
| MTH 116, Mathematical Applications (or higher level) | 3 |
| CIS 146, Microcomputer Applications | 3 |
| Computer Science/Natural Science/Math Elective | 3 |
| History or Social/Behavioral Science Elective | 3 |
| Humanities/Fine Arts Elective | 3 |
| ORI 107, Student Survival Skills | 1 |
| Total General Studies Credits | **22** |
| **Total Credits** | **70** |

**LONG TERM CERTIFICATE (ELT)** — **Semester Hours**

**Core Courses**

| | |
|---|---|
| ETC 101, DC Fundamentals | 3 |
| ETC 102, AC Fundamentals | 3 |
| ETC 108, Motor Controls I | 3 |
| ELT 212, Motor Controls II | 3 |
| WKO 110, NCCER Core | 3 |
| INT 184, Introduction to Programmable Logic Controllers | 3 |
| ILT 196, Advanced Programmable Logic Controllers | 3 |
| INT 117, Principles of Industrial Mechanics | 3 |
| ELT 110, Wiring Methods | 3 |
| ETC 103, Solid State Fundamentals | 3 |
| ELT 118, Commercial/Industrial Wiring I | 3 |
| INT118, Fundamentals of Industrial Hydraulics & Pneumatics | 3 |
| Total Core Credits | **36** |

**General Studies/ORI Courses**

| | |
|---|---|
| ENG 101, English Composition I | 3 |
| SPH 106, Fundamentals of Oral Communication or SPH 107, Fundamentals of Public Speaking | 3 |
| MTH 116, Mathematical Applications (or higher level) | 3 |
| CIS 146, Microcomputer Applications | 3 |
| ORI 107, Student Survival Skills | 1 |
| Total General Studies Credits | **13** |
| **Total Credits** | **49** |

**SHORT TERM CERTIFICATES** — **Semester Hours**

**ELECTRICAL (ELT)**

| | |
|---|---|
| ETC 101, DC Fundamentals | 3 |
| ETC 102, AC Fundamentals | 3 |
| ELT 241, National Electric Code | 3 |
| ELT 110, Wiring Methods | 3 |
| ELT 118, Commercial/Industrial Wiring I | 3 |
| WKO 110, NCCER Core | 3 |
| ORI 107, Student Survival Skills | 1 |
| Total Credits | **19** |

**INDUSTRIAL PLANT TECHNICIAN (IPT)**

| | |
|---|---|
| INT 101, DC Fundamentals | 3 |
| INT103, AC Fundamentals | 3 |
| INT 113, Motor Controls I | 3 |
| ELT 212, Motor Controls II | 3 |
| INT 117, Principles of Industrial Mechanics | 3 |
| INT 118, Fundamentals of Industrial Hydraulics & Pneumatics | 3 |
| WKO 110, NCCER Core | 3 |
| ORI 107, Student Survival Skills | 1 |
| Total Credits | **22** |

**AUTOMATED MANUFACTURING (AUT)**

| | |
|---|---|
| AUT 110, DC Fundamentals | 3 |
| AUT 111, AC Fundamentals | 3 |
| AUT 130, Fundamentals of Industrial Hydraulics & Pneumatics | 3 |
| AUT 114, Intro to Programmable Logic Controllers | 3 |
| AUT 139, Intro to Robotic Programming | 3 |
| AUT 221, Advanced Programmable Logic Controllers | 3 |
| WKO 110, NCCER Core | 3 |
| ORI 107, Student Survival Skills | 1 |
| Total Credits | **22** |

**ELECTRONICS (ILT)**

| | |
|---|---|
| ETC 101, DC Fundamentals | 3 |
| ETC 102, AC Fundamentals | 3 |
| ETC 104, Digital Fundamentals | 3 |
| ETC 103, Solid State Fundamentals | 3 |
| WKO 110 NCCER Core | 3 |
| ORI 107, Student Survival Skills | 1 |
| Total Credits | **16** |

**General Studies Courses**

| | |
|---|---|
| ENG 101, English Composition I | 3 |
| SPH 106, Fundamentals of Oral Communication or SPH 107, Fundamentals of Public Speaking | 3 |
| MTH 116, Mathematical Applications (or higher level) | 3 |
| CIS 146, Microcomputer Applications | 3 |
| Computer Science/Natural Science/Math Elective | 3 |
| History or Social/Behavioral Science Elective | 3 |
| Humanities/Fine Arts Elective | 3 |
| Total General Studies Credits | **21** |
| **Total Credits** | **76** |

---

**INDUSTRIAL MECHANICAL MAINTENANCE TECHNLOGY (INT)**

Industrial Plant Technicians install and maintain manufacturing equipment. Technicians must be able to detect minor problems and correct them before they become larger problems. Industrial Plant Technicians use technical manuals, their understanding of the equipment, and careful observation to discover the cause of the problem. For example, after hearing a vibration from a machine, the technician must decide whether it is due to worn belts, weak motor bearings, or some other problem. Technicians are prepared to use computerized diagnostic systems and vibration analysis equipment to determine the nature of a problem. Increasingly, Industrial Plant Technicians have the electrical, electronics, and computer programming skills to repair sophisticated equipment on their own.

*Effective July 1, 2011 colleges are required to disclose certain information for any Title IV eligible program that prepares students for gainful employment (as defined by the US Department of Education) in a recognized occupation. The Industrial Plant Technician program has been identified as a Gainful Employment program. Disclosure information about the programs can be found at www.bscc.edu/documents/BevillGainfulEmploymentDisclosure.pdf.*

(Occupational Outlook Handbook)

***NOTE:*** *Check with an advisor for program and course location by campus.*

**ASSOC IN APPLIED SCIENCE DEGREE (INT)** — **Semester Hours**

| | |
|---|---|
| ORI 107, Student Survival Skills | 1 |

**Field of Concentration Courses**

| | |
|---|---|
| MTT 100, Machining Technology I or MTT 147 & 148, Intro to Machine Shop I & Lab | 6 |
| MTT 103, Machining Technology II or MTT 149 & 150, Intro to Machine Shop II & Lab | 6 |
| MTT 121, Basic Blueprint Reading for Machinists | 3 |

| | |
|---|---|
| WKO 110, NCCER Core | 3 |
| MTT 127, Introduction to Metrology | 3 |
| INT 117, Principles of Industrial Mechanics | 3 |
| INT 234, Principles of Industrial Maintenance Welding & Metal Cutting Techniques | 3 |
| INT 118, Fundamentals of Industrial Hydraulics & Pneumatics | 3 |
| MTT 292, COOP Education in Machine Tool | 3 |
| ELM 214, Pump Maintenance | 3 |
| WDT 108, SMAW Fillet/OFC | 3 |
| WDT 122, SMAW Fillet/OFC Lab | 3 |
| WDT 119, Gas Metal ARC/Flux Cored ARC Welding | 3 |
| MTT 181, Special Topics in Machine Tool Technology | 3 |
| Total Field of Concentration Credits | **48** |

**General Studies Courses**

| | |
|---|---|
| ENG 101, English Composition I | 3 |
| SPH 106, Fundamentals of Oral Communication or SPH 107, Fundamentals of Public Speaking | 3 |
| MTH 116, Mathematical Applications (or higher level) | 3 |
| CIS 146, Microcomputer Applications | 3 |
| Computer Science/Natural Science/Math Elective | 3 |
| History or Social/Behavioral Science Elective | 3 |
| Humanities/Fine Arts Elective | 3 |
| Total General Studies Credits | **21** |
| **Total Credits** | **70** |

| **SHORT-TERM CERTIFICATE #1 (IN1)** | **Semester Hours** |
|---|---|
| ORI 107, Student Survival Skills | 1 |

**Core Courses**

| | |
|---|---|
| MTT 100, Machining Technology I or MTT 147 & MTT 148 | 6 |
| MTT 103, Machining Technology II or MTT 149 & MTT 150 | 6 |
| MTT 121, Basic BP Reading for Machinists | 3 |
| WKO 110, NCCER Core | 3 |
| **Total Credits** | **19** |

| **SHORT-TERM CERTIFICATE #2 (IN2)** | **Semester Hours** |
|---|---|

**Core Courses**

| | |
|---|---|
| MTT 127, Intro to Metrology | 3 |
| INT 117, Principles of Industrial Mechanics | 3 |
| INT 234, Principles of Industrial Maintenance Welding & Metal Cutting Techniques | 3 |
| INT 118, Fundamentals of Industrial Hydrolics & Pneumatics | 3 |
| MTT 292, Cooprative Education in Machine Tool | 3 |
| **Total Credits** | **15** |

| **LONG-TERM CERTIFICATE** | **Semester Hours** |
|---|---|
| ORI 107, Student Survival Skills | 1 |

**Core Courses**

| | |
|---|---|
| MTT 100, Machining Technology I or MTT 147 & MTT 148 | 6 |
| MTT 103, Machining Technology II or MTT 149 & MTT 150 | 6 |
| MTT 121, Basic BP Reading for Machinists | 3 |
| WKO 110, NCCER Core | 3 |
| MTT 127, Intro to Metrology | 3 |
| INT 117, Principles of Industrial Mechanics | 3 |
| INT 234, Principles of Industrial Maintenance Welding & Metal Cutting Techniques | 3 |
| INT 118, Fundamentals of Industrial Hydrolics & Pneumatics | 3 |
| MTT 292, Cooprative Education in Machine Tool | 3 |
| SPH 106, Fundamentals of Oral Communication | 3 |
| ENG 101, English Composition I | 3 |
| ELM 214, Pump Maintenance | 3 |
| WDT 108, SMAW Fillet/OFC | 3 |
| WDT 122, SMAW Fillet/OFC Lab | 3 |
| CIS 146, Microcomputer Applications | 3 |
| **Total Credits** | **52** |

## MACHINE TOOL TECHNOLOGY (MTT)

Machinists use machine tools, such as lathes, milling machines, and grinders, to produce precision metal parts. Although they may produce large quantities of one part, precision machinists often produce small batches or one-of-a-kind items. They use their knowledge of the working properties of metals and their skill with machine tools to plan and carry out the operations needed to make machined products that meet precise specifications. Machinists first review electronic or written blueprints or specifications for a job before they machine a part. Next, they calculate where to cut or bore into the workpiece—the piece of steel, aluminum, titanium, plastic, silicon, or any other material that is being shaped.

(Occupational Outlook Handbook)

***NOTE:*** *Check with an advisor for program and course location by campus.*

| **ASSOC IN APPLIED SCIENCE DEGREE (MTT)** | **Semester Hours** |
|---|---|
| ORI 107, Student Survival Skills | 1 |

**Field of Concentration Courses**

| | |
|---|---|
| MTT 100, Machining Technology I or MTT 147 & 148, Intro to Machine Shop I & Lab | 6 |
| MTT 103, Machining Technology II or MTT 149 & 150, Intro to Machine Shop II & Lab | 6 |
| MTT 121, Basic Blueprint Reading for Machinists | 3 |
| MTT 127, Introduction to Metrology | 3 |
| MTT 270, Machining Skills Applications | 3 |
| Specialization Electives (Advisor Approved) | 27 |
| Total Field of Concentration Credits | **48** |

**General Studies Courses**

| | |
|---|---|
| ENG 101, English Composition I | 3 |
| SPH 106, Fundamentals of Oral Communication or SPH 107, Fundamentals of Public Speaking | 3 |
| MTH 116, Mathematical Applications (or higher level) | 3 |
| CIS 146, Microcomputer Applications | 3 |
| Computer Science/Natural Science/Math Elective | 3 |
| History or Social/Behavioral Science Elective | 3 |
| Humanities/Fine Arts Elective | 3 |
| Total General Studies Credits | **21** |
| **Total Credits** | **70** |

| **LONG-TERM CERTIFICATE (MTT)** | **Semester Hours** |
|---|---|
| ORI 107, Student Survival Skills | 1 |

**Core Courses**

| | |
|---|---|
| MTT 100, Machining Technology I or MTT 147 & 148, Intro to Machine Shop I & Lab | 6 |
| MTT 103, Machining Technology II or MTT 149 & 150, Intro to Machine Shop II & Lab | 6 |
| MTT 121, Basic Blueprint Reading for Machinists | 3 |
| MTT 127, Metrology | 3 |
| MTT 270, Machining Skills Applications | 3 |
| Specialization Electives (Advisor Approved) | 24 |
| Total Field of Concentration Credits | **45** |

**General Studies Courses**

| | |
|---|---|
| ENG 101, English Composition I | 3 |
| SPH 106, Fundamentals of Oral Communication or SPH 107, Fundamentals of Public Speaking | 3 |
| CIS 146, Microcomputer Applications | 3 |
| MTH 100, Intermediate College Algebra or MTH 112, Precalculus Algebra, or MTH 116, Mathematical Applications | 3 |
| Total General Studies Credits | **12** |
| **Total Credits** | **58** |

**SHORT-TERM CERTIFICATE** — **Semester Hours**

**BASIC MACHINING TECHNOLOGY (MTT)**

| | |
|---|---|
| ORI 107, Student Survival Skills | 1 |
| **Field of Concentration Courses** | |
| MTT 100, Machining Technology I or MTT 147 & 148, Intro to Machine Shop I & Lab | 6 |
| MTT 103, Machining Technology II or MTT 149 & 150, Intro to Machine Shop II & Lab | 6 |
| MTT 121, Basic Blueprint Reading for Machinists | 3 |
| MTT 127, Metrology | 3 |
| Specialization Electives (Advisor Approved) | 6 |
| **Total Credits** | **25** |

**SHORT-TERM CERTIFICATE** — **Semester Hours**

**COMPUTER NUMERICAL CONTROL (CNC)**

| | |
|---|---|
| ORI 107, Student Survival Skills | 1 |
| **Field of Concentration Courses** | |
| MTT 109, Orientation To Computer Assisted Manufacturing | 3 |
| MTT 139, Basic Computer Numerical Control | 3 |
| MTT 270, Machining Skills Applications | 3 |
| CNC Specialization Electives (Advisor Approved) | 15 |
| **Total Credits** | **25** |

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**MANUFACTURING ENGINEERING (IST)**

Manufacturing Engineering Technicians maintain, adjust, calibrate, and repair a wide variety of electronic, electromechanical, and hydraulic equipment used in manufacturing environments. Technicians use a wide variety of tools to conduct their work, including multi-meters, specialized software, and computers designed to communicate with specific pieces of hardware. If a machine is not functioning to its potential, the technician may have to adjust the mechanical or hydraulic components, or adjust the software to bring the equipment back into calibration.

*Effective July 1, 2011 colleges are required to disclose certain information for any Title IV eligible program that prepares students for gainful employment (as defined by the US Department of Education) in a recognized occupation. The Manufacturing Engineering program has been identified as a Gainful Employment program. Disclosure information about the programs can be found at www.bscc.edu/documents/BevillGainfulEmploymentDisclosure.pdf.*

(Occupational Outlook Handbook)

***NOTE:*** *Check with an advisor for program and course location by campus.*

**SHORT-TERM CERTIFICATE #1 (IS1)** — **Semester Hours**

| | |
|---|---|
| ORI 107, Student Survival Skills | 1 |
| **Core Courses** | |
| ETC 101, DC Fundamentals | 3 |
| ETC 102, AC Fundamentals | 3 |
| ETC 107, Electrical Blueprint Reading I | 3 |
| ETC 104, Digital Fundamentals | 3 |
| WKO 110, NCCER Core | 3 |
| **Total Credits** | **16** |

**SHORT-TERM CERTIFICATE #2 (IS2)** — **Semester Hours**

| | |
|---|---|
| **Core Courses** | |
| ETC 108, Motor Controls I | 3 |
| INT 184, Intro to Programmable Logic Controllers | 3 |
| AUT 117, AC/DC Machinery | 3 |
| ELT 118, Commercial/Industrial Wiring | 3 |
| ELT 221, Electronics for Electricians | 3 |
| ELT 192, Co-Op/Internship | 1 |
| **Total Credits** | **16** |

**LONG-TERM CERTIFICATE (IST)** — **Semester Hours**

| | |
|---|---|
| ORI 107, Student Survival Skills | 1 |
| **Core Courses** | |
| ETC 101, DC Fundamentals | 3 |
| ETC 102, AC Fundamentals | 3 |
| ETC 107, Electrical Blueprint Reading | 3 |
| ETC 104, Digital Fundamentals | 3 |
| MTH 116, Mathematical Applications (or higher level) | 3 |
| WKO 110, NCCER Core | 3 |
| ETC 108, Motor Controls I | 3 |
| INT 184, Intro to Programmable Logic Controllers | 3 |
| CIS 146, Microcomputer Applications | 3 |
| AUT 117, AC/DC Machinery | 3 |
| ELT 118, Commercial/Industrial Wiring | 3 |
| ELT 221, Electronics for Electricians | 3 |
| ELT 192, Co-Op/Internship | 1 |
| SPH 106, Fundamentals of Oral Communication | 3 |
| ENG 101, English Composition I | 3 |
| ELM 214, Pumps & Piping Systems | 3 |
| ILT 108/IST 210, Intro to Instrumentation and Process Control | 3 |
| ILT 214, Control and Troubleshooting Flow Level, Temperature, and Level Processes | 3 |
| | **15** |
| **Total Credits** | **53** |

**ASSOC IN APPLIED SCIENCE DEGREE (IST)** — **Semester Hours**

| | |
|---|---|
| ORI 107, Student Survival Skills | 1 |
| **Field of Concentration Courses** | |
| ETC 101, DC Fundamentals | 3 |
| ETC 102, AC Fundamentals | 3 |
| ETC 107, Electrical Blueprint Reading I | 3 |
| ETC 104, Digital Fundamentals | 3 |
| WKO 110, NCCER Core | 3 |
| ETC 108, Motor Controls I | 3 |
| INT 184, Intro to Programmable Logic Controllers | 3 |
| ELT 118, Commercial/Industrial Wiring | 3 |
| AUT 117, AC/DC Machinery | 3 |
| ELT 221, Electronics for Electricians | 3 |
| ELT 192, Co-Op/Internship | 1 |
| ILT 108/IST 210, Intro to Instrumentation and Process Control | 3 |
| ELM 214, Pumps & Piping Systems | 3 |
| ILT 214, Control and Troubleshooting Flow Level, Temperature, and Level Processes | 3 |
| ELT 212, Motor Control II | 3 |
| ILT 196, Programmable Logic Controls II | 3 |
| ELT 241, National Electronic Code | 3 |
| ILT 110, Advanced Industrial Process Control Technology | 3 |
| **Total Credits** | **52** |
| **General Studies Courses** | |
| ENG 101, English Composition I | 3 |
| SPH 106, Fundamentals of Oral Communication or SPH 107, Fundamentals of Public Speaking | 3 |
| MTH 116, Mathematical Applications (or higher level) | 3 |
| CIS 146, Microcomputer Applications | 3 |
| Computer Science/Natural Science/Math Elective | 3 |
| History or Social/Behavioral Science Elective | 3 |
| Humanities/Fine Arts Elective | 3 |
| Total General Studies Credits | **21** |
| **Total Credits** | **74** |

## MINING TECHNOLOGY (MNT)

Products of the mining industry generate the majority of energy used in this country, from electricity in homes to fuel in vehicles. Mined resources also serve as inputs for consumer goods and the processes and services provided by nearly all other industries, particularly in agriculture, manufacturing, transportation, utilities, communication, and construction. New technology and sophisticated mining techniques significantly affect the mining industry. Most mining machines and control rooms are now automatic or computer-controlled. Many mines also operate with other sophisticated technology such as lasers and robotics, which further increases the efficiency of resource extraction.

(Occupational Outlook Handbook)

***NOTE:*** *Check with an advisor for program and course location by campus.*

| **SHORT-TERM CERTIFICATE (MNT)** | **Semester Hours** |
|---|---|
| **Field of Study Courses** | |
| MNT 100, Underground New Miner | 3 |
| MNT 120, Surface New Miner | 2 |
| MNT 135, First Responder | 3 |
| MNT 140, Electrical Certification | 6 |
| MNT 175, Basic Hydraulics | 6 |
| WDT 108, SMAW Fillet/OFC | 3 |
| WDT 122, SMAW Fillet/OFC Lab | 3 |
| **Total Credits** | **26** |

## SALON AND SPA MANAGEMENT (SAL)

The Salon and Spa Management program prepares cosmetologists, hairstylists, and other personal grooming specialists to manage beauty parlors, shops, and full-service or specialized salons and prepares for licensure as professional salon owners and operators. Includes instruction in cosmetic services marketing and retailing; advertising and promotion; salon management; the cosmetic and salon supply industries; hiring, supervision, and labor relations; applicable business and professional laws and regulations; professional standards and image; and customer service.

### ASSOC IN APPLIED SCIENCE DEGREE (SM2) - BARBERING OPTION

| | **Semester Hours** |
|---|---|
| ORI 107- Student Survival Skills | 1 |
| **Field of Study Courses:** | |
| SAL 133 Salon Management Technology | 3 |
| SAL 201 Entrepreneurship for Salon and Spa Management | 3 |
| BAR 108 Introduction to Barbering | 3 |
| BAR 111 Introduction to Barbering Lab | 3 |
| BAR 112 Science of Barbering | 3 |
| BAR 113 Fundamentals of Barbering Applications | 3 |
| BAR 143 State Board Review | 3 |
| **Total Credits** | **21** |
| **Field of Study Electives (Advisor Approved) – Choose 9 courses** | |
| BAR 114 Barber-Styling Lab | 3 |
| BAR 115 Cutting and Styling Techniques | 3 |
| BAR 120 Properties of Chemistry | 3 |
| BAR 121 Chemical Hair Processing | 3 |
| BAR 122 Hair Coloring Chemistry | 3 |
| BAR 124 Hair Coloring Methodology Lab | 3 |
| BAR 130 Marketing and Business | 3 |
| BAR 132 Styling and Design | 3 |
| BAR 133 Styling and Management Lab | 3 |
| BAR 140 Practicum I | 3 |
| BAR 110 Orientation to Barbering | 3 |
| BAR 109 Bacteriology and Sanitation | 3 |
| **Total Credits** | **27** |
| **General Education Courses** | |
| ENG 101- English Composition | 3 |
| SPH 106- Fundamentals of Oral Communication | 3 |
| or SPH 107- Fundamentals of Public Speaking | 3 |
| MTH 116- Mathematical Applications or numerically higher | 3 |
| CIS 146- Microcomputer Applications | 3 |
| BIO 150 or Mathematics, Computer Science or Natural Science Elective | 3 |
| History, Social and Behavioral Sciences Elective | 3 |
| **Total Credits** | **18** |
| **Total Required for SM2 Degree** | **67** |

| **LONG-TERM CERTIFICATE- SAL (SM2)** | **Semester Hours** |
|---|---|
| **Field of Study Courses:** | |
| BAR 108 Introduction to Barbering | 3 |
| BAR 111 Introduction to Barbering Lab | 3 |
| BAR 112 Science of Barbering | 3 |
| BAR 113 Fundamentals of Barbering Applications | 3 |
| BAR 143 State Board Review | 3 |
| Nine BAR elective courses | 27 |
| **Total Credits** | **42** |
| **General Studies Courses:** | |
| ORI 107 Student Survival Skills | 1 |
| ENG 101 English Composition | 3 |
| SPH 106 Fundamentals of Oral Communication | |
| or SPH 107- Fundamentals of Public Speaking | 3 |
| MTH 116 Mathematical Applications or numerically higher- | 3 |
| CIS 146 Microcomputer Applications- | 3 |
| **Total Credits** | **13** |
| **Total Required for SM2 Degree** | **55** |

### ASSOC IN APPLIED SCIENCE DEGREE (SM1) - COSMETOLOGY OPTION

| | **Semester Hours** |
|---|---|
| ORI 107- Student Survival Skills | 1 |
| **Field of Study Courses:** | |
| SAL 133 Salon Management Technology | 3 |
| SAL 201 Entrepreneurship for Salon and Spa Management | 3 |
| COS 111 Introduction to Cosmetology | 3 |
| COS 112 Introduction to Cosmetology Lab | 3 |
| COS 113 Theory of Chemical Services | 3 |
| COS 114 Chemical Services Lab | 3 |
| COS 115 Hair Coloring Theory | 3 |
| COS 116 Hair Coloring Lab | 3 |
| COS 117 Basic Spa Techniques | 3 |
| COS 118 Basic Spa Techniques Lab | 3 |
| COS 167 State Board Review | 3 |
| **Total Credits** | **33** |
| **Field of Study Electives (Advisor Approved) – Choose 5 courses** | |
| COS 119 Business of Cosmetology | 3 |
| COS 123 Cosmetology Salon Practices | 3 |
| COS 137 Hair Shaping and Design Theory | 3 |
| COS 141 Applied Chemistry for Cosmetology Theory | 3 |
| COS 142 Applied Chemistry for Cosmetology Lab | 3 |
| COS 145 Hair Shaping Lab | 3 |
| COS 148 Nail Care Theory | 3 |
| COS 149 Nail Care Art Theory | 3 |
| COS 152 Nail Applications Lab | 3 |
| COS 154 Nail Art Applications Lab | 3 |
| COS 125 Career & Personal Development | 3 |
| COS 135 Advanced Esthetics Application | 3 |
| COS 190 Internship in Cosmetology | 3 |
| COS 191 Co-op Work Experience | 3 |
| COS 167 State Board Review | 3 |
| COS 148 Nail Care Theory | 3 |
| **Total Credits** | **15** |

**General Education Courses**

| | |
|---|---|
| ENG 101 English Composition | 3 |
| SPH 106 Fundamentals of Oral Communication | 3 |
| or SPH 107- Fundamentals of Public Speaking | 3 |
| MTH 116 Mathematical Applications or numerically higher | 3 |
| CIS 146 Microcomputer Applications | 3 |
| BIO 150 or Mathematics, Computer Science or Natural Science Elective | 3 |
| History, Social and Behavioral Sciences Elective | 3 |
| **Total Credits** | **18** |

**Total Required for SM1 Degree** **67**

**LONG-TERM CERTIFICATE- SAL (SM1)** **Semester Hours**

**Field of Study Courses:**

| | |
|---|---|
| COS 111 Introduction to Cosmetology | 3 |
| COS 112 Introduction to Cosmetology Lab | 3 |
| COS 113 Theory of Chemical Services | 3 |
| COS 114 Chemical Services Lab | 3 |
| COS 115 Hair Coloring Theory | 3 |
| COS 116 Hair Coloring Lab | 3 |
| COS 117- Basic Spa Techniques | 3 |
| COS 118- Basic Spa Techniques Lab | 3 |
| COS 119 Business of Cosmetology | 3 |
| COS 137 Hair Shaping and Design Theory | 3 |
| COS 145 Hair Shaping Lab | 3 |
| COS 148 Nail Care Theory | 3 |
| COS 167- State Board Review | 3 |
| COS 191 Co-op | 3 |
| **Total Credits** | **42** |

**General Studies Courses:**

| | |
|---|---|
| ORI 107 Student Survival Skills | 1 |
| ENG 101 English Composition | 3 |
| SPH 106 Fundamentals of Oral Communication | |
| or SPH 107 Fundamentals of Public Speaking | 3 |
| MTH 116 Mathematical Applications or numerically higher | 3 |
| CIS 146 Microcomputer Applications | 3 |
| **Total Credits** | **13** |

**Total Required for SM1 Degree** **55**

**ASSOC IN APPLIED SCIENCE DEGREE (SM4) - ESTETIC OPTION**

**Semester Hours**

| | |
|---|---|
| ORI 107- Student Survival Skills | 1 |

**Field of Study Courses:**

| | |
|---|---|
| SAL 133 Salon Management Technology | 3 |
| SAL 201 Entrepreneurship for Salon and Spa Management | 3 |
| COS 111 Introduction to Cosmetology | 3 |
| COS 117 Basic Spa Techniques | 3 |
| COS 118 Basic Spa Techniques Lab | 3 |
| COS 123 Cosmetology Salon Practices | 3 |
| COS 127 Esthetics Theory | 3 |
| COS 134 Advanced Esthetics | 3 |
| COS 135 Advanced Esthetics Applications | 3 |
| COS 163 Facial Treatments | 3 |
| COS 164 Facial Machines | 3 |
| COS 167 State Board Review | 3 |
| COS 168 Bacteriology & Sanitation | 3 |
| COS 169 Skin Functions | 3 |
| COS 165 Related Subjects Estheticians (elective) or | |
| COS 191 Co-op (elective) | 3 |
| **Total Credits** | **45** |

**General Education Courses**

| | |
|---|---|
| ENG 101 English Composition | 3 |
| SPH 106 Fundamentals of Oral Communication | 3 |
| or SPH 107 Fundamentals of Public Speaking | 3 |
| MTH 116 Mathematical Applications or numerically higher | 3 |
| CIS 146 Microcomputer Applications | 3 |
| BIO 150 or Mathematics, Computer Science or Natural Science Elective | 3 |
| History, Social and Behavioral Sciences Elective | 3 |
| **Total Credits** | **18** |

**Total Required for SM4 Degree** **64**

**LONG-TERM CERTIFICATE- SAL (SM4)** **Semester Hours**

**Field of Study Courses:**

| | |
|---|---|
| COS 111 Introduction to Cosmetology | 3 |
| COS 169 Skin functions | 3 |
| COS 117 Basic Spa Techniques | 3 |
| COS 118 Basic Spa Technique Lab | 3 |
| COS 127 Esthetics Theory | 3 |
| COS 164 Facial Machine | 3 |
| COS 166 Skin Care Bacteriology and Sanitation | 3 |
| COS 165 Related Subjects Estheticians | 3 |
| COS 134 Advanced Esthetics | 3 |
| COS 135 Advanced Esthetics | 3 |
| COS 123 Cosmetology Salon Practices | 3 |
| COS 163 Facial Treatments | 3 |
| COS 167 State Board Review | 3 |
| COS 191 Co-op | 3 |
| **Total Credits** | **42** |

**General Studies Courses:**

| | |
|---|---|
| ORI 107 Student Survival Skills | 1 |
| ENG 101 English Composition | 3 |
| SPH 106 Fundamentals of Oral Communication | |
| or SPH 107 Fundamentals of Public Speaking | 3 |
| MTH 116 Mathematical Applications or numerically higher- | 3 |
| CIS 146 Microcomputer Applications- | 3 |
| **Total Credits** | **13** |

**Total Required for SM4 Degree** **55**

**ASSOC IN APPLIED SCIENCE DEGREE (SM3) - INSTRUCTOR TRAINING OPTION**

**Semester Hours**

| | |
|---|---|
| ORI 107 Student Survival Skills | 1 |

**Field of Study Courses:**

| | |
|---|---|
| SAL 133 Salon Management Technology | 3 |
| SAL 201 Entrepreneurship for Salon and Spa Management | 3 |
| CIT 211 Teaching and Curriculum | 3 |
| CIT 212 Teacher Mentorship | 3 |
| CIT 213 Cosmetology Instructor Co-op Lab | 3 |
| CIT 214 Lesson Plan Methods and Development | 3 |
| CIT 221 Lesson Plan Implementation Lab | 3 |
| CIT 222 Audio Visual Materials and Methods | 3 |
| CIT 223 Audio Visual Materials and Methods Applications | 3 |
| COS 119 Business & Cosmetology | 3 |
| COS 123 Salon Practices Lab | 3 |
| COS 167 State Board Review | 3 |
| COS 190 Internship in Cosmetology | 3 |
| COS 191 Co-op | 3 |
| EMS 103 First Aid-CPR and AED | 1 |
| **Total Credits** | **43** |

**General Education Courses**

| | |
|---|---|
| ENG 101 English Composition | 3 |
| SPH 106 Fundamentals of Oral Communication | 3 |
| or SPH 107 Fundamentals of Public Speaking | 3 |
| MTH 116 Mathematical Applications or numerically higher | 3 |
| CIS 146 Microcomputer Applications | 3 |
| BIO 150 or Mathematics, Computer Science or Natural Science Elective | 3 |
| History, Social and Behavioral Sciences Elective | 3 |
| **Total Credits** | **18** |

**Total Required for AAS-CIT Degree 62**

**LONG-TERM CERTIFICATE- SAL (SM3)** **Semester Hours**

**Field of Study Courses:**

| | |
|---|---|
| CIT 211 T eaching and Curriculum | 3 |
| CIT 212 Teaching Mentorship | 3 |
| CIT 213 Cosmetology Instructor Co-op Lab | 3 |
| CIT 214 Lesson Plan Method and Developmentp | 3 |
| CIT 221 Lesson Plan Implementation Lab | 3 |
| CIT 222 Audio Visuals Materials and Methods | 3 |
| CIT 223 Audio Visuals Materials and Methods Applications | 3 |
| COS 119 Business & Cosmetology | 3 |
| COS 123 Salon Practices Lab | 3 |
| COS 190 Internship in Cosmetology | 3 |
| COS 167 State Board Review | 3 |
| COS 191 Co-op | 3 |
| EMS 103 First Aid-CPR and AED | 1 |
| **Total Credits** | **37** |

**General Studies Courses:**

| | |
|---|---|
| ORI 107 Student Survival Skills | 1 |
| ENG 101 English Composition | 3 |
| SPH 106 Fundamentals of Oral Communication | |
| or SPH 107 Fundamentals of Public Speaking | 3 |
| MTH 116 Mathematical Applications or numerically higher- | 3 |
| CIS 146 Microcomputer Applications | 3 |
| **Total Credits** | **13** |

**Total Required for SM3 Degree 50**

**ASSOC IN APPLIED SCIENCE DEGREE (SM5) - NAIL TECHNOLOGY OPTION**

**Semester Hours**

| | |
|---|---|
| ORI 107- Student Survival Skills | 1 |

**Field of Study Courses:**

| | |
|---|---|
| SAL 133 Salon Management Technology | 3 |
| SAL 201 Entrepreneurship for Salon and Spa Management | 3 |
| COS 111 Introduction to Cosmetology | 3 |
| COS 113 Theory of Chemical Services | 3 |
| COS 117 Basic Spa Techniques | 3 |
| COS 118 Basic Spa Techniques Lab | 3 |
| COS 167 State Board Review | 3 |
| **Total Credits** | **21** |

**Field of Study Electives (Advisor Approved) – Choose 8 courses**

| | |
|---|---|
| COS 119 Business of Cosmetology | 3 |
| COS 123 Cosmetology Salon Practices | 3 |
| COS 148 Nail Care Theory | 3 |
| COS 149 Nail Art Theory | 3 |
| COS 152 Nail Care Application Lab | 3 |
| COS 153 Nail Art | 3 |
| COS 154 Nail Art Application Lab | 3 |
| COS 166 Skin Care Bacteriology and Sanitation | 3 |
| COS 158 Employability Skills | 3 |
| COS 142 Applied Chemistry for Cosmetology | 3 |
| COS 190 Internship in Cosmetology | 3 |
| COS 191 Co-op Work Experience | 3 |
| **Total Credits** | **24** |

**General Education Courses**

| | |
|---|---|
| ENG 101 English Composition | 3 |
| SPH 106 Fundamentals of Oral Communication | 3 |
| or SPH 107 Fundamentals of Public Speaking | 3 |
| MTH 116 Mathematical Applications or numerically higher | 3 |
| CIS 146 Microcomputer Applications | 3 |
| Mathematics, Computer Science or Natural Science Elective | 3 |
| History, Social and Behavioral Sciences Elective | 3 |
| **Total Credits** | **18** |

**Total Required for SM5-Nail Technology Degree 64**

**LONG-TERM CERTIFICATE- SM5 (Nail Technology)** **Semester Hours**

**Field of Study Courses:**

| | |
|---|---|
| COS 111 Introduction to Cosmetology | 3 |
| COS 113 Theory of Chemical Services | 3 |
| COS 117 Basic Spa Techniques | 3 |
| COS 118 Basic Spa Technique Lab | 3 |
| COS 119 Business of Cosmetology | 3 |
| COS 123 Cosmetology Salon Practices | 3 |
| COS 148 Nail Care | 3 |
| COS 149 Nail Art Theory | 3 |
| COS 152 Nail Care Applications | 3 |
| COS 154 Nail Art Application Lab | 3 |
| COS 167 State Board Review | 3 |
| COS 158 Employability Skills | 3 |
| COS 142 Applied Chemistry for Cosmetology | 3 |
| COS 191 Co-op | 3 |
| **Total Credits** | **42** |

**General Studies Courses:**

| | |
|---|---|
| ORI 107 Student Survival Skills | 1 |
| ENG 101 English Composition- | 3 |
| SPH 106 Fundamentals of Oral Communication | |
| or SPH 107 Fundamentals of Public Speaking | 3 |
| MTH 116 Mathematical Applications or numerically higher | 3 |
| CIS 146 Microcomputer Applications | 3 |
| **Total Credits** | **13** |

**Total Required for SM5-Nail Technology Degree 55**

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**TRUCK DRIVER TRAINING (TRK)**

The truck driver training program provides basic entry-level driving skills relating to the safe operation techniques of commercial motor vehicles and other related regulations. Upon successful completion of the program, the student may be able to obtain a Commercial Driver's License (CDL) necessary to operate a tractor-trailer unit. Students should also be conversant with the rules and regulations pertaining to the trucking industry once the program is completed.

(Occupational Outlook Handbook)

***NOTE:*** *Check with an advisor for program and course location by campus.*

**SHORT-TERM CERTIFICATE (TRK)** — **Semester Hours**

**Field of Study Courses**

| | |
|---|---|
| TRK 111, Basic Vehicle Operation | 4 |
| TRK 112, Safe Operating Practices | 3 |
| TRK 113, Nonvehicle Activities | 2 |
| **Total Credits** | **9** |

## VEHICLE TECHNOLOGY AND REPAIR (VTR)

The VTR program will prepare technicians for employment in new vehicle dealerships, independent repair establishments, auto body repair shops, fleet service centers, and rental organizations. Students will be educated to work on current model vehicles in this comprehensive, National Automotive Technicians Education Foundation (NATEF) certified, Automotive Service Excellence (ASE) based training program. Through classroom and lab activities, students will gain the knowledge and experience necessary to obtain an Associate in Applied Science degree and to pursue employment in vehicle repair industries.

***NOTE:*** *Check with an advisor for program and course location by campus.*

**ASSOC IN APPLIED SCIENCE DEGREE** — **Semester Hours**

| | |
|---|---|
| ORI 107, Student Survival Skills | 1 |

**Field of Study Courses**

| | |
|---|---|
| VTR 112, Electrical Fundamentals | 3 |
| VTR 121, Braking Systems | 3 |
| VTR 122, Steering and Suspension | 3 |
| VTR 133, Heating and Air Conditioning | 3 |
| Total Field of Study Credits | **13** |

***Select one of the following three options:***

**AUTOMOTIVE SERVICE EXCELLENCE OPTION (VT1)**

| | |
|---|---|
| ASE 101, Fundamentals of Automotive Technology | 3 |
| ASE 124, Automotive Engines | 3 |
| ASE 130, Drive Train and Axles | 3 |
| ASE 162, Electrical and Electronic Systems | 3 |
| ASE 212, Advanced Electrical and Electronic Systems | 3 |
| ASE 220, Advanced Automotive Engines | 3 |
| ASE 224, Manual Transmission and Transaxle | 3 |
| ASE 230, Automatic Transmission and Transaxle | 3 |
| ASE 239, Engine Performance | 3 |
| ASE 244, Engine Performance and Diagnostic | 3 |
| ASE 246, Automotive Emissions | 3 |
| ASE 281, Special Topics | 3 |
| Total Concentration Credits | **36** |

**AUTO BODY REPAIR OPTION (VT2)**

| | |
|---|---|
| ABR 111, Non-Structural Repair | 3 |
| ABR 114, Non-Structural Panel Replacement | 3 |
| ABR 122, Surface Preparation | 3 |
| ABR 123, Paint Application and Equipment | 3 |
| ABR 151, Safety and Environmental Practices | 3 |
| ABR 154, Automotive Glass and Trim | 3 |
| ABR 156, Automotive Cutting & Welding | 3 |
| ABR 157, Automotive Plastic Repairs | 3 |
| ABR 213, Automotive Structural Analysis | 3 |
| ABR 214, Automotive Structural Repair | 3 |
| ABR 265, Paint Defects & Final Detail | 3 |
| ABR 267, Shop Management | 3 |
| ABR 281 Special Topics | 3 |
| Total Field of Study Credits | **39** |

**DIESEL TECHNICIAN OPTION (VT3)**

| | |
|---|---|
| DEM 104, Basic Engines | 3 |
| DEM 105, Preventive Maintenance | 3 |
| DEM 111, Equipment Safety & Mechanical Fundamentals | 3 |
| DEM 117, Diesel and Gas Tune Up | 3 |
| DEM 123, Pneumatics and Hydraulics | 3 |
| DEM 124, Electronic Engine Systems | 3 |
| DEM 125, Heavy Vehicle Drive Trains | 3 |
| DEM 126, Advanced Engine Analysis | 3 |
| DEM 127, Fuel Systems | 3 |
| DEM 134, Computer Controlled Engine and Power Train Systems | 3 |
| DEM 180, Special Projects in Commercial Vehicles | 3 |
| DEM 191, Special Projects in Diesel Mechanics | 3 |
| Total Concentration Credits | **36** |

**General Studies Courses**

| | |
|---|---|
| ENG 101, English Composition I | 3 |
| SPH 106, Fundamentals of Oral Communication | 3 |
| MTH 116, Mathematical Applications (or higher level) | 3 |
| CIS 146, Microcomputer Applications | 3 |
| Computer Science/Natural Science/Math Elective | 3 |
| History or Social/Behavioral Science Elective | 3 |
| Humanities/Fine Arts Elective | 3 |
| Total General Studies Credits | **21** |
| **Total Credits** | **70** |

**LONG-TERM CERTIFICATE** — **Semester Hours**

| | |
|---|---|
| ORI 107, Student Survival Skills | 1 |

**Field of Study Courses**

| | |
|---|---|
| VTR 112, Electrical Fundamentals | 3 |
| VTR 121, Braking Systems | 3 |
| VTR 122, Steering and Suspension | 3 |
| VTR 133, Heating and Air Conditioning | 3 |
| Total Field of Study Credits | **13** |

***Select one of the following three options:***

**AUTOMOTIVE SERVICE EXCELLENCE OPTION (VT1)**

*Choose seven courses (21 credits required)*

| | |
|---|---|
| ASE 101, Fundamentals of Automotive Technology | 3 |
| ASE 124, Automotive Engines | 3 |
| ASE 130, Drive Train and Axles | 3 |
| ASE 162, Electrical and Electronic Systems | 3 |
| ASE 212, Advanced Electrical and Electronic Systems | 3 |
| ASE 220, Advanced Automotive Engines | 3 |
| ASE 224, Manual Transmission and Transaxle | 3 |
| ASE 230, Automatic Transmission and Transaxle | 3 |
| ASE 239, Engine Performance | 3 |
| ASE 244, Engine Performance and Diagnostic | 3 |
| ASE 246, Automotive Emissions | 3 |
| ASE 281, Special Topics | 3 |

**AUTO BODY REPAIR OPTION (VT2)**

*Choose seven courses (21 credits required)*

| | |
|---|---|
| ABR 111, Non-Structural Repair | 3 |
| ABR 114, Non-Structural Panel Replacement | 3 |
| ABR 122, Surface Preparation | 3 |
| ABR 123, Paint Application and Equipment | 3 |
| ABR 151, Safety and Environmental Practices | 3 |
| ABR 154, Automotive Glass and Trim | 3 |
| ABR 156 Automotive Cutting and Welding | 3 |
| ABR 157, Automotive Plastic Repairs | 3 |
| ABR 213, Automotive Structural Analysis | 3 |

| | |
|---|---|
| ABR 214, Automotive Structural Repair | 3 |
| ABR 265, Paint Defects and Final Detail | 3 |
| ABR 267 Shop Management | 3 |
| ABR 281, Special Topics Auto Body | 3 |

**DIESEL TECHNICIAN OPTION (VT3)**

*Choose seven courses (21 credits required)*

| | |
|---|---|
| DEM 104, Basic Engines | 3 |
| DEM 105, Preventive Maintenance | 3 |
| DEM 111, Equipment Safety and Mechanical Fundamentals | 3 |
| DEM 117, Diesel and Gas Tune Up | 3 |
| DEM 123, Pneumatics and Hydraulics | 3 |
| DEM 124, Electronic Engine Systems | 3 |
| DEM 125, Heavy Vehicle Drive Trains | 3 |
| DEM 126, Advanced Engine Analysis | 3 |
| DEM 127, Fuel Systems | 3 |
| DEM 134, Computer Controlled Engine and Power Train Systems | 3 |
| DEM 180, Special Projects in Commercial Vehicles | 3 |
| DEM 191, Special Projects in Diesel Mechanics | 3 |

**General Studies Courses**

| | |
|---|---|
| ENG 101, English Composition I | 3 |
| SPH 106, Fundamentals of Oral Communication | 3 |
| MTH 116, Mathematical Applications (or higher level) | 3 |
| CIS 146, Microcomputer Applications | 3 |
| Total General Studies Credits | **12** |
| **Total Credits** | **46** |

| **SHORT-TERM CERTIFICATE (VTR)** | **Semester Hours** |
|---|---|
| ORI 107, Student Survival Skills | 1 |

*Select one of the following options:*

**AUTOMOTIVE/ AUTO BODY SERVICE EXCELLENCE OPTION (V12)**

| | |
|---|---|
| VTR 112, Electrical Fundamentals | 3 |
| VTR 121, Braking Systems | 3 |
| VTR 122, Steering and Suspension | 3 |
| VTR 133, Heating and Air Conditioning | 3 |
| **Total Credits** | **13** |

**AUTO BODY REPAIR OPTION (V2A) - PAINT AND REFINISHING**

| | |
|---|---|
| ABR 122, Surface Preperation | 3 |
| ABR 123, Paint Application and Equipment | 3 |
| ABR 265, Paint Defects and Final Detail | 3 |
| ABR 267, Shop Management | 3 |
| **Total Credits** | **13** |

**AUTO BODY REPAIR OPTION (V2B) - NON-STRUCTURAL REPAIR**

| | |
|---|---|
| ABR 111, Non-Structural Repair | 3 |
| ABR 114, Non-Structural Panel Replacement | 3 |
| ABR 154, Automotive Glass and Trim | 3 |
| ABR 157, Automotive Plastic Repairs | 3 |
| **Total Credits** | **13** |

**AUTO BODY REPAIR OPTION (V2C) -- STRUCTURAL REPAIRS**

| | |
|---|---|
| ABR 156, Automotive Cutting and Welding | 3 |
| ABR 213, Automotive Structural Analysis | 3 |
| ABR 214, Automotive Structural Repair | 3 |
| ABR 281, Special Topics | 3 |
| **Total Credits** | **13** |

**DIESEL TECHNICIAN OPTION (V3D)**

| | |
|---|---|
| VTR 112, Electrical Fundamentals | 3 |
| VTR 121, Braking Systems | 3 |
| VTR 122, Steering and Suspension | 3 |
| VTR 133, Heating and Air Conditioning | 3 |
| **Total Credits** | **13** |

## WELDING TECHNOLOGY (WDT)

Welding is a fabrication process that joins materials. The process occurs by melting work pieces and adding a filler to form a pool of molten material that cools to become a strong joint. Bevill State's welding curriculum provides students with the opportunity to acquire the skills, knowledge, and experience necessary for a career in this rapidly growing field. Emphasis on the technical aspects of welding are included in the course and specialized classes include blueprint reading, fabrication, welding inspection and testing, and cutting. Students may become AWS certified welders upon program completion.

(Occupational Outlook Handbook)

*Effective July 1, 2011 colleges are required to disclose certain information for any Title IV eligible program that prepares students for gainful employment (as defined by the US Department of Education) in a recognized occupation. The Welding Technology program has been identified as a Gainful Employment program. Disclosure information about the programs can be found at www.bscc.edu/documents/BevillGainfulEmploymentDisclosure.pdf.*

***NOTE:*** *Check with an advisor for program and course location by campus.*

| **LONG-TERM CERTIFICATE (WDT)** | **Semester Hours** |
|---|---|
| ORI 107, Student Survival Skills | 1 |

**Field of Study Courses**

| | |
|---|---|
| WDT 108, SMAW Fillet/OFC | 3 |
| WDT 109, SMAW Fillet/PAC/CAC | 3 |
| WDT 119, Gas Metal Arc/Flux Cored Arc Welding Theory | 3 |
| WDT 120, Shielded Metal Arc Welding Groove Theory | 3 |
| WDT 122, SMAW Fillet/OFC Lab | 3 |
| WDT 123, SMAW Fillet/PAC/CAC Lab | 3 |
| WDT 124, Gas Metal Arc/Flux Cored Arc Welding Lab | 3 |
| WDT 125, Shielded Metal Arc Welding Groove Lab | 3 |
| WDT 157, Consumable Welding Processes | 3 |
| WDT 218, Certification Theory | 3 |
| WDT 229, Boiler Tube | 3 |
| WDT 257, SMAW Carbon Pipe Lab | 3 |
| WDT 258, Certification Lab | 3 |
| WKO 110 NCCER Core | |
| Total Field of Study Credits | 42 |

**General Studies Courses**

| | |
|---|---|
| COM 100, Vocational Technical English I | 3 |
| MAH 101, Introductory Mathematics I | 3 |
| DPT 103, Introductory Computer Skills II | 3 |
| SPC 103, Oral Communication Skills | 3 |
| Total General Studies Credits | **12** |
| **Total Credits** | **55** |

| **SHORT-TERM CERTIFICATE (WDT)** | **Semester Hours** |
|---|---|
| ORI 107, Student Survival Skills | 1 |

**SMAW Welding Certificate (WD1)**

**Field of Study Courses**

| | |
|---|---|
| WDT 108, SMAW Fillet/OFC | 3 |
| WDT 109, SMAW Fillet/PAC/CAC | 3 |
| WDT 122, SMAW Fillet/OFC Lab | 3 |
| WDT 123, SMAW Fillet/PAC/CAC Lab | 3 |
| WKO 110, NCCER Core | 3 |
| Total Field of Study Credits | **15** |
| **Total Credits** | **16** |

**GMAW/FCAW Welding Certificate (WD2)**

**Field of Study Courses**

| | |
|---|---|
| WDT 119, Gas Metal Arc/Fux Cored Arc Welding Theory | 3 |
| WDT 120, Shielded Metal Arc Welding Groove Theory | 3 |

| | |
|---|---|
| WDT 124, Gal Metal Arc/Flux Cored Arc Welding Lab | 3 |
| WDT 125, Shielded Metal Arc Welding Groove Lab | 3 |
| WDT 157, Consumable Welding Processes | 3 |
| Total Field of Study Credits | **15** |
| **Total Credits** | **16** |

**Pipe Welding Certificate (WD3)**
**Field of Study Courses**

| | |
|---|---|
| WDT 218, Certification Theory | 3 |
| WDT 229, Boiler Tube | 3 |
| WDT 251, SMAW Carbon Pipe Lab | 3 |
| WDT 258, Certification Lab | 3 |
| Total Field of Study Credits | **12** |
| **Total Credits** | **13** |

# COURSE DESCRIPTIONS

## COURSE DESCRIPTION ABBREVIATIONS

The following are the abbreviations used in this Catalog for the various disciplines:

| | |
|---|---|
| ACT | Accounting Technology |
| ACR | Air Conditioning/Refrigeration Technology |
| ANT | Anthropology |
| ART | Art |
| AST | Astronomy |
| ABR | Auto Body Repair Technology |
| ASE | Automotive Service Excellence |
| AUM | Automotive Technology |
| AUT | Automated Manufacturing Technology |
| BFN | Banking and Finance |
| BAR | Barbering |
| BSS | Basic Study Skills |
| BIO | Biology |
| BUS | Business |
| CHM | Chemistry |
| CHD | Child Development |
| CIS | Computer Science |
| CNC | Computerized Numerical Control |
| COS | Cosmetology |
| CIT | Cosmetology Instructor Training |
| CRJ | Criminal Justice |
| DEM | Diesel Mechanics |
| DDT | Design Engineering Technology |
| ECO | Economics |
| ELT | Electrical Technology |
| ELM | Electromechanical Technology |
| EMS | Emergency Medical Technology/Technician-Paramedic |
| EGR | Engineering |
| ENG | English |
| GEO | Geography |
| GLY | Geology |
| HED | Health Education |
| HIS | History |
| HEC | Home Economics |
| HUM | Humanities |
| ILT | Industrial Electronics Technician/Manufacturing Engineering |
| INT | Industrial Maintenance Technician |
| IDS | Interdisciplinary Studies |
| MCM | Mass Communications |
| MKT | Marketing |
| MTT | Machine Tool Technology |
| MTH | Mathematics |
| MNT | Mining Technology |
| MUS | Music |
| MUL | Music Ensemble |
| MUP | Music Performance |
| NUR | Nursing (ADN) |
| NAS | Nursing (Nurse Assistant/Aide) |
| OAD | Business Office Management (Office Administration) |
| ORI | Orientation |
| PHL | Philosophy |
| PED | Physical Education |
| PHS | Physical Science |
| PHY | Physics |
| POL | Political Science |
| PSY | Psychology |
| RDG | Reading |
| REL | Religion |
| REN | Renewable Energy Technology |
| SOC | Sociology |
| SAL | Salon and Spa Managment |
| SPA | Spanish |
| SPH | Speech |
| SUR | Surgical Operating Room Technician |
| THR | Theater Arts |
| TRK | Truck Driver Training |
| WDT | Welding |
| WKO | Workplace Skills |
| VTR | Vehicle Technology Repair |

## COURSE DESCRIPTIONS

Course descriptions include a course designation, course number, course title, and an indication of the number of lecture hours, lab hours, and semester hours of credit e.g., CHM 111, College Chemistry (3-3-4). (These numbers indicate that this course meets for the equivalent of 3 hours of lecture and 3 hours of lab each week and carries four semester hours of credit.) Courses that are required for individual programs are identified as CORE. Courses that are not creditable toward a degree are identified as NCA or NDC.

### ACCOUNTING TECHNOLOGY

ACT 141 BASIC ACCOUNTING PRINCIPLES (3-0-3)
This course provides a basic theory of accounting principles and practices used by service and merchandising enterprises. Emphasis is on financial accounting, including the accounting cycle, and financial statement preparation and analysis. Upon completion of this course, the student will be able to apply basic accounting principles and practices used by service and merchandising enterprises. CORE

ACT 246 MICROCOMPUTER ACCOUNTING (3-0-3)
PREREQUISITE: ACT 141 or BUS 241
This course utilizes the microcomputer in the study of financial accounting principles and practices. Emphasis is placed on the use of software programs for financial accounting applications. Upon completion of this course, the student will be able to use software programs for financial accounting applications. CORE

ACT 249 PAYROLL ACCOUNTING (3-0-3)
PREREQUISITE: ACT 141 OR BUS 241
This course focuses on federal, state, and local laws affecting payrolls. Emphasis is on payroll accounting procedures and practices, and on payroll tax reports. Upon completion of this course, the student will be able to apply knowledge of federal, state, and local laws affecting payrolls.

ACT 253 INDIVIDUAL INCOME TAX (3-0-3)
This course focuses on the fundamentals of the federal income tax laws with primary emphasis on those affecting the individual. Emphasis is on gross income determination, adjustments to income, business expenses, itemized deductions, exemptions, capital gains/losses, depreciation and tax credits. Upon completion of this course the student will be able to apply the fundamentals of the federal income tax laws affecting the individual.

### AIR CONDITIONING/REFRIGERATION TECHNOLOGY

ACR 111 PRINCIPLES OF REFRIGERATION (1-4-3)
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 and specialty HVAC/R tools, and maintain components of a basic compression refrigeration system. CORE

ACR 112 HVAC/R SERVICE PROCEDURES (1-4-3)
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.

ACR 113 REFRIGERATION PIPING PRACTICES (1-4-3)
This course introduces students to the proper installation procedures of refrigerant piping and tubing for the heating, ventilation, air conditioning and refrigeration industry. This course includes various methods of working with and joining tubing. Upon completion, students should comprehend related terminology and be able to fabricate pipe, tubing, and pipe fittings. CORE

ACR 119 FUNDAMENTALS OF GAS HEATING SYSTEMS (1-4-3)
This course provides instruction on general service and installation for common gas furnace system components. 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 (1-4-3)
This course covers the fundamentals of electric furnace systems. Emphasis is placed on components, general service procedures and basic installation. Upon completion, students should be able to install and service electric furnaces, heat pumps and solar and hydronics systems.

ACR 121 PRINCIPLES OF ELECTRICITY FOR HVAC/R (1-4-3)
This course is designed to provide the student with the basic knowledge of electrical theory and circuitry as it pertains to air conditioning and refrigeration. This course emphasizes safety, definitions, symbols, laws, circuits, and electrical test instruments. Upon completion, students should understand and be able to apply the basic principles of HVAC/R circuits and circuit components. CORE

ACR 122 HVAC/R ELECTRICAL CIRCUITS (1-4-3)
This course introduces the student to electrical circuits and diagrams. Electrical symbols and basic wiring diagrams are constructed in this course. Upon completion, students should understand standard wiring diagrams and symbols and be able to construct various types of electrical circuits. CORE

ACR 123 HVAC/R ELECTRICAL COMPONENTS (1-4-3)
This course introduces students to electrical components and controls. Emphasis is placed on the operations on motors, relays, contactors, starters, and other HVAC electrical components. Upon completion, students should be able to install electrical components and determine their proper operation. CORE

ACR 126 COMMERCIAL HEATING SYSTEMS (1-4-3)
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 127 HVAC/R ELECTRIC MOTORS (1-4-3)
This course covers the basic maintenance of electric motors used in HVAC/R systems. Topics include types of motors, motor operations, motor installation and troubleshooting motors. Upon completion, students should be able to install and service HVAC/R electric motors.

ACR 128 HEAT LOAD CALCULATIONS (3-0-3)
This course focuses on heat flow into and out of building structures. Emphasis is placed on determining heat gain/heat loss of a given structure. Upon completion, students should be able to calculate heat load and determine HVAC equipment size requirements.

ACR 132 RESIDENTIAL AIR CONDITIONING (1-4-3)
This course introduces students to residential air conditioning systems. Emphasis is placed on the operation, service, and repair of residential air conditioning systems. Upon completion, students should be able to service and repair residential air conditioning systems.

ACR 133 DOMESTIC REFRIGERATION (1-4-3)
This course covers domestic refrigerators and freezers. Emphasis is placed on installation, removal, and maintenance of components. Upon completion, students should be able to service and adjust domestic refrigeration units.

ACR 134 ICE MACHINES (1-4-3)
This course introduces students to commercial ice machines. Emphasis is placed on components, electrical and mechanical operation sequences, control adjustment procedures, preventive maintenance, repairs, and installation procedures. Upon completion, student should be able to install, service and repair commercial ice machines.

ACR 135 MECHANICAL/GAS/SAFETY CODES (3-0-3)
This course is to enhance the student knowledge of the International Fuel Gas Code and International Mechanical Code as well as fire and job safety requirements. Emphasis is placed on code book content and compliance with installation requirements. Upon completion, students should be able to apply code requirements to all work.

ACR 144 BASIC DRAWING AND BLUEPRINT READING IN HVAC (3-0-3)
This course covers basic drawing and blueprint reading as applied to the HVAC industry. Emphasis is on three-view drawings, basic duct systems, and isometric piping. Upon course completion, students should be able to perform basic drawings related to HVAC systems and read pertinent blueprints.
ACR 147 REFRIGERATION TRANSITION & RECOVERY THEORY (3-0-3)
This course is EPA-approved and covers material relating to the requirements necessary for type I, II, and III universal certifications. Upon completion, students should be prepared to take the EPA 608 certification examination.

ACR 148 HEAT PUMPS SYSTEMS I (1-4-3)
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 200 REVIEW FOR CONTRACTORS EXAM (3-0-3)
This course prepares students to take the State Certification Examination. Emphasis is placed on all pertinent codes, piping procedures, duct design, load calculation, psychometrics, installation procedures, and air distribution. Upon completion, students should be prepared to take the contractors exam.

ACR 203 COMMERCIAL REFRIGERATION (1-4-3)
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 CONDITIONING SYSTEMS (1-4-3)
This course focuses on servicing and maintaining commercial and residential HVAC/R systems. Topics include system component installation and removal and service techniques. Upon completion, the student should be able to troubleshoot and perform general maintenance on commercial and residential HVAC/R systems.

ACR 210 TROUBLESHOOTING HVAC/R SYSTEMS (1-4-3)
This course provides instruction in the use of various meters and gauges used in the HVAC/R industry. Emphasis is placed on general service procedures, system diagnosis, and corrective measure, methods of leak detection, and system evacuation, charging and performance checks. Upon completion, students should be able to perform basic troubleshooting of HVAC/R systems.

## ANTHROPOLOGY

ANT 200 INTRODUCTION TO ANTHROPOLOGY (3-0-3)
This course is a survey of physical, social, and cultural development and behavior of human beings. CORE

ANT 210 PHYSICAL ANTHROPOLOGY (3-0-3)
This course is a study of the human evolution based upon fossil and archaeological records as well as analysis of the variation and distribution of contemporary human populations. CORE

ANT 220 CULTURAL ANTHROPOLOGY (3-0-3)
PREREQUISITE: ANT 200
This course is the application of the concept of culture to study of both primitive and modern society. CORE

ANT 230 INTRODUCTION TO ARCHEOLOGY(3-0-3)
This course is an introduction to archeological excavation techniques and post excavation laboratory procedures. CORE

## ART

ART 100 ART APPRECIATION (3-0-3)
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 art work. Upon completion, students should understand the fundamentals of art, the materials used and have a basic overview of the history of art. CORE

ART 103 INTRODUCTION TO ART I (0-6-3)
This course is designed as an introduction to the basic fundamentals of art. Emphasis is placed on personal expression and an understanding of the various art media. Upon completion, students should be able to express creative ideas visually and become more aware of media and how it effects communication.

ART 104 INTRODUCTION TO ART II (0-6-3)
PREREQUISITE: ART 103
This course provides the opportunity for students to work with media problems beyond Introduction to Art I. Emphasis is placed on personal expression and an understanding of various art materials and techniques. Upon completion, students should improve their ability to express creative ideas visually.

ART 113 DRAWING I (0-6-3)
This course provides the opportunity to develop perceptional and technical skills in a variety of media. Emphasis is placed on communication through experimenting with composition, subject matter and technique. Upon completion, students should demonstrate and apply the fundamentals of art to various creative drawing projects.

ART 114 DRAWING II (0-6-3)
PREREQUISITE: ART 113
This course advances 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 133 CERAMICS I (0-6-3)
This course introduces methods of clay forming as a means of expression. Topics may include hand building, wheel throwing, glazing, construction, design, and the functional and aesthetic aspects of pottery. Upon completion, students should demonstrate through their work, a knowledge of the methods, as well as an understanding of the craftsmanship and aesthetics involved in ceramics.

ART 134 CERAMICS II (0-6-3)
PREREQUISITE: ART 133
This course develops the methods of clay forming as a means of expression. Topics may include hand building, glazing, design and the functional and aesthetic aspects of pottery, although emphasis will be placed on the wheel throwing method. Upon completion, students should demonstrate improved craftsmanship and aesthetic quality in the production of pottery.

ART 173 PHOTOGRAPHY I (0-6-3)
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 papers, and have a knowledge of composition and history.

ART 174 PHOTOGRAPHY II (0-6-3)
PREREQUISITE: ART 173
This course advances the students' technical and aesthetic knowledge of photography beyond the introductory level. Emphasis is placed on photographic composition and darkroom techniques as a means of communication. Upon completion, students should demonstrate through the photographic process his/her creative and communication skills.

ART 203 ART HISTORY I (3-0-3)
This course covers the chronological development of different forms of art, such as sculpture, painting, and architecture. Emphasis is placed on history from the ancient period through the Renaissance. Upon completion, students should be able to communicate a knowledge of time period and chronological sequence including a knowledge of themes, styles and of the impact of society on the arts. CORE

ART 204 ART HISTORY II (3-0-3)
This course covers a study of the chronological development of different forms of art, such as sculpture, painting and architecture. Emphasis is placed on history from the Baroque to the present. Upon completion, students should be able to communicate a knowledge of time period and chronological sequence including a knowledge of themes, styles and of the impact of society on the arts. CORE

ART 231 WATERCOLOR PAINTING I (0-6-3)
PREREQUISITE: ART 113 or advisor approval.
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 232 WATERCOLOR II (0-6-3)
PREREQUISITE: ART 231
This course advances the skills and techniques of painting on paper using water based medium. Emphasis is placed on exploring the creative uses of watercolor and developing professional skills. Upon completion, students should demonstrate and compile a body of original paintings that reflect a personal awareness of the media's potential.

ART 233 PAINTING I (0-6-3)
PREREQUISITE: ART 113 or advisor approval.
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.

ART 234 PAINTING II (0-6-3)
PREREQUISITE: ART 233
This course is designed to develop the student's knowledge of the materials and procedures of painting beyond the introductory level. Emphasis is placed on the creative and technical problems associated with communicating through composition and style. Upon completion, students should be able to demonstrate the application of the fundamentals of painting and the creative process to the communication of ideas.

ART 291 SUPERVISED STUDY IN STUDIO ART I (0-2–8–1-4)
PREREQUISITE: Advisor approval.
This course is designed to enable the student to continue studio experiences in greater depth. Topics are to be chosen by the student with the approval of the advisor. Upon completion, the student should have a greater expertise in a particular area of art.

## ASTRONOMY

AST 200 OBSERVATIONAL ASTRONOMY (0-4-2)
This is a laboratory course which introduces the student to the techniques of astronomical observation. Evening laboratory work will be required.

AST 220 INTRODUCTION TO ASTRONOMY (3-2-4)
This course covers the history of astronomy and the development of astronomical thought leading to the birth of modern astronomy and its most recent development. Emphasis is placed on the coverage of astronomical instruments and measuring technologies, the solar system, the Milky Way galaxy, important extra galactic objects and cosmology. Laboratory is required. CORE

## AUTO BODY REPAIR TECHNOLOGY

ABR 111 NON-STRUCTURAL REPAIR (1-4-3)
Students are introduced to basic principles of non-structural panel repairs. Topics include shop safety, identification and use of hand/power tools, panel preparation, sheet metal repairs, and materials. CORE

ABR 114 NON-STRUCTURAL PANEL REPLACEMENT (1-4-3)
Students are introduced to the principles of non-structural panel replacement. Topics include replacement and alignment of bolt on panels, full and partial panel replacement procedures, and attachment methods. CORE

ABR 122 SURFACE PREPARATION (1-4-3)
This course introduces students to methods of surface preparation for vehicular refinishing. Topics include sanding techniques, metal treatment, selection of undercoats, and proper masking procedures. CORE

ABR 123 PAINT APPLICATION & EQUIPMENT (1-4-3)
This course introduces students to methods of paint application and equipment used for vehicular refinishing. Topics include spray gun and related equipment use, paint mixing, matching, and applying the final topcoat. CORE

ABR 151 SAFETY & ENVIRONMENTAL PRACTICES (1-4-3)
This course is designed to instruct the student in the safe use of tools, equipment, and appropriate work practices. Topics include OSHA requirements, the right-to-know laws, EPA regulations as well as state and local laws. CORE

ABR 154 AUTOMOTIVE GLASS & TRIM (1-4-3)
This course is a study of automotive glass and trim. Emphasis is placed on removal and replacement of structural and nonstructural glass and automotive trim. Upon completion, students should be able to remove and replace automotive trim and glass. CORE

ABR 156 AUTOMOTIVE CUTTING & WELDING (1-4-3)
Students are introduced to the various automotive cutting and welding processes. Emphasis is placed on safety, plasma arc, oxy-acetylene cutting, resistance type spot welding, and Metal Inert Gas (MIG) welding. Upon completion, students should be able to safely perform automotive cutting and welding procedures. CORE

ABR 157 AUTOMOTIVE PLASTIC REPAIRS (1-4-3)
This course provides instruction in automotive plastic repairs. Topics include plastic welding (airless, hot and chemical), use of flexible repair fillers, identification of types of plastics, and determining the correct repair procedures for each. Upon completion, students should be able to correctly identify and repair the different types of automotive plastics.

ABR 213 AUTOMOTIVE STRUCTURAL ANALYSIS (1-4-3)
Students learn methods of determining structural misalignment. Topics include methods of inspection, types of measuring equipment, data sheets, and identifying types of structural damage. CORE

ABR 214 AUTOMOTIVE STRUCTURAL REPAIR (1-4-3)
This course provides instruction in the correction of structural damage. Topics include types and use of alignment equipment, anchoring and pulling methods, and repair/replacement of structural components. CORE

ABR 265 PAINT DEFECTS & FINAL DETAIL (1-4-3)
This course introduces students to methods of identifying paint defects, causes, cures, and final detailing. Students learn to troubleshoot and correct paint imperfections. CORE

ABR 267 SHOP MANAGEMENT (1-4-3)
This course introduces the students to the basic principles of body shop management. Emphasis is placed on management structure, customer/insurance company relations, sound business practices, principles of cycle time, and basic collision/damage estimation. Upon completion, students should be able to understand the principles of operating a collision repair facility.

ABR 281 SPECIAL TOPICS IN AUTO BODY (3-0-3)
This course is guided independent study in special projects to give the student additional training in a specific area selected by the instructor. Emphasis is placed on individual student needs to improve or expand skills. Upon course completion, students should be able to demonstrate skills to meet specific needs.

## AUTOMATED MANUFACTURING TECHNOLOGY

AUT 100 INTRODUCTION TO AUTOMOTIVE CONCEPTS (3-0-3)
An introduction to automotive manufacturing concepts is the focus of ths course. This course reviews the history of automotive manufacturing and discusses the automotive manufacturing processes for various automotive assembly and sub-assesmbly plants. it outlines the historical development of automotive manufacturing in Alabama. Finally, the electro-mechanical systems and body components of a typical vehicle will be examined. CORE .

AUT 102 MANUFACTURING FUNDAMENTALS (3-0-3)
This course will introduce students to manufacturing fundamentals. it introduces various tools and techniques typically used in Lean manufacturing. It also will provide Occupational Safety and Health Administration (OSHA) certification instruction. OSHA standards will include electrical, Lock Out/Tag Out, hazardous communications, personal protective equipment, machine guarding, and walking and working surfaces. CORE

AUT 104 BLUEPRINT READING FOR MANUFACTURING (3-0-3)
This course provides the students with terms and definitions, theory of orthographic projection, and other information required to interpret drawings used in the manufacturing and industrial trade areas. Topics include multi-view projection, pictorial drawings, dimensions and notes, lines and symbols, tolerances, industrial applications, scales and quality requirements. Upon completion, students should be able to interpret blueprint drawings used in the manufacturing and industrial trades. This course may be tailored to meet specific local industry needs. CORE

AUT 110 DC FUNDAMENTALS (1-2-3)
This course is designed to provide students with a working knowledge of basic direct current (DC) electrical principles. Topics include safety, basic atomic structure and theory, magnetism, conductors, insulators, use of Ohm's law to solve for voltage, current, and resistence, electrical sources, POWER, inductors, and capacitors. Students will perform lockout/tagout procedures, troubleshoot circuits and analyze series, parallel, and combination DC circuits using the electrical laws and basic testing equipment to determine unknown electrical quantities. CORE

AUT 111 AC FUNDAMENTALS (1-2-3)
This course is designed to provide students with a working knowledge of basic alternating current (AC) electrical principles. Topics include basic concepts of electricity, electrical components, basic circuits, measurement instruments, the laws of alternating current, and electrical safety with lockout procedures. Hands on laboratory expercises are provided to analyze various series, parallel, and combination alternating current circuit configurations containing resistors, inductors, and capacitors. Upon course completion, students will be able to describe and explain alternating current circuit fundamentals such as RLC circuits, impedance, phase relationships, and power factors. They should also be able to perform fundamental tasks associated with troubleshooting, repairing, and maintaining industrial AC systems.

AUT 114 INTRODUCTION TO PROGRAMMABLE LOGIC CONTROLLERS (2-1-3)
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, installation, and programming. Upon completion, students must demonstrate their ability by developing, loading, debugging, and optimizing PLC programs. CORE

AUT 116 INTRODUCTION TO ROBOTICS (1-4-3)
This course provides instruction in concepts and theories for the operation of robotic servomotors and power systems used with industrial robotic equipment. Emphasis is on the application of the computer to control power systems to perform work. Student competencies include understanding of the functions of hydraulic, pneumatic, and electrical power system components, ability to read and interpret circuitry for proper trouble shooting and ability to perform preventative maintenance. CORE

AUT 117 AC/DC MACHINES (1-4-3)
This course covers the theory and operation of DC motors single and three phase AC motors and the labs will reinforce this knowledge. Emphasis is placed on the various types of single and three phase motors, writing diagrams, starting devices, and practical application in the lab. This course is also taught as ELT 117.

AUT 130 FUNDAMENTALS OF INDUSTRIAL HYDRAULICS AND PNEUMATICS (2-1-3)
This course provides an introduction to hydraulics/pneumatics. Topics include hydraulic pumps, pneumatic compressors work and sytem 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.

AUT 221 ADVANCED PROGRAMMABLE LOGIC CONTROLLERS (2-3-3)
This course includes 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.

AUT 234 INDUSTRIAL MOTOR CONTROLS I (1-2-3)
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.

## AUTOMOTIVE SERVICE EXCELLENCE/ AUTOMOTIVE TECHNICIAN

ASE/AUM 101 FUNDAMENTALS OF AUTOMOTIVE TECHNOLOGY (1-4-3)
This course provides basic instruction in Fundamentals of Automotive Technology. This is a CORE course and supports CIP code 15.0803 and 47.0604.

ASE/AUM 124 AUTOMOTIVE ENGINES (1-4-3)
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. This is a CORE course and supports CIP code 47.0604 and 15.0803.

ASE/AUM 130 DRIVE TRAIN & AXLES (1-4-3)
This course provides basic instruction in automotive drive trains and axles. Emphasis is placed on the understanding and application of basic internal and external operation relating to proper operation and driveability. ABR 223 Automotive Mechanical Components is a suitable substitute for this course. This is a CORE course.

ASE/AUM 162 ELECTRICAL AND ELECTRONIC SYSTEMS (1-4-3)
This is an intermediate course in automotive electrical and electronic systems. Emphasis is placed on troubleshooting and repair of battery, starting, charging, and lighting systems, subsystems, and components. This is a CORE course.

ASE/AUM 212 ADVANCED ELECTRICAL & ELECTRONIC SYSTEMS (1-4-3)
This course provides instruction in advanced automotive electrical and electronic systems. Emphasis is placed on troubleshooting and repair of advanced electrical and electronic systems, subsystems, and components.
ASE/AUM 220 ADVANCED AUTOMOTIVE ENGINES (1-4-3)
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, bearings, lubrication system components, gaskets, and oil seals. This course supports CIP code 47.0604 and 15.0803.

ASE/AUM 224 MANUAL TRANSMISSION & TRANSAXLE (1-4-3)
This course covers basic instruction in manual transmissions and transaxles. Emphasis is placed on the understanding and application of basic internal and external operation relating to proper operation and driveability. This course supports CIP codes 15.0803 and 47.0604.

ASE/AUM 230 AUTO TRANSMISSION & TRANSAXLE (1-4-3)
This course provides basic instruction in automatic transmissions and transaxles. Emphasis is placed on the comprehension of principles and powerflow of automatic transmissions and repairing or replacing internal and external components. This is a CORE course supports CIP Code 15.0803 and 47.0604.

ASE/AUM 239 ENGINE PERFORMANCE (1-4-3)
This course provides basic instruction in engine performance with emphasis on fuel and ignition systems relating to engine operation. This is a CORE course and supports CIP code 15.0803 and 47.0604.

ASE/AUM 244 ENGINE PERFORMANCE AND DIAGNOSTICS (1-4-3)
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 driveability. This is a CORE course and supports CIP Code 15.0803 and 47.0604.
ASE/AUM 246 AUTOMOTIVE EMISSIONS (1-4-3)
This is an introductory course in automotive emission systems. Emphasis is placed on troubleshooting and repair of systems, subsystems, and components. This course supports CIP code 15.0803 and 47.0604.

ASE/AUM 281 SPECIAL TOPICS (0-6-3)
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.

## BANKING AND FINANCE

BFN 100 PRINCIPLES OF BANKING (2-0-2)
This course is an introduction to the broad area of banking. Topics include the evolution of banking, Federal Reserve System, documents and forms used, rudimentary laws and regulations, as well as a study of the specialized services offered. Upon completion of this course, the student will be able to perform basic banking functions. CORE

BFN 101 LAW AND BANKING PRINCIPLES (2-0-2)
This course is an introduction to banking law and legal issues, with special emphasis on the Uniform Commercial Code. Topics include the role of regulators, torts, contracts, real estate bankruptcy, and the legal implications of consumer lending. Upon completion of this course, the student will be able to work with basic banking documents. CORE

BFN 102 LAW AND BANKING APPLICATIONS (2-0-2)
This course is an introduction to laws pertaining to secured transactions, letters of credit, the bank collection process, check losses and the legal issues related to processing checks. Topics include negotiable instruments, authorized signatures, collection routes, forgery and fraud, letters of credit and secured transactions. Upon completion of this course, the student will be able to work with more complex banking documents. CORE
BFN 110 MARKETING FOR BANKERS (2-0-2)
This course is an introduction to basic marketing principals and how a bank develops a successful marketing plan. Topics include consumer behavior, market research, the planning process, public relations, advertising, and sales promotion. Upon completion of this course, the student will have the skills to bring in new business. CORE
BFN 128 ACCOUNTING (3-0-3)
This course emphasizes current practices of accounting procedures and includes coverage of the latest principles set forth by the Financial Accounting Standards Board.

BFN 136 COMMERCIAL LENDING (2-0-2)
This course is an introduction to the commercial lending process and how it contributes to bank profitability. Topics include a history of commercial lending, skills needed to become a successful loan officer, steps in the commercial loan process and trends impacting the commercial lending process.

BFN 147 CONSUMER LENDING (2-0-2)
PREREQUISITE: As required by program.
This course provides an introduction to the consumer credit function. Topics include a history of the consumer credit function, products and services, the consumer lending process, and credit administration. Upon completion of this course, the student will be able to work in the areas of consumer lending.

BFN 167 SUPERVISION (2-0-2)
This course is designed to help new or potential supervisors to become better managers. Topics include leadership, delegation, motivation, communication, the planning function, staffing, directing, and controlling. Upon completion of this course, the student will have the required skills to be a better manager.

BFN 205 MONEY AND BANKING (3-0-3)
This course provides an introduction to the money supply and the role banks play in relation to money creation. Topics include financial intermediaries, the Federal Reserve, monetary policy, fiscal policy, and international banking. Upon completion of this course, the student will have the necessary skills to work in a variety of different departments within the bank. CORE

BFN 217 VERBAL COMMUNICATION FOR BANKERS (1-0-1)
This course is an introduction to good verbal communication. Topics include the communication process, enunciation, effective listening, meetings and being able to present oneself with an impact.

BFN 218 WRITTEN COMMUNICATION FOR BANKERS (1-0-1)
This course is an introduction to the written communication principles necessary for success in a competitive market. Topics include objective(s), personality, grammar, writing for the reader, persuasion and form.

BFN 236 ANALYZING FINANCIAL STATEMENTS (2-0-2)
This course provides an introduction of how financial data are generated and their limitations. Topics include techniques for analyzing the flow of business' funds, methods for selecting and interpreting financial ratios and analytical tools for predicting and testing assumptions about a firm's future performance.

BFN 260 ECONOMICS FOR BANKERS (3-0-3)
This course is an introduction to the fundamental principles of economics as they apply to banking. Topics include economic indicators, economic theory, economic systems, and inflation. Upon completion of this course, the student will have the skills to conduct a cost/benefit analysis and to spot influential economic trends.

**BARBERING**

BAR 108 INTRODUCTION TO BARBERING (3-0-3)
Co-requisite: BAR 111 Introduction to Barbering Lab
This course provides an orientation to professional barber styling. Topics include learning skills, history of barbering, professional image, microbilogy, saftey infection control, implements and tools, razor shaving properties and disorders of hair and scalp, and the treatment of hair. CORE

BAR 109 BACTERIOLOGY AND SANITATION (3-0-3)
Co-requisite: BAR 110 Orientation to Barbering and BAR 111 Introduction to Barbering Lab
This course provides the theory of bacteriology and sanitation. Topics include the types of bacteria and sanitation procedures, and razor shaving. Upon completion, the student should be able to identify types of bacteria and methods of sanitation.

BAR 110 ORIENTATION TO BARBERING (3-0-3)
Co-requisite: BAR 109 Bacteriology and Sanitation and BAR 111 Introduction to Barbering Lab
This course provides an orientation to professional barber styling. Topics include professional image, basic fundamentals, and the history of barber-styling. Upon completion, the student should be able to identify the core concepts of the profession.

BAR 111 INTRODUCTION TO BARBERING LAB (0-9-3)
Co-requisite: BAR 108 Introduction to Barbering
This course provides practical application of baber-styling fundamentals. Emphasis is placed on safety, infection control, the use and care of implements, treatment of hiar, and razor shaving. Upon completion, the student will demonstrate proper infection control, hair care, and use of implements. CORE

BAR 112 SCIENCE OF BARBERING (3-0-3)
Co-requisite: BAR 113 Fundamentals of Barbering Applications
This course introduces the student to the basic science of barber-styling. Topics include anatomy/physiology, disorders and treatments of the skin, scalp, and hair, the theory of facial and scalp massage. Upon completion, the student should be familiar with the anatomical structures, as well as disorders and treatments of the skin, scalp, and hair. CORE

BAR 113 FUNDAMENTALS OF BARBERING APPLICATIONS (0-9-3)
Co-requisite: BAR 112 Science of Barbering
This course provides practical application of barber fundamentals learned in earlier courses. Emphasis is placed on safety, facial massage, treatment of hair and scalp, proper use and care of implements, shampooing and haircutting, and razor shaving. Upon completion, the student should be able to perform fundamental barbering techniques with limited supervision. CORE

BAR 114 BARBER-STYLING LAB (0-9-3)
This course provides students with the opportunity to demonstrate skills in hair care, hair cutting, and facial massage. Emphasis is placed on safety and infection control.
BAR 115 CUTTING AND STYLING TECHNIQUES (0-9-3)
This course provides practical experience in basic sissor and clipper haircutting. Upon completion, the student will be able to cut and style a client's hair, demonstrating correct scissor and clipper cutting and styling techniques.

BAR 120 PROPERTIES OF CHEMISTRY (3-0-3)
This course provides the student with a basic knowledge of chemicals used in barber-styling. Topics include the changes produced in the hair and skin through exposure to chemicals, electricity, and special light spectrums. Upon completion, the student should understand the proper use of implements and chemicals to treat hair and skin. NDC, CORE

BAR 121 CHEMICAL HAIR PROCESSING (0-9-3)
This course provides students with opportunties to apply the use of chemicals to alter the appearance of hair. Emphasis is placed on the use of chemicals to relax, wave, and soft curl and hair. Upon completion, students will be competent in the use of chemicals to produce desired structure changes to the hair. NDC

BAR 122 HAIR COLORING CHEMISTRY (3-0-3)
This course provides the student with a basic knowledge of hair color alteration. Topics include temporary, semi-permanent, and permanent changes. Upon completion, the student should be able to identify and explain the procedures for each classification of hair color alteration. NDC

BAR 124 HAIR COLORING METHODOLOGY LAB (0-9-3)
This course provides the student an opportunity for practical application of all classifications of chemical hair coloring and processing products in a supervised environment. Emphasis is placed on experience in all classifications of hair coloring and processing procedures. NDC

BAR 130 MARKETING AND BUSINESS MANAGEMENT (3-0-3)
This course provides the student with marketing and management skills that are essential for successful salon management. Topics include first aid, job search, bookkeeping, selling techniques, shop floor plans, shop location, and legal regulations. Upon completion, the student should be aware of marketing and business management requirements for a successful salon. NDC

BAR 132 STYLING AND DESIGN (3-0-3)
This course introduces the student to the art of hair style and design. Topics include the selection of styles to create a mood or compliment facial features as well as hair replacement and hair pieces. Upon completion, the student should know the principals of style and design.

BAR 133 STYLING AND MANAGEMENT (0-9-3)
This course includes hair styling and management procedure. Emphasis is placed on styling, management, marketing, and legal regulations. Upon completion, the student should be able to integrate a variety of skills and be ready to begin an internship in a salon setting.

BAR 140 PRACTICUM (0-10-2)
This course provides the student an opportunity to combine knowledge and skill covering all aspects of barber-styling in a professional setting or school lab iwth minimal supervision. Emphasis is placed on utilization of the knowledge and technical skills covered in the barbering-styling curriculum. Upon completion the student should be able to function in a professional setting with very little assistance.
BAR 141 PRACTICUM (0-10-2)
This course provides the student an additional opportunity to combine knowledge and skill covering all aspects of barber-styling in a professional setting or school lab with minimal supervision. Emphasis is placed on utilization of the knowledge and technical skills covered in the barbering-styling curriculum. Upon completion the student should function in a professional setting as a productive employee or manager.

BAR 143 STATE BOARD REVIEW (1-6-3)
Students are provided a complete review of all written and practical procedures in barbering and state board requirements. Upon completion students should be able to demonstrate the practical skills necessary to meet the requirements of state board certification and employment.

BAR 181 SPECIAL TOPICS IN BARBERING (1-0-1)
This course provides specialized instruction in various areas related to the barbering profession. Student learning outcomes are developed to support specific student needs.
BAR 183 SPECIAL TOPICS IN BARBERING (0-6-2)
This course provides specialized instruction in various areas related to the barbering profession. Student learning outcomes are developed to support specific student needs.

BAR 185 SPECIAL TOPICS IN BARBERING (3-0-3)
This course provides specialized instruction in various areas related to the barbering profession. Student learning outcomes are developed to support specific student needs.

BAR 187 SPECIAL TOPICS IN BARBERING (0-9-3)
This course provides specialized instruction in various areas related to the barbering profession. Student learning outcomes are developed to support specific student needs.

## BASIC STUDY SKILLS

BSS 090 BASIC STUDY SKILLS (1-3–0–1-3)
This course is designed to introduce students to the basic skills of "how to study". The course includes activities such as an assessment through testing of academic/study strengths and weaknesses, general information about effective study techniques, and applications of study techniques for specific courses. May be repeated for credit. NDC

BSS 100 CAREER PLANNING AND PERSONAL DEVELOPMENT (1-3–0–1-3)
This courses is designed to provide an awareness of and preparation for the world of work. It provides direction in career planning by evaluating individual interest, values, skills, and personality needs to set career goals and establish strategies to achieve those goals.

BSS 101 INTERMEDIATE STUDY SKILLS (Nursing students only) (3-0-3)
PREREQUISITE: Eligibility for ENG 101 and MTH 116
This course is designed for nursing students and offers a variety of effective study techniques. The course includes an assessment of study strengths and weaknesses and specific techniques for an overall system of successful study in nursing courses. BSS 101 is required of all nursing students seeking readmission into the program.

## BIOLOGY

BIO 103 PRINCIPLES OF BIOLOGY I (3-2-4)
PREREQUISITE: Regular admission status
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. Lab is required. CORE

BIO 104 PRINCIPLES OF BIOLOGY II (3-3-4)
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. Lab is required. CORE

BIO 201 HUMAN A & P I (3-2-4)
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. Lab is required.

BIO 202 HUMAN A & P II (3-2-4)
PREREQUISITE: BIO 103 & 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. Lab is required.

BIO 220 GENERAL MICROBIOLOGY (2-4-4)
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. Lab is required.

BIO 230 HUMAN PATHOPHYSIOLOGY (3-2-4)
PREREQUISITE: BIO 201, BIO 202 AND BIO 220.
Human Pathophysiology covers the nature, etiology, prognosis, prevention, and therapeutics of human disease. Lab is required.

## BUSINESS

BUS 105/MKT 223 CUSTOMER SERVICE (3-0-3)
This course presents the foundations required for developing skills and knowledge to work effectively with internal and external customers. The students will gain an understanding of the skills, attitudes, and thinking patterns needed to win customer satisfaction and loyalty.

BUS 146 PERSONAL FINANCE (3-0-3)
This course is a survey of topics of interest to the consumer. Topics include budgeting, financial institutions, basic income tax, credit, consumer protection, insurance, house purchase, retirement planning, estate planning, investing, and consumer purchases.

BUS 175 RETAILING (3-0-3)
This course is a study of the principles and practices of retailing. Topics include planning, policies and procedures of distribution, store design, layout and location, the economic and social role of retailing, competitive strategies, and retail management.

BUS 177 SALESMANSHIP (3-0-3)
This course provides an introduction to the principles and practices of ethical salesmanship. Topics include industrial and retail selling methods of market analysis, professional salesmanship and sales methods, consumer types, attitudes, and behavior.

BUS 215 BUSINESS COMMUNICATION (3-0-3)
PREREQUISITE: OAD 101, 103, 104, 125 or CIS 146.
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 (3-0-3)
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 (3-0-3)
PREREQUISITE: BUS 241 with a grade of "C" or higher.
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 OF BUSINESS (3-0-3)
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 (3-0-3)
PREREQUISITE: Appropriate score on Math Placement Test or MTH 100 or higher.
This is an introductory study of basic statistical concepts applied to economic and business problems. Topics include the collection, classification, and presentation of data, statistical description and analysis of data, measures of central tendency and dispersion, elementary probability, sampling, estimation and introduction to hypothesis testing.

BUS 272 BUSINESS STATISTICS II (3-0-3)
PREREQUISITE: BUS 271
This course is a continuation of BUS 271. Topics include sampling theory, statistical interference, regression and correlation, chi square, analysis of variance, time series index numbers, and decision theory.

BUS 275 PRINCIPLES OF MANAGEMENT (3-0-3)
This course provides a basic study of the principles of management. Topics include planning, organizing, staffing, directing, and controlling with emphasis on practical business applications.

BUS 276 HUMAN RESOURCE MANAGEMENT (3-0-3)
This course provides an overview of the responsibilities of the supervisor of human resources. Topics include the selection, placement, testing, orientation, training, rating, promotion, and transfer of employees.

BUS 277 MANAGEMENT SEMINAR (3-0-3)
This course offers study of current problems, issues, and developments in the area of management. Students are guided through individual projects and outside research related to their areas of concentration and employment training.

BUS 279 SMALL BUSINESS MANAGEMENT (3-0-3)
This course provides an overview of the creation and operation of a small business. Topics include buying a franchise, starting a business, identifying capital resources, understanding markets, managing customer credit, managing accounting systems, budgeting systems, inventory systems, purchasing insurance, and the importance of appropriate legal counsel.

BUS 284 ECONOMIC LABOR RELATIONS (3-0-3)
This is a basic management course in the field of labor. Topics include psychological and institutional factors, economic factors and economic analysis in such areas of the labor-management relations.
BUS 285 PRINCIPLES OF MARKETING (3-0-3)
This course provides a general overview of the field of marketing. Topics include marketing strategies, channels of distribution, marketing research, and consumer behavior.

BUS 291-292-293 ALTERNATING BUSINESS CO-OP I-II-III (1-3–0–1-3)
This three-course sequence allows students to alternate semesters of full-time work in a job closely related to the student's academic major with semesters of full-time academic work. 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 296-297 BUSINESS INTERNSHIP I-II (3-0-3)
PREREQUISITE: Minimum 6 sem. hours completed. Minimum GPA 2.0 (C).
This two-course sequence allows the student to work part time on a job closely related to his/her academic major while attending classes on a full-time basis. 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 a term paper, job-site visits by the instructor, the employer's evaluation of the student, and the development and assessment by the student of a learning contract.

BUS 298 DIRECTED STUDIES (1-3–0–1-3)
This course offers independent study under faculty supervision. Emphasis is placed on subject relevancy and student interest and need.

**CHEMISTRY**

CHM 104 INTRODUCTION TO INORGANIC CHEMISTRY (3-3-4)
PREREQUISITE: MTH 098 or higher or equivalent MTH 098 placement score.
This is a survey course of general chemistry for students who do not intend to major in science or engineering and may not be substituted for CHM 111. Lecture 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. CORE

CHM 105 INTRODUCTION TO ORGANIC CHEMISTRY (3-3-4)
PREREQUISITE: CHM 104 or CHM 111.
This is a survey course of organic chemistry and biochemistry for students who do not intend to major in science or engineering. Topics will include basic nomenclature, classification of organic compounds, typical organic reactions, reactions involved in life processes, function of biomolecules, and the handling and disposal of organic compounds. Laboratory is required. CORE

CHM 111 COLLEGE CHEMISTRY I (3-3-4)
PREREQUISITE: MTH 112 or higher or equivalent math placement score.
This is the first course in a two-semester sequence designed for the science or engineering major who is expected to have a strong background in mathematics. Topics in this course include measurement, nomenclature, stoichiometry, atomic structure, equations and reactions, basic concepts of thermochemistry, chemical and physical properties, bonding, molecular structure, gas laws, kinetic-molecular theory, condensed matter, solutions, colloids, and some descriptive chemistry topics. Laboratory is required. CORE

CHM 112 COLLEGE CHEMISTRY II (3-3-4)
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. CORE

CHM 121 CHEMISTRY RECITATION I (1-0-1)
CO-REQUISITE: CHM 111
This course focuses on strengthening the student's problem solving skills as related to the content of CHM 111 (College Chemistry II).

CHM 122 CHEMISTRY RECITATION II (1-0-1)
CO-REQUISITE: CHM 112
This course focuses on strengthening the student's problem solving skills as related to the content of CHM 112 (College Chemistry I).

CHM 220 QUANTITATIVE ANALYSIS (3-3-4)
PREREQUISITE: CHM 112
This course covers the theories, principles, and practices in standard gravimetric, volumetric, calorimetric, and electrometric analysis with special emphasis on equilibrium in acid-base and oxidation-reduction reactions and stoichiometry of chemical equations. Laboratory is required and will include classical techniques in chemical analysis, modern methods of chemical separation, and basic instrumental techniques.

CHM 221 ORGANIC CHEMISTRY I (3-3-4)
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 stereochemistry. Laboratory is required and will include the synthesis and confirmation of representative organic compounds with emphasis on basic techniques.

CHM 222 ORGANIC CHEMISTRY II (3-3-4)
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 confirmation of representative organic compounds with emphasis on basic techniques.

CHM 225 RECITATION IN ORGANIC CHEMISTRY I (1-0-1)
COEREQUISITE: CHM 221
This course includes problem solving work sessions in support of CHM 221 lecture and lab.

CHM 226 RECITATION IN ORGANIC CHEMISTRY II (1-0-1)
PREREQUISITE: CHM 222
This course includes problem solving work sessions in support of CHM 222 lecture and lab.

## CHILD DEVELOPMENT

CHD 100 INTRODUCTION TO EARLY CARE AND EDUCATION OF CHILDREN (3-0-3)
This course introduces the child care profession including the six functional areas of the Child Development Associate (CDA) credential. Emphasis is placed on using positive guidance techniques, setting up a classroom and planning a schedule. CORE

CHD 201 CHILD GROWTH AND DEVELOPMENT PRINCIPLES (3-0-3)
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. CORE

CHD 202 CHILDREN'S CREATIVE EXPERIENCES (3-0-3)
This course focuses on fostering creativity in preschool children and developing a creative attitude in teachers. Topics include selecting and developing creative experiences in language arts, music, art, science, math and movement with observation and participation with young children required.

CHD 203 CHILDREN'S LITERATURE AND LANGUAGE DEVELOPMENT (3-0-3)
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.

CHD 204 METHODS AND MATERIALS FOR TEACHING CHILDREN (3-0-3)
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. CORE

CHD 205 PROGRAM PLANNING FOR EDUCATING YOUNG CHILDREN (3-0-3)
This course is designed to give students practice in lesson and unit planning, writing behavioral objectives, and evaluating activities taught to young children. Emphasis is placed on identifying basic aspects of cognitive development and how children learn. Upon completion students should be able to plan and implement developmentally appropriate curriculum and instructional practices based on knowledge of individual differences and the curriculum goals and content.

CHD 206 CHILDREN'S HEALTH AND SAFETY (3-0-3)
This course introduces basic health, nutrition and safety management practices for young children. Emphasis is placed on setting up and maintaining a safe, healthy environment for young children including specific procedures for infants and toddlers and procedures regarding childhood illnesses and communicable diseases.

CHD 209 INFANT AND TODDLER EDUCATION PROGRAMS (3-0-3)
This course focuses on child development from infancy to thirty months of age with emphasis on planning programs using developmentally-appropriate material. Emphasis is placed on positive ways to support an infant's social, emotional, physical and intellectual development.

CHD 210 EDUCATING EXCEPTIONAL YOUNG CHILDREN (3-0-3)
This course explores the many different types of exceptionalities found in young children. Topics include speech, language, hearing and visual impairments; gifted and talented children; mental retardation; emotional, behavioral, and neurological handicaps.

CHD 214 FAMILIES AND COMMUNITIES IN EARLY CARE AND EDUCATION PROGRAMS (3-0-3)
This course provides students with information about working with diverse families and communities. Students will be introduced to family and community settings, the importance of relationships with children, and the pressing needs of today's society. Students will study and practice techniques for developing these important relationships and effective communication skills.

CHD 215 SUPERVISED PRACTICAL EXPERIENCE IN EARLY CHILDHOOD EDUCATION (0-6-3)
PREREQUISITE: Advisor approval.
This course provides a minimum of 90 hours of hands-on, supervised experience in an approved program for young children. Emphasis is placed on performance of daily duties which are assessed by the College instructor and the cooperating teacher.

## COMPUTER SCIENCE

DPT 103 INTRODUCTORY COMPUTER SKILLS II (3-0-3)
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, spreadsheet 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. NDC

CIS 146 MICROCOMPUTER APPLICATIONS (3-0-3)
This course is an introduction to the most common microcomputer software applications. These software packages should include typical features of applications, such as word processing, spreadsheets, database

CIS 147 ADVANCED MICRO APPLICATIONS (3-0-3)
PREREQUISITE: Grade "C" or better in 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 (3-0-3)
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 pseudocode will be covered and students will be expected to apply the techniques to designated situations and problems. CORE

CIS 155 INTRODUCTION TO MOBILE APP DEVELOPMENT (3-0-3)
The purpose of this course is to introduce students to various app development tools for various mobile platforms. Specific topics include: app distribution sources, mobile device operating systems, survey of app development software, process for design, build, deploying, and optimizing apps. At the conclusion of this course, students will be able to design, build, deploy, and optimize a basic app.

CIS 161 INTRODUCTION TO NETWORK COMMUNICATION (3-0-3)
This course is designed to introduce students to basic concepts of computer networks. Emphasis is placed on terminology and technology involved in implementing selected networked systems. The course covers various network models, topologies, communications protocols, transmission media, networking hardware and software, and network troubleshooting. Students gain hands-on experience in basic networking. This course further helps prepare students for certification. CORE
*NOTE: This course is a suitable substitute for CIS 199. Additionally, CISCO I may be used as a suitable substitute for this course. However, CIS 273 will not substitute for CISCO I.*

CIS 171 LINUX I (3-0-3)
This course presents fundamental applications in Linux. Included in this course are skills development for the OS installation and setup, recompile techniques, system configuration settings, file/folder structures and types, run levels, basic network applications, and scripting. Additionally, the course presents security from an administrative and user consideration.

CIS 207 INTRODUCTION TO WEB DEVELOPMENT (3-0-3)
At the conclusion of this course, students will be able to use specified markup languages to develop basic Web pages.

CIS 208 WEB AUTHORING SOFTWARE (3-0-3)
Students utilize various Web authoring tools to construct and edit websites for a variety of applications. Upon completion students will be able to use these tools to develop or enhance websites.

CIS 209 ADVANCED WEB DEVELOPMENT (3-0-3)
PREREQUISITE: Grade "C" or better in a programming language or CIS 207 or CIS 208 or instructor approval.
This is an advanced Web design course emphasizing the use of scripting languages to develop interactive Web sites. Upon completion students will be able to create data driven Web sites. This course helps prepare students for the Certified Internet Webmaster (CIW) Foundations certification.

CIS 222 DATABASE MANAGEMENT SYSTEMS (3-0-3)
This course will discuss database system architectures, concentrating on Structured Query Language (SQL). It will teach students how to design, normalize and use databases with SQL, and to link those to the Web.

CIS 245 CYBER DEFENSE (3-0-3)
The course provides students with information on the concept of cyber defense. Topics include information relative to legal aspects of cyber attacks, threats to various levels of national and local social infrastructure, financial systems, personal data, and other direct and indirect threats. As part of this course, students explore current and historical cyber threats and U.S. policy regarding infrastructure protection.

CIS 246 ETHICAL HACKING (3-0-3)
The course emphasizes scanning, testing, and securing computer systems. The lab-intensive environment provides opportunities to understand how perimeter defenses work and how hackers are able to compromise information systems. With awareness of hacking strategies, students learn to counteract those attempts in an ethical manner.

CIS 249 MICROCOMPUTER OPERATING SYSTEMS (3-0-3)
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 251 C++ PROGRAMMING (3-0-3)
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 268 SOFTWARE SUPPORT (3-0-3)
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 CompTIA. This course is a suitable substitute for CIS 239, Networking Software. CORE

CIS 269 HARDWARE SUPPORT (3-0-3)
This course provides students with hands-on practical experience in installation and troubleshooting computer hardware. The class will help to prepare participants for the A+ Certification sponsored by CompTIA. This is a suitable substitute for CIS 240, Networking Hardware. CORE

CIS 281 SYSTEM ANALYSIS AND DESIGN (3-0-3)
This course is a study of contemporary theory and systems analysis and design. Emphasis is placed on investigating, analyzing, designing, implementing, and documenting computer systems. Upon completion, the student will be able to demonstrate knowledge of the topics through the completion of programming projects and appropriate tests.

CIS 282 COMPUTER FORENSICS (3-0-3)
This course introduces students to methods of computer forensics and investigations. This course helps prepare students for industy specific certification.

CIS 284 COMPUTER FORENSICS (3-0-3)
This course introducrs students to methods of computer forensics and investigations. This course helps prepare students for industry specific certification.

CIS 284 CIS INTERNSHIP (0-15-3)
This course is designed to provide the student with an opportunity to work in a degree/program related environment. Emphasis is placed on the student's "real world" work experience as it integrates academics with practical applications that relate meaningfully to careers in the computer discipline. Significance is also placed on the efficient and accurate performance of job tasks as provided by the "real world" work experience. Grades for this course will be based on a combination for the employer's evaluation of the student, and the contents of a report submitted by the student. Upon completion of this course, the student should be able to demonstrate the ability to apply knowledge and skills gained in the classroom to a "real world" work experience.

CIS 285 OBJECT ORIENTED PROGRAMMING (3-0-3)
This course is an advanced object-oriented programming course and covers advanced program development techniques and concepts in the context of an object-oriented language. Subject matter includes object-oriented analysis and design, encapsulation, inheritance, polymorphism (operator and function overloading), information hiding, abstract data types, reuse, dynamic memory allocation, and file manipulation. Upon completion, students should be able to develop a hierarchical class structure necessary to the implementation of an object-oriented software system.

CIS 286 COMPUTERIZED MANAGEMENT INFO SYSTEMS (EXCEL) (3-0-3)
This course teaches the nature of computerized management information systems, problems created by the computer relative to personnel, components of computer systems, programming, and application of computers to business problems.

## COMPUTERIZED NUMERICAL CONTROL

CNC 101 INTRODUCTION TO CNC (2-8-6)
This is an introductory course with emphasis placed in the basic concepts and terminology of numerical control. Topics include Cartesian coordinate system, CNC principles and machine capabilities. Student will gain an understanding of CNC machine tools and their usage.

CNC 103 MANUAL PROGRAMMING (2-8-6)
This course will emphasize calculations for CNC machine tools. Topics will include G & M codes, radius programming and cutter compensations. Students will learn to write a variety of CNC programs which can be used on the job as reference programs.

CNC 104 CNC MILLING OPERATIONS (3-6-6)
This is a course in programming and operations of the CNC Milling Machines. Applications include maintenance, safety, and production of machine parts through programming, set-up and operation. Students will learn to produce finished parts on the CNC milling machines.

CNC 112 COMPUTER NUMERICAL CONTROL TURNING (1-4-3)
This course introduces the programming, setup, and operation of CNC turning centers. Topics include programming formats, control functions, program editing, part production, and inspection. Upon completion, students should be able to manufacture simple parts using the CNC turning center.

CNC 113 COMPUTER NUMERIC CONTROL MILLING (1-4-3)
This course introduces the manual programming, setup, and operation of CNC machining centers. Topics include programming formats, control functions, program editing, part production, and inspection. Upon completion, students should be able to manufacture simple parts using CNC machining centers.

CNC 181 SPECIAL TOPICS IN COMPUTERIZED NUMERICAL CONTROL I (1-4-3)
This course provides specialized instruction in selected areas related to CNC.

CNC 222 COMPUTER NUMERICAL CONTROL GRAPHICS: TURNING (1-4-3)
This course introduces Computer Numerical Control graphics programming and concepts for turning center applications. Emphasis is placed on the interaction of menus to develop a shape file in a graphics CAM system and to develop tool path geometry and part geometry. Upon completion, students should be able to develop a job plan using CAM software, include machine selection, tool selection, operational sequence, speed, feed and cutting depth.

CNC 223 COMPUTER NUMERICAL CONTROL GRAPHICS PROGRAMMING: MILLING (1-4-3)
This course introduces Computer Numerical Control graphics programming and concepts for machining center applications. Emphasis is placed on developing a shape file in a graphics CAM system and transferring coded information from CAM graphics to the CNC milling center. Upon completion, students should be able to develop a complete job plan using CAMM software to create a multi-axis CNC program.

CNC 229 TOTAL QUALITY MANAGEMENT (3-0-3)
This is an introductory course designed to cover Total Quality Management (TQM) concepts. Topics include common direction, team building, statistical analysis, and problem solving skills and techniques. Upon completion, students will acquire a knowledge in TQM as it relates to the industrial setting.

CNC 241 CNC MILLING LAB (0-6-3)
This course covers basic (3-axis) computer numeric control (CNC) milling machine setup and operating procedures. Upon completion, the student should be able to load a CNC program and setup and operate a 3-axis CNC milling machine to produce a specified part. Related safety, inspection, and process adjustment are also covered.

CNC 242 CNC MILLING LAB II (0-6-3)
This course covers advanced (including 4-axis) computer numeric control (CNC) milling machine setup and operating procedures. Upon completion, the student should be able to load a CNC program and set up and operate a CNC milling machine (including 40-axis) to produce a specified part. Related safety and inspection and process adjustment are also covered.

CNC 243 CNC TURNING LAB (0-6-3)
This course covers basic computer numeric control (CNC) turning machine setup and operating procedures (inner diameter and outer diameter). Upon completion, the student should be able to load a CNC program and setup and operate a CNC turning machine to produce a simple part. Related safety and inspection and process adjustment are also covered.

CNC 281 SPECIAL TOPICS IN CNC II (1-4-3)
This course provides specialized instruction in various areas related to CNC. Emphasis is placed on individualized student needs.

## COSMETOLOGY

COS 111 INTRODUCTION TO COSMETOLOGY (3-0-3)
COREQUISITE: COS 112/BAR 113
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 (0-9-3)
COREQUISITE: COS 111/BAR 110
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 hairstyling for various types of hair for men and women. This course offers opportunities for students to put into practice concepts learned in the theory component from COS 111. CORE

COS 113 THEORY OF CHEMICAL SERVICES (3-0-3)
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 SERVICES LAB (0-9-3)
During this course students perform various chemical texturing activities. Emphasis is placed on cosmetologist and client safety, chemical use and handling, hair and scalp analysis, and client consulting. CORE

COS 115 HAIR COLORING THEORY (3-0-3)
In this course, students learn the techniques of hair coloring and hair lightening. Emphasis is placed on color application, laws, levels and classifications of color and problem solving. Upon completion, the student will should be able to identify all classifications of haircoloring and the effects on the hair. CORE

COS 116 HAIR COLORING LAB (0-9-3)
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 (3-0-3)
This course is the study of cosmetic products, massage, skin care, and hair removal, as well as identifying the structure and function of various systems of the body. Topics include massage skin analysis, skin structure, disease and disorder, light therapy, facials, facial cosmetics, anatomy, hair removal, and nail care. Upon completion, the student will be able to state procedures for analysis, light therapy, facials, hair removal, and identify the structures, functions, disorders of the skin, and nail care. CORE

COS 118 BASIC SPA TECHNIQUES LAB (0-9-3)
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. CORE

COS 119 BUSINESS OF COSMETOLOGY (3-0-3)
This course is designed to develop job-seeking and entry-level management skills for the beauty industry. Topics include job seeking, leader and entrepreneurship development, business principles, business laws, insurance, marketing, and technology issues in the workplace. 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 (0-9-3)
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 (3-0-3)
This course provides the study and practice of personal development and career building. Emphais 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 127 ESTHETICS THEORY (3-0-3)
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 134 ADVANCED ESTHETICS (1-2-3)
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 APPLICATION (0-3-3)
This course provides advanced practical applications related to skin care. Principal topics include massage techniques, various facial treatments, proper product application through skin analysis, and introduction to ingredients and treatments 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 137 HAIR SHAPING AND DESIGN THEORY (3-0-3)
This course introduces students to concepts related to the art and techniques of hair shaping. Topics include hair sectioning, correct use of hair shaping implements, and elevations used to create design lines.

COS 141 APPLIED CHEMISTRY FOR COSMETOLOGY (0-9-3)
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 (0-9-3)
This course provides practical applications of the knowledge and skin learned in reference to chemical reactions, as well as the chemical application to the hair and skin. Emphasis is placed on knowledge of 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 145 HAIR SHAPING LAB (0-9-3)
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 148 NAIL CARE THEORY (3-0-3)
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 149 NAIL ART THEORY (3-0-3)
This course focuses on nail enhancement products and techniques. Topics include acrylic, gel, fiberglass nails, and nail art. Upon completion, the student should be able to identify the different types of sculptured nails and recognize the different techniques of nail art.

COS 152 NAIL CARE APPLICATIONS (0-9-3)
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 (1-2-3)
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 differnt types of sculptured nails and recognize the different techniques of nail art.

COS 154 NAIL ART APPLICATIONS (0-9-3)
This course provides practice in advanced nail techniques. Topics include acrylic, gel, fiberglass nails, and nail art. Upon completion, the student should be able to perform the procedures for nail sculpturing and nail art.

COS 158 EMPLOYABILITY SKILLS (3-0-3)
This course provides the study of marketable skills to prepare the student to enter the world of work. Emphasis is placed 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 162 SPECIAL TOPICS IN COSMETOLOGY (0-9-3)
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 (1-2-3)
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 to skin type.

COS 164 FACIAL MACHINE (0-3-3)
This is course designed to provide practical expereince using the vapor and facial machine with hydraulic chair. Topics include the uses of electricity and safety practices, machine and apparants, use of the magnifying lamp and light therapy. Upon completion, the student will be able to demonstrate an understanding of electrical safety and skills in the use of facial machines.

COS 165 RELATED SUBJECTS ESTHETICIANS (0-3-3)
This course includes subjects related to the methods for removing unwanted hair. Tjis 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 166 SKIN CARE BACTERIOLOGY AND SANITATION (3-0-3)
This course introduces students to bacteriology and sanitation of skin care implements. Emphasis is placed on decontamination, infection control, and safety. At the end of this course, students will be able to describe practices for sanitizing facial implements and proper use and disposal of non-reusable items.
COS 167 STATE BOARD REVIEW (1-6-3)
Students are provided a complete review of all procedures and practical skills pertaining to their training in the program. 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 (1-2-3)
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 santitize facial implements and identify non-reusable items.

COS 169 SKIN FUNCTIONS (0-3-3)
This course introduces skin functions and disorders. Topics include practical applications for skin disorder treatments, dermabrasion, and skin refining. Upon completion of this course students will be able to demonstrate procedures for acne, facials and masks for deeper layers and wrinkles.

COS 181 SPECIAL TOPICS (3-0-3)
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 (0-9-3)
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 (0-15-3)
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.

COS 191 CO-OP (0-3-3)
This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on intergrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

COS 291 CO-OP (0-15-3)
This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

## COSMETOLOGY INSTRUCTOR TRAINING

CIT 211 TEACHING AND CURRICULUM DEVELOPMENT (3-0-3)
This course focuses on principles of teaching, teaching maturity, personality conduct, and the development of cosmetology curriculum. Emphasis is placed on teacher roles, teaching styles, teacher challenges, aspects of curriculum development, and designing individual courses. Upon completion, the student should be able to describe the role of teacher, identify means of motivating students, develop a course outline, and develop lesson plans. CORE

CIT 212 TEACHER MENTORSHIP (0-9-3)
This course is designed to provide the practice through working with a cosmetology instructor in a mentoring relationship. Emphasis is placed on communication, student assessment, and assisting students in the lab. Upon completion, the student should be able to communicate with students, develop a course of study, and apply appropriate teaching methods. CORE

CIT 213 LESSON PLAN DEVELOPMENT (3-0-3)
This course introduces students to methods for developing lesson plans. Emphasis is placed on writing lesson plans and on the four-step teaching plan. Upon completion, students should be able to write daily lesson plans and demonstrate the four-step teaching method. CORE

CIT 214 LESSON PLAN METHODS AND DEVELOPMENT (1-2-3)
During this course students have the opportunity to further apply knowledge of lesson plan delivery by using lesson plans they have developed from previous courses or this course. Emphasis is placed on the use of lesson plans in various classroom and laboratory settings. Upon completion, students will be able to teach a variety of cosmetology classes using various techniques.

CIT 221 LESSON PLAN IMPLEMENTATION (0-9-3)
This course is designed to provide practice in preparing and using lesson plans. Emphasis is placed on organizing, writing, and presenting lesson plans using the four-step teaching method. Upon completion, students should be able to prepare and present a lesson using the four step teaching method. CORE

CIT 222 INSTRUCTIONAL MATERIALS AND METHODS (3-0-3)
This course focuses on visual and audio aids and materials. Emphasis is placed on the use and characteristics of instructional aids. Upon completion, the student should be able to prepare teaching aids and determine their most effective use. CORE

CIT 223 INSTRUCTIONAL MATERIALS AND METHODS APPLICATIONS (0-9-3)
This course is designed to provide practice in preparing and using visual and audio aids and materials. Emphasis is placed on the preparation and use of different categories of instructional aids. Upon completion, the student should be able to prepare and effectively present different types of aids for use with a four step lesson plan. CORE

## CRIMINAL JUSTICE

CRJ 100 INTRODUCTION TO CRIMINAL JUSTICE (3-0-3)
This course surveys the entire criminal justice process from law enforcement to the administration of justice through corrections. It discusses the history and philosophy of the system and introduces various career opportunities.

CRJ 110 INTRODUCTION TO LAW ENFORCEMENT (3-0-3)
This course examines the history and philosophy of law enforcement, as well as the organization and jurisdiction of local, state, and federal agencies. It includes the duties and functions of law enforcement officers.

CRJ 150 INTRODUCTION TO CORRECTIONS (3-0-3)
This course provides an introduction to the philosophical and historical foundations of corrections in America. Incarceration and some of its alternatives are considered.

CRJ 160 INTRODUCTION TO SECURITY (3-0-3)
PREREQUISITE: As required by program.
This course surveys the operation, organization and problems in providing safety and security to business enterprises. Private, retail, and industrial security are covered.

## DIESEL MECHANICS

DEM 104 BASIC ENGINES (1-4-3)
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 (1-4-3)
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 DOT VEHICLE INSPECTION (1-0-1)
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 AND MECHANICAL FUNDAMENTALS (1-4-3)
This course provides instruction in shop and vehicle safety. Topics include the safe use and handling of hand and power tools, preventive maintenance, and safety inspection procedures. Upon completion, students should be able to demonstrate knowledge of preventive maintenance and applicable general safety in vehicle repair.

DEM 117 DIESEL AND GAS TUNE-UP (1-4-3)
This course introduces tune-up and troubleshooting according to manufacturers' 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 123 PNEUMATIC AND HYDRAULICS (1-4-3)
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 (1-4-3)
This course introduces the principles of electronically controlled diesel engines. Emphasis is placed on testing and adjusting diesel engines in accordance with manufacturers' specifications. Upon completion, students should be able to diagnose, test, and calibrate electronically controlled diesel engines.

DEM 125 HEAVY VEHICLE DRIVE TRAINS (1-4-3)
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. CORE

DEM 126 ADVANCED ENGINE ANALYSIS (1-4-3)
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. CORE

DEM 127 FUEL SYSTEMS (1-4-3)
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 128 HEAVY VEHICLE DRIVE TRAIN LAB (0-4-3)
This lab provides reinforcement of material covered in DEM 116 or DEM 125. The students will apply the knowledge they learned on driveshafts, power take-offs, standard transmissions, fluid drives, torque converters, clutch assemblies, drive axles, and special drives through experiential learning techniques. Upon completion, student should be able to diagnose, inspect, remove, repair or replace, and install heavy vehicle drive train components.

DEM 134 COMPUTER CONTROLLED ENGINE AND POWER TRAIN SYSTEMS (3-0-3)
PREREQUISITE: VTR 112/DEM 130
This course introduces the student to the fundamentals of operation of computer controlled engine and power train systems..

DEM 180 SPECIAL PROJECTS IN COMMERCIAL VEHICLES
PREREQUISITE: DEM 125
This course provides specialized instruction in various areas related to the diesel mechanics industry. Emphasis is placed on meeting student's needs.

## DESIGN ENGINEERING TECHNOLOGY

DDT 104 BASIC COMPUTER AIDED DRAFTING AND DESIGN (1-4-3)
This course provides an introduction to basic Computer Aided Drafting and Design (CADD) functions and techniques, using hands-on applications. Topics include terminology, hardware, basic CADD and operating system functions, file manipulation, and basic CADD software applications in producing softcopy and hardcopy. CORE

DDT 111 FUNDAMENTALS OF DRAFTING AND DESIGN TECHNOLOGY (1-4-3)
This course serves as an introduction to the field of drafting and design and provides a foundation for the entire curriculum. Topics include safety, lettering, tools and equipment, geometric constructions, and orthographic sketching, and drawing. CORE

DDT 115 BLUEPRINT READING FOR MACHINISTS (3-0-3)
This course provides the students with terms and definitions, theory of orthographic projection, and other information required to interpret drawings used in the machine trades. Topics include multiview projection, pictorial drawings, dimensions and notes, lines and symbols, and sketching. Upon completion, students should be able to interpret blueprint drawings used in the machine trades.

DDT 116 BLUEPRINT READING FOR CONSTRUCTION (3-0-3)
This course provides the students with terms and definitions, theory or orthographic projection, and other information required to interpret drawings used in the construction trades. Topics include multiview projection, dimensions and notes, lines and symbols, sketching, foundations plans, site plans, floor plans, elevations, sections, details, schedules, electrical plans and specifications. Upon completion, students should be able to interpret blueprint drawings used in the construction and building trades.

DDT 117 MANUFACTURING PROCESSES (3-0-3)
This course in materials and processes includes the principles and methodology of material selection, application, and manufacturing processes. Emphasis is directed to solids to include material characteristics, castings, forging, and die assemblies. Upon completion, students should be able to discuss and understand the significance of materials' properties, structure, basic manufacturing processes, and express and interpret material specifications.

DDT 118 BASIC ELECTRICAL DRAFTING (1-4-3)
This course covers the universal language of electrical drafting, including electrical lines, symbols, abbreviations, and notation. Emphasis is place on typical components such as generators, controls, transmission networks, and lighting, heating, and cooling devices. Upon completion, students should be able to draw basic diagrams of electrical and electronic circuits using universally accepted lines and symbols.

DDT 124 BASIC TECHNICAL DRAWING (1-4-3)
This course covers sections, auxiliary views, and basic space geometry. Emphasis will be placed on the theory as well as the mechanics of applying sections, basic dimensioning, auxiliary views, and basic space geometry. CORE

DDT 125 SURFACE DEVELOPMENT (1-4-3)
PREREQUISITE: As required by college.
This course covers sections, auxiliary views, and basic space geometry. Emphasis will be placed on the theory as well as the mechanics of applying sections, basic dimensioning, auxiliary views, and basic space geometry. CORE

DDT 127 INTERMEDIATE COMPUTER AIDED DRAFTING AND DESIGN (1-4-3)
PREREQUISITE: DDT 104, DDT 111, DDT 124 or advisor approval.
This course covers intermediate-level concepts and applications of CADD. Emphasis will be placed on intermediate-level features, command, and applications of CADD software. CORE

DDT 128 INTERMEDIATE TECHNICAL DRAWING (1-4-3)
PREREQUISITE: DDT 111, DDT 124 or advisor approval.
This course is designed to develop a strong foundation in common drafting and design practices and procedures. Topics include dimensioning concepts and pictorial drawings. CORE

DDT 130 FUNDAMENTALS OF DRAFTING FOR RELATED TRADES (3-0-3)
PREREQUISITE: As required by college.
This course is an applications lab for the theory of related trades drafting. Topics include civil, piping, electronic and welding drawings. Upon completion, students should be able to produce drawings to convey basic information related to these fields.

DDT 131 MACHINE DRAFTING BASICS (1-4-3)
PREREQUISITE: DDT 104, DDT 111, DDT 124 or advisor approval.
This course in machine drafting and design provides instruction in the largest speciality area of drafting in the United States, in terms of scope and job opportunities. Emphasis will be placed on the applications of multi-view drawings, including drawing organization and content, title blocks and parts lists, assembly drawings, detail drawings, dimensioning and application of engineering controls in producing industrial-type working drawings. Upon completion, students should be able to organize, layout, and produce industrial-type working drawings, including the application of title blocks, parts lists, assemblies, details, dimensions, and engineering controls.

DDT 132 ARCHITECTURAL DRAFTING (1-4-3)
PREREQUISITE: DDT 104, DDT 111, DDT 124 or advisor approval.
This course in architectural design and drafting introduces basic terminology, concepts and principles of architectural design and drawing. Topics include design considerations, lettering, terminology, site plans, and construction drawings. Upon completion, students should be able to draw, dimension, and specify basic residential architectural construction drawings.

DDT 133 BASIC SURVEYING (1-4-3)
This course covers the use of surveying instruments, mathematical calculations and the theory of land surveying. Topics include USGS benchmarks, measuring horizontal and vertical angles and distances, terms, and recording and interpreting field notes. Upon completion, students should be able to recognize benchmarks and measure, specify, and record field notes.

DDT 134 DESCRIPTIVE GEOMETRY (1-4-3)
PREREQUISITE: DDT 111, DDT 124 or advisor approval.
This course is designed to teach the fundamental concepts of descriptive geometry with an emphasis on logical reasoning, visualization, and practical applications. Topics include orthographic projection, points and lines in space, auxiliary views, plane representation, intersecting and non-intersecting lines, piercing and intersecting planes, plane development, and calculations. Upon completion, students should be able to project and intersect points, lines, and planes, with their relationships in space.

DDT 139 FUNDAMENTALS OF DRAFTING FOR RELATED TRADES LAB (0-3-3)
PREREQUISITE: As required by college.
This course is an applications lab for the theory of related trades drafting. Topics include civil, piping, electronic and welding drawings. Upon completion, students should be able to produce drawings to convey basic information related to these fields.

DDT 144 BASIC 3D MODELING (1-4-3)
PREREQUISITE: As required by college.
This course is an introduction to 3D solid modeling techniques utilizing feature-based, constraint-based parametric design. This course encourages the student to visualize parts in the 3D world and have a "design intent" plan for each part in which they will design. Upon completion of the course students should be able to create basic 3D models and 2D working drawings.

DDT 150 THEORY OF RESIDENTIAL DRAWING AND DESIGN (3-0-3)
PREREQUISITE: As required by college.
This course provides the theory of residential drawing and design. Topics include architectural styles, house design, site and space planning, environment, drawing requirements, construction materials and process, terminology, and specific types of drawings required to complete a full set of construction documents. Introductory and intermediate level topics are covered. Emphasis is placed on an understanding of the various issues and requirements essential to the field of residential drawing and design.

DDT 181 SPECIAL TOPICS IN DRAFTING AND DESIGN TECHNOLOGY (1-2-3)
This course provides specialized instruction in various areas related to the drafting industry. Emphasis is placed on meeting students' needs.

DDT 182 SPECIAL TOPICS IN DRAFTING AND DESIGN TECHNOLOGY (1-2-3)
PREREQUISITE: DDT 104, DDT 111, DDT 124.
This course provides specialized instruction in various areas related to the drafting industry. Emphasis is placed on meeting students' needs.

DDT 183 SPECIAL TOPICS IN DRAFTING AND DESIGN TECHNOLOGY (3-0-3)
PREREQUISITE: DDT 104, DDT 111, DDT 124.
This course provides specialized instruction in various areas related to the drafting industry. Emphasis is placed on meeting students' needs.

DDT 191 DRAFTING INTERNSHIP (0-5-1)
PREREQUISITE: As required by college.
This course is designed for those who are involved in a structured employment situation that is directly related to the field of drafting and design and is coordinated with the drafting instructor. The student must spend at least 5 hours per week in an activity planned and coordinated jointly by the instructor and the employer. Upon completion, the student will have gained valuable work experience in a well-planned, coordinated training/work situation.

DDT 192 DRAFTING INTERNSHIP (0-10-2)
PREREQUISITE: As required by college.
This course is limited to those who are involved in a structured employment situation that is directly related to the field of drafting and design and is coordinated with the drafting instructor. The student must spend at least 10 hours per week in an activity planned and coordinated jointly by the instructor and the employer. Upon completion, the student will have gained valuable work experience in a well-planned, coordinated training/work situation.

DDT 193 DRAFTING INTERNSHIP (0-15-3)
PREREQUISITE: As required by college.
This course is limited to those who are involved in a structured employment

situation that is directly related to the field of drafting and design and is coordinated with the drafting instructor. The student must spend at least 15 hours per week in an activity planned and coordinated jointly by the instructor and the employer. Upon completion, the student will have gained valuable work experience in a well-planned, coordinated training/work situation.

DDT 211 INTERMEDIATE MACHINE DRAFTING (1-4-3)
PREREQUISITE: DDT 104, DDT 111, DDT 124, DDT 131 or advisor approval.
This second course in machine drafting and design provides more advanced instruction in the largest speciality area of drafting. Topics include applications of previously developed skills in the organization and development of more complex working drawings, use of vendor catalogs and the Machinery's Handbook for developing specifications, and use of standardized abbreviations in working drawings.

DDT 212 INTERMEDIATE ARCHITECTURAL DRAFTING (1-4-3)
PREREQUISITE: As required by college.
This second course in architectural design and drafting continues with more advanced and detailed architectural plans. Topics include interior elevations, plot plans, and interior details. Upon completion, students should be able to draw and specify advanced level plans including various architectural details.

DDT 213 CIVIL DRAFTING PLAT MAPS (1-4-3)
PREREQUISITE: DDT 104, DDT 111, DDT 124 or advisor approval.
This course introduces the drafting practices, symbols, conventions, and standards utilized in civil engineering contract documents. Topics include site planning, land surveying, topographic surveys, along with civil terminology. Upon completion, students should be able to draw accurate plat maps giving legal descriptions of land parcels, draw simple site plans, and identify and use proper symbols and conventions on civil engineering drawings.

DDT 214 PIPE DRAFTING (1-4-3)
PREREQUISITE: DDT 104, DDT 111, DDT 124.
This course covers the theory and practical applications necessary to understand piping fundamentals as used in refineries and petrochemical plants. Topics include process and mechanical flow diagrams, plant equipment, isometric drawings, instrumentation symbols, pipe symbols, flanges, fittings, and applications of basic math and trigonometry. Upon completion, students should be able to demonstrate pipe drafting techniques and fundamentals in order to prepare working drawings used in refineries and the petrochemical industrial environment.

DDT 215 GEOMETRIC DIMENSIONING & TOLERANCING (1-4-3)
PREREQUISITE: DDT 104, DDT 111, DDT 124 or advisor approval.
This course is designed to teach fundamental concepts of size description by geometric methods including appropriate engineering controls. Emphasis is placed on the drawing and application of common geometric dimensioning and tolerancing symbols to engineering drawings as designated by the latest ANSI/ASME Standards. Upon completion, students should be able to use geometric dimensioning and tolerancing symbols in applying size information and manufacturing controls to working drawings.

DDT 216 DESIGN OF STRUCTURAL WOOD MEMBERS (3-0-3)
PREREQUISITE: DDT 104, DDT 111, DDT 124.
This course provides structural theory and rule-to-thumb design for structural wood members. Joists, beams, girders, rafters, posts, and columns are designed as related to residential and light commercial needs. Bending moment, shear, and slenderness rations are discussed as well as code requirements and rule-of-thumb. Emphasis is placed upon competency.

DDT 220 ADVANCED TECHNICAL DRAWING (1-4-3)
This course covers the method of providing size description and manufacturing information for production drawings. Emphasis will be placed on accepted dimensioning and tolerancing practices, including Geometric Dimensioning and Tolerancing for both the Customary English System and the ISO system, fasteners, and welding symbols. Upon completion students should be able to apply dimensions, tolerances, and notes to acceptable standards, including GDT and produce drawings using and specifying common threads and fasteners including welding methods.

DDT 222 ADVANCED ARCHITECTURAL DRAFTING (1-4-3)
PREREQUISITE: DDT 104, DDT 111, DDT 124, DDT 132 or advisor approval.
This third course in architectural design and drafting continues with advanced architectural plans, including a slant toward light commercial construction. Topics include climate control plans, application of building codes, building materials and finish specifications, cost estimating, and bid specifications. Upon completion, students should be able to apply current techniques in producing advanced-level architectural plans, including residential and light commercial applications.

DDT 224 STRUCTURAL CONCRETE DRAFTING (1-4-3)
This course is designed to develop the knowledge and skills necessary to understand the basic components and terminology of pre-cast and poured-in-place concrete structures. Emphasis is placed on pre-cast concrete framing plans, sections, fabrication and connection details, poured-in-place concrete foundations, floor systems, and bills of material. Upon completion, students should be able to do construction engineering and shop drawings of concrete beams, column, floor, roof, and wall framing plans using the A.I.S.C. Manual and incorporating safety practices.

DDT 225 STRUCTURAL STEEL DRAFTING (1-4-3)
This course covers the theory and practical applications necessary to understand the basic design and terminology of structural steel components used in light commercial buildings. Emphasis is placed on structural steel drafting techniques, bolted and welded connections, framing plans, sections, fabrication and connection details, and bills of material. Upon completion, students should be able to produce engineering and shop drawings incorporating standard shapes, sizes, and details using the A.I.S.C. Manual and incorporating safety practices.

DDT 226 TECHNICAL ILLUSTRATION (1-4-3)
PREREQUISITE: DDT 111, DDT 124.
This course provides the student with various methods of illustrating structures and machine parts. Topics include axonometric drawings; exploded assembly drawings; one point, two point, and three point perspectives; surface textures; and renderings. Upon completion, students should be able to produce drawings and illustrations using the previously described methods.

DDT 227 STRENGTH OF MATERIALS (4-0-4)
PREREQUISITE: DDT 104, DDT 111, DDT 124.
This course in statics and strength of materials includes the study of forces and how they act and react on bodies and structures. Topics include the effects of forces as found in structures and machines under conditions of equilibrium, how materials resist forces, strengths of common construction materials and structural components. Force systems such as parallel, concurrent, and non-concurrent are studied in co-planar and non-coplanar situations. Upon completion, students should understand and be able to apply the principles of force in engineering drawings.

DDT 231 ADVANCED CAD (1-4-3)
PREREQUISITE: As required by college.
This course allows the student to plan, execute, and present results of individual projects in Advanced CAD topics. Emphasis is placed on enhancing skill attainment in Advanced CAD skill sets. The student will be able to demonstrate and apply competencies identified and agreed upon between the student and instructor.

DDT 232 CAD CUSTOMIZATION (2-4-4)
PREREQUISITE: DDT 104 and DDT 127 or DDT 231 or advisor approval.
This course introduces the various methods of customizing CAD software to meet individual or company needs. Topics include menu customizing, programming, custom command macros, script files, slides, and slide libraries. Upon completion, students should be able to customize and write menus, write programming routines, and write script files for the purpose of increasing the proficiency of the CAD operator.

DDT 233 INTERMEDIATE 3D MODELING (1-4-3)
PREREQUISITE: As required by college.
This course emphasizes the more advanced techniques in 3D solid modeling. It covers advanced features of part creation, part editing, and analysis. Some techniques that will be discussed are: lofting, sweeping, sheet metal part creation, interference checking and stress analysis. Upon completion of the course students should be able to create advanced 3D models and perform stress analysis/interference checking.

DDT 235 SPECIALIZED CAD (1-4-3)
PREREQUISITE: As required by college.
This course allows the student to plan, execute, and present results of individual projects in Specialized CAD topics. Emphasis is placed on enhancing skill attainment in Specialized CAD skill sets. The student will be able to demonstrate and apply competencies identified by the instructor.

DDT 236 DESIGN PROJECTS (1-4-3)
PREREQUISITE: As required by college.
This course allows the student to plan, execute, and present results of an individual design project. Emphasis is placed on attainment of skills related to a project agreed upon by the instructor and student. The student will be able to demonstrate and apply competencies identified and agreed upon between the student and instructor.

DDT 237 CURRENT TOPICS IN CAD (1-4-3)
PREREQUISITE: As required by college.
This course allows the student to plan, execute, and present results of individual projects relating to current topics in CAD. Emphasis is placed on attainment of skills related to changes in current CAD technology. The student will be able to demonstrate and apply competencies identified by the instructor.

DDT 238 SPECIAL TOPICS IN CAD (1-4-3)
PREREQUISITE: As required by college.
This course in special CAD and multimedia topics covers special capabilities possible with CAD software, especially in conjunction with other graphical software, such as virtual "walk-throughs" or multimedia presentations. Topics include but are not limited to combining CAD software, image editing software, authoring software, and 3D software into one harmonious relationship to produce multimedia presentations. Upon completion, students should be aware of and understand how to utilize several software packages to produce multimedia presentations.

DDT 244 ADVANCED 3D MODELING (1-4-3)
PREREQUISITE: As required by college.
This course is designed to challenge the imagination of the student in a three dimensional problem-solving environment using solids modeling software. The student will develop to scale computer generated parts in the 3D computer environment. They will apply modeling concepts as Constraints, Photorealistic rendering, motion activated views, introduction to 3D part libraries, add-in software components, plastic model technology and simulations. They will be introduced to the concepts of 3D design and animation, then apply those concepts to a design project. Upon completion, students should be able to create parts in 3D models, produce working drawing and understand basic simulations. Students will also print files to ".stl" format and create parts on a Direct Digital Manufacturing system or prototype.

DDT 260 PORTFOLIO (1-4-3)
PREREQUISITE: As required by college.
This course includes the preparation of technical and/or architectural drawings for a portfolio presentation and a resume for portfolio presentation. Hard copy drawings as well as electronic will be discussed, finalized and developed for presentation. Upon completion, students should be able to prepare and produce a portfolio for presentation. This course includes the preparation of artwork and a resume for portfolio presentation. Topics include production of a resume and portfolio for presentation during the last semester of course work. Upon completion, students should be able to prepare and produce a resume and portfolio for presentation in both hard copy as well as electronic copy.

## ECONOMICS

ECO 231 PRINCIPLES OF MACROECONOMICS (3-0-3)
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. CORE

ECO 232 PRINCIPLES OF MICROECONOMICS (3-0-3)
This course is an introduction of the microeconomic theory, analysis, and applications. Topics include scarcity, the theories of consumer behavior, production and cost, markets, output and resource pricing, and international aspects of Microeconomics. CORE

## ELECTRICAL TECHNOLOGY

ELT 110 WIRING METHODS (1-4-3)
This course is a study of various tasks, wiring methods, materials, and associated NEC requirements that students will be required to work with in residential and commercial wiring courses. CORE

ELT 114 RESIDENTIAL WIRING METHODS (2-2-3)
PREREQUISITE: ELT 109 or ETC 102
This course is a study of residential wiring practices and methods, the NEC requirements and residential blueprint interpretations.

ELT 117 AC/DC MACHINES (1-4-3)
This course covers the theory and operation of DC motors, single and three phase AC motors, and the labs will reinforce this knowledge. Emphasis is placed on the various types of single and three phase motors, wiring diagrams, starting devices, and practical application in the lab. CORE

ELT 118 COMMERCIAL/INDUSTRIAL WIRING (1-4-3)
This course focuses on principles and applications of commercial and industrial wiring. Topics include electrical safety practices, an overview of National Electric Code requirements as applied to commercial and industrial wiring, conduit bending, circuit design, pulling cables, transformers, switch gear, and generation principles.

ELT 192 PRACTICUM/INTERNSHIP/CO-OP (0-1-1)
This course provides practical experience in the field early in the student's training as an electrician's helper on the job, working a speical project or conducting research in a directed area of the field. Emphasis is placed on gaining hands on experience with tools of the trade as well as a better understanding of NEC directives. Upon completion, students should possess a higher state of proficiency in the basic skills of connecting electrical wiring and conduit; this course may be repeated with the instructor's permission.

ELT 193 PRACTICUM/INTERNSHIP/CO-OP (0-10-2)
This course provides practical experience in the electrical craft as an electrician's helper on the job, working a special project or conducting research in a directed area of the field. Emphasis is placed on gaining hands on experience with tools of the trade as well as better understanding of NEC directives. Upon completion, students should possess a higher state of proficiency in the basic skills of connecting electrical wiring and conduit; this course may be repeated with the instructor

ELT 194 PRACTICUM/INTERNSHIP/CO-OP (0-15-3)
This course provides additional practical experience in the electrical craft as an apprentice electrician or higher level working advanced projects or research in a directed area of the field. Emphasis is placed on gaining more hands on experience with tools of the trade as wel as NEC directives while studying in the classroom two hours per week. Upon completion, students should possess a higher state of proficiency in all electrician skills and a better knowledge of testing for Electrical Journeyman's Block Test.

ELT 212 MOTOR CONTROL II (2-2-3)
PREREQUISITE: ELT 209 or ETC 108
This course covers complex ladder diagrams of motor control circuits and the uses of different motor starting techniques. Topics include wye-delta starting, part start winding, resistor starting and electronic starting devices.

ELT 241 NATIONAL ELECTRIC CODE (3-0-3)
Prerequisite: ELT 209 or ETC 108
This course introduces students to the National Electric Code and text teaches the student how to find needed information within this manual. Emphasis is placed on locating and interpreting needed information within the NEC code manual. This course is also taught as ILT 231.

ELT 244 CONDUIT BENDING AND INSTALLATION (2-2-3)
PREREQUISITE: As required by program.
This course provides students the knowledge to properly bend electrical metallic tubing, rigid galvanized and intermediate metal conduit, and PVC conduit. Emphasis is placed on the theory and practical application of conduit bending methods. Upon completion, students should be able to get measurements, lay out, and successfully bend conduit using hand type, mechanical, and hydraulic benders.

## ELECTROMECHANICAL TECHNOLOGY

ELM 214 PUMPS AND PIPING SYSTEMS (2-1-3)
This course offers an introduction into pumps and piping systems. Topics include various types of pumps, pump analysis, (power, efficiency, characteristics) pump selection and maintenance, metal, plastic, and threaded piping systems, hoses, valves, regulators, strainers, and filters. Upon completion of this course the student will have demonstrated the ability to: select, install, and start up various types of pumps, measure and calculate

pump parameters and performance, disassemble and inspect pumps, size and select pipes, thread metal pipes, read and interpret piping schematics, assemble piping systems, select size, and repair valves and regulators.

## ELECTRONICS TECHNOLOGY

ETC 101 DC FUNDAMENTALS (1-4-3)
This course provides a study of atomic theory, direct current (DC), properties of conductors and insulators, direct current characteristics of series, parallel, and series parallel circuits. Inductors and capacitors are introduced and their effects on DC circuits are examined. Students are prepared to analyze complex DC circuits, solve for unknown circuits variables and to use basic electronic test equipment. This course also provides hands-on laboratory exercises to analyze, construct, test, and troubleshoot direct current circuits. Emphasis is placed on the use of scientific calculator and the operation of common test equipment used to analyze and troubleshoot DC and to prove the theories taught during classroom instruction. It is also taught as INT 221, ILT 160, and ELT 108. CORE

ETC 102 AC FUNDAMENTALS (1-4-3)
This course provides a study of the theory of alternating current (AC). Students are prepared to analyze complex AC circuit configurations with resistor, capacitors, and inductors in series and parallel combinations. Upon completion, students should be able to describe AC circuits and explain the function of A.C. such as RLC, impedance, phase relationships and power factor. This course also provides hands-on laboratory exercises to analyze alternating current using a variety of circuit configurations with resistors, capacitors, and inductors in series and parallel combinations. Emphasis is placed on the operation of common test equipment used to analyze and troubleshoot AC circuits to prove the theories taught. It is also taught as INT 223, ILT 161, and ELT 109. CORE

ETC 103 SOLID STATE FUNDAMENTALS (1-2-3)
This course provides instruction in basic solid state theory beginning with atomic structure and including devices such as diodes, bipolar transistors, field effect transistors, amplifiers, thyristors, operational amplifiers, oscillator and power supply circuits. Emphasis is placed on the practical application of solid-state devices, proper biasing and amplifier circuit analysis and the use of test equipment to diagnose, troubleshoot and repair typical solid-state device circuits. This course also provides the opportunity for students to apply the solid-state principles and theories learned in class in the laboratory setting. Emphasis is placed on the practical application of solid-state devices, proper biasing and amplifier circuit analysis and the use of test quipment to diagnose troubleshoot and repair typical solid-state device circuits. CORE

ETC 104 DIGITAL FUNDAMENTALS (1-4-3)
This course provides instruction on basic logic gates, flip-flops, registers, counters, microprocessor/computer fundamentals, analog to digital conversion, and digital analog conversion. Emphasis is placed on number systems, Boolean algebra, combination logic circuits, sequential logic circuits and typical microprocessor data manipulation and storage. This course also has an embedded lab with exercises designed to develop skills required by industry. Upon completion, students should be able to analyze digital circuits, draw timing diagrams, determine output of combinational and sequential logic circuits and diagnose and troubleshoot electronic components as well as demonstrate knowledge of microprocessor and computer circuits. It is also taught as ILT 163. CORE

ETC 107 ELECTRICAL BLUEPRINT READING I (3-0-3)
This course will enable the student to obtain a working knowledge of the elements of blueprint reading; the ability to interpret electrical, mechanical, and architectural drawing; and the ability to visualize the entire building structure in relationship to the electrical system. It is also taught as ILT 109. CORE

ETC 108 MOTOR CONTROLS I (1-4-3)
This course covers the use of motor control symbols, magnetic motor starters, running overload protection, push-button stations, sizing of magnetic motor starters and overload protection, and complex ladder diagrams of motor control circuits. Topics include sizing magnetic starters and starters in control of electric motors, wye-delta starting, part start winding, resistor starting and electric starting devices. Upon completion, students should be able to understand the operation of motor starters, overload protection, interpret ladder diagrams using push-button stations and understand complex motor control diagrams. It is also taught as ELT 209 and ILT 197. CORE

## EMERGENCY MEDICAL TECHNICIAN-PARAMEDIC (EMS)

EMS 100 CARDIOPULMONARY RESUSCITATION I (1-0-1)
This course provides students with concepts as related to areas of basic life support to include coronary artery disease, prudent heart living, symptoms of heart attack, adult one-and-two rescuer CPR, first aid for choking, pediatric basic life support, airway adjuncts, EMS system entry access, automated external defibrillation (AED), and special situations for CPR. Upon course completion, students should be able to identify situations requiring action related to heart or breathing conditions and effectively implement appropriate management for each condition. Students successfully completing this course will receive appropriate documentation of course completion.

EMS 101 CARDIOPULMONARY RESUSCITATION II (1-0-1)
PREREQUISITE: As required by program.
This course provides students with a review of concepts learned in EMS 100. In addition, the course provides the student with theory and application of airway adjuncts as utilized with airway obstruction and maintenance as well as respiratory and cardiac arrest. Assessment and management of acute ischemic stroke will also be included. Upon course completion, students should be able to identify situations requiring action related to heart or breathing conditions and effectively implement appropriate management for these conditions. Students successfully completing this course will receive appropriate documentation of course completion.

EMS 103 FIRST AID-CPR and AED (1-0-1)
PREREQUISITE: Current training in CPR or advisor approval.
This course introduces students to initial first aid care. Topics include scene safety, universal precautions, activation of the EMS system, assessment, airway/breathing/circulation, shock/injuries/ bleeding, medical emergencies, and altered level of consciousness. Upon course completion, students should have knowledge to manage various emergencies requiring first aid techniques.

EMS 118 EMERGENCY MEDICAL TECHNICIAN (6-6-9)
PREREQUISITE: As required by program.
COREQUISITE: EMS 119
This course is required to apply for certification as an Emergency Medical Technician. This course provides students with insights into the theory and application of concepts related to the profession of emergency medical services. Specific topics include: EMS preparatory, airway maintenance, patient assessment, 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 (0-3-1)
PREREQUISITE: As required by program.
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 (4-6-7)
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 access the emergency medical system. This individual possesses the basic knowledge and skills necessary to provide patient care and transportation. Topics include: extending the knowledge of the EMT to a more complex breadth and depth, intravenous access and fluid therapy, medication administration, blind insertion airway devices, as well as the advanced assessment and management of various medical illnesses and traumatic injuries. This course is based on the NHTSA National Emergency Medical Services Education Standards. Requires licensure or eligibility for licensure at the EMT level and EMS 156 must be taken as a co-requisite.

EMS 156 ADVANCED EMERGENCY MEDICAL TECHNICIAN CLINICAL (0-6-2)
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 241 PARAMEDIC CARDIOLOGY (2-2-3)
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 impressions and implementation of treatment plans for specific cardiovascular conditions. Content areas include: cardiovascular anatomy and physiology, cardiovascular electrophysiology, electrocardiographic monitoring, rhythm analysis, and prehospital 12-lead electrocardiogram monitoring and interpretation, assessment of the cardiovascular patient, pathophysiology of cardiovascular disease and techniques of management including appropriate pharmacologic agents and electrical therapy.

EMS 242 PARAMEDIC PATIENT ASSESSMENT (1-2-2)
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 244 PARAMEDIC CLINICAL I (0-3-1)
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 (2-2-3)
PREREQUISITE: As required by program.
This course relates pathophysiology and assessment findings to the formulation of field impressions and implementation treatment plans for specific medical conditions. Content areas include: pulmonology, neurology, gastroenterology, renal/urology, toxicology, hematology, environmental conditions, infectious and communicable diseases, abuse and assault, patients with special challenges, and acute interventions for the chronic care patient.

EMS 246 PARAMEDIC TRAUMA MANAGEMENT (2-2-3)
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 (1-2-2)
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 (0-9-3)
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 (1-2-2)
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, pre-hospital protocols, transfer drugs, and other courses as dictated by local needs or state requirements.

EMS 254 ADVANCED COMPETENCIES FOR THE PARAMEDIC (1-2-2)
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 (0-15-5)
PREREQUISITE: Licensure at the AEMT level and completion of EMS 240, 241, 242, 244, 245, 246, 247, and 248
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.

EMS 256 PARAMEDIC TEAM LEADERSHIP (0-3-1)
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.

EMS 257 PARAMEDIC APPLIED PHARMACOLOGY (1-3-2)
PREREQUISITE: As required by program
This course introduces basic and advanced pharmacological agents and concepts, with an emphasis on drug classifications and the knowledge and skills required for safe, effective medication administration. Medication pharmacokinetics and pharmacodynamics will be evaluated for most medicines used in the pre-hospital setting. Students will also learn how to establish various routes of medication adminstration and procedures for administering medications via these routes. Students will also demonstrate mathematic computations for various drug and solution dose adminstration problems.

## ENGINEERING

EGR 101 ENGINEERING FOUNDATIONS (2-2-3)
COREQUISITE: MTH 113 or MTH 115.
This course introduces the student to engineering as a profession, basic engineering skills and the design process. This course includes components to develop team and oral and written communication skills. It also provides an introduction to computer tools used by engineers (spreadsheet, word processing, presentation software, internet access).

EGR 125 MODERN GRAPHICS FOR ENGINEERS (1-4-3)
This course provides an introduction to manual and computer-assisted techniques of graphic communication employed by professional engineers. Topics include: lettering; instrumental and computer-aided drafting; technical sketching; orthographic projection; pictorial, sectional, and auxiliary views; and dimensioning.

EGR 157 COMPUTER METHODS FOR EGR USING MATLAB (2-2-3)
PREREQUISITE: MTH 125
This course introduces students to the concepts and practices in using higher

level computer environments to solve engineering problems. Programming environments such as MATLAB will be used.

EGR 220 ENGINEERING MECHANICS - STATICS (3-0-3)
PREREQUISITE: PHY 213
COREQUISITE: MTH 227
This course includes vector algebra, force and moment systems, equilibrium of force systems, trusses, friction and property of surfaces.

## ENGLISH

COM 100 INTRODUCTORY TECHNICAL ENGLISH I (3-0-3)
PREREQUISITE: A grade of "S" in ENG 092 or appropriate placement score.
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 080 ENGLISH LABORATORY (1-0-1)
This course, which may be repeated as needed, provides students with a laboratory environment where they can receive help from qualified instructors on English assignments at the developmental level. Emphasis is placed on one-to-one guidance to supplement instruction in English courses. A student's success in this course is measured by success in those other English courses in which the student is enrolled.

ENG 092 BASIC ENGLISH I (3-0-3)
This course is a review of basic writing skills and basic grammar. Emphasis is placed on the composing process of sentences and paragraphs in standard American written English. Students will demonstrate these skills chiefly through the writing of well-developed, multi-sentence paragraphs.

ENG 093 BASIC ENGLISH II (3-0-3)
PREREQUISITE: A grade of "S" (Satisfactory) in ENG 092 or appropriate placement score.
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.

ENG 101 ENGLISH COMPOSITION I (3-0-3)
PREREQUISITE: Successful completion of ENG 093 with a "C" or appropriate placement score; or a score of 20 or better on the English and math sections of the ACT (or equivalent SAT score).
English Composition I provides instruction and practice in the writing of at least six (6) extended compositions and the development of analytical and critical reading skills and basic reference and documentation skills in the composition process. English Composition I includes instruction and practice in library usage. CORE

ENG 102 ENGLISH COMPOSITION II (3-0-3)
PREREQUISITE: A grade of "C" or higher in ENG 101.
English Composition II provides instruction and practice in the writing of six (6) 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 includes instruction and practice in library usage. CORE

ENG 246/247 CREATIVE WRITING I & II (3-0-3)
PREREQUISITE: ENG 102 and/or as required by program.
This course provides instruction and practice in the writing of critical analysis of imaginative forms of literature. Emphasis is placed on originality in the creative writing process, and this course may include instruction on publishing. Students will compose a significant body of imaginative literature, which may be read by or to the class.

ENG 251 AMERICAN LITERATURE I (3-0-3)
PREREQUISITE: ENG 102 or equivalent.
This course is a survey of American literature from its inception to the middle of the 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. On examinations and in written compositions, students will interpret the aesthetic and thematic aspects of these works, relate the works to their historical and literary contexts, and understand relevant criticism and research. CORE

ENG 252 AMERICAN LITERATURE II (3-0-3)
PREREQUISITE: ENG 102 or equivalent.
This course is a survey of American literature from the middle of the 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. On examinations and in written compositions, students will interpret the aesthetic and thematic aspects of these works, relate the works to their historical and literary contexts, and understand relevant criticism and research. CORE

ENG 261 ENGLISH LITERATURE I (3-0-3)
PREREQUISITE: ENG 102 or equivalent.
This course is a survey of English literature from the Anglo-Saxon period to the Romantic Age. 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. On examinations and in written compositions, students will interpret the aesthetic and thematic aspects of these works, relate the works to their historical and literary contexts, and understand relevant criticism and research. CORE

ENG 262 ENGLISH LITERATURE II (3-0-3)
PREREQUISITE: ENG 102 or equivalent.
This course is a survey of English literature from the Romantic Age to the present. 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. On examinations and in written compositions, students will interpret the aesthetic and thematic aspects of these works, relate the works to their historical and literary contexts, and understand relevant criticism and research. CORE

ENG 271 WORLD LITERATURE I (3-0-3)
PREREQUISITE: ENG 102 or equivalent.
This course is a study of selected literary masterpieces from Homer to the Renaissance. 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. On examinations and in written compositions, students will interpret the aesthetic and thematic aspects of these works, relate the works to their historical and literary contexts, and understand relevant criticism and research. CORE

ENG 272 WORLD LITERATURE II (3-0-3)
PREREQUISITE: ENG 102 or equivalent.
This course is a study of selected literary masterpieces from the Renaissance to the present. 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. On examinations and in written compositions, students will interpret the aesthetic and thematic aspects of these works, relate the works to their historical and literary contexts, and understand relevant criticism and research. CORE

## GEOGRAPHY

GEO 100 WORLD REGIONAL GEOGRAPHY (3-0-3)
This course surveys various countries and major regions of the world with respect to location and landscape, world importance, political status, population, type of economy, and its external and internal organization problems and potentials. CORE

## GEOLOGY

GLY 101 INTRODUCTION TO GEOLOGY I (3-2-4)
This course is the first in a two part sequence dealing with the structure of the Earth including materials, internal and external processes, deformation, energy, and plate tectonics. Laboratory is required. CORE

GLY 102 INTRODUCTION TO GEOLOGY II (3-2-4)
This course is the second in a two part sequence dealing with a historical perspective of the earth. Topics include items such as Geologic time, Earth's origin, evolution of continents and ocean basins, minerals, energy resources, planetary geology, and mountain building. Laboratory is required. CORE

## HEALTH EDUCATION

HED 199 ECOLOGICAL APPROACH TO HEALTH FITNESS (3-0-3)
This course examines a myriad of factors influencing health and fitness behavior. Intrapersonal, interpersonal, institutional, community and public policy factors are examined.

HED 221 PERSONAL HEALTH (3-0-3)
This course introduces principles and practices of personal and family health; it includes human reproduction, growth and development, psychological dimensions of health, human sexuality, nutrition and fitness, aging, death and dying.

HED 222 COMMUNITY HEALTH (3-0-3)
This course introduces principles and practices of community health; it includes drug use and abuse, communicable diseases, cardiovascular diseases, cancer, consumer health, health organization, and environmental concerns.

HED 224 PERSONAL AND COMMUNITY HEALTH (3-0-3)
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 (1-3–0–1-3)
This course provides health-related education to those individuals seeking advancement in the area of personal wellness. The course has five major components: (1) fitness and health assessment, (2) physical work capacity, (3) education, (4) reassessment and (5) retesting.

HED 230 SAFETY AND FIRST AID (3-0-3)
This course is divided into two parts. The first part concerns itself with the development of a safety education program within an organization (i.e., school, office, shop, etc.). The second part deals with physical injuries, emergency care, and treatment of those injuries. CPR certification and Standard Red Cross cards are given upon successful completion of American Red Cross requirements.

HED 231 FIRST AID (3-0-3)
This course provides instruction to the immediate, temporary care which should be given to the victims of accidents and sudden illness. It also includes standard and advanced requirements of the American Red Cross, and/or the American Heart Association. CPR training also is included.

## HISTORY

HIS 101 WESTERN CIVILIZATION I (3-0-3)
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. CORE

HIS 102 WESTERN CIVILIZATION II (3-0-3)
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. CORE

HIS 121 WORLD HISTORY I (3-0-3)
This course surveys social, intellectual, economic, and political developments which have molded the modern world. Focus is on both non-western and western civilizations from the prehistoric to the early modern era. CORE

HIS 122 WORLD HISTORY II (3-0-3)
This course is a continuation of HIS 121; it covers world history, both western and non-western, from the early modern era to the present. CORE

HIS 201 UNITED STATES HISTORY I (3-0-3)
This course surveys United States history during colonial, Revolutionary, early national and antebellum periods. It concludes with the Civil War and Reconstruction. CORE

HIS 202 UNITED STATES HISTORY II (3-0-3)
This course is a continuation of HIS 201; it surveys United States history from the Reconstruction era to the present. CORE

HIS 216 HISTORY OF WORLD RELIGIONS (3-0-3)
This course presents a comparison of the major religions of the world from a historical perspective. Emphasis is placed on the origin, development, and social influence of Christianity, Judaism, Islam, Hinduism, Buddhism, and others.

HIS 256 AFRICAN-AMERICAN HISTORY (3-0-3)
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.

HIS 260 ALABAMA HISTORY (3-0-3)
This course surveys the development of the state of Alabama from pre-historic times to the present. The course presents material on the discovery, exploration, colonization, territorial period, antebellum Alabama, Reconstruction, and modern history.

## HOME ECONOMICS

HEC 140 PRINCIPLES OF NUTRITION (3-0-3)
This course introduces students to the principles of nutrition and the role and functions of nutrients in man's food. Basic information concerning food selection and nutrition as a factor in health, ecology, and economy is included. Implications of nutrition for children may be stressed.

## HUMANITIES

HUM 101 INTRODUCTION TO HUMANITIES I (3-0-3)
This is the first course in a two-semester sequence which offers the student an introduction to the humanities using selections from art, music, literature, history, and philosophy which relates to a unifying theme. CORE

HUM 120 INTERNATIONAL STUDIES IN
(ADD NAME OF COUNTRY) (1-3–0–1-3)
This course offers a survey of art, music, and culture of foreign countries. This may involve travel abroad and may be repeated for credit.

HUM 299 PHI THETA KAPPA HONORS COURSE III (1-0-1)
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.

## INDUSTRIAL ELECTRONICS TECHNICIAN

ILT 103 INTRODUCTION TO INSTRUMENTATION TECHNOLOGY (1-4-3)
This course introduces various hand and power tools, basic blueprint reading, basic rigging and basic math that will be used in the electronic, instrumentation and electrical trades. Emphasis is placed on basic hand tool and power tool safety and procedures for selecting, inspecting, using and maintaining these tools. Upon completion, students should be able to identify and use various hand and power tools, read a blueprint and know how to perform basic rigging.

ILT 108 INTRODUCTION TO INSTRUMENTS AND PROCESS CONTROL (2-2-3)
This course is an introductory study of the control devices and methods used in industry for the control and transmission of information pertaining to process variables. This study includes an introduction to instrumentation and control mathematics. This course also provides instruction in the fundamental concepts of pressure, force, weight, motion, liquid level, fluid flow and temperature.

ILT 110 ADVANCED INDUSTRIAL PROCESS CONTROL TECHNOLOGY (2-2-3)
This course is an advanced study of the principes governing methods of using process variables in the control of industrial processes. The study includes methods and procedures for measuring, displaying and transmitting process variables according to industry standards. The course also includes an in-depth study of mathematics pertaining to industrial control instruments.

ILT 114 INSTRUMENTATION OPERATION AND CALIBRATION (2-2-3)
The hardware used to measure and control process variables is presented. The student learns the principles of operation, servicing, maintenance, calibration, and troubleshooting procedures used on mechanical, pneumatic, electronic and digital based industrial transmitters, recorders, controllers, valves, and other control devices. The course is broken down into theory and laboratory work on actual process measuring and control equipment.

ILT 135 LOCAL AREA NETWORKS (LANS) (2-2-3)
This course provides the student with knowledge of planning, installation, maintenance, and administration of local area networks. Upon completion of this course, students should be able to install and setup a basic local area network.

ILT 139 INTRODUCTION TO ROBOTIC PROGRAMMING (1-4-3)
This course provides an introduction to robotic programming. Emphasis is placed on, but not limited to, the following: safety, motion programming, creating and editing programs, I/O instructions, macros, program and file storage Upon completion, the student will be able to safely perform basic functions in the work cell as well as program a robot to perform simple functions.

ILT 165 INDUSTRIAL ELECTRONIC CONTROLS I (2-2-3)
This course provides a study of industrial electronics controls. Topics include photo-electric, temperature, gas and humidity, pressure and strain measurements for industrial instrumentation controls and applications. The lab enables students to test, troubleshoot and repair electronic control circuits. Upon completion, students should be able to apply principles of industrial electronics control circuits.

ILT 195 TROUBLESHOOTING TECHNIQUES (2-2-3)
This course focuses on the systematic approach to solving problems. Emphasis is placed on instrument failures and their interaction with process downtime. Upon completion, students will be able to solve problems on a process simulator or in an actual setting.

ILT 196 ADVANCED PROGRAMMABLE LOGIC CONTROLLERS (2-2-3)
PREREQUISITE: As determined by College
This course includes the advanced principals of PLC's including hardware, programming, and troubleshooting. Emphasis is placed on developing advanced working programs and troubleshooting hardware and software communication problems. Upon completion, students should be able to demonstrate their ability in developing programs and troubleshooting the system.

ILT 214 CONTROL AND TROUBLESHOOTING FLOW, LEVEL, TEMPERATURE, PRESSURE AND LEVEL PROCESSES (2-2-3)
The student is introduced to analog and digital process control systems. The student is also introduced to process control techniques commonly found in industrial processes used to maintain control of process variables. The student gains knowledge and experience in the design and selection of equipment used in troubleshooting of control loops on actual lab equipment.

ILT 235 PRINCIPLES OF ROBOTIC SYSTEMS (3-0-3)
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.

## INDUSTRIAL MAINTENANCE TECHNOLOGY

INT 117 PRINCIPLES OF INDUSTRIAL MECHANICS (2-2-3)
This course provides instruction in basic physics concepts applicable to mechanics of industrial production equipment. Topics include the basic application of mechanical principles with emphasis on power transmission, specific mechanical components, alignment, and tension. Upon completion, students will be able to perform basic troubleshooting, repair and maintenance functions on industrial production equipment.

INT 118 FUNDAMENTALS OF INDUSTRIAL HYDRAULICS AND PNEUMATICS (2-2-3)
This course includes the fundamental concepts and theories for the safe operation of hydraulic and pneumatic systems used with industrial production equipment. Topics include the physical concepts, theories, laws, air flow characteristics, actuators, valves, accumulators, symbols, circuitry, filters, servicing safety, and preventive maintenance functions on hydraulic and pneumatic systems. CORE

INT 126 PREVENTIVE MAINTENANCE (1-4-3)
This course focuses on the concepts and applications of preventive maintenance. Topics include the introduction of alignment equipment, job safety, tool safety, preventive maintenance concepts, procedures, tasks, and predictive maintenance concepts. Upon course completion, students will demonstrate the ability to apply proper preventive maintenance and explain predictive maintenance concepts. CORE

INT 134 PRINCIPLES OF INDUSTRIAL MAINTENANCE WELDING AND METAL CUTTING TECHNIQUES (2-2-3)
This course provides instruction in the fundamentals of acetylene cutting and the basics of welding needed for the maintenance and repair of industrial production equipment. Topics include oxy-fuel safety, choice of cutting equipment, proper cutting angles, equipment setup, cutting plate and pipe, hand tools, types of metal welding machines, rod and welding joints, and common welding passes and beads. Upon course completion, students will demonstrate the ability to perform metal welding and cutting techniques necessary for repairing and maintaining industrial equipment. CORE

INT 184 INTRODUCTION TO PROGRAMMABLE LOGIC CONTROLLERS (2-2-3)
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, installation, and programming. Upon completion, students must demonstrate their ability by developing, loading, debugging, and optimizing PLC programs.

## INTERDISCIPLINARY STUDIES

IDS 115 FORUM (1-0-1)
In this course, credit is given in recognition of attendance at academic lectures, concerts, and other events. IDS 115 requires attendance at designated events which are chosen from various lectures, cultural events and programs given at the college or in the community. IDS 115 may be repeated for credit.

IDS 200 COLLEGE SCHOLARS BOWL WORKSHOP (1-0-1)
PREREQUISITE: Advisor approval.
This course offers the student preparation, practice, and participation in the College Scholars Bowl Program and competition. IDS 200 may be repeated for credit.

IDS 201 ADVANCED SCHOLAR'S BOWL (3-0-3)
This course is designed primarily to train students for Scholars' Bowl competition, alternately known as Brain Bowl, College Bowl or Quiz Bowl. This is an intercollegiate academic competition in which teams of four people compete by using buzzers and answering college-level questions for points. The course consists of practice rounds in which the students are familiarized with the equipment and questions that will be used in competition, as well as intensive study sessions and interactive discussions about a wide variety of academic endeavors. IDS 201 may be repeated for credit.

IDS 286 GENEALOGY AND HISTORY (3-0-3)
The emphasis in this course is upon family history in relation to major U.S. historical events and the use of primary records in documentation. The course is designed for the student who has little or no working knowledge of genealogy as it relates to history.

IDS 299 DIRECTED STUDIES IN LEADERSHIP (1-2–0–1-2)
PREREQUISITE: As required by program.
This course provides training and experience in leadership techniques and practice. Students are required to serve in leadership positions on campus or in the community. IDS 299 may be repeated for credit.

## MACHINE TOOL TECHNOLOGY

MTT 100 MACHINING TECHNOLOGY I (2-8-6)
This course introduces machining operations as they relate to the metalworking industry. Topics include machine shop safety, measuring tools, lathes, saws, milling machines, grinding machines, and layout instruments. Upon completion, students will be able to perform the basic operations of measuring, layout, grinding, drilling, sawing, turning, and milling. This course is aligned with NIMS certification standards. MTT 147/148 are suitable substitutes for this course. CORE

MTT 103 MACHINING TECHNOLOGY II (2-8-6)
This course provides additional instruction and practice in the use of measuring tools, lathes, milling machines, and grinders. Emphasis is placed on set-up and operation of machine tools including the selection of work holding devices, speeds, feeds, cutting tools and coolants. Upon completion, students should be able to perform intermediate level procedures of precision grinding,

measuring, layout, drilling, sawing, turning and milling. This course is aligned with NIMS certification standards. MTT 149/150 are suitable substitutes for MTT 103. CORE

MTT 107 MACHINING CALCULATIONS (3-0-3)
This course introduces basic calculations as they relate to machining occupations. Emphasis is placed on basic calculations and their applications in the machine shop. Upon completion, students should be able to perform basic shop calculations. This course is aligned with NIMS certification standards.

MTT 109 ORIENTATION TO COMPUTER ASSISTED MANUFACTURING (3-0-3)
This course serves as an overview and introduction to computer assisted manufacturing (CAM) and prepares students for more advanced CAM courses. Topics covered are basic concepts and terminology, CAM software environments, navigation commands and file management, 2-D geometry, construction modification, and toolpath generation for CAM machining processes.

MTT 121 BASIC PRINT READING FOR MACHINISTS (3-0-3)
This course covers the basic principles of print reading and sketching. Topics include multi-view drawings; interpretation of conventional lines; and dimensions, notes, and thread notations. Upon completion, students should be able to interpret basic drawings, visualize parts, and make pictorial sketches. This is a core course and is aligned with NIMS certification standards. This course is also taught as CNC 121. CORE

MTT 123 ENGINE LATHE LAB I (0-6-3)
The student learns to safely operate an engine lathe in calculating feeds and speeds and shaping a variety of cutting tools by grinding. The student will also safely operate an engine lathe in straight turning, facing, turning to the shoulder and tapers. This is an additional lab for MTT 100.

MTT 124 ENGINE LATHE LAB II (0-6-3)
The student learns advanced operation of an engine lathe in calculating feeds and speeds and shaping a variety of cutting tools by grinding. The student will also safely operate an engine lathe in advanced straight turning, facing, turning to the shoulder and tapers. This is an additional lab for MTT 103.

MTT 127 METROLOGY (2-2-3)
This course covers the use of precision measuring instruments. Emphasis is placed on the inspection of machine parts and use of a wide variety of measuring instruments. Upon completion students should be able to demonstrate correct use of measuring instruments. This course is aligned with NIMS certification standards. CORE

MTT 128 GEOMETRIC DIMENSIONING ABD TOLERANCING (3-0-3)
This course is designed to teach students how to interpret engineering drawings using modern conventions, symbols, datums, datum targets, and projected tolerance zones. Special emphasis is placed upon print reading skills, and industry specifications and standards. This course is aligned with NIMS certification standards.

MTT 129 LATHE OPERATIONS (2-8-6)
This course includes more advanced lathe practices such as set-up procedures, work planning, inner- and outer-diameter operations, and inspection and process improvement. Additional emphasis is placed on safety procedures. Upon completion, students will be able to apply advanced lathe techniques. This course is aligned with NIMS standards.

MTT 130 MACHINING CALCULATIONS II (3-0-3)
This course emphasizes advanced calculations common to machining operations. Students use these calculations for advanced applications for machine setup and planning. Specific topics include positive and negative numbers, symbolism, and algebraic expressions and operations. At the conclusion of this course students will be able to apply advanced machine calculations to equipment setup and planning.

MTT 135 LATHE OPERATIONS I LAB (0-6-3)
This course includes more advanced lathe practices such as set-up procedures, work planning, inner- and outer-diameter operations, and inspection and process improvement. Additional emphasis is placed on safety procedures. Upon completion, students will be able to apply advanced lathe techniques. This course is aligned with NIMS standards.

MTT 136 MILLING OPERATIONS (2-8-6)
This course covers manual milling operations. Emphasis is placed on related safety, types of milling machines and their uses, cutting speed, feed calculations, and set-up and operation procedures. Upon completion, students should be able to apply manual milling techniques (vertical and horizontal/universal) to produce machine tool projects. MTT 137/138 are suitable substitutes for this course. This course is aligned with NIMS certification standards.

MTT 137 MILLING I (2-2-3)
This course covers manual milling operations. Emphasis is placed on related safety, types of milling machines and their uses, cutting speed, feed calculations, and set-up and operation procedures. Upon completion, students should be able to apply manual vertical milling techniques to produce machine tool projects. MTT 137/138 are suitable to substitute for MTT 136. This course is aligned with NIMS certification standards.

MTT 138 MILLING I LAB (0-6-3)
This course provides basic knowledge of milling machines. Emphasis is placed on types of milling machines and their uses, cutting speed, feed calculations, and set-up procedures. Upon completion, students should be able to apply milling techniques to produce machine tool projects. MTT 137/138 are suitable substitutes for MTT 136. This course is aligned with NIMS certification standards.

MTT 139 BASIC COMPUTER NUMERICAL CONTROL (2-2-3)
This course introduces the concepts and capabilities of computer numeric control (CNC) machine tools. Topics include setup, operation, and basic applications. Upon completion, students should be able to develop a basic CNC program to safely operate a lathe and milling machine. This course is aligned with NIMS certification standards. This course is also taught as CNC 139.

MTT 140 BASIC COMPUTER NUMERICAL CONTROL TURNING PROGRAMMING I (1-4-3)
This course covers concepts associated with basic programming of a computer numerical control (CNC) turning center. Topics include basic programming characteristics, motion types, tooling, workholding devices, setup documentation, tool compensations, and formatting. Upon completion, students should be able to write a basic CNC turning program that will be used to produce a part. This course is aligned with NIMS certification standards.

MTT 141 BASIC COMPUTER NUMERIC CONTROL MILLING PROGRAMMING I (1-4-3)
This course covers concepts associated with basic programming of a computer numerical control (CNC) milling center. Topics include basic programming characteristics, motion types, tooling, workholding devices, setup documentation, tool compensations, and formatting. Upon completion, students should be able to write a basic CNC milling program that will be used to produce a part. This course is aligned with NIMS certification standards.

MTT 142 ADVANCED MACHINING CALCULATIONS (2-2-3)
This course combines mathematical functions with practical machine shop applications and problems. Emphasis is placed on gear ratios, lead screws, indexing problems, and their applications in the machine shop. Upon completion, students should be able to calculate solutions to machining problems.

MTT 144 ELECTRICAL DISCHARGE MACHINING I (1-4-3)
This course introduces the student to the concepts of Electrical Discharge Machining (EDM) and the importance of EDM is an industrial setting. Emphasis is placed on safety procedures and machinist responsibility in the setup and operation of EDM machines and electrode selection. Upon completion, students should be able to produce basic machine products using both the wire-type and plunge-type EDM machines. This course is aligned with NIMS certification standards.

MTT 147 INTRODUCTION TO MACHINE SHOP I (2-2-3)
This course introduces machining operations as they relate to the metalworking industry. Topics include machine shop safety, measuring tools, lathes, saws, milling machines, bench grinders, and layout instruments. Upon completion, students will be able to perform the basic operations of measuring, layout, drilling, sawing, turning, and milling. MTT 100 is a suitable substitute for MTT 147/148. CORE

MTT 148 INTRODUCTION TO MACHINE SHOP I LAB (0-6-3)
This course provides practical application of the concepts and principles of machining operations learned in MTT 147. Topics include machine shop safety, measuring tools, lathes, saws, milling machines, bench grinders, and layout instruments. Upon completion, students will be able to perform the basic operations of measuring, layout, drilling, sawing, turning, and milling. MTT 100 is a suitable substitute for MTT 147/148. This course is aligned with NIMS standards. CORE

MTT 149 INTRODUCTION TO MACHINE SHOP II (2-2-3)
This course provides additional instruction and practice in the use of measuring tools, lathes, milling machines, and grinders. Emphasis is placed on setup and operation of machine tools including the selection of work holding devices, speeds, feeds, cutting tools and coolants. Upon completion, students should be able to perform intermediate level procedures of precision grinding, measuring, layouts, drilling, sawing, turning, and milling. MTT 149/150 are suitable substitutes for MTT 103. This course is aligned with NIMS certification standards.

MTT 150 INTRODUCTION TO MACHINE SHOP II LAB (0-6-3)
This course provides additional instruction and practice in the use of measuring tools, lathes, milling machines, and grinders. Emphasis is placed on setup and operation of machine tools including the selection of work holding devices, speeds, feeds, cutting tools and coolants. Upon completion, students should be able to perform intermediate level procedures of precision grinding, measuring, layouts, drilling, sawing, turning, and milling. MTT 149/150 are suitable substitutes for MTT 103. This course is aligned with NIMS certification standards. CORE

MTT 181 SPECIAL TOPICS IN MACHINE TOOL TECHNOLOGY (1-4-3)
This course is a guided study of special projects in machine tool technology. Emphasis is placed on student needs. Upon completion, students should be able to demonstrate skills developed to meet specific needs.

MTT 182 SPECIAL TOPICS IN MACHINE TOOL TECHNOLOGY (1-4-3)
This course is a guided study of special projects in machine tool technology. Emphasis is placed on student needs. Upon completion, students should be able to demonstrate skills developed to meet specific needs.

MTT 183 SPECIAL TOPICS IN MACHINE TOOL TECHNOLOGY (1-4-3)
This course is a guided study of special projects in machine tool technology. Emphasis is placed on student needs. Upon completion, students should be able to demonstrate skills developed to meet specific needs.

MTT 221 ADVANCED BLUEPRINT READING FOR MACHINISTS (3-0-3)
This course introduces complex industrial blueprints. Emphasis is placed on auxiliary views, section views, violations of true projection, special views, and interpretation of complex parts and assemblies. Upon completion, students should be able to read and interpret complex industrial blueprints. This course is also taught as CNC 221 and MSP 221.

MTT 241 CNC MILLING LAB I (0-6-3)
This course covers basic (3-axis) computer numeric control (CNC) milling machine setup and operating procedures. Upon completion, the student should be able to load a CNC program and setup and operate a 3-axis CNC milling machine to produce a specified part. Related safety, inspection, and process adjustment are also covered.

MTT 270 MACHINING SKILLS APPLICATION (0-3-3)
PREREQUISITE: As determined by college.
CO-REQUISITE: As determined by college.
This course is designed to provide students with a capstone experience incorporating the knowledge and skills learned in the Machine Tool program. Special emphasis is given to student skill attainment.

MTT 281 SPECIAL TOPICS IN MACHINE TOOL TECHNOLOGY (1-4-3)
This course is a guided study of special projects in machine tool technology. Emphasis is placed on student needs. Upon completion, students should be able to demonstrate skills developed to meet specific needs.

MTT 282 SPECIAL TOPICS IN MACHINE TOOL TECHNOLOGY (1-4-3)
This course is a guided study of special projects in machine tool technology. Emphasis is placed on student needs. Upon completion, students should be able to demonstrate skills developed to meet specific needs.

MTT 292 COOPERATIVE EDUCATION IN MACHINE TOOL TECHNOLOGY (0-15-3)
Students work on a part-time basis in a job directly related to machine tool technology. The employer and supervising instructor evaluate students' progress. Upon course completion, students will be able to apply skills and knowledge in an employment setting.

## MARKETING

MKT 223 CUSTOMER SERVICE (3-0-3)
This course stresses the importance of customer relations in the business world. Emphasis is placed on learning how to respond to complex customer requirements and to efficiently handle stressful situations. Upon completion, students should be able to demonstrate the ability to handle customer relations.

## MASS COMMUNICATIONS

MCM 100 INTRODUCTION TO MASS COMMUNICATIONS (3-0-3)
This course provides the student with general study of mass communication and journalism. This course includes theory, development, regulation, operation, and effects upon society.

## MATHEMATICS

MAH 101 INTRODUCTORY MATHEMATICS I (2-1-3)
PREREQUISITE: A grade of "C" or higher in MTH 090 or appropriate placement score (S if taken as pass/fail).
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 (1-0-1)
This course is designed to offer supplemental help to students in mathematics. Students work in a laboratory situation under qualified instructors. This course may be repeated as needed. Emphasis is on arithmetic and algebra, as determined by the individual need of the student. NCA

MTH 090 BASIC MATHEMATICS (3-0-3)
This is a developmental course reviewing arithmetical principles and computations designed to help the student's mathematical proficiency for selected curriculum entrance. NCA

MTH 091 DEVELOPMENTAL ALGEBRA I (3-0-3)
PREREQUISITE: A grade of "C" or higher in MTH 090 or appropriate placement score (S if taken as pass/fail).
This course provides the student with a review of arithmetic and algebra skills. The student's progress in this class and the score on the exit test will determine the next math course to take. NCA

MTH 098 ELEMENTARY ALGEBRA (3-0-3)
PREREQUISITE: A grade of "C" or higher in MTH 090 or appropriate placement score (S if taken as pass/fail).
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 (3-0-3)
PREREQUISITE: A grade of C or higher in MTH 098 or appropriate placement score (S if taken as pass/fail).
This course provides a study of algebraic techniques such as linear equations and inequalities, quadratic equations, systems of equations, and operations with exponents and radicals. Functions and relations are introduced and graphed with special emphasis on linear and quadratic functions. This course does not apply toward the general core requirement for mathematics.

MTH 110 FINITE MATHEMATICS (3-0-3)
PREREQUISITE: High school Algebra I, Geometry, and Algebra II with an appropriate mathematics placement score or a C or higher in Intermediate College Algebra (S if taken as pass/fail).
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. CORE

MTH 112 PRECALCULUS ALGEBRA (3-0-3)
PREREQUISITE: High school Algebra I, Geometry, and Algebra II with an appropriate mathematics placement score or a C or higher in Intermediate College Algebra (S if taken as pass/fail).
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. CORE

MTH 113 PRECALCULUS TRIGONOMETRY (3-0-3)
PREREQUISITE: High school Algebra I, Geometry, and Algebra II with an appropriate mathematics placement score or a C or higher in MTH 112 (S if taken as pass/fail).
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, DeMoivre's Theorem, and polar coordinates. Additional topics may include conic sections, sequences, and using matrices to solve linear systems. CORE

MTH 115 PRECALCULUS ALGEBRA & TRIGONOMETRY (4-0-4)
PREREQUISITE: High school Algebra I, Geometry, and Algebra II with an appropriate mathematics placement score or a C or higher in MTH 100 (S if taken as pass/fail) and receive special permission from the department chairperson.
This course is a one semester combination of Precalculus Algebra and Precalculus Trigonometry intended for superior students. The course covers the following topics: the algebra of functions (including polynomial, rational, exponential, and logarithmic functions), systems of equations and inequalities, quadratic inequalities, and the binomial theorem, as well as the study of trigonometric (circular functions) and inverse trigonometric functions, and includes extensive work with trigonometric identities and trigonometric equations, vectors, complex numbers, DeMoivre's Theorem, and polar coordinates. CORE

MTH 116 MATHEMATICAL APPLICATIONS (3-0-3)
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 120 CALCULUS AND ITS APPLICATIONS (3-0-3)
PREREQUISITE: High school Algebra I, Geometry, and Algebra II with an appropriate mathematics placement score or a C or higher in MTH 112.
This course is intended to give a broad overview of calculus and is taken primarily by students majoring in Commerce and Business Administration. It includes differentiation and integration of algebraic, exponential, and logarithmic functions and applications to business and economics. The course should include functions of several variables, partial derivatives (including applications), Lagrange Multipliers, L'Hopital's Rule, and multiple integration (including applications). CORE

MTH 125 CALCULUS I (4-0-4)
PREREQUISITE: High school Algebra I, Geometry, and Algebra II with an appropriate mathematics placement score or a C or higher in MTH 113 or MTH 115.
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. CORE

MTH 126 CALCULUS II (4-0-4)
PREREQUISITE: High school Algebra I, Geometry, and Algebra II with an appropriate mathematics placement score or a C or higher in 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. CORE
MTH 192 PRECALCULUS ALGEBRA LABORATORY (0-2-1)
COREQUISITE: Registration in MTH 112 Pre-calculus Algebra.
This course is designed to accompany a Pre-Calculus Algebra Course. It provides a laboratory setting in which students receive individualized instruction, work on laboratory exercises and group projects. Emphasis will be on applications of mathematics.

MTH 193 PRECALCULUS TRIGONOMETRY LABORATORY (0-2-1)
COREQUISITE: Registration in MTH 113 Pre-Calculus Trigonometry.
This course is designed to accompany a Pre-Calculus Trigonometry Course. It provides a laboratory setting in which students receive individualized instruction, work on laboratory exercises and group projects. Emphasis will be on applications of mathematics.

MTH 194 PRE-CALCULUS ALGEBRA & TRIGONOMETRY LABORATORY (0-2-1)
COREQUISITE: Registration in MTH 115 Pre-Calculus Algebra & Trigonometry.
This course is designed to accompany a Pre-Calculus and Trigonometry Course. It provides a laboratory setting in which students receive individualized instruction, work on laboratory exercises and group projects. Emphasis will be on applications of mathematics.

MTH 195 CALCULUS I LABORATORY (0-2-1)
COREQUISITE: Registration in MTH 125 Calculus I.
This course is designed to accompany a Calculus I Course. It provides a laboratory setting in which students receive individualized instruction, work on laboratory exercises and group projects. Emphasis will be on applications of mathematics.

MTH 196 CALCULUS II LABORATORY (0-2-1)
COREQUISITE: Registration in MTH 126 Calculus II.
This course is designed to accompany a Calculus II Course. It provides a laboratory setting in which students receive individualized instruction, work on laboratory exercises and group projects. Emphasis will be on applications of mathematics.

MTH 227 CALCULUS III (4-0-4)
PREREQUISITE: MTH 126
This is the third of three courses in the basic calculus sequence. Topics include vector functions, functions of two or more variables, partial derivatives (including applications), quadric surfaces, multiple integration, and vector calculus (including Green's Theorem, Curl and Divergence, surface integrals, and Stokes' Theorem). CORE

MTH 231 MATH FOR ELEMENTARY SCHOOL TEACHERS (3-0-3)
PREREQUISITE: As required by program.
This course is designed to provide appropriate insights into mathematics for students majoring in elementary education and to ensure that students going into elementary education are more than proficient at performing basic arithmetic operations. Topics include logic, sets and functions, operations and properties of whole numbers and integers including number theory; 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 237 LINEAR ALGEBRA (3-0-3)
PREREQUISITE: MTH 126
This course introduces the basic theory of linear equations and matrices, real vector spaces, bases and dimension, linear transformations and matrices, determinants, eigenvalues and eigenvectors, inner product spaces, and the diagonalization of symmetric matrices. Additional topics may include quadratic forms and the use of matrix methods to solve systems of linear differential equations. CORE

MTH 238 APPLIED DIFFERENTIAL EQUATIONS I (3-0-3)
PREREQUISITE or COREQUISITE: MTH 227
An introduction to numerical methods, qualitative behavior of first order differential equations, techniques for solving separable and linear equations analytically, and applications to various models (e.g. populations, motion, chemical mixtures, etc.); 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; and the Laplace transform as a tool for the solution of initial value problems whose inhomogeneous terms are discontinuous. CORE

MTH 265 ELEMENTARY STATISTICS (3-0-3)
PREREQUISITE: MTH 100 or appropriate placement score.
This course provides an introduction to methods of statistics, including the following topics: sampling, frequency distributions, measures of central tendency, graphic representation, reliability, hypothesis testing, confidence intervals, analysis, regression, estimation, and applications. Probability, permutations, combinations, binomial theorem, random variables, and distributions may be included.

MTH 297 CALCULUS III LABORATORY (0-2-1)
COREQUISITE: Registration in MTH 227 Calculus III.
This course is designed to accompany a Calculus III Course. It provides a laboratory setting in which students receive individualized instruction, work on laboratory exercises and group projects. Emphasis will be on applications of mathematics.

## MINING TECHNOLOGY

MNT 100 UNDERGROUND NEW MINER (3-0-3)
PREREQUISITE: As required by college.
This course will provide the student with the basic knowledge and understanding necessary for entry level employment in underground coal mining. Emphasis is placed on the safety and health aspects of federal and state regulations pertaining to underground coal mining. Upon completion, the student will understand the federal and state laws governing underground coal mining.

MNT 120 SURFACE NEW MINER (2-0-2)
PREREQUISITE: As required by college.
This course will provide the student with the basic knowledge and understanding necessary for entry level employment in surface mining. Emphasis is placed on federal and state regulations pertaining to surface mining. Upon completion, students will understand the federal and state laws governing surface of coal mining.

MNT 135 FIRST RESPONDER (3-0-3)
PREREQUISITE: As required by college.
This course is designed to provide students with skills to perform basic first aid in a variety of emergency situations. Specific topics include assessing victims, basic life support, CPR certification, natural disaster response, and treating victims for various traumas. At the conclusion of this course students will be able to provide basic life support for victims.

MNT 140 ELECTRICAL CERTIFICATION (5-2-6)
PREREQUISITE: As required by college.
This course provides the student with adequate information on direct current theory, alternating current theory, Ohm's Law, circuits, federal and state mining laws, and the National Electrical Code as applicable to the Mine Safety and Health Administration/State of Alabama certification. Upon completion, the student will have information necessary to pass the state certification examination.

MNT 175 BASIC HYDRAULICS (4-2-6)
PREREQUISITE: As required by college.
This course provides the student with a study of force and energy, pumps, actuators, control valves, flow valves, pressure valves, reservoirs, coolers, filters, motors, symbols, and print reading. Emphasis is placed on troubleshooting and maintaining hydraulic systems. Upon completion, students will understand basic hydraulic principles, how to troubleshoot hydraulic systems, and how to maintain hydraulic components.

## MUSIC

MUS 100 CONVOCATION (1-0-1)
This course (required for music majors/minors each semester) is designed to expose students to a variety of repertory styles and to give students an opportunity to practice individual performance skills. Emphasis is placed on exposure to performances and lectures by guest artists, faculty or students, and on personal performance(s) in class each semester.

MUS 101 MUSIC APPRECIATION (3-0-3)
This course is designed for non-music majors and requires no previous musical experience. It is a survey course that incorporates several modes of instruction including lecture, guided listening, and similar experiences involving music. The course will cover a minimum of three (3) stylistic periods, provide a multi-cultural perspective, and include both vocal and instrumental genres. Upon completion, students should be able to demonstrate a knowledge of music fundamentals, the aesthetic/stylistic characteristics of historical periods, and an aural perception of style and structure in music. CORE

MUS 111 MUSIC THEORY I (3-0-3)
PREREQUISITE: Advisor approval
COREQUISITE: MUS 113, if ear training lab is a separate course.
This course introduces the student to the diatonic harmonic practices in the Common Practice Period. Topics include fundamental musical materials (rhythm, pitch, scales, intervals, diatonic harmonies) and an introduction to the principles of voice leading and harmonic progression. Upon completion, students should be able to demonstrate a basic competency using diatonic harmony through analysis, writing, sight singing, dictation and keyboard skills.

MUS 112 MUSIC THEORY II (3-0-3)
PREREQUISITE: MUS 111
COREQUISITE: MUS 114, if ear training lab is a separate course.
This course completes the study of diatonic harmonic practices in the Common Practice Period and introduces simple musical forms. Topics include principles of voice leading used in three- and four-part triadic harmony and diatonic seventh chords, non-chord tones, cadences, phrases and periods. Upon completion, students should be able to demonstrate competence using diatonic harmony through analysis, writing, sight singing, dictation and keyboard skills.

MUS 113 MUSIC THEORY LAB I (0-2-1)
PREREQUISITE: Advisor approval
COREQUISITE: MUS 111, if ear training lab is a separate course.
This course provides the practical application of basic musical materials through sight singing; melodic, harmonic and rhythmic dictation; and keyboard harmony. Topics include intervals, simple triads, diatonic stepwise melodies, basic rhythmic patterns in simple and compound meter and four-part triadic progressions in root position. Upon completion, students should be able to write, sing and play intervals, scales, basic rhythmic patterns, diatonic stepwise melodies, simple triads and short four-part progressions in root position.

MUS 114 MUSIC THEORY LAB II (0-2-1)
PREREQUISITE: MUS 113
COREQUISITE: MUS 112, if ear training lab is a separate course.
This course continues the practical application of diatonic musical materials through sight singing; melodic, harmonic and rhythmic dictation; and keyboard harmony. Topics include intervals, scales, diatonic melodies with triadic arpeggiations, more complex rhythmic patterns in simple and compound meter and four-part diatonic progressions in all inversions. Upon completion, students should be able to write, sing and play all intervals, rhythmic patterns employing syncopations and beat divisions, diatonic melodies and four-part diatonic progressions.

MUS 115 FUNDAMENTALS OF MUSIC (3-0-3)
This course is designed to teach the basic fundamentals of music and develop usable musical skills for the classroom teacher. Topics include rhythmic notation, simple and compound meters, pitch notation, correct singing techniques, phrases, keyboard awareness, key signatures, scales, intervals and harmony using I, IV, and V with a chordal instrument. Upon completion, students should be able to sing a song, harmonize a simple tune, demonstrate rhythmic patterns and identify musical concepts through written documentation.

MUS 170 INTRODUCTION TO CHURCH MUSIC (3-0-3)
This course provides an overview of church music as a career choice, and

includes the organization and operation of a graded church choir program. Topics include an introduction to conducting, rehearsal techniques, administrative skills, and may include a supervised practicum field experience. Upon completion, students should be able to select, prepare, teach and conduct a simple anthem for a graded church choir and demonstrate a knowledge of church music administration through written documentation.

MUS 211 MUSIC THEORY III (3-0-3)
PREREQUISITE: MUS 112
COREQUISITE: MUS 213, if ear training lab is a separate course.
This course introduces the student to the chromatic harmonic practices in the Common Practice Period. 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 (3-0-3)
PREREQUISITE: MUS 211
COREQUISITE: MUS 214, if ear training lab is a separate course.
This course completes the study of chromatic harmonic practices in the Common Practice Period and introduces the student to twentieth-century practices. Topics include the Neapolitan and augmented sixth chords, sonata form, late nineteenth-century tonal harmony and twentieth-century practices 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.

MUS 213 MUSIC THEORY LAB III (0-2-1)
PREREQUISITE: MUS 114
COREQUISITE: MUS 211, if ear training lab is a separate course.
This course provides the practical application of chromatic musical materials through sight singing; melodic, harmonic and rhythmic dictation; and keyboard harmony. Topics include melodies with simple modulations, complex rhythms in simple and compound meter, and secondary function chords. Upon completion, students should be able to write, sing and play modulating melodies, rhythmic patterns with beat subdivisions and four-part chromatic harmony.

MUS 214 MUSIC THEORY LAB IV (0-2-1)
PREREQUISITE: MUS 213
COREQUISITE: MUS 212, if ear training lab is a separate course.
This course provides the practical application of chromatic musical materials and simple twentieth-century practices through sight singing; melodic, harmonic and rhythmic dictation; and keyboard harmony. Topics include chromatic and atonal melodies; complex rhythmic patterns in simple, compound and asymmetric meters; chromatic chords and twentieth-century harmony. Upon completion, students should be able to write, sing and play chromatic and atonal melodies, complex rhythms and meters, four-part chromatic harmony and simple twentieth-century chord structures.

MUS 251 INTRODUCTION TO CONDUCTING (3-0-3)
PREREQUISITE: Advisor approval.
This course introduces the fundamentals of conducting choral and/or instrumental ensembles. Topics include a study of simple and compound meters, score reading and techniques for conducting effective rehearsals. Upon completion, students should be able to prepare and conduct a choral and/or instrumental score in a rehearsal or performance setting.

## MUSIC ENSEMBLE

MUL 101-02; 201-02 CLASS PIANO I, II, III, IV (0-2-1)
MUL 111-12; 211-12 CLASS VOICE I, II, III, IV (0-2-1)
Group instruction is available in voice and piano for students with little or no previous training. Emphasis is placed on the rudiments of music, basic performance technique and general musicianship skills. Upon completion of one or a sequence of courses, students should be able to demonstrate a basic proficiency in singing or playing and a knowledge of music fundamentals.

MUL 172-73; 272-73 MUSICAL THEATRE WORKSHOP I, II, III, IV (0-2-1)
PREREQUISITE: Advisor approval.
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 180-81; 280-81, CHORUS I, II, III, IV (0-2-1)
MUL 182-83; 282-83, VOCAL ENSEMBLE I, II, III, IV (0-2-1)
MUL 190-91; 290-91, CONCERT BAND I, II, III, IV (0-2-1)
MUL 192-93; 292-93, INSTRUMENTAL ENSEMBLE I, II, III, IV (0-2-1)
MUL 196-97; 296-97, JAZZ/SHOW BAND I, II, III, IV (0-2-1)
PREREQUISITE: Advisor approval.
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.

## MUSIC PERFORMANCE

MUP 101-02; 201-02, PRIVATE PIANO I, II, III, IV (0-.5-1)
MUP 103-04; 203-04, PRIVATE ORGAN I, II, III, IV (0-.5-1)
MUP 111-12; 211-12, PRIVATE VOICE I, II, III, IV (0-.5-1)
MUP 133-34; 233-34, PRIVATE GUITAR I, II, III, IV (0-.5-1)
MUP 141-42; 241-42, PRIVATE FLUTE I, II, III, IV (0-.5-1)
MUP 143-44; 243-44, PRIVATE CLARINET I, II, III, IV (0-.5-1)
MUP 145-46; 245-46, PRIVATE SAXOPHONE I, II, III, IV (0-.5- 1)
MUP 151-52; 251-52, PRIVATE OBOE I, II, III, IV (0-.5-1)
MUP 153-54; 253-54, PRIVATE BASSOON I, II, III, IV (0-.5-1)
MUP 161-62; 261-62, PRIVATE TRUMPET I, II, III, IV (0-.5-1)
MUP 163-64; 263-64, PRIVATE FRENCH HORN I, II, III, IV (0-.5-1)
MUP 171-72; 271-72, PRIVATE TROMBONE I, II, III, IV (0-.5- 1)
MUP 175-76; 275-76, PRIVATE TUBA I, II, III, IV (0-.5-1)
MUP 181-82; 281-82, PRIVATE PERCUSSION I, II, III, IV (0-.5-1)
PREREQUISITE: Advisor approval.
Individual performance instruction is available in keyboard instruments, voice, strings, woodwinds, brass, percussion and fretted instruments. Emphasis is placed on developing technique, repertoire and performance skills commensurate with the student's educational goals. Students are required to practice a minimum of five hours per week for each credit hour. Upon completion, students should be able to effectively perform assigned repertoire and technical studies in an appropriate performance evaluation setting.

## NURSING

Following each course description a sequence of four numbers appears. Using NUR 102, Fundamentals of Nursing as an example (3-6-3-6) - the first number "3" indicates the classroom (theory) hours; the second number "6" indicates the laboratory hours; the third number "3" indicates the clinical hours; the fourth number identifies the semester hour credit of the course. Laboratory hours are generally spent in hands-on application on the campus. Clinical hours are spent in various health care settings.

NUR 102 FUNDAMENTALS OF NURSING (3-6-3-6)
COREQUISITE: NUR 103, NUR 104 (and NUR 101 for PN students).
This course provides opportunities to develop competencies necessary to meet the needs of individuals throughout the lifespan in a safe, legal, and ethical manner using the nursing process. Students learn concepts and theories basic to the art and science of nursing. The role of the nurse as a member of the healthcare team is emphasized. Students are introduced to the concepts of client needs, safety, communication, teaching/learning, critical thinking, ethical-legal issues, 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 (0-3-0-1)
COREQUISITE: NUR 103, NUR 104 (and NUR 101 for PN students).
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 (0-3-0-1)
COREQUISITE: NUR 103, NUR 104 (and NUR 101 for PN students).
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 (5-3-6-8)
PREREQUISITE: NUR 102, NUR 103, NUR 104 (and NUR 101 for PN students).
COREQUISITE: NUR 106, ENG 101.
This course provides opportunities to develop competencies necessary to meet the needs of individuals throughout the lifespan in a safe, legal, and ethical manner using the nursing process. Emphasis is placed on providing care to individuals undergoing surgery, fluid and electrolyte imbalance, and common alterations in respiratory, musculoskeletal, gastrointestinal, cardiovascular, endocrine, and integumentary systems. Nutrition, pharmacology, communication, cultural, and community concepts are integrated.

NUR 106 MATERNAL AND CHILD NURSING (4-0-3-5)
PREREQUISITE: NUR 102, NUR 103, NUR 104 (and NUR 101 for PN students).
COREQUISITE: NUR 105, ENG 101.
This course focuses on the role of the nurse in meeting the physiological, psychosocial, cultural and developmental needs of the maternal and child client. Course content includes antepartal, intrapartal, and postpartal care, complications of pregnancy, newborn care, human growth and development, pediatric care, and selected pediatric alterations. Nutrition, pharmacology, cultural diversity, use of technology, communication, anatomy and physiology review, medical terminology, critical thinking, and application of the nursing process are integrated throughout this course. 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 (5-0-9-8)
PREREQUISITE: NUR 105, NUR 106, ENG 101.
COREQUISITE: NUR 108, NUR 109.
This course provides students with opportunities to develop competencies necessary to meet the needs of individuals throughout the life span in a safe, legal, and ethical manner using the nursing process in a variety of settings. Emphasis is placed on providing care to individuals experiencing complex alterations in: sensory/perceptual reproductive, endocrine, genitourinary, neurological, immune, cardiovascular, and lower gastrointestinal systems. Additional instruction is provided for care for clients experiencing burns, cancer, and emergent conditions. Nutrition, pharmacology, therapeutic communication, community, cultural diversity, health promotion, error prevention, critical thinking, impacts on maternal and child clients are integrated throughout the course.

NUR 108 PSYCHOSOCIAL NURSING (2-0-3-3)
PREREQUISITE: NUR 105, NUR 106, ENG 101.
COREQUISITE: NUR 107, NUR 109.
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 (2-3-0-3)
PREREQUISITE: NUR 105, NUR 106, ENG 101.
COREQUISITE: NUR 107, NUR 108.
This course provides students with opportunities to gain knowledge and skills necessary to transition from student to practicing nurse. Content includes a discussion of current issues in health care, practical nursing leadership and management, professional practice issues, and transition into the workplace. Emphasis is placed on NCLEX-PN test-taking skills, computer-assisted simulations and practice tests, development of a prescriptive plan for remediation, and review of selective content specific to the practice of practical nursing.

NUR 112 FUNDAMENTAL CONCEPTS OF NURSING (4-2-1-7)
PREREQUISITE: Admission to the program
COREQUISITE: BIO 201, MTH 100 or higher.
This course teaches foundational knowledge of nursing concepts and clinical decision making to provide evidence-based nursing care. Content includes but is not limited to: healthcare delivery systems, professionalism, health promotion, psychosocial well-being, functional ability, gas exchange, safety, pharmacology, and coordinator/manager of care.

NUR 113 NURSING CONCEPTS I (4-1-3-8)
PREREQUISITE: NUR 112, BIO 201, MTH 100 or higher
COREQUISITE: BIO 202, ENG 101, PSY 210
This course teaches foundational knowledge of nursing concepts and clinical decision making to provide evidence-based nursing care. Content includes but is not limited to: coordinator/manager of care, perfusion, oxygenation, infection, inflammation, tissue integrity, nutrition, elimination, mobility/immobility, cellular regulation, acid/base balance, and fluid/electrolyte balance.

NUR 114 NURSING CONCEPTS II (5-0-3-8)
PREREQUISITE: NUR 113, ENG101, BIO 202, PSY 210
COREQUISITE: NUR 115, SPH 106 or SPH 107
This course teaches foundational knowledge of nursing concepts and clinical decision making to provide evidence-based nursing care. Content includes but is not limited to: coordinator/manager of care, sexuality, reproduction and childbearing, infection, inflammation, sensory perception, perfusion, cellular regulation, mood disorders and affect, renal fluid/electrolyte balance, and medical emergencies.

NUR 115 EVIDENCE BASED CLINICAL REASONING (1-0-1-2)
PREREQUISITE: NUR 113, PSY 210, ENG 101, BIO 202
COREQUISITE: NUR 114, SPH 106 OR SPH 107
This course provides students with opportunities to collaborate with various members of the health care team in a family and community context. Students utilize clinical reasoning to assimilate concepts within the individual, health, and nursing domains.

NUR 200 NURSING CAREER MOBILITY ASSESSMENT (3-1-1–5)
PREREQUISITE: MTH 100 or higher level math, BIO 201, 202, ENG 101
COREQUISITE: 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. 16 non-traditional credits will be awarded after the successful completion of this course.

NUR 201 NURSING THROUGH THE LIFESPAN I (3-0-6-5)
PREREQUISITE: NUR 105, NUR 106, ENG 101.
COREQUISITE: PSY 200, BIO 220.
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 (3-0-9-6)
PREREQUISITE: NUR 201, BIO 220, PSY 200, ENG 101.
COREQUISITE: PSY 210, and SPH 106 or SPH 107.
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 (4-0-6-6)
PREREQUISITE: PSY 210, NUR 202, and SPH 106 or SPH 107.
COREQUISITE: NUR 204, Humanities elective.
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 to 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 (2-0-6-4)
PREREQUISITE: PSY 210, NUR 202, and SPH 106 or SPH 107.
COREQUISITE: NUR 203, Humanities elective.
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.

NUR 209 CONCEPTS FOR HEALTHCARE TRANSITION STUDENTS (6-1-3-10)
PREREQUISITE: MTH 100 or higher, BIO 201 and 202, ENG 101, SPH 106 or SPH 107, PSY 210
This course focuses on application of nursing concepts to assist health care professionals to transition into the role of the registered nurse. Emphasis in this course is placed on evidenced based clinical decision making and nursing concepts provided in a family and community context for a variety of health alterations across the lifespan.

NUR 211 ADVANCED NURSING CONCEPTS (4-0-3-7)
PREREQUISITE: NUR 114, NUR 115, and SPH 106 or SPH 107.
COREQUISITE: BIO 220.
This course provides opportunities for students to integrate advanced nursing care concepts within a family and community context. Content includes but is not limited to: manager of care for advanced concepts in safety, fluid/electrolyte balance, cellular regulation, gas exchange, psychosocial well-being, growth and development, perfusion, and medical emergencies.

NUR 221 ADVANCED EVIDENCE BASED CLINICAL REASONING (3-0-4-7)
PREREQUISITE: BIO 220, NUR 211.
COREQUISITE: Humanities elective (Ethics preferred(.
This course provides students with opportunities to demonstrate graduate competencies through didactic and preceptorship experiences necessary to transition to the profession of nursing. Content in nursing and health care domains includes management of care, professionalism, and healthcare delivery systems.

## NURSE ASSISTANT/NURSING AIDE

NAS 100 LONG TERM CARE NURSING ASSISTANT (3-0-3)
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.

## OFFICE ADMINISTRATION/BUSINESS OFFICE MGMNT

OAD 101 BEGINNING KEYBOARDING (3-0-3)
This course is designed to be able to use the touch method of keyboarding through classroom instruction and outside lab. Emphasis is on speed and accuracy in keying alphabetic, symbol, and numeric information using a keyboard. Upon completion, the student should be able to demonstrate proper technique and an acceptable rate of speed and accuracy as defined by the course syllabus, in the production of basic business documents such as memoranda, letters, reports, etc.

OAD 103 INTERMEDIATE KEYBOARDING (3-0-3)
PREREQUISITE: OAD 101 or test above 30 words per minute
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. CORE

OAD 125 WORD PROCESSING (3-0-3)
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 131 BUSINESS ENGLISH (3-0-3)
This course is designed to develop the student's ability to use proper English. Emphasis is on grammar, spelling, vocabulary, punctuation, word usage, word division, and proofreading. Upon completion, the student should be able to communicate effectively.

OAD 133 BUSINESS COMMUNICATIONS (3-0-3)
PREREQUISITE: CIS 146 or OAD 103 plus OAD 131 or ENG 101 with a "C" or higher.
This course is designed to provide the student with skills necessary to communicate effectively. Emphasis is on the application of communication principles to produce clear, correct, logically-organized business communications. Upon completion, the student should be able to demonstrate effective communication techniques in written, oral, and nonverbal communications.

OAD 138 RECORDS/INFORMATION MANAGEMENT (3-0-3)
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. CORE

OAD 200 MACHINE TRANSCRIPTION (3-0-3)
PREREQUISITE: OAD 103
or advisor approval.
This course is designed to develop marketable skills in transcribing various forms of dictated material through classroom instruction. Emphasis is on the use of microcomputers and a commercial word processing package. Upon completion, the student should be able to accurately transcribe documents from dictated recordings.

OAD 202 LEGAL TRANSCRIPTION (3-0-3)
PREREQUISITE: OAD 200 with grade of "C" or higher or advisor approval.
This course is designed to familiarize students with legal terms and provide transcription skill development in the production of legal correspondence, forms, and court documents through classroom instruction and lab exercises. Emphasis is on transcribing error-free legal documents using transcription equipment. Upon completion, students should be able to demonstrate the ability to accurately transcribe legal documents that are appropriately formatted.

OAD 203 LEGAL OFFICE PROCEDURES (3-0-3)
This course is designed to provide an awareness of the responsibilities and opportunities of professional support personnel in a legal environment through classroom instruction and lab exercises. Emphasis is on legal terminology, the production of appropriate forms and reports, and the importance of office procedures and practices. Upon completion, the student should be able to perform office support tasks required for employment in a legal environment.

OAD 211 MEDICAL TERMINOLOGY (3-0-3)
This course is designed to familiarize the student with medical terminology. Emphasis is on the spelling, definition, pronunciation, and usage of medical terms. Upon completion, the student should be able to communicate effectively using medical terminology.

OAD 212 MEDICAL TRANSCRIPTION (3-0-3)
PREREQUISITE: OAD 200 with grade of "C" or higher or advisor approval.

This course is designed to orient students to standard medical reports, correspondence, and related documents transcribed in a medical environment through classroom instruction. Emphasis is on transcribing medical records from dictated recordings. Learn/maintain standards of ethical/professional conduct. Upon completion, the student should be able to accurately transcribe medical documents from dictated recordings.

OAD 214 MEDICAL OFFICE PROCEDURES (3-0-3)
This course focuses on the responsibilities of professional support personnel in a medical environment. Emphais 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 218 OFFICE PROCEDURES (3-0-3)
This course is designed to develop an awareness of the responsibilites and opportunities of the office professional through classroom instruction. Emphasis is on current operating functions, practices, and procedures, work habits, attitudes, oral and writtern communications and professionalism. Upon completion, the student should be able to demonstrate the ability to effectively function in an office support role. This course supports CIP code 52.0401

OAD 232 THE COMPUTERIZED OFFICE (3-0-3)
PREREQUISITE: OAD 133
This course is designed to enable the student to develop skill in the use of integrated software through classroom instruction and lab exercises. Emphasis is on the use of computerized equipment, software, and communications technology. Upon completion, the student should be able to satisfactorily perform a variety of office tasks using current technology.

OAD 246 OFFICE GRAPHICS AND PRESENTATONS (3-0-3)
This course is designed to provide the student with a foundation inthe use of the computer and appropriate application software in the production of business slides and presentations through classroom instruction and lab exercises. Emphasis is on available software tools, presentation options and design, as well as such presentation considerations as the make-up of the target audience. Upon completion, the student should be able to demonstrate the ability to design and produce a business presentation.

## ORIENTATION

ORI 107 STUDENT SURVIVAL SKILLS (1-0-1)
This course is designed to provide students with information to improve their success as students in a college environment. Specific topics include stress management, time management, goal setting, improving listening and note taking skills, identification of optimum learning styles, reading skills, study skills, problem solving and decision making, test taking strategies, and financial management.

## PHILOSOPHY

PHL 106 INTRODUCTION TO PHILOSOPHY (3-0-3)
This course is an introduction to the basic concepts of philosophy. The literary and conceptual approach of the course is balanced with emphasis on approaches to ethical decision making. The student should have an understanding of major philosophical ideas in a historical survey from the early Greeks to the modern era. CORE

PHL 206 ETHICS AND SOCIETY (3-0-3)
This course involves the study of ethical issues which confront individuals in the course of their daily lives. The focus is on the fundamental questions of right and wrong, of human rights, and of conflicting obligations. The student should be able to understand and be prepared to make decisions in life regarding ethical issues. CORE

## PHLEBOTOMY

MLT 101 PHLEBOTOMY CERTIFICATION (2-3-3)
This course covers the basic techniques used in the collection of blood specimens. Presentation includes equipment and additives, basic anatomy, and techniques for safe and effective venipuncture. Upon completion, students should be able to correctly perform venipuncture.

MLT 102 PHLEBOTOMY CLINICAL (0-12-4)
PREREQUISITE: Phlebotomy advisor approval.
This is a supervised practicum within the medical lab setting that provides laboratory practice in phlebotomy. Emphasis is placed on collection techniques, specimen processing, work flow practices, referrals, and utilizing laboratory information systems.

## PHYSICAL EDUCATION

PED 100 FUNDAMENTALS OF FITNESS (3-0-3)
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) (0-2-1)
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) (0-2-1)
PREREQUISITE: PED 103
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 105 PERSONAL FITNESS (0-2-1)
PREREQUISITE: PED 103
This course is designed to provide the student with information allowing him or her to participate in a personally developed fitness program. Topics include cardiovascular, strength, muscular endurance, flexibility and body composition.

PED 106 AEROBICS (0-2-1)
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 118 GENERAL CONDITIONING (BEGINNING) (0-2-1)
This course provides an individualized approach to general conditioning utilizing the five major components. Emphasis is placed on the scientific basis for setting up and engaging in personalized physical fitness and conditioning programs. Upon completion, students should be able to set up and implement an individualized physical fitness and conditioning program.

PED 119 GENERAL CONDITIONING (INTERMEDIATE) (0-2-1)
PREREQUISITE: PED 118
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 200 FOUNDATIONS OF PHYSICAL EDUCATION (3-0-3)
In this course, the history, philosophy, and objectives of health, physical education, and recreation are studied with emphasis on the physiological, sociological, and psychological values of physical education. It is required of all physical education majors.

## PHYSICAL SCIENCE

PHS 111 PHYSICAL SCIENCE I (3-2-4)
This course provides the non-technical student with an introduction to the basic principles of geology, oceanography, meteorology, and astronomy. Laboratory is required. CORE

PHS 112 PHYSICAL SCIENCE II (3-2-4)
This course provides the non-technical student with an introduction to the basic principle of chemistry and physics. Laboratory is required. CORE

## PHYSICS

PHY 120 INTRODUCTION TO PHYSICS (3-2-4)
PREREQUISITE: MTH 098 or higher or appropriate placement score.
This course provides an introduction to general physics for non-science majors. Topics in fundamentals of mechanics, properties of matter, heat and temperature, simple harmonic motion, SHM, waves and sound, electricity and magnetism, optics and modern physics. Laboratory is required.

PHY 201 GENERAL PHYSICS I-TRIG BASED (3-2-4)
PREREQUISITE: MTH 113 or appropriate placement score.
This course is designed to cover general physics at a level that assumes previous exposure to college algebra and basic trigonometry. Specific topics include mechanics, properties of matter and energy, thermodynamics, and periodic motion. A laboratory is required. CORE

PHY 202 GENERAL PHYSICS II-TRIG BASED (3-2-4)
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. CORE

PHY 205 RECITATION IN GENERAL PHYSICS I-TRIG BASED (1-0-1)
PREREQUISITE: As required by program.
One hour weekly for problem solving.

PHY 206 RECITATION IN GENERAL PHYSICS II-TRIG BASED (1-0-1)
PREREQUISITE: As required by program.
One hour weekly for problem solving.

PHY 213 GENERAL PHYSICS WITH CAL I (3-2-4)
PREREQUISITE: MTH 125
This course provides a calculus-based treatment of the principle subdivisions of classical physics: mechanics and energy, including thermodynamics. Laboratory is required. CORE

PHY 214 GENERAL PHYSICS WITH CAL II (3-2-4)
PREREQUISITE: PHY 213
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. CORE

PHY 216 RECITATION IN GENERAL PHYSICS WITH CAL I (1-0-1)
One hour weekly for problem solving.
PHY 217 RECITATION IN GENERAL PHYSICS WITH CAL II (1-0-1)
One hour weekly for problem solving.

## POLITICAL SCIENCE

POL 200 INTRODUCTION TO POLITICAL SCIENCE (3-0-3)
PREREQUISITE: Advisor approval.
This course is an introduction to the field of political science through examination of the fundamental principles, concepts, and methods of the discipline, and the basic political processes and institutions of organized political systems. Topics include approaches to political science, research methodology, the state, government, law, ideology, organized political influences, governmental bureaucracy, problems in political democracy, and international politics. Upon completion, students should be able to identify, describe, define, analyze, and explain relationships among the basic principles and concepts of political science and political processes and institutions of contemporary political systems. CORE

POL 211 AMERICAN NATIONAL GOVERNMENT (3-0-3)
PREREQUISITE: Advisor approval.
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. CORE

## PSYCHOLOGY

PSY 106 CAREER EXPLORATION (1-0-1)
This course is designed to explore potential career fields. It includes an assessment, thorough testing of strengths and weaknesses, general information about careers and job skills, instruction in value and decision making techniques and career research.

PSY 107 STUDY SKILLS (1-0-1)
In this course, emphasis is placed on the skills of "how to study." The 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 (3-0-3)
This course is a survey of behavior with emphasis upon psychological processes. This course includes the biological bases for behavior, thinking, emotion, motivation, and the nature and development of personality. CORE

PSY 210 HUMAN GROWTH AND DEVELOPMENT (3-0-3)
PREREQUISITE: PSY 200
This course is the study of the psychological, social, and physical factors that affect human behavior from conception to death. CORE

PSY 211 CHILD GROWTH AND DEVELOPMENT (3-0-3)
This course is a systematic study of the behavior and psychological development of the child from conception to adolescence. Emphasis will be placed on principles underlying physical, mental, emotional and social development, methods of child study, and practical implications.

PSY 230 ABNORMAL PSYCHOLOGY (3-0-3)
PREREQUISITE: PSY 200
This course is a survey of abnormal behavior and its social and biological origins. The anxiety related disorders, psychoses, personality disorders and mental deficiencies will be covered.

## READING

RDG 083 DEVELOPMENTAL READING I (3-0-3)
This course is designed to assist students whose placement test scores indicate serious difficulty with decoding skills, comprehension, vocabulary, and study skills.

RDG 114 CRITICAL READING FOR COLLEGE (3-0-3)
PREREQUISITE: Appropriate reading placement score or a grade of "S" in RDG 083.
This course is designed to enhance critical reading skills. Topics include vocabulary enrichment, reading flexibility, metacognitive strategies, and advanced comprehension skills, including analysis and evaluation. Upon completion, students should be able to demonstrate comprehension and analysis and respond effectively to material across disciplines.

## RELIGION

REL 100 HISTORY OF WORLD RELIGIONS (3-0-3)
This course is designed to acquaint the student with the beliefs and practices of the major contemporary religions of the world. This includes the religions of Africa, the Orient, and the western world. The student should have an understanding of the history and origins of the various religions in the world. CORE
REL 151 SURVEY OF THE OLD TESTAMENT (3-0-3)
This course is an introduction to the content of the Old Testament with emphasis on the historical context and contemporary theological and cultural significance of the Old Testament. The student should have an understanding of the significance of the Old Testament writings upon completion of this course. CORE

REL 152 SURVEY OF THE NEW TESTAMENT (3-0-3)
This course surveys 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. CORE

## RENEWABLE ENERGY TECHNOLOGY

REN 110 BIO-FUELS I (2-2-3)
This course is designed to provide an introduction to the fundamentals of bio-based fuels. Emphasis is placed on handling and storage guidelines, basic chemistry of bio-fuels, production methods, and the social, environmental, and economic impacts of bio-fuels. Upon completion students should be able to demonstrate a general understanding of bio-fuels.

REN 111 BIO-ENERGY TECHNOLOGY (2-2-3)
This course provides an in-depth study of fuel cell technology, smart grid technology, electricity, biomass gasification and bio-fuels business models. Upon completion students should possess a practical knowledge of bio-energy technology and facility operation.

REN 210 BIO-FUELS ANALYTICS (2-2-3)
This course is designed to address quality control management during all phases of the bio-fuels production process. Topics include stock analysis, in-process quality monitoring, and standards compliance with national and international bio-fuels specifications. Upon completion students should be able to demonstrate safe and accurate laboratory practices as well as an understanding of various quality control techniques.

REN 211 BIOPROCESS PRACTICES (2-2-3)
This course provides a study of plant operations including various plant utility systems and detailed study of the varied plant environments in a bio-processing facility. Emphasis is placed on quality mindset and principles of validation through applications of monitoring procedures. Upon completion, students should be able to demonstrate the rigors of industry regulation and its necessity.

## SALON AND SPA MANAGMENT

SAL 133 SALON MANAGEMENT TECHNOLOGY (1-2-3)
This course is designed to develop 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.

SAL 201 ENTREPRENEURSHIP FOR SALON AND SPA MANAGEMENT (3-0-3)
This course covers the important issues and critical steps involved in starting a new business from scratch. Topics covered incude developing a business plan, creating a successful marketing strategy, setting up the legal basis for business, raising start-up funds, attracting and managing human resources, managing costs, and developing a customer base.

## SOCIOLOGY

SOC 200 INTRODUCTION TO SOCIOLOGY (3-0-3)
This course is an introduction to the vocabulary, concepts, and theory of sociological perspectives of human behavior. CORE

SOC 210 SOCIAL PROBLEMS (3-0-3)
PREREQUISITE: SOC 200
This course examines the social and cultural aspects, influences, incidences and characteristics of current social problems in light of sociological theory and research. CORE

SOC 247 MARRIAGE AND THE FAMILY (3-0-3)
PREREQUISITE: SOC 200
This course is a study of family structures and families in a modern society. It covers preparation for marriage, as well as sociological, psychological, biological, and financial factors relevant to success in marriage and family life.

## SPANISH

SPA 101 INTRODUCTORY SPANISH I (4-0-4)
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. CORE

SPA 102 INTRODUCTORY SPANISH II (4-0-4)
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. CORE

SPA 201 INTERMEDIATE SPANISH I (3-0-3)
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. CORE

SPA 202 INTERMEDIATE SPANISH II (3-0-3)
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. CORE

## SPEECH

SPC 103 ORAL COMMUNICATION SKILLS (3-0-3)
This course introduces the basic concepts of interpersonal communication and the oral communication skills necessary to interact with co-workers and customers, and to work effectively in teams. Topics include overcoming barriers to effective communication, effective listening, applying the principles of persuasion, utilizing basic dynamics of group discussion, conflict resolution, and positive communication patterns in the business setting. Upon completion, students should be able to demonstrate interpersonal communication skills, apply basic principles of group discussion, develop a businesslike personality, and effectively present themselves before co-workers and the public. NCA

SPH 106 FUNDAMENTALS OF ORAL COMMUNICATION (3-0-3)
PREREQUISITE: Grade of C or better in ENG 093 or placement score in ENG 101.
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. CORE

SPH 107 FUNDAMENTALS OF PUBLIC SPEAKING (3-0-3)
PREREQUISITE: Grade of C or better in ENG 093 or placement score in ENG 101.
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. CORE

SPH 111 SIGN LANGUAGE (1-3–0–1-3)
In this course, students are taught the basics of communication through sign language.

SPH 112 SIGN LANGUAGE (1-3–0–1-3)
In this course, students are taught to expand vocabulary and proficiency in sign language.

SPH 116 INTRO TO INTERPERSONAL COMMUNICATION (3-0-3)
This course is an introduction to the basic principles of interpersonal communication. CORE
SPH 206 ORAL INTERPRETATION (3-0-3)
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.

## SURGICAL TECHNOLOGY

SUR 100 PRINCIPLES OF SURGICAL TECHNOLOGY (3-10-5)
PREREQUISITE: Admission to the program and advisor approval.
This course is an introduction to the field of surgical technology as a career. Emphasis is on the role of the surgical technologist, principles of asepsis, principles of patient care, surgical procedures, operative techniques, blood-borne pathogens, safety, pharmacology, and surgical instrumentation. Upon completion, the student should be able to demonstrate practical application of the basic principles and skills of the surgical technologist.

SUR 102 APPLIED SURGICAL TECHNIQUES (2-0-6-4)
PREREQUISITE: SUR 100
This course is the application of principles of asepsis and the role of the surgical technologist. Emphasis is placed on creating and maintaining a sterile environment, and applying skills of interoperative procedures. Upon completion of this course, the student should be able to participate in mock surgical procedures.

SUR 103 SURGICAL PROCEDURES (3-6-0-5)
PREREQUISITE: SUR 102
This course is a study of surgical procedures as they relate to anatomy, pathology, specialty equipment, and team responsibility. Patient safety is emphasized and medications used in surgery are discussed. Upon completion of the course, the student should be able to participate in surgical procedures in the operating room.

SUR 104 SURGICAL PRACTICUM I (0-0-20-4)
PREREQUISITE: SUR 103
This course is the application of perioperative principles in the perioperative

setting. Emphasis is placed on application of the surgical technologist. Upon completion of the course, the student should be able to participate in the surgical technologist role.

SUR 105 SURGICAL PRACTICUM II (1-0-20-5)
PREREQUISITE: SUR 104; CO-REQUISITE: SUR 106
This clinical experience allows the student to practice in the health care environment using entry level skills attained in previous classroom laboratory and clinical instruction. In addition to clinical skills, emphasis is placed on specialty surgical procedures, the study of trends, professional and interpersonal skills in the health care setting, and case review. Upon completion of this course, the student should be able to apply concepts of surgical technology to student levels.

SUR 106 ROLE TRANSITION IN SURGICAL TECHNOLOGY (1-0-0-1)
CO-REQUISITE: SUR 105
This course is designed to provide specialized instruction for the student preparing to transition into the field of Surgical Technology. Emphasis is on review of content specific to the practice of surgical technology and preparation for the NBSTSA certification examination. Upon completion of this course, the student will be able to demonstrate readiness to take the certification examination.

SUR 107 SURGICAL ANATOMY & PHYSIOLOGY (3-0-0-3)
PREREQUISITE: Admission to the program and/or as required by the SUR Department.
This course is an overview of surgical anatomy and physiology. Emphasis is placed on the organizational structure of the body, organ systems, relevant surgical pathophysiology, and related medical terminology. Upon completion, the student should be able to apply knowledge of anatomy in the clinical environment.

SUR 208 SPECIAL TOPICS IN SURGICAL TECHNOLOGY (0-0-3-1)
PREREQUISITE: Admission to the program and/or as required by the Department.
This course is designed to provide specialized instruction in selected topics in the field of Surgical Technology. Emphasis is on content specific principles based on student needs.

## THEATER ARTS

THR 120 THEATER APPRECIATION (3-0-3)
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 of modern media. Emphasis of playwright, actor, director, designer and technician to modern media. Attendance at theater production may be required. CORE

## TRUCK DRIVER TRAINING

TRK 111 BASIC VEHICLE OPERATION (3-2-4)
COREQUISITE: TRK 112, TRK 113.
This course introduces students to the fundamentals of becoming a professional commercial motor vehicle driver. Topics include orientation, control systems, vehicle inspections and reporting, basic control, shifting, backing, coupling and uncoupling, proficiency development, and special rigs. Upon completion, the student should demonstrate proficiency in skill field tasks and pre-trip inspections to Commercial Drivers License standards. NDC, CORE

TRK 112 SAFE OPERATING PRACTICES (2-3-3)
COREQUISITE: TRK 111, TRK 113.
This course offers proper defensive driving techniques applicable to the commercial motor vehicle driver and involves the interaction between the student/vehicle and the highway traffic environment. Topics include visual search, communication, speed and space management, night operation, extreme driving conditions, and proficiency development. Upon completion, the student should demonstrate basic operating skills that ensure safety of the driver and other vehicle operators to Commercial Drivers License standards. NDC, CORE

TRK 113 NON-VEHICLE ACTIVITIES (1-2-2)
COREQUISITE: TRK 111, TRK 112.
This course focuses on activities not directly related to the vehicle itself, but that are related to the potential job performance of the commercial motor vehicle driver. Topics include handling cargo, cargo documentation, hours of service requirements, accident procedures, personal health and safety, trip planning, employability skills, and public and employer relations. Upon completion, the student will demonstrate performance of these activities to Commercial Drivers License standards to ensure safety to the driver, vehicle, cargo, and other motorists. NDC, CORE

## VEHICLE TECHNOLOGY AND REPAIR

VTR 112 ELECTRICAL FUNDAMENTALS (1-4-3)
This course introduces the principles of basic Electrical/Electronic concepts and fundamentals. Topics include basic DC theory, types of diagnostic equipment, circuit protection, wire repair, use of wiring diagrams, airbag modules, and impact sensors. Upon completion, student should be able to identify components, test systems, and repair minor electrical problems according to manufacturer's literature. CORE

VTR 121 BRAKING SYSTEMS (1-4-3)
This course covers the theory and repair of braking systems and various other mechanical repairs. Emphasis is placed on the practical application of brakes. Upon completion, students should be able to troubleshoot, adjust and repair braking system. CORE
VTR 122 STEERING AND SUSPENSION (1-4-3)
This course introduces students to the various types of suspension and steering systems. Emphasis is placed on the practical application of steering and suspension. Upon completion, students should be able to troubleshoot, adjust, and repair suspension and steering components. CORE

VTR 133 HEATING AND AIR CONDITIONING (1-4-3)
This course provides basic instruction in theory, operation, and repair of heating and air conditioning/refrigeration systems. Topics include operation theory, safety, maintenance, recycling and recovery procedures, recharging procedures, troubleshooting procedures, refrigerant leaks, and system repairs. Emphasis is placed on the understanding and repair air conditioning and heating systems, including but not limited to air management, electrical and vacuum controls, refrigerant recovery, and component replacement. CORE

## WELDING

WDT 108 SMAW FILLET/OFC (2-3-3)
This course provides the student with instruction on safety practices and terminology in the Shielded Metal Arc Welding (SMAW) process. 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. CORE

WDT 109 SMAW FILLET/PAC/CAC (2-3-3)
This course provides the student with instruction on safety practices and terminology in the Shielded Metal Arc Welding (SMAW) process. 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. CORE

WDT 119 GAS METAL ARC/FLUX CORED ARC WELDING (2-3-3)
PREREQUISITE: WDT 109 or advisor approval.
This course introduces the student to the gas metal arc and flux cored arc welding process. Emphasis is placed on safe operation practices, handling and storage of compressed gasses, process principles, component identification, various welding techniques and base and filler metal identification. CORE

WDT 120 SHIELDED METAL ARC WELDING GROOVE (2-3-3)
COREQUISITE: WDT 125
This course provides the student with instruction on joint design, joint preparation, and fit-up of groove welds in accordance with applicable welding codes. Emphasis is placed on safe operation, joint design, joint preparation, and fit-up. Upon completion, students should be able to identify the proper joint design, joint preparation and fit-up of groove welds in accordance with applicable welding codes. CORE

WDT 122 SMAW FILLET/OFC LAB (0-6-3)
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 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 with applicable welding code and be able to safely operate oxy-fuel equipment and perform those operations as per the applicable welding code. CORE

WDT 123 SMAW FILLET/PAC/CAC LAB (0-6-3)
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 the applicable welding code. CORE

WDT 124 GAS METAL ARC/FLUX CORED ARC WELDING LAB (0-6-3)
COREQUISITE: WDT 119
This course provides instruction and demonstration using the various transfer methods and techniques to gas metal arc and flux cored arc welds. Topics included are safety, equipment set-up, joint design and preparation, and gases. CORE

WDT 125 SHIELDED METAL ARC WELDING GROOVE LAB (0-6-3)
PREREQUISITE: WDT 109 or advisor approval.
COREQUISITE: WDT 120
This course provides instruction and demonstrations in the shielded metal arc welding process on carbon steel plate with various size F-3 and F-4 group electrodes in all positions. Emphasis is placed on welding groove joints and using various F-3 and F-4 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. CORE

WDT 155 GTAW CARBON PIPE LAB (0-6-3)
This course is designed to provide the student with the skills in welding carbon steel pipe with gas tungsten arc welding techniques in various pipe weld positions. Upon completion, students should be able to perform gas tungsten arc welding on carbon steel pipe with the prescribed filler metals in various positions in accordance with the applicable code.

WDT 156 GTAW STAINLESS PIPE LAB (0-6-3)
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 157 CONSUMABLE WELDING PROCESSES (1-4-3)
This course provides instruction and demonstration with the consumable welding processes to produce groove and fillet welds in all positions, according to applicable welding codes. Topics include safe operating practices, equipment identification, equipment set-up, correct selection of electrode, current/polarity, shielding gas and base metals.

WDT 158 CONSUMABLE WELDING PROCESSES LAB (0-6-3)
This course provides instruction and demonstration with the consumable welding processes to produce groove and fillet welds in all positions, according to applicable welding codes. Topics include safe operating practices, equipment identification, equipment set-up, correct selection of electrode, current/polarity, shielding gas and base metals. Upon completion, the student should be able to produce groove and fillet welds using consumable welding processes according to AWS Codes and standards. This course supports CIP code 48.0508.

WDT 160 ROBOTICS LAB I (1-6-3)
This course is the practical application of robotics theory. Students will complete machine origins, robotic programming, robotic welding parameters, link programs to create jobs, and allocate a weave start.

WDT 166 FLUX CORE ARC WELDING (FCAW) (2-3-3)
This course provides instruction and demonstration with the flux core arc welding process to produce groove and fillet welds in all positions, according to applicable welding codes. Topics include safe operating practices, equipment identification, equipment set-up, correct selection of filler metals, current/polarity, shielding gas and base metals. Upon completion, the student should be able to produce groove and fillet welds using the FCAW welding process, according to AWS Codes and Standards. This course supports CIP code 48.0508.

WDT 167 FLUX CORE ARC WELDING LAB (0-6-3)
This course provides instruction and demonstration with the flux core arc welding process to produce groove and fillet welds in all positions, according to applicable welding codes. Topics include safe operating practices, equipment identification, equipment set-up, correct selection of filler metals, current/polarity, shielding gas and base metals. Upon completion, the student should be able to produce groove and fillet welds using the FCAW welding process, according to AWS Codes and Standards.

WDT 180 SPECIAL TOPICS (1-4-3)
This course allows the student to plan, execute, and present results of individual projects in welding. Emphasis is placed on enhancing skill attainment in the welding field. The student will be able to demonstrate and apply competencies identified and agreed upon between the student and instructor.

WDT 181 SPECIAL TOPICS LAB (0-6-3)
This course provides specialized instruction in various areas related to the welding industry. Emphasis is placed on meeting students needs.

WDT 182 SPECIAL TOPICS (1-4-3)
This course allows the student to plan, execute, and present results of individual projects in welding. Emphasis is placed on enhancing skill attainment in the welding field. The student will be able to demonstrate and apply competencies identified and agreed upon between the student and instructor.

WDT 183 SPECIAL TOPICS (1-2-2)
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 184 SPECIAL TOPICS (0-2-1)
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 193 CO-OP (0-15-3)
These courses constitute a series wherein the student works on a part-time basis in a job directly related to welding. In these courses the employer evaluates the student's productivity and the student submits a descriptive report of his work experiences. Upon completion, the student will demonstrate skills learned in an employment setting.

WDT 217 SMAW CARBON PIPE (1-4-3)
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 (1-6-3)
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 and industry standard welding test in accordance with various applicable welding code requirements.

WDT 219 WELDING INSPECTION & TESTING (3-0-3)
This course provides the student with inspection skills and knowledge necessary to evaluate welded joints and apply quality control measures as needed. Emphasis is placed on interpreting welding codes, welding procedures, and visual inspection methods. Upon completion, students should be able to visually identify visual acceptable weldments as prescribed by the code or welding specification report.

WDT 221 PIPEFITTING AND FABRICATION (1-6-3)
This course provides the student with skills and practices necessary for fabricating pipe plans using pipe and fittings. Emphasis is placed on various pipe fittings to include various degree angles. Upon completion, students should be able to fit various pipe fittings, and cut and fabricate tees, and assorted angles.

WDT 223 BLUEPRINT READING FOR FABRICATION (1-4-3)
This course provides a student with advanced skills in identifying and interpreting lines, views, dimensions, notes, bill of materials, and the use of tools of the trade. Emphasis is placed on figuring dimensional tolerances, layout and fitting of different component parts. Upon course completion, a student should be able to interpret, layout, and fabricate from blueprints to given tolerances.

WDT 229 BOILER TUBE (1-4-3)
This course is designed to provide the student with the practices and procedures of welding boiler tubes using the gas tungsten arc and shielded metal arc welding process to the applicable code. Emphasis is placed on tube fit-up, tube welding technique, and code requirements. Upon completion, students should be able to identify code requirements and tube welding technique.

WDT 257 SMAW CARBON PIPE LAB (0-6-3)
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 welding positions. Upon completion, students should be able to perform shielded metal arc welding on carbon steel pipe with the prescribed electrodes in various positions in accordance with the applicable codes.

WDT 258 CERTIFICATION LAB (0-6-3)
Prerequisite or Co-requisite: WDT 218 or advisor approval.
This course is designed to provide the student with the skills 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 and industry standard welding test in accordance with various welding code requirements.

WDT 269 BOILER TUBE LAB (0-6-3)
This course is designed to provide the student with the skills in welding boiler tubes using the gas tungsten arc and shielded metal arc welding process using filler metals in the F6 and F4 groups to applicable code. Emphasis is placed on welding boiler tubes using the gas tungsten arc and shielded metal arc welding process in the 2G and 6G positions in accordance with the applicable code. Upon completion, students should be able to perform gas tungsten arc and shielded metal arc welding on boiler tubes with the prescribed filler metals in the 2G and 6G positions to the applicable code.

WDT 280 SPECIAL TOPICS (0-9-3)
This course provides specialized instruction in various areas related to the welding industry. Emphasis is placed on meeting students' needs.

WDT 281 SPECIAL TOPICS IN WELDING TECHNOLOGY (0-9-3)
This course provides specialized instruction in various areas related to the welding industry. Emphasis is placed on meeting students' needs.

WDT 282 SPECIAL TOPICS (0-9-3)
This course provides specialized instruction in various areas related to the welding industry. Emphasis is placed on meeting students' needs.

WDT 291 CO-OP (0-15-3)
These courses constitute a series wherein the student works on a part-time basis in a job directly related to welding. In these courses the employer evaluates the student's productivity and the student submits a descriptive report of his work experiences. Upon completion, the student will demonstrate skills learned in an employment setting.

WDT 292 CO-OP (0-15-3)
These courses constitute a series wherein the student works on a part-time basis in a job directly related to welding. In these courses the employer evaluates the student's productivity and the student submits a descriptive report of his work experiences. Upon completion, the student will demonstrate skills learned in an employment setting.

WDT 293 CO-OP (0-5-1)
These courses constitute a series wherein the student works on a part-time basis in a job directly related to welding. In these courses the employer evaluates the student's productivity and the student submits a descriptive report of his work experiences. Upon completion, the student will demonstrate skills learned in an employment setting.

WDT 294 CO-OP (0-10-2)
These courses constitute a series wherein the student works on a part-time basis in a job directly related to welding. In these courses the employer evaluates the student's productivity and the student submits a descriptive report of his work experiences. Upon completion, the student will demonstrate skills learned in an employment setting.

## WORKPLACE SKILLS

WKO 110 NCCER CORE (2-1-3)
This course is designed to provide students iwth knowledge and skills related to multi-craft technicians in a variety of fields. Information in this course is based on the National Center for Construction Education and Research (NCCER) core curriculum and prepares students to test for the NCCER credential.

# COLLEGE PERSONNEL

## PERSONNEL

Bevill State Community College is a part of the Alabama College System. The President of the College reports to the Chancellor of the System under the control of the Alabama Community College System Board of Trustees.

**Dr. Mark Heinrich, Chancellor**

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**RICHARDSON, MARY**; MATHEMATICS; B.S., M.A.E., Ed. S, University of Alabama.

**RIZZO, STEPHEN**; DEVELOPMENTAL ENGLISH/MUSIC; B.A., Jacksonville State University; M.Ed., University of Alabama at Birmingham; M.M., Samford University; Ph.D., Capella University.

**ROBERTS, BETHANY;** DIRECTOR OF STUDENT SERVICES; B.A., Mississippi State University; M.A, University of Alabama.

**ROWLAND, ALLEN**; HISTORY; B.S., University of Alabama; M.Ed., University of Montevallo; M.A., University of Alabama at Birmingham; Ph.D., University of Alabama.

**SANDERS, TAMMY**; LIBRARIAN; B.S., M.L.S., University of Alabama.

**SANFORD, JAMES**; PHYSICS/MATH; B.S., M.E., M.S; University of Alabama at Birmingham.

**SAPPINGTON, SHELIA**; ACADEMIC ADVISOR, STUDENT SUPPORT SERVICES; Certificate, Mississippi State College for Women; A.S., Northwest Community College; B.S., Faulkner University.

**SCOTT, CHARLES**; MINING TECHNOLOGY; A.A.S., Marshall Community and Technical College.

**SCHROEDER, DAVID**; HISTORY; B.A., M.A., University of Wisconsin-Milwaukee; Ph.D., University of Alabama.

**SCOTT, CHARLES**; MINING TECHNOLOGY; A.A.S., Marshall Community and Technical College.

**SHELTON, CHRISTOPHER**; ELECTRICAL INSTRUCTOR; A.A.S, A.S., Bevill State Community College

**SIVLEY, BENNY**; MINING TRAINING SPECIALIST; B.S., M.S., Auburn University.

**SIZEMORE, DOUG**; BIOLOGY; B.S., University of North Alabama; M.S., Samford University; M.A., University of Alabama at Birmingham; Ed.D., University of Alabama.

**SOURVELIS, AMANDA**; NURSING INSTRUCTOR; A.D.N., Bevill State Community College; M.S.N., Samford University.

**SPANN, ROBIN**; NURSING; A.D.N, Bevill State Community College; M.S.N, Sanford University.

**SPEARS, WILLIAM ROBERT E**.; ELECTRICAL TECHNOLOGY; B.S., Mississippi State University.

**SPEER, CHARLOTTE**; ENGLISH; B.S., Athens State University; M.A., University of Alabama at Birmingham; Ph.D., The University of Alabama

**STALLSMITH, BECKI**; MUSIC ASSISTANT; B.A., University of Kansas.

**STALLSMITH, JOHN**; MUSIC; B.M., Youngstown University; M.M., University of Kansas; D.M.A., University of Alabama.

**STANLEY, NATHANIEL;** ELECTRICAL INSTRUCTOR; A.A.S. Jefferson State Community College; B.S., Colorado Technical University.

**STEPHENS, LISA**; ADMINISTRATIVE SYSTEMS MANAGER; B.S., University of Alabama; M.S., University of West Alabama.

**STEPHENSON, LINSY**; PSYCHOLOGY; B.S., University of Alabama; M.S., Capella University.

**STEWART, JEFFERY;** BIOLOGY INSTRUCTOR; B.A, Talladega College; M.S.,Troy State University.

**STONE, RICHIE**; DRAFTING DESIGN ENGINEERING TECHNOLOGY; A.A.S., Northwest Community College; B.S., Athens State University.

**SWINNEY, DONNA**; DIRECTOR, UPWARD BOUND; B.S., M.A., University of North Alabama.

**SWINNEY, KENNETH**; PHYSICS/ENGINEERING/MATHEMATICS; B.S., Peabody College; M.S., Vanderbilt University.

**TAYLOR, GREG**; BIOLOGY; CHAIR, GENERAL STUDIES; A.S., Brewer State Junior College; B.S., M.A., Ed.D., University of Alabama.

**TAYLOR, TOBY;** ELECTRICAL INSTRUCTOR; A.A.S, A.S., Bevill State Community College.

**TERRY, SHERRY**; DIRECTOR OF STUDENT SERVICES; A.A., Bevill State Community College; B.A., Stillman College; M.A., University of Alabama.

**THOMASON, GINA GRACE**; DIRECTOR, UPWARD BOUND; A.A.S., Bevill State Community College; B.A., Stillman College; M.A.E., University of Alabama at Birmingham.

**THOMPSON, KRISTY SWINDLE**; DUAL ENROLLMENT COORDINATOR; B.S., University of Montevallo.

**UHLMAN, ANNE PERRY**; UPWARD BOUND MATH AND SCIENCE PROJECT DIRECTOR; B.S., Judson College; M.Ed., University of South Alabama.

**WADE, TAMI;** NURSING; A.A, A.D.N, Walker College; B.S.N, M.S.N, University of North Alabama

**WAGES, DAVID**; MATHEMATICS; A.S., Bevill State Community College; B.S., Mississippi University for Women; M.A.T., University of West Alabama.

**WALL, BENJAMIN R., JR**.; BIOLOGY; B.A., Birmingham-Southern College; M.S., Ed. S., University of Alabama.

**WATT, WILLIAM**; HISTORY/SPEECH; B.A., University of Montevallo; M.A., University of Alabama at Birmingham.

**WEBSTER, MARTHA**; SECOND OPPORTUNITY SYSTEM COUNSELOR; B.S., University of North Alabama.

**WHISNANT, BRADLEY**; AIR CONDITIONIONING AND REFRIDGERATION; A.A.S., Bevill State Community College; B.S. Athens University

**WHITTEN, REBECCA E**.; LIBRARIAN; B.A., Birmingham-Southern College; M.L.I.S., University of Alabama.

**WILCHER, DONALD**; ELECTRICAL TECHNOLOGY; A.S., Henry Ford Community College; B.E.T., Wayne State University

**WILHITE, LISA**; ACCOUNTING/BUSINESS, COLLEGE WIDE DIVISION CHAIR FOR DISTANCE EDUCATION; C.P.A., B.S., Birmingham Southern College; M.A.C., University of Alabama at Birmingham, Ed.D, Samford University.

**WILLIAMS, CARRIE**; SPEECH; B.S., University of North Alabama; M.A., University of Alabama at Birmingham.

**WILLIAMS, KATHLEEN**; NURSING, A.S., Walker College; B.S.N., M.S.N., University of Alabama at Birmingham.

**WILLIAMS, MANDY;** ENGLISH INSTRUCTOR; B.A., University of Montevallo; M.A.E., University of West Alabama.

**WOOD, WENDY**; BUSINESS/ECONOMICS; A.S., Walker College; B.S., University of Alabama; M.B.A., University of Alabama at Birmingham, Ed.D., Samford University.

**SUPPORT PERSONNEL:**

**ABBOTT, WAYNE**; MAINTENANCE SUPERVISOR; B.S., Athens State University.

**ADAMS, AUTUMN**; STUDENT SERVICES SPECIALIST I; A.A.S., Bevill State Community College.

**ALEXANDER, BRANDON L**.; MAINTENANCE

**ANDERSON, MICHELLE**; SECRETARY TO THE DIRECTOR OF CAMPUS SERVICES; Certificate, A.S., Bevill State Community College; A.S., Brewer State Junior College..

**AVERY, MICHAEL N**.; COMPUTER TECH NETWORK MANAGER.

**AVERY, PALMA**; HOUSEKEEPING

**BARTON, SABRINA**; FINANCIAL AID OFFICER; A.S., Bevill State Community College.

**BASENBERG CONNIE**, ACCOUNTS PAYABLE.

**BELCHER, SAMANTHA;** STUDENT SUPPORT SERVICES II; A.S., Bevill State Community College

**BINION, LAKEEA,** Coordinator of Alabama Access for Higher Education (AAHE); A.A.S., Bevill State Community College; B.A., Ashford University; M.A., Ashford University.

**BLEVINS, ADAM**; STUDENT SERVICES SPECIALIST I; B.A., M.A., University of Alabama.

**BONTA, ZACHARY**; COMPUTER TECHNICIAN/NETWORK MANAGER

**BOWDEN, PATRICIA**; LIBRARY TECHNICAL ASSISTANT; B.S., Trevecca Nazarene College.

**BOYD, KATHY**; PURCHASING COORDINATOR; Diploma, Bevill State Community College.

**BRAKEFIELD, DONNA**; ADMINISTRATIVE ASSISTANT TO THE PRESIDENT.

**BRASFIELD, ANDREW**; MULTIMEDIA COORDINATOR; B.A., University of Alabama.

**BRAY, MEGAN**; STUDENT SERVICES SPECIALIST II; A.A.S., Bevill State Community College

**BRIDGES, DONNA**; BUSINESS OFFICE SPECIALIST; A.A.S., Northwest Shoals Community College.

**BROWN, ANGELA M**.; CENTRAL RECORDS OFFICER; A.A.S., Bevill State Community College.

**BROWN, CINDY**; BOOKSTORE MANAGER; A.A.S., Bevill State Community College.

**CARMICHAEL, CONNIE**; MINING SECRETARY.

**CHAMBLEE, APRIL**; STUDENT SERVICES SPECIALIST II; A.A.S., Bevill State Community College.

**CLARK, AMBERLEY;** OPERATIONS ACCOUNTANT; A.S., Shelton State Community College; B.A., M.S., Mississippi State University.

**CLEMMONS, MICHELLE**; COMPUTER TECHNICIAN/NETWORK MANAGER; A.A.S., Bevill State Community College; B.S., University of Phoenix.

**COOPER, DIANE**; ACCOUNTS PAYABLE

**DUNCAN, LACONYEA**; CASHIER/BUSINESS OFFICE MANAGER; Certificate, University of Alabama in Birmingham

**EARNEST, DIANE**; SECRETARY TO THE DEAN OF STUDENTS; A.A.S., Bevill State Community College.

**FLOWERS, JANICE**; HOUSEKEEPING.

**FORD, JERRI**; SECRETARY TO THE EXECUTIVE VICE PRESIDENT; A.A.S., Southern Institute.

**FRANKLIN, JENNIFER**; STUDENT SERVICES SPECIALIST; B.A., The University of Alabama

**FREEMAN, CHRIS**; MAINTENANCE WORKER; A.A.S., Bevill State Community College

**FREEMAN, LAVERNE**; HOUSEKEEPING.

**GATOR, TIQUA**; TESTING COORDINATOR; B.S., Alabama A & M; M.S., University of West Alabama

**GIBSON, CYNTHIA**; HOUSEKEEPING.

**GREEN, EVA**; CASHIER/BUSINESS OFFICE MANAGER.

**GUTHRIE, RHONDA**; SECRETARY TO THE DIRECTOR OF CAMPUS SERVICES; A.A.S., Bevill State Community College; B.A., Stillman College.

**HALLMARK, ALAINA**; CENTRAL RECORDS OFFICER; A.A., Jefferson State Community College; B.S., University of Alabama at Birmingham.

**HAMILTON-WILLIAMS, MARGARET**; LIBRARY TECHNICAL ASSISTANT; Certificate, B.S., Indiana University.

**HANKINS, RICHARD K**.; MAINTENANCE; A.A.S., Rets Electronics Institute.

**HENRY, AMANDA**; CASHIER/BUSINESS OFFICE MANAGER; A.S., Bevill State Community College; B.A., Stillman College.

**HENSON, SHERRY**; ADMINISTRATIVE ASSISTANT TO TRUCK DRIVING; A.A.S., Bevill State Community College.

**HERRON, CARRIE**; STUDENT SERVICES SPECIALIST I; B.S. University of Alabama; M.E.D. University of West Alabama.

**HILL, RICHARD**; MAINTENANCE SUPERVISOR; A.A.S., Bevill State Community College.

**HOLLOWAY, KAY**; BOOKSTORE MANAGER; B.S., University of Alabama.

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**JENKINS, WENDY**; SECRETARY TO DEAN OF INSTRUCTION; A.A.S., Bevill State Community College.

**JOHNSON, RAMMIE**; BOOKSTORE MANAGER; A.S., Northwest Alabama Technical College; B.A., Stillman College.

**JOHNSTON, VICKY**; FINANCIAL AID OFFICER; A.S., Bevill State Community College.

**JORDAN, PATRICIA**; SWITCHBOARD OPERATOR; A.A.S., Itawamba Community College; A.A., Bevill State Community College.

**KENNEDY, KIM**; COMPUTER TECHNICIAN/NETWORK MANAGER; A.A.S.,
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**KIMBRELL, MARTHA**; ASSISTANT TO THE DIRECTOR OF PICKENS COUNTY EDUCATIONAL CENTER; A.S., Brewer State Junior College.

**KLADKE, JULIE**; STUDENT SERVICES SPECIALIST I; A.A., Northwest Shoals Community College; B.S., University of Alabama; M.E.D, University of West Alabama.

**KNIGHT, NORMA**; HOUSEKEEPING.

**KULICK, LAWANDA**; UPWARD BOUND RECORDS MANAGER;B.S., Hamilton University, Wyoming.

**LAIRD, AMANDA**; SECRETARY FEDERAL PROGRAMS; Certificate, Walker State Technical College.

**LAWHORN, ANDREW**; HOUSEKEEPING.

**LETSON, SHELBY**; MAINTENANCE.

**LONG, GAIL**; HOUSEKEEPING.

**MADDOX STEPHANI**E; TESTING COORDINATOR; B.A., Alabama State University; M.S., Troy University.

**MANASCO, CARLA**; SECRETARY TO THE DIRECTOR OF CAMPUS SERVICES; B.S., University of North Alabama.

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**MARKUS, LAURA**; STUDENT SUPPORT SERVICES SPECIALIST I; B.A., University of Alabama at Birmingham., M.A.E., Samford University

**MCCULLAR, KATHY**; ADMINISTRATIVE ASSISTANT TO HEALTH SCIENCES.

**MCLARTY, JEFFREY**; WELDING LAB ASSISTANT.

**MCGOWAN DARYL**; MEDIA TELECOMMUNICATIONS TECHNICIAN.

**MCCLARTY, JEFFREY**; WELDING LAB ASSISTANT.

**MELTON, DAVID**; MAINTENANCE

**MOLLOY, JEREMIAH**; COMPUTER TECHNICIAN/NETWORK MANAGER; A.A.S., Bevill State Community College

**MONEGHAN, BRIDGET A**.; BOOKSTORE MANAGER; Certificate, Penn Foster Career School.

**MORGAN, MISTY;** RECORDS COORDINATOR -STUDENT SUPPORT SERVICES; B.S., University of Alabama; M.A.E. University of Phoenix.

**MORGAN, SYDNI**; ADMINISTRATIVE ASSISTANT FOR ADULT EDUCATION; A.A.S.; Bevill State Community College.

**MYERS, JAMES**; MAINTENANCE.

**NICHOLS, SHANNON**; SECOND OPPORTUNITY SYSTEM CAREER COACH; B.S., University of North Alabama; M.E.D, University of West Alabama.
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**PRICE, SHERRY**; ADMINISTRATIVE ASSISTANT/RECORDS MANAGER, UPWARD BOUND; B.S., University of Alabama..

**ROBERSON, ALLAN**; HOUSEKEEPING; A.S., Bevill State Community College.

**ROBINSON, DONNA**: LIBRARY TECHNICAL ASSISTANT; B.A.; University of Louisiana at Monroe; M.A., University of Phoenix.

**ROBINSON, TIMOTHY**; SECOND OPPORTUNITY SYSTEM CAREER COACH; A.A.S., Bevill State Community College

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**RUTLEDGE, AMANDA**; STUDENT SERVICES SPECIALIST II; A.A.S., Bevill State Community College.

**SELLERS, LISA**; HOUSEKEEPING.

**SHEPHERD, THERESA**; HOUSEKEEPING.

**SHERRILL, DUSTIN**; GROUNDSKEEPER.

**SHOTTS, BRANDY**; MAINTENANCE; A.A.S., Bevill State Community College.

**SMITH, BOBBY**; MAINTENANCE SUPERVISOR.

**SMITH, JANICE**; SECRETARY TO THE EXECUTIVE VICE PRESIDENT

**SMITH, TABATHA**; CASHIER/BUSINESS OFFICE MANAGER.

**STACKS, JANICE**; SENIOR ASSISTANT TO THE DIRECTOR OF PERSONNEL SERVICES; A.A.S., Bevill State Community College.

**SUDDUTH, SANDRA**; SECOND OPPORTUNITY SYSTEM CAREER COACH; A.S.; Walker College

**SULLIVAN, DONNA**; SECRETARY TO THE DEAN OF THE FAYETTE CAMPUS; A.A.S., Bevill State Community College.

**SWINNEY, SANDRA**; COORDINATOR, DEVELOPMENTAL MATHEMATICS; A.S., Bevill State Community College; B.S., University of Alabama.

**TAYLOR, MARIANNE;** HOUSEKEEPING.

**THOMAS, REBECCA**; HOUSEKEEPING; Certificate, A.A.S., Bevill State Community College.

**TICE, RODNEY;** MAINTENANCE SUPERVISOR.

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**WATKINS, CARLA**; SECOND OPPORTUNITY SYSTEM CAREER COACH; A.S., Brewer State Junior College; B.S., University of North Alabama; M.A,. Southern Baptist Theological Seminary.

**WHITEHEAD, LESLEY**; LIBRARY TECHNICAL ASSISTANT; B.S., University of North Alabama.

**WOLFE, ROBERT**; HOUSEKEEPING.

**WOLVERTON, NANETTE**; STUDENT SUPPORT SERVICES RECORDS COORDINATOR; B.A., Pasig Catholic College; M. Ed., St. Paul University.

**WOOLDRIDGE, GAIL**; TESTING COORDINATOR; B.S., Florence State College.

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**YOUNG, DONNA**; STUDENT SUPPORT SERVICES RECORDS COORDINATOR; A.A.S., Bevill State Community State.

# STUDENT HANDBOOK

# Bevill State Community College
# Student Handbook
# 2016-2017

he Student Handbook has been prepared to assist all students in becoming acquainted with Bevill State Community College. It is designed to rient all students to the College's functions, organizations, policies, and regulations. Each student is held responsible for information contained this handbook and in the College Catalog.

he Handbook does not contain all the standards or regulations of the College. Students should be familiar with information provided by rganizations on campus and the academic departments. The College Catalog is the official announcement of program requirements and cademic regulations of Bevill State Community College.

he information provided in this Handbook is accurate and current; however, changes may occur. The College reserves the right to make hanges in regulations, policies, procedures and other matters as necessary without prior notice.

s the policy of the Alabama Community College System, its Board of Trustees, and Bevill State Community College, a postsecondary institution under its control, that no person shall, on the ounds of race, color, disability, sex, religion, creed, national origin, or age, be excluded from participation in, be denied the benefit of, or be subjected to discrimination under any program, activity, employment. Anyone who has a disability that might require special materials, services, or assistance, should contact Sherry Terry (Fayette Campus), Beth Roberts (Hamilton Campus), Tiqua tor (Jasper Campus), or Jana Kennedy (Sumiton Campus), at least 48 hours in advance. For TDD users in Alabama, the Alabama Relay Center is available by calling (800) 548-2546. All materials ated to compliance with the Americans with Disabilities Act and Section 504 are maintained by the College coordinator, Dr. Kim Ennis



## GENERAL SERVICES

### ACADEMIC SUPPORT SERVICES
Academic advising, tutoring, study skills management, career exploration, and other academic support services may be accessed through the Office of Student Services. During the fall and spring terms, when classes are in session, the Office of Student Services' standard hours of operation are Monday-Thursday 7:30 a.m.-6:00 p.m. and Friday 7:30 a.m.-11:30 a.m. During the summer term, standard hours of operation are Monday-Thursday 7:00 a.m.-6:00 p.m. and closed Friday through Sunday. When classes are not in session, and the College is not closed for school holidays, the operating hours are Monday-Thursday 7:30 a.m.-5:30 p.m and Friday 7:30 a.m.-11:30 a.m. Special hours during semester registration and add/drop periods are posted as necessary.

### BEAR MAIL
Bevill State students have email accounts through the College that may be used to communicate BSCC events, deadlines, and emergency information. For information concerning access to student email accounts, contact the Office of Student Services.

### BOOKS, SUPPLIES, AND TOOLS
Students furnish their own books, supplies, and tools. For the convenience of the student, books, supplies, and tools may be purchased at the College bookstores. Each career technical education program will supply a tool list to help the student in the purchase of the necessary tools. Selected texts and/or workbooks are identified for each course of study.

***NOTE:*** *The Exchange/Refund Policy may be obtained from bookstore personnel.*

### COLLEGEFISH
CollegeFish.org is a web tool created by Phi Theta Kappa Honor Society to aid community college students as they plan their future after community college, either through transfer to a 4-year institution in pursuit of a baccalaureate degree, or by entering the workforce. Currently, CollegeFish.org is focused on providing transfer assistance to students.

CollegeFish.org is a tool designed specifically for community college students. Any student who is currently enrolled at a community college that has partnered with CollegeFish is automatically enrolled in CollegeFish.org through the school and will receive specific information from their transfer center. Access to CollegeFish.org by students is free. For more information, visit www.bscc.edu,CollegeFish.org (collegefish.org/registerme), or contact the Office of Student Services.

### COUNSELING
Community referral services are available through the Office of Student Services. A student in need of immediate counseling should call the Northwest Mental Health Center at 1-800-489-3971.

### FOOD SERVICES
Cafeteria services are available on the Fayette, Hamilton, Jasper and Sumiton campuses.

### FREEDOM OF EXPRESSION POLICY
This policy is available on the Bevill State website at www.bscc.edu.

### IDENTIFICATION CARDS
All Bevill State Community College students are required to obtain an official ID card that displays the student's photograph. ID cards are issued to all students and are valid for two years. The card is required for using the library, receiving financial aid, and utilizing the services and activities at the College. A student may receive discounts from certain local businesses when his/her ID card is presented at the time of purchase. Advertised days will be posted for making IDs. A student who uses the ID card in an illegal manner will be subject to disciplinary action. The following regulations apply to the ID card:

1. Students are to carry their cards at all times and present them for identification when requested by College officials. Student ID cards are made for student use only. Students may be required to present their current ID in order to use the services and activities in the Student Center.
2. Loss or theft of cards should be reported to the campus Director of Student Services.

***NOTE:*** *Replacement cost is $5.00.*

### LIBRARY SERVICES
Bevill State Community College libraries strive to provide quality resources and services to support the programs of the college and to meet the learning and information needs of students, faculty, staff and community members. Each of the four campuses and the Pickens County Educational Center have a library equipped with the latest technology for research. The library collections include more than 200,000 books, periodicals, non-print media, eBooks, and government document publications.

Bevill State libraries offer a link to the Alabama Virtual Library which may be reached through the Bevill State website at www.bscc.edu library link.

Bevill State library hours are open while classes are in session on the following schedule:

Monday-Thursday: 7:30 a.m.-8:30 p.m.
Friday: 7:30 a.m.-11:30 a.m.
Closed: Saturday and Sunday
Closed: Nightly during semester breaks and holiday breaks. Any change in library hours will be posted on library doors.

Additional information about BSCC libraries is available on the web at www.bscc.edu, in person, or by phone at 1-800-648-3271 and one of the following extensions:
**Fayette Campus -** ext. 5141
**Hamilton Campus -** ext. 5356
**Jasper Campus -** ext. 5748
**Sumiton Campus -** ext. 5241
**Pickens Co. Educational Center -** ext. 5646

A BSCC ID card is necessary to borrow library materials. BSCC ID cards may be obtained from the Office of Student Services. The library staff will assign a barcode to the BSCC ID card which will be used as a library card. Instructors may reserve books and/or articles for students to use at the libraries. The library staff offers library and research instruction to any BSCC class at the request of an instructor. Instructors may request an instructional session using the online Instruction Request form.

The following instructional opportunities are available:
1. One hour library instruction sessions introduce students to electronic and print information resources, and how to create a search strategy to maximize the retrieval of information.
2. Library database and research tutorials provide convenient modules to learn basic steps in choosing a research topic, selecting resources, searching the databases, and properly citing references.
3. Research guides to provide research tips, information on how to choose topics, avoid plagiarism, document resources, and use the Internet.
4. Assistance to faculty with developing effective library assignments that will enable students to refine the skills that will benefit them throughout their educational careers, as well as in their professional and private lives.

Library services will be made available to support weekend classes as needed. Instructors may request special library services by using the online Instruction Request form. The request should be made one week prior to when instruction is needed.

**LOST AND FOUND**
Inquiries about lost articles should be made in the Office of Student Services. Because the College is not responsible for students' personal property, books and supplies should be locked in a safe place when not in use. An identifying name or mark should be placed on all books and other personal property.

**PARKING AND TRAFFIC REGULATIONS**
All faculty, staff, or students (full or part time) having a motor vehicle or the use of one on campus must register it with the Campus Business Office. Students attending continuing education classes must see the instructor to obtain a special parking pass. Vehicles can be registered by submitting a *Vehicle Registration Card* to the campus business office. *The Vehicle Registration Card* may be obtained in either the Campus Business Office. The Campus Business Office will issue two types of parking hangtags: (1) Faculty/Staff and (2) Student. The fee for a student hangtag is $10.00 and is payable at the time the student registers. Hangtags are to be hung from the inside rearview mirror. It is the student's responsibility to keep the hangtag available for use in the vehicle he/she parks on campus. The hangtag is designed to be moved from vehicle to vehicle. If a student loses his/her hangtag or if it is stolen, a replacement hangtag must be purchased. The replacement fee for students and faculty/staff is $10.00. Parking permits will be valid for the academic year beginning with the fall semester. An academic year consists of fall, spring, and summer semesters. Parking permit fees will not be prorated during the academic year. A student to whom the hangtag has been issued will be held responsible for any violation in which the vehicle is involved. In the event of mechanical failure of a vehicle, the owner/driver will be responsible for its removal as soon as available services will permit. The Director of Campus Services should be advised of its location. In an effort to maintain a safe and orderly campus, the College requires all drivers to park only in designated parking areas. Drivers not adhering to parking regulations will be ticketed. Citations will be issued for the following offenses:
1. No hangtag;
2. Parking in spaces reserved for the disabled;
3. Parking in staff parking space;
4. Parking in loading zone;
5. Parking in fire lane;
6. Blocking fire hydrant;
7. Parking in a no-parking area (sidewalks, streets, campus lawn);
8. Parking over the line (taking more than one parking space);
9. Blocking through traffic;
10. Speeding;
11. Driving the wrong way on a one-way street;
12. Reckless endangerment.

Parking citations carry a $15.00 fine per violation payable at the Business Office. Fines not paid within seven (7) calendar days will double. There is a $25.00 fine for parking in disabled parking places without a permit. Repeated violation of these regulations may result in the vehicle being immobilized with an auto boot. In case of vehicle immobilization, do not attempt to move the vehicle and immediately contact the Director of Campus Service's office. Additionally, violations such as parking in disabled parking space, parking in a loading zone, parking in fire lane, blocking a fire hydrant, and parking in a no-parking area may result in the vehicle being towed at the owner's expense. If a student finds that his/her vehicle has been towed he/she should immediately contact the Director of Campus Services office for further information. The Director of Campus Services office reserves the right to cancel the registration of any vehicle on campus. Citations not cleared at the Campus Business Office will be posted to the student's account, which **must** be cleared before he/she will be allowed to register for future classes.

*Bevill State Community College assumes no responsibility for damage to any vehicle brought to campus or any vehicle towed due to violations of policy.*

***NOTE:*** *In addition to Bevill State parking and traffic regulations and policies, the 1975 Code of Alabama including provisions of Title 32 will be enforced.*

**SMOKING/TOBACCO POLICY**
The use of tobacco products (smoking, chewing, dipping, and vapor-producing electronic devices) is strictly prohibited in any College-owned or College-controlled facility or vehicle, including residence halls/dorms and on college sponsored trips. Smoking poses a significant health risk to both smokers and non-smokers. In addition, smoking can damage sensitive technical equipment and can be a safety hazard. Second-hand smoke can be annoying and is hazardous to non-smokers. The Office of Campus Services should be contacted for information regarding the designated smoking areas located on the campus. Anyone interested in a program to stop the use of tobacco or tobacco products may contact the Director of Campus Services on any campus.

**STUDENT CENTERS**
Student centers are provided at all locations for the convenience of students. The centers are designed for student use; therefore, ID cards will be checked.

**STUDENT SUPPORT SERVICES**
(Fayette, Hamilton, Jasper and Sumiton Campuses)
The federally funded Student Support Services program provides support and assistance in addressing academic deficiencies for students who meet eligibility criteria. The program provides support services including financial aid counseling, mentoring, tutoring, academic advising, and computerized instruction. To receive these services, students must meet eligibility criteria.

For more information on Student Support Services, contact the Fayette Campus (ext. 5149), the Hamilton Campus (ext. 5357), the Jasper Campus (ext. 5357), or the Sumiton Campus (ext. 5446).

## OPPORTUNITIES FOR PARTICIPATION

**STUDENT ORGANIZATIONS**
All students are encouraged to contribute to the decision-making process of the College. They should voice their comments and suggestions through student organizations and follow the chain of command within those organizations. Student organizations and activities give the student body an opportunity to make positive contributions to both the community and the institution. Student organizations are open to admitted students with a declared program of study. Participation in specific organizations is open to those who qualify for membership.

**EXTRACURRICULAR ACTIVITIES**
Extracurricular activities such as dances, parties, trips or other entertainment must be sponsored by recognized campus organizations. The sponsor/advisor for the host organization must be present at each function. College facilities are made available to organizations for such activities when possible. Request forms for extracurricular activities may be obtained from the Office of Campus Services. Approval for activities should follow established College procedures (*see Procedures for Approval of Extracurricular and/or Fundraising Activities*). Any student who brings a guest or visitor to the campus or any College sponsored activity is responsible for the conduct of the guest or visitor.

**AMBASSADORS**
Ambassadors are chosen on the basis of academic performance, individual interviews, and leadership abilities. In addition to serving as campus tour guides, Ambassadors host various College events, work with community and civic groups, and serve as College representatives at high school career days and community and civic activities. Ambassadors are selected annually. Scholarship applications are available in the Office of Student Services and www.bscc.edu.

**BAND AND CHORUS**
These musical organizations perform at school concerts, and college and community programs. They also conduct concerts for area community events and organizations. Students may receive scholarships and academic credit for participation.

**BEVILL STATE OUTDOORSMEN CLUB**
The goal of the Outdoorsmen Club is for all members to gain a greater respect, appreciation, and understanding of the outdoors and the steps necessary to preserve nature's outdoor resources. The BSOC also provides a forum through which members can discuss ethics and safety of a responsible outdoorsman as well as Constitutional and related rights regarding all outdoor sports. Membership is open to any Bevill State student.

**CAMPUS MINISTRIES**
As a nondenominational religious organization, Campus Ministries seeks to expand members' spiritual lives through service, fellowship, study, and recreation.

**CIRCLE K**
Circle K is an organization open to men and women. Circle K is sponsored by the Kiwanis Club and is affiliated with Kiwanis International, Key Club, and Builder's Club.

**COLLEGE DEMOCRATS AND COLLEGE REPUBLICANS**
The purpose of these organizations is to promote voter registration and political awareness. Membership is open to any currently enrolled BSCC student.

**DELTA RHO SIGMA**
The purpose of the Delta Rho Sigma honorary is to support the success of pre-professional students from the two-year college. The honorary organization seeks to provide novel member opportunities for pre-professional service, leadership, and scholarship.

**FINE ARTS ASSOCIATION OF BEVILL (FAAB)**
FAAB is a student organization dedicated to increasing students' appreciation and involvement in the Arts.

**FANDOM CLUB**
The purpose of the Fandom Club shall be to provide a cultural organization for students to interact and express themselves with students who share common interests. Fandom genres include movies, television shows, anime, comics, books, art exhibits, musical bands, and games. Examples would be *Star Trek, Doctor Who, and Sherlock.*

**FUTURE APPLIED SCIENCE TECHNOLOGISTS (FAST)**
The purpose of the FAST student organization is to recruit new students, assist current students, and raise funds for the Applied Science Departments.

**FUTURE ENGINEERS AND MATHEMATICIANS OF BEVILL STATE COMMUNITY COLLEGE (FEMB)**
FEMB is open to any student majoring in Computer Science, Engineering, or Mathematics. The purpose of FEMB is to inform students and the public of the aspects of engineering and mathematics. FEMB will also assist students in the transfer process to four-year Colleges of Engineering.

**INTERCOLLEGIATE ATHELETICS**
Begining in Fall 2017, Bevill State will offer Men's Baseball on the Fayette Campus; Men's Basketball on the Jasper Campus; Women's Volleyball on the Fayette Campus; and Women's Softball on the Sumiton Campus.

**NATIONAL SOCIETY OF LEADERSHIP AND SUCCESS** The Society is the nation's largest leadership honor society. Students are selected for membership based on either academic standing or leadership potential. Candidacy is a nationally recognized achievement of honorable distinction. In addition to honorable distinction, the Society provides a step-by-step program for members to build their leadership skills.

**NATIONAL TECHNICAL HONOR SOCIETY**
The National Technical Honor Society is an organization to honor student achievement and leadership, promote educational excellence and enhance career opportunities. The vision of this organization is to be the leader in providing recognition for excellence in career and technical education and creating significant occupational opportunities for America's top workforce education students.

**PHI BETA LAMBDA (PBL)**
Phi Beta Lambda is the national postsecondary organization for all students enrolled in business, office, or vocational teacher education programs and who accept the purpose of PBL and subscribe to its creed. The purpose of the organization is to provide opportunities for postsecondary students to develop vocational competencies for business and office occupations and business teacher education. PBL is an important part of the instructional program and promotes a sense of civic and personal responsibility. Through PBL, members learn how to lead and participate in group discussions, preside at meetings and conferences, work effectively with committees, and engage in practical problem solving and decision-making.

**PHI THETA KAPPA**
Phi Theta Kappa is the premier national honor society in American junior and community colleges. Students who are inducted into the organization each year are honored for academic excellence, model citizenship, and community service.

**RED CROSS CLUB**
Guided by the fundamental principles of the American Red Cross and its mission to prevent and alleviate human suffering in the face of emergencies by mobilizing the power of volunteers and the generosity of donors, the Bevill State Red Cross Club will learn, practice and exemplify humanitarian values through mission-related service projects. The club will plan and coordinate a minimum of three Red Cross mission-related service projects per year. The service projects will focus on preparedness, blood, and fundraising.

**SCHOLARS BOWL**
The Scholars Bowl Team participates in academic competitions with other colleges throughout the state. Members are selected through tryouts, intramural competition, and scholarship applications.

**SIGMA KAPPA DELTA**
Sigma Kappa Delta is the national English honor society for students in two-year colleges. Its purposes are to recognize and reward outstanding achievement in English language and literature, provide cultural stimulation, and promote interest in English.

**SKILLS USA**
Skills USA is a national youth organization for Applied Technology Students. Skills USA is the only organization operating through public schools to build status for industrial and technical occupations. Skills USA offers prestige and recognition through awards and contests. Included in the organization are co-curricular activities that provide activities which make education and training more meaningful. The local and state clubs meet periodically to provide opportunities for the members to participate in educational, social, recreational, and vocational activities. Participating members develop leadership abilities, self-confidence, and poise. These activities also aid in stimulating positive attitudes, building character, and developing citizenship based on service to school, home, and community.

**STUDENT GOVERNMENT ASSOCIATION (SGA)**
The SGA on each campus of Bevill State Community College is the official representative organization of the student body. The organization coordinates social, cultural, and spiritual aspects of campus life. The SGA also provides the privilege of expressing opinions and taking action on matters concerning the general welfare of the student body. The duties of the SGA officers are to discuss important matters pertaining to the students, appoint committees for projects concerning the student body, and provide representation for all necessary campus and off-campus functions. The SGA constitution is on file in the Office of Campus Services on each campus.

**STUDENT LPN CLUB**
The Student LPN Club is affiliated with the State LPN Association and the National Federation of Licensed Practical Nurses Associations. Students at the local level meet monthly to address professional concerns of students. The club is also involved with county and state professional associations for special meetings, conventions, seminars, and workshops. The focus of student involvement is to foster professional behavior and provide an awareness of legislation pertaining to nursing.

**STUDENT NURSES ASSOCIATION (ADN)**
The Bevill State Association is an affiliate of the Alabama Association of Nursing Students (AANS) and the National Student Nurses Association (NSNA). The purpose of the association is to assume responsibility for contributing to nursing education in order to provide for the highest quality health care, to provide programs representative of fundamental and current professional interests and concerns, and to aid in the development of the whole person and his/her responsibility for the health care of people in all walks of life.

**STUDENTS AGAINST DESTRUCTIVE DECISIONS (SADD)**
SADD is a nationwide organization which opposes alcohol, cigarette, and other drug use. Combating violence, teen pregnancy, careless driving, and suicide are other SADD goals. SADD promotes caring and communication among young people, their parents, their communities, and their school communities through the empowerment knowledge gives. Reaching students participating in athletics is a part of the program because these students are role models for so many other students.

**THE MS. BEVILL STATE PAGEANT**
The Ms. Bevill State Pageant is sponsored annually by the Student Government Association. All interested female students are encouraged to participate. The event is held during the spring semester of each academic year on the Jasper Campus.

**INTRAMURAL ACTIVITIES**
A variety of intramural sports and activities are offered throughout the year for both men and women. Typical activities include flag football, basketball, softball, ping-pong, volleyball, pool, bowling, and chess.

## OFFICIAL RECOGNITION OF CAMPUS ORGANIZATIONS

**CONTINUED RECOGNITION, CHARTERING PROCEDURES, AND FORMATION OF NEW ORGANIZATIONS**
Any group wishing to form a student organization recognized by the College must submit a written request to the Executive Vice President. The Executive Vice President will present this request to

the President's Cabinet for approval and then notify the group of the decision. At the appropriate time, a constitution containing the following information must be presented to the Executive Vice President for approval:

1. The name of the organization;
2. The statement of purpose of the organization;
3. Membership eligibility requirements;
4. A list of participating students;
5. A listing of officers by title and duties and any special function of the offices;
6. A statement of the length of semesters 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. A provision for club advisors and name of club advisor. *Advisor must have been employed at least one year at Bevill State and complete approval procedures;* and
10. A statement of any national, state, or regional affiliation with a copy of this affiliation's constitution attached.

**TEMPORARY RECOGNITION**

Temporary recognition may be given to organizations upon submission of a constitution containing the above listed requirements, permitting the organizations to function for not more than one semester pending official charter approval.

**REVIEW AND APPROVAL**

Three typed copies of the proposed constitution must be submitted to the Executive Vice President 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 its 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.The Executive Vice President must also approve any change or amendment affecting the nature or purpose of the organization as originally approved, and an up-to-date copy of the constitution must be on file in the Executive Vice President's office.

**CLUB SPONSORS/ADVISORS: ELIGIBILITY AND ROLE**

All student organizations must have a qualified club sponsor/advisor approved by the appropriate Director of Campus Services, who will work in concert with the Executive Vice President in making selections. Rotation of advisors takes place at the end of each summer semester when possible. Persons with special talents needed for a particular club are given preference. In making the selections, every attempt is made to give all potential sponsors/advisors the opportunity to work with an organization. Preference is given to those who have not served in this capacity in the past. A faculty member who agrees to serve as a club sponsor/advisor accepts 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. Sponsors/advisors are responsible for being familiar with and operating within the following: this policy and other College regulations pertaining to student organizations, activities, and speakers; the constitution and purposes of the student organization they are sponsoring/advising; the activities and the projects of their organizations. No meeting is authorized or recognized unless attended by the sponsor/advisor or a substitute duly approved by the Director of Campus Services. The proceedings of meetings held with a substitute must be reviewed by the sponsor/advisor. Speakers, special programs and activities, and program topics sponsored by the student organizations must have the formal approval of the club sponsor/advisor, the Director of Campus Services, and the Executive Vice President.

**MEETINGS OF CLUBS AND ORGANIZATIONS**

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 Executive Vice President or his/her designee for off-campus meetings.

**POLICIES FOR CLUBS AND ORGANIZATIONS**

Campus organizations shall be open to all students without respect to race, creed, national origin, sex, or disability. Student organizations are open to admitted students with a declared program of study. All clubs and organizations must conform to the laws and policies of the State of Alabama, the Alabama Community College System Board of Trustees, Bevill State and the Student Government Association. No club or organization shall interfere with or support interference with the regular academic pursuit of any student. No club or organization shall cause or encourage nonattendance of classes or campus activities without prior consent of proper College officials. Clubs or organizations shall not encourage any action that might cause disrepute to a student, employee, or College activity.

**TENURE OF STUDENT ORGANIZATIONS**

Any organization determined not to fulfill its approved purpose and goals is subject to probation, reorganization, or dissolution. The Executive Vice President may request minutes of meetings, financial statements, and/or any other information he or she may deem appropriate in determining the tenure of a student organization. The SGA may be invited to recommend to the Executive Vice President whether a particular student organization should be continued in good standing, continued with probationary status for a specified period of time, reorganized, or disbanded.

**PROCEDURE FOR APPROVAL OF EXTRACURRICULAR AND/OR FUNDRAISING ACTIVITIES**

All extracurricular and/or fundraising activities for student organizations and clubs must be supervised by the faculty/staff sponsor(s). The following procedures are required in order to receive approval of activities other than on-campus, regularly scheduled meetings and fundraising activities:

1. At least one week prior to the activity submit a Request to Conduct an Extracurricular and/or Fundraising Activity to the Director of Campus Services.
2. The Director of Campus Services will forward the request to the Executive Vice President for review.
3. After the review of the request by the Executive Vice President, the Director of Campus Services will make notification of the approval or disapproval with the reasons stated to the requester no later than five (5) days after receipt of the request.

The decision of the Executive Vice President is final.

## STUDENT RECORDS

**STUDENT RECORDS CONFIDENTIALITY/DIRECTORY INFORMATION POLICY** (as provided by Public Law 93-380: Protection of Rights and Privacy of *Parents and Students)*

To comply with the Family Education Rights and Privacy Act of 1974 (FERPA), the following policies and procedures have been established. This policy also serves as the annual notification of students rights under FERPA, which is published annually in the

College Catalog. It is the responsibility of the Office of Student Services to protect the privacy of student educational records. FERPA affords students the right to file a written complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. Written complaints should be sent to the Family Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4605.

**GENERAL POLICY**
No information from records, files, or other data directly related to the student, other than the directory information defined below, shall be disclosed without the written consent of the student. Consent shall include the specification of records to be released, the reasons for such release, and to whom records are to be released. Exceptions to this policy apply when satisfying compliance with a judicial order or pursuant to any lawfully issued subpoena, upon the condition that the student is notified of all such orders or subpoenas. The student will have ten days to respond to the College concerning the notification of subpoena in advance of the compliance by Bevill State Community College. Additionally, records may not be withheld from appropriately authorized representatives, including educational and governmental officials, as provided by law. Students shall have access to all such information, with the exceptions as noted below, in accordance with the procedure outlined within this policy.

**DEFINITION OF STUDENT**
For the purposes of this policy, a "student" is defined as "any individual currently or previously enrolled in any course offered by Bevill State Community College." This definition does not include prospective students.

**DEFINITION OF EDUCATIONAL RECORD**
Student educational records are defined as those records, files, documents, and other materials which contain information directly related to a student and which are maintained by Bevill State Community College or a party acting for Bevill State. Records of instructional, supervisory, and administrative personnel which are in the sole possession of the maker and accessible only to the maker or a substitute are specifically excluded from this definition of educational record. Records which are made or maintained by institutional counselors or other professionals or paraprofessionals and which are maintained in connection with personal counseling or treatment and are not available to anyone who could not be involved within the College are also excluded from a student's educational record. Such records are, however, available to a physician or appropriate professional of the student's choice, if requested. Records created and maintained by the college law enforcement unit (Director of Campus Services and/or Campus Police) solely for the purpose of law enforcement are also excluded from a student's educational record and are therefore exempt from the privacy restrictions of FERPA.

**RELEASE OF DIRECTORY/PUBLIC INFORMATION**
The College will disclose the following "Directory Information" without prior consent of the student. It is considered part of the student's public record.
1. Name, address (local and permanent), and telephone number;
2. Place and date of birth;
3. Major field of study/program;
4. Participation in officially recognized activities;
5. Enrollment status (full time or part time);
6. Dates of enrollment;
7. Certificates and degrees received;
8. The most recent, previous educational agency or institution attended by the student;
9. Awards and/or scholarships;
10. Student photograph;
11. E-mail address.

Students must submit a written objection to the release of any specific item or category of directory/public information to the Dean of Students or designee. This information will generally be released only to employers, prospective employers, representatives of the news media, and State or Federal education officials; however, Bevill State Community College reserves the right to disclose the information to other parties when its officials determine such disclosure is in order. Necessary information "in connection with a student's application for, or receipt of, financial aid" may be legally released without obtaining prior permission from the student.

**LOCATION OF AND INDIVIDUALS RESPONSIBLE FOR STUDENT RECORDS**
Student records are maintained in the Office of Student Services on each campus. The College has designated the following officials as responsible for student records.

***Dean of Students***
The Dean of Students has the overall responsibility of providing an adequate student record system. This activity includes the maintenance and continuous updating of student records as controlled by provisions in this policy and governed by Public Law 93-380. The Dean of Students will be assisted in this responsibility by:

***Directors of Student Services***
The Directors of Student Services are charged with the responsibility of developing an individual student record upon a student's acceptence to the institution. In addition, the Directors of Student Services are responsible for continuously maintaing all students' files on campus in a safe and orderly manner and updating all records needed on the individual student, including compliance with provisions of this policy regarding the release of information to students, faculty advisors, counselors, institutional administrators, and local, state, and national organizations and agencies.

***Director of Financial Aid***
The Director of Financial Aid has the responsibility of maintaining and adequate and up-to-date student record file on all students receiving any institutional, local, state, or federal financial assistance. The Director of Financial Aid will see that all provisions of the individual student records policy are properly carried out.

***Executive Vice President - Financial***
The Executive Vice President will have the responsibility of compliance with all provisions as set forth in this policy as they apply to the release of financial information concerning individual students.

**DISCLOSURE OF STUDENT RECORDS TO THE STUDENT**
The student is accorded the right to inspect, in the presence of a Bevill State Community College staff member, records, files, and data primarily or directly related to his/her file. To inspect a file, a student must make a written request to the Dean of Students or designee. If a student desires to obtain copies of items in the educational record rather than personally reviewing the record, the written request to the Dean of Students must be signed and notarized to prevent disclosure to persons other than the student.

A time for inspection shall be granted within 45 days of the date of request, and copies will be mailed within the same time period. Copies shall be made and provided to the student at a cost equal to the actual cost of reproduction, payable in advance. The right of inspection does not include financial statements of parents nor confidential recommendations placed in the file prior to January 1, 1975, (provided that such recommendations were solicited) with a written assurance of confidentiality or sent or retained with a documented understanding of confidentiality and used only for the purpose solicited and other confidential recommendations, access to which has been waived by the student in accordance with the "Waiver of Access" provision of this policy.

**CHALLENGING THE CONTENTS OF THE RECORD**

Bevill State Community College will respond to any reasonable request for an explanation or interpretation of any item in a student's file. Requests for such explanation or interpretation should be addressed by presenting a written request to the Dean of Students If, after inspecting a record, a student believes that information contained in the educational record is inaccurate or misleading or violates his/her privacy, the student may present a written request that the record be amended to the Dean of Students. A request for record amendment shall be answered by the Dean of Students within fifteen days of its receipt with information that the record has been amended as requested, or that the record has not been amended, and that the student has the right to a hearing on the matter. A written request for a hearing should be addressed to the Dean of Students, who will set the date and time for the hearing with reasonable notice of same to the student within 45 days of receiving the request. The request for a hearing should identify the item or items in the file to be challenged and state the grounds for the challenge, e.g., inaccuracy, misleading nature, or inappropriateness. The Dean of Students shall examine the contested item with the Director of Student Services, hear the person responsible for placing the item in the file, if appropriate, and examine any documents or hear any testimony the student wishes to present. The Dean of Students may decide that the item should be retained or that it should be deleted/altered. There may be a decision that the material is accurate and appropriate but that the student should be allowed to place a written explanation in the file. If the decision is adverse to the student, the notice of decision shall include a statement that he/she has the right to place a statement in the record, commenting on the information and/or setting forth reasons for disagreeing with the decision. The Dean of Students shall issue a final written decision within ten working days of the conclusion of the hearing.

**WAIVER OF ACCESS**

Bevill State Community College may request that a student waive his/her right to inspect confidential recommendations regarding that student's **Application for Admission**, application for employment, or the receipt of an honor or other recognition.

If a student receives a request for waiver, the student has three options:

1. He or she may sign and return the waiver.
2. He or she may request a list of the names of persons who will be asked for recommendations before signing.
3. He or she may refuse to waive the right of access. Such a waiver shall not be a condition for admission to the institution, financial assistance or any other benefits or services received by Bevill State Community College students.

**PROVIDING RECORDS TO THIRD PARTIES**

The general policy of Bevill State Community College is to refuse access to or disclosure of information from student records to third parties without the written consent of the student. Should a student wish to have such records released, a signed and dated written request must be directed to the Dean of Students or designee, specifying the records to be released, the reason for release, the party or class of parties to whom records are to be released, and a request for copies to the student, if desired. Bevill State may then transfer or grant access to the information. The transferred information shall contain a statement that the information may be used by the receiving party or, if an organization, by its officers, agents, and employees for the purpose requested, but that the party shall not transfer the information to any other party except with the written consent of the student. A charge not to exceed the actual cost of reproduction will be assessed against the student when copies are made.

Student records will be made available to the following under the conditions noted, without the written consent of the student:

- College officials, including administrators, division chairpersons, instructional staff, counselors, staff, and other members serving on various committees who have legitimate educational interests. Legitimate educational interest exists if the information requested is necessary to (a) perform appropriate tasks that are specified in job description or contract agreement; (b) perform a task related to a student's education; (c) perform a task related to the discipline of a student; or (d) provide a service or benefit relating to the student or student's family.
- Officials of other schools, colleges, or school systems in which the student seeks enrollment.
- To state and local officials to whom information is specifically required to be reported or disclosed pursuant to state statute adopted prior to November 19, 1974.
- To parents of eligible students who claim the students as dependents for income tax purposes. Determining dependency, as defined by Section 152 of the Internal Revenue Code, requires a copy of the parents' most recent Federal Income Tax Form. In case of a divorce, separation, or custody when only one parent declares the student as dependent, the College will grant equal access to the student's educational records upon demonstration of dependency as described above.
- Certain representatives of federal departments or agencies or state educational authorities, as provided by law, for the purpose of compliance with audit evaluation requirements of federally-supported educational programs or enforcement of Federal legal requirements of such programs.
- Persons or organizations providing financial assistance to students or to determine eligibility for financial assistance. ("financial assistance" does not include payments made by parents).
- Recognized educational accrediting organizations.
- Organizations conducting studies for administrative evaluation tests, etc., provided that studies are not conducted in a manner which will permit personal identification of students or their parents by other than representatives of the organization and that the information will be destroyed when no longer needed for the purposes collected.
- In response to judicial order, or pursuant to any lawfully issued subpoena.
- An institution is not required to obtain a subpoena to produce educational records of a student if the records produced are needed by the institution to proceed with legal action as plaintiff or to defend itself.
- Other appropriate persons, in an emergency to protect the health or safety of the student or other individuals attending the institution.

- As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records – including your Social Security Number, grades, or other private information – may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities (Federal and State authorities) may allow access to your records and PII without your consent to any third party designated by a Federal or State authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the authorities need not maintain direct control over such entities. In addition, in connection with statewide longitudinal data systems, state authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

Bevill State will maintain a record indicating the name and legitimate interest of all disclosures except those made at the student's request, those made pursuant to written consent, those designated as directory/public information, and those made pursuant to the exceptions noted above. This record of disclosure will become a part of the educational record, subject to inspection and review. As a multi-campus institution there are situations which warrant a transfer of a student's permanent record to another campus. When deemed necessary the courier service personnel are requested by the transferring campus to hand deliver the records to the receiving campus Office of Student Services. The receiving campus then acknowledges the receipt by contacting the transferring campus Office of Student Services. The College ensures the security, confidentiality, and integrity of our student records.

**CHANGES IN THE POLICY**
This policy statement is subject to change by any additional federal regulations or court decisions that may modify and/or negate any portion of the regulations of Public Law 93-380.

## CAMPUS SAFETY/SECURITY

**POLICIES AND PROCEDURES**
Bevill State Community College is committed to providing a safe and secure campus environment for students, employees, and visitors and to complying with the Student Right-to-Know and Clery Act of 1998. On all campuses, the responsible person is the Direcor of Campus Services. The Director of Campus Services is responsible for performing periodic security checks of all College facilities. College personnel should report incidents to the Director of Campus Services who will notify the Director of Facilities and Security.

It is the policy of Bevill State 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 College property 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, must be reported immediately. Law enforcement is the responsibility of the total College community. It shall be the duty of any College employee, upon awareness of any situation of a nature described above, immediately to take all reasonable actions to prevent or minimize harm or threat of harm to the employees, students, and visitors of the College. It shall be the duty of College officials to notify the Bevill State Police Department in the event of an act of 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 College officials to contact the appropriate fire department, emergency medical agency, or other authority or agency, which should be notified of the respective incident. The ultimate responsibility for personal security rests with each individual. Each person should be aware of his/her surroundings and potential risks to personal safety.

Students are encouraged to exercise caution and take reasonable actions for self protection; walk with friends in lighted areas at night; know building evacuation procedures; know how to contact proper authorities; and drive defensively. Suspicion of a crime does not require proof. If anyone suspects that a crime is being committed or has been committed, it should be reported to 9-1-1 when appropriate.

***NOTE:*** *In addition to the Bevill State Campus Safety/Security Policies and Procedures, the 1975 Code of Alabama will be enforced.*

**CAMPUS POLICE PHONE NUMBERS**
Dispatcher - 205-442-1569 or 205-387-0511, ext. 5866
Fayette Campus Police - 205-438-1733
Hamilton Campus Police - 205-442-1567
Jasper Campus Police - 205-438-1734
Sumiton Campus Police - 205-282-1346
Pickens County Educational Center Police - 205-259-0673

**FAYETTE CAMPUS**
**The contact is the Campus Services Office at 205-932-3221, ext. 5133**. In event of absence or unavailability of the Director of Campus Services, the situation should be reported to the Director of Student Services at 205-932-3221, ext. 5103. In absence or unavailability of the Director of Student Services, the situation should be reported to the College operator by calling 205-932-3221, ext. 0. After office hours, call 9-1-1.

**HAMILTON CAMPUS**
**The contact is the Campus Services Office at 205-921-3177, ext. 5310**. In event of absence or unavailability of the Director of Campus Services, the situation should be reported to Director of Student Services at 205-921-3177, ext. 5350. In absence or unavailability of the Director of Student Services, the situation should be reported to the College operator at 205-921-3177, ext. 0. After office hours, call 9-1-1.

**JASPER CAMPUS**
**The contact is the Campus Services Office at 205-387-0511, ext. 5706**. In event of absence or unavailability of the Director of Campus Services, the situation should be reported to the Director of Student Services at 205-387-0511, ext. 5770. In absence or unavailability of the Director of Student Services, the situation should be reported to the College operator at 205-387-0511, ext. 0. After office hours, call 9-1-1.

**SUMITON CAMPUS**
The contact is the Campus Services Office at 205-648-3271, ext. 5405. In event of absence or unavailability of the Director of Campus Services, the situation should be reported to the Director of Student Services at 205-648-3271, ext. 5201. In absence or unavailability of the Director of Student Services, the situation should be reported to the College operator by calling 205-648-3271, ext. 0. After office hours, call 9-1-1.

**INSTRUCTIONAL SITES**
The center directors carefully secure instructional sites, and local law enforcement patrols the center parking areas.

**PICKENS COUNTY EDUCATIONAL CENTER**
800-648-3271 ext. 5632

Witnesses to any crime on campus should make themselves available for written statements and otherwise assist College officials and law enforcement officers in the investigation of the situation. It is an offense, subject to appropriate disciplinary action, for any Bevill State Community College employee or student to file a false report or knowingly make a false statement about or interfere with the investigation of any situation of the nature described in this section. When reporting criminal or suspicious activity, the witness should be prepared to provide the following information: name; the location of the incident being reported; the type of suspicious activity; a description of the scene and suspects (number of persons, age, physical descriptions); and a description of any vehicles involved in the incident, especially a license plate number.

The following examples and suggestions are provided to assist persons in making a safety/security report:

1. **ASSAULT** - If someone is assaulted, he or she should try to remember as much about the attacker as possible. Important characteristics to include in the report are the following: sex, hair color and length, body size, clothing, scars or other noticeable markings, other physical characteristics, mode of travel, type and color of vehicle, and license number. The reporting of an assault offense does not preclude or take the place of reporting the incident to law enforcement officials or agencies, and does not preclude or take the place of obtaining physical and mental health services.

2. **BOMB THREAT** - If any person receives a bomb threat, he or she should try to obtain as much information from the caller as possible. Information to obtain includes: the telephone number of the incoming call on the telephone display, location of bomb (building), time of explosion, and type of bomb. The person receiving the call should observe the caller's voice and any background noises he or she may hear. Such information may assist in identifying the caller.

**EMERGENCY NOTIFICATION AND CLASS DISMISSAL**
Bevill State has implemented an emergency communications system called the **Bear Alert**. The system allows students, faculty and staff to receive time-sensitive emergency messages in the form of e-mail, voice and text messages. **Bear Alert** is a mass notification system that supplements existing means of emergency communication, including outdoor warning sirens and severe weather alert radios.

In the event of an emergency, **Bear Alert** will send messages to all Bevill State e-mail addresses. In addition, all Bevill State faculty and staff who have a valid ID are automatically signed up to receive text and voice message emergency alerts. These records are updated each semester. Students will receive initial information through their BearMail student accounts, but can later configure their settings to receive notifications through several methods including voicemail, e-mail, and text messages. You may login to the Bear Alert Systems at www.myschoolcast.com/go/BSCC/ at any time and edit your account so that you receive emergency notifications. The information supplied is considered confidential and will not be shared or used for other purposes. Participants will only be contacted through the system in the event of an emergency.

Bevill State strongly recommends that you provide at least one phone number (cell phone is recommended) for **Bear Alert** to ensure that you receive important messages in a timely manner. Any contact information you provide will only be used for emergency notifications. Additional information about the Bear Alert system is available at www.bscc.edu/bearalert.php.

In the event that Bevill State must close at any time other than on those dates that are designated in the College calendar, the administration will notify students and the general public by means of radio, television, e-mail accounts (when available) and Bear Alert provided to all currently enrolled students. If the emergency closure is due to inclement weather each student is expected to decide whether it is safe to travel to the College. Official closings will be announced via the College's Social Media outlets and website as well as on local TV stations including:

**TELEVISION STATIONS**

| | | |
|---|---|---|
| WBMA | Channel 33/40 | Birmingham |
| WBRC | Channel 6 | Birmingham |
| WVTM | Channel 13 | Birmingham |
| WACN | Channel 16 | Jasper |
| WTVA | Channel 9 | Tupelo |
| WCBI | Channel 4 | Columbus |

**HEALTH CARE PROCEDURES**
Bevill State Community College has developed emergency health care provisions for any individual on campus who is injured, assaulted, or becomes suddenly ill.

**Procedures for Medical Emergencies**
If serious injury occurs on campus, call 9-1-1. In case of serious injury or illness, qualified personnel should quickly perform the following steps:

1. The victim should be kept still and comfortable. **THE VICTIM SHOULD NOT BE MOVED!**
2. The victim should be asked, "Are you okay?" and "What is wrong?"
3. Breathing should be checked. If breathing stops, a qualified person should be found to assist respiration.
4. The pulse should be checked. If there is no pulse, a qualified person should administer chest compressions.
5. Serious bleeding should be controlled by direct pressure on the wound, avoiding direct contact with blood. Everyone should keep in mind standard precautions against blood-borne pathogens.
6. Assistance should be continued for the victim until help arrives.
7. The assisting personnel should look for emergency medical I.D., question witness(es) and give all relevant information to emergency medical personnel.

An accident report for all injuries must be completed and submitted to the **Business Office** by the person in charge.

**Health Sciences faculty are certified in cardiopulmonary resuscitation and trained to respond to medical emergencies. Bevill State Community College offers training in first aid and CPR.**

***NOTE:*** *Any expense for hospitalization, transportation, or emergency treatment is the responsibility of the student.*

**EMERGENCY TELEPHONE NUMBER**

Call 9-1-1 for all emergencies.

**CHILDREN ON CAMPUS POLICY**

Bevill State Community College does not provide childcare services. Students, faculty and staff are expected to arrange for their personal childcare in a manner that does not involve college facilities or resources. Students who fail to comply with this policy will not be admitted to classes and may be asked to leave campus until off-campus childcare arrangements can be made. Bevill State Community College will not be liable for any injury, property loss, or damage, suffered by any party as a result of a violation of this policy.

Minor children who are students of Bevill State Community College, or who are participants in any official educational activity or event recognized by the College, must be provided adequate and appropriate adult supervision. These individuals should always be under the control and supervision of an adult to ensure safety.

## STUDENT CONDUCT CODE

The publication of the 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 College Conduct Code and knowledgeable of the fact that they will be held accountable for compliance with its provisions. By enrollment 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 the College are mature and have a desire for constructive learning. 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.

**APPLICATION**

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. Furthermore this Conduct Code is applicable to the behavior of students and organizations participating in College-sponsored events, both on and off the College campus or property. 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 with the educational mission of the College. Violations will render a student subject to disciplinary action under procedures that provide for adequate notice and a fair hearing. Penalties for violations may include reprimand, remuneration, probation, loss of privilege, community service, suspension, expulsion, and/or other penalties which may be set forth in College regulations. The student shall be entitled to a hearing according to regular disciplinary procedures.

**PROCEDURE FOR BRINGING A CHARGE OF NON-ACADEMIC MISCONDUCT AGAINST A STUDENT**

Charges of a disciplinary nature may be filed against a student by another student or member of the administration, faculty, or staff. Charges of any case involving violation of published policies and regulations must be submitted in the form of a verbal or a written complaint to the Director of Campus Services. Upon notification of formal charges being proffered against a student, the Director of Campus Services will inform the Dean of Students of the nature of the charge(s) and the student(s) involved.

If the Director of Campus Services deems that the presence of the student(s) poses a continuing danger to persons, property, or the ongoing threat of disruption of the institution or its operations, the Dean of Students will be notified, and the student(s) may be temporarily suspended from the College. In such cases, a Student Disciplinary Hearing will be held within 72 hours, excluding Saturday, Sunday, and official College holidays, of the student's suspension.

In all cases that involve a charge of non-academic misconduct, the Director of Campus Services must make a preliminary investigation by consulting the primary parties involved to determine whether the charges may be disposed of informally without the initiation of disciplinary proceedings. The following charges (1-14) may be disposed of by an informal process with resolution between the student or group of students and the Director of Campus Services:

1. Dishonesty or 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;
2. Lewd, obscene, licentious, indecent exposure, or inappropriate dress;
3. Lewd, obscene, licentious, or indecent conduct or the verbal or written threat of such action against another person;
4. Unauthorized class attendance of guests and family members of a student without permission of Director of Campus Services;
5. Smoking, including chewing tobacco, dipping, vapor-producing electronic devices (excluding meter-dose inhalers and nebulizers prescribed by a physician) are prohibited on College-owned or College-controlled property, with the exclusion of designated smoking areas.
6. Filing a false report or knowingly making a false statement interfering with the investigation of any situation described in this Conduct Code and/or the annual campus safety and security report;
7. Trespassing or unauthorized entry;
8. Publishing, aiding in publishing, circulating or aiding in circulating, anonymous publications or petitions;
9. Placement, establishment, or maintenance of any mobile, impermanent, or temporary living quarters on property of the College which shall include, but not be limited to, tents, mobile homes, camping devices, trailers, vans, and motor homes, and/or use of sanitary facilities on a regular, daily basis;
10. College instructors and staff may limit student use of electronic devices such as cell phones, pagers, cameras, laptop computers, iPads, and iPods where such devices might interfere with the normal activity of the College. Students may use electronic devices to record class lectures.
11. Display of pornographic or sexually explicit materials, including but not limited to: clothing, videos, magazines, books, posters, photographs, or computer screens.
12. Any form of gambling;
13. Failure to comply promptly with directions of College officials or law enforcement officers acting in the performance of their duties.
14. Unauthorized possession of College, state, or federal property or supplies.

Any member of the College community may file charges against a resident/visitor of campus residence halls for misconduct related to the following minor residence hall infractions in or on the grounds of residence halls. The following process will be followed to reach disposition of charges filed against a resident/visitor:

a. Charges must be filed with the Director of Campus Services;
b. The Director will thoroughly investigate the charges filed;
c. The Director will dispose of any of the following infractions (15-27) through an informal resolution between the Director and the student/visitor.

15. Violation of published policy governing residence hall visitation and occupancy.
16. Splicing into or otherwise tampering with existing electrical wiring or cable television connections or computer cables.
17. Excessive absences from residence hall meetings.
18. Possession of candles, incense, or other flame-emitting articles.
19. Possession of state, federal, local, or miscellaneous signs illegally obtained.
20. Possession of cats, dogs, hamsters, guinea pigs, mice, spiders, lizards, snakes, or other pets, on either a permanent or visitation basis. Animals that have been preserved through taxidermy are also strictly prohibited.
21. Possession of unapproved appliances.
22. Possession of paint-ball guns and equipment, dart boards and darts, or any type of potentially hazardous recreational game or equipment.
23. Solicitation and sales without permission from the Residence Hall Manager/Housing Personnel.
24. Possession of weight-lifting apparatus and waterbeds.
25. Playing musical instruments.
26. Leaving a student housing room door unlocked or leaving the room with excessive lights, radios, or other electrical appliances left on.
    ***NOTE:*** *A sanction will be issued to all residents of that room.*
27. Possession or display of empty alcoholic beverage containers in residence hall.

After initial investigation of charges (1-27), the Director of Campus Services will decide the appropriate disciplinary action required. If the accused is dissatisfied with the decision of the Director of Campus Services he or she may submit a written request within 24 hours for a hearing before the Student Disciplinary Committee. If the student and Director of Campus Services are satisfied with the conclusion of the case at this point, the Director will notify the student and the party bringing the charge(s).

The following charges (28-49) must be referred to the Student Disciplinary Committee in accordance to the following process:

a. Charges must be filed with the Director of Campus Services;
b. The Director of Campus Services will thoroughly investigate the charges filed;
c. The Director of Campus Services will forward the findings of the investigation to the Dean of Students

28. Excessive violations of the published student conduct code, residence hall visitation and/or occupancy policies.
29. Forgery, alteration, or misuse of College documents, records, or identification;
30. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other activities on College premises by either Bevill State Community College or non-College persons or groups;
31. Destruction, damage, or misuse of College, public, or private property;
32. Conduct in violation of federal, state statutes or local ordinances, which threatens the health and/or safety of the College community or adversely affects the educational environment of the College;
33. Conviction of any misdemeanor or felony, which adversely affects the educational environment of the College;
34. Obtaining College services by false pretenses including, but not limited to, misappropriation or conversion of College funds, supplies, equipment, telephone system, labor, material, space, facilities, or services;
35. Hazing in any form is strictly prohibited. Hazing is any mental or physical requirement or obligation placed on 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 is 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 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, which results in, or might 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;
36. Harassment, intimidation, bribery, physical assault, or any other means, implied or explicit, to influence any member of a judicial body named in Student Conduct 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.;
37. Possession, while on College-owned or controlled property, of firearms, ammunition, explosives, fireworks, pellet guns, bows and arrows, knives or other dangerous devices. (Weapon possession will be enforced according to Alabama state law.)
38. Possession, sale, and/or consumption of alcoholic beverages or non-prescribed, controlled drugs on College property or at a College-sponsored function;
39. Being under the influence of alcoholic beverages or non-prescribed, controlled drugs on College property or at a College-sponsored function;
40. Unauthorized manufacture, sale, delivery, or possession of any drug or drug paraphernalia defined as illegal under local, state, or federal law;
41. Theft, accessory to theft, and/or possession of stolen property;
42. Physical or verbal abuse, threat of violence, intimidation, physical, mental or sexual harassment;
43. Entering false fire alarms, tampering with fire extinguishers, alarms, or other equipment;
44. Disruptive or disorderly conduct which interferes with the rights and opportunities of those who attend the College to utilize and benefit from educational facilities;
45. The use of Bevill State Community College computer terminals and/or telecommunications equipment on College-owned or College-controlled property for personal use or for purposes of obtaining pornographic or sexually explicit information;
46. Threatening, harassing, lewd, obscene, or violent communications through e-mail, fax, or other methods of data/information transmission;
47. Terrorist threat to Bevill State Community College or from

College-owned or controlled property

48. Software tampering, espionage, sabotage, and criminal mischief.
49. Sexual violence refers to physical acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. (The College's Assualt and Violence Policy can be found on page 10 of the Catalog. A student charged with this conduct violation will be immediately referred to the Grievance Procedures and Resolution of Harassment, Discrimination and Sexual Violence Complaints found on page 11 of the college catalog. Sanctions for this violation may range from probation to expulsion, depending on the severity of the incident. )
50. Any other activity or conduct not specifically stated herein which impairs or endangers any person, property, or the educational environment of the College.

***NOTE:*** *If a student violates policy related to alcohol or substance abuse and is under 21, the Director of Campus Services will notify the student's parents.*

**STUDENT DISCIPLINARY COMMITTEE COMPOSITION AND RESPONSIBILITY**

1. The Campus Student Disciplinary Committee shall have the dual function of safeguarding the rights of students and maintaining a climate of integrity and safety for all members of the College community.
2. The Committee shall consist of two (2) faculty members, one (1) professional staff member, one (1) support staff member and one (1) student. The Dean of Students shall serve as the chairperson for each campus Student Disciplinary Committee.
3. The Dean of Students shall appoint the Student Disciplinary Committee. The faculty and staff members shall serve a term of two years. Each year one faculty member and one staff member shall rotate off of the Committee and the Dean of Students will appoint a replacement for the two (2) vacant seats on the Committee. A student officer from a campus student organization shall be appointed annually to serve a term of one year on the Student Disciplinary Committee. Committee substitutions may be necessary if a conflict arises in scheduling hearings in a timely manner.
4. The Chairperson will preside over all hearings and serve as a non-voting member of the committee. Any Committee member who has any personal interest or special information concerning a particular case should recuse themselves from that case.
5. The Committee shall maintain an adequate record of the history and disposition of each case. The Directory of Campus Services' secretary shall attend all Student Disciplinary Hearings and keep a written record of the proceedings. The Chairperson shall maintain the written record of the hearing and the decision. The record shall include a summary of the evidence upon which the Committee based its decision. At the conclusion of each hearing the Chairperson will turn over notes and records from the proceeding to the Director of Campus Services to be retained for five years after the disposition of all cases.

**STUDENT RIGHTS AND RESPONSIBILITIES**

1. The student does not forfeit any constitutional rights upon entrance into the student body of Bevill State Community College.
2. By virtue of the student's request for admission into Bevill State Community College (via application), the student agrees to abide by the College's rules, regulations, policies, and Conduct Code.
3. The student may have a representative present at any Student Disciplinary Committee hearing for advisement only. The representative will not have the right to cross-examination. The student's refusal to answer questions shall not be construed as admission of guilt.

**SANCTION WITHOUT HEARING BY STUDENT DISCIPLINARY COMMITTEE**

In the event that a student wishes to waive the right to a hearing before the Student Disciplinary Committee, he/she must submit a written admission of guilt to the Director of Campus Services. The Director of Campus Services will then accept jurisdiction of the case. Once a student has been informed of his/her rights and has knowingly and voluntarily accepted in writing the authority of the Director of Campus Services to recommend the penalty, the student shall have waived the right to request a hearing before the Student Disciplinary Committee. If the Director of Campus Services determines that a violation has occurred, he/she will recommend sanction(s) to be issued to the student to the Dean of Students for approval. By waiving the right to a student disciplinary hearing, the student does not waive his/her right to due process. Should the student choose to appeal the sanction imposed based on waiver of a student disciplinary hearing the student must appeal to the Appeals Board.

**PROCEDURE FOR CONDUCTING THE HEARING ON NON-ACADEMIC MISCONDUCT**

The Director of Campus Services must submit a written notification informing the student that he or she has been charged with specific violations of the Student Conduct Code. Within five days (excluding Saturdays and Sundays and College holidays) of the formal charge being brought against a student the written notification will be hand delivered to the student if at all possible; otherwise, it will be delivered by certified mail. The Director of Campus Services must send a copy of the charge(s) and the investigation report to the Dean of Students. The Director of Campus Services shall activate the Student Disciplinary Committee. Within five calendar days of the receipt of the charges, the Director of Campus Services must set a time for the hearing and must notify all parties in writing of the time, date, and location of the hearing.

The procedure for conducting a hearing must contain the following elements:

1. No less than twenty-four hours before the disciplinary hearing (excluding Saturdays and Sundays and official College holidays), the Director of Campus Services must submit a written notification of the date, time and location of the hearing to the student charged with misconduct.
2. The hearing must be conducted in such a way as to afford due process to all parties involved.
3. The hearing must be private and confidential, except by consent of all parties.
4. The Chairperson will state the charge(s) and define the evidence based on the investigative report. The student must have an opportunity to examine evidence, cross-examine witnesses, offer witnesses on his/her behalf, and respond on his/her own behalf.
5. The student charged must be permitted the right to have a representative present. However, only the student may address the Committee or witnesses directly. In the case of an international student or a student with a disability, such as hearing or speech impairment, the Chairperson will determine the appropriateness of allowing a representative to speak on behalf of the student.
6. Either party may offer testimony (written or oral) of witnesses. Written statements shall be admissible; however, should the accused student challenge any significant part of the written

statement, the Disciplinary Committee may choose to disregard the challenged portion in its study of evidence and testimony presented. If the Committee so desires, it may re-convene the hearing when the witness(es) may appear and be questioned by the Committee and the accused.
7. The burden of proof rests with the person(s) bringing the charge(s).
8. The student shall have the right to cross-examine any witness against the student or to refute any written testimony.
9. If the accused student fails—without good cause, in the judgment of the Chairperson of the Committee—to appear at the designated time of the hearing, the Chairperson may conduct the hearing without the presence of the accused.
10. The Committee members must deliberate in confidential discussion. A majority vote shall be required for the committee's decision.
11. The Chairperson will notify the student and any appropriate member of the College community within twenty-four hours in writing of the decision of the Committee.
12. The decision of the Committee shall be considered final except in case of appeal.

**SANCTIONS IMPOSED FOR VIOLATIONS OF NON-ACADEMIC MISCONDUCT**

1. Censure - A statement to the offender that he/she has violated Bevill State Community College regulations and of the possibility of more stringent disciplinary action in the event of future violations. A censure statement may be given by the Director of Campus Services or the Student Disciplinary Committee.
2. Community Service - Performance of duties under the supervision of approved local agencies or College officials to be completed within a specified time frame. If service is not completed in a timely manner the Director of Student Services will invoke restitution for service not completed. Community Service may be given by the Director of Campus Services or the Student Disciplinary Committee.
3. Disciplinary Probation - A specified period of monitoring the student behavior to ensure compliance with Bevill State Community College Policies and Regulations, local, state, and federal ordinances. Any additional violations incurred while on probation may result in suspension or expulsion. Disciplinary probation may be given by the Director of Campus Services or the Student Disciplinary Committee.
4. Disciplinary Limitations - Exclusion from participation in designated activities for a specified period of time. Any additional violations incurred while on disciplinary limitations may result in suspension or expulsion. Disciplinary limitations may be given by the Director of Campus Services or the Student Disciplinary Committee.
5. Residence Hall Suspension - A student may be suspended from the residence hall for infraction of *Student Housing Rules and Regulations.* Suspension will be for a designated period of time. Residence Hall Suspension may be given by the Director of Campus Services or the Student Disciplinary Committee.
6. Suspension - Dismissal from classes and extracurricular activities for a specified period of time. Suspension is issued by the Student Disciplinary Committee or may be approved by the Dean of Students should a student waive the right to a student disciplinary hearing. (In the case that a student poses an immediate threat to the campus community, the Director of Campus Services may issue a temporary suspension, with a Student Disciplinary Hearing to be held within 72 hours, excluding Saturday, Sunday, and College holidays).
7. Restitution - Requirement to compensate the College or other injured party for the value of damaged, lost, misappropriated, destroyed property or unfulfilled community service. The Director of Campus Services or the Student Disciplinary Committee shall set the amount and form of the restitution.
8. Expulsion - Termination of student status for a definite or an indefinite period. Expulsion is issued by the Student Disciplinary Committee or may be approved by the Dean of Students should a student a student waive the right to a student disciplinary hearing.

The conditions of readmission, if any, in the case of suspension or expulsion shall be stated in writing to the student.

**APPEALS BOARD**

The Appeals Board, consisting of the Executive Vice President, the Dean of Instruction, and one student officer from a campus student organization, shall hear and act on appeals only. The function of the Appeals Board is to consider all sides and all testimony/evidence and to render a decision on the appeal. The Executive Vice President will serve as the Chairperson of the Appeals Board and will be responsible for appointing Board members, scheduling and conducting the appeal and informing the student of the Board's decision. The Executive Vice President's secretary shall serve as recorder for the appeal.

**PROCEDURE FOR APPEAL**

A student accused of non-academic misconduct may appeal the decision of the Student Disciplinary Committee or the Director of Campus Services through the following process:

The accused must submit a written appeal to the Chairperson of the Appeals Board. The appeal must be requested within five (5) days, excluding Saturdays and Sundays and official College holidays following the receipt of the decision of the Student Disciplinary Committee or the Director of Campus Services. If a student chooses to exercise the right of appeal, his/her status may remain unchanged as determined by the Student Disciplinary Committee or the Director of Campus Services until the appeals process has ended. Therefore, sanctions as determined by the Student Disciplinary Committee or the Director of Campus Services, except in cases of threat of danger to the campus community, should not take effect until the student has exhausted the appeals process.

1. The appeal is limited to review of the full report of the Student Disciplinary Committee or the Director of Campus Services. The Appeals Board may uphold the decision rendered by the Student Disciplinary Committee or Director of Campus Services, amend the decision, or overturn the decision.
2. Within three (3) days of the appeal, excluding Saturdays and Sundays and official College holidays, the Appeals Board Chairperson must set a time, date, and a location for the meeting of the Board.
3. Within two (2) days after hearing the appeal, excluding Saturdays and Sundays and official College holidays, the Appeals Board shall send written notice of its decision to the student and to all appropriate members of the College community.

If, after following the procedure outlined above, the student still seeks redress, he/she may appeal to the College President. This appeal to the President must be made in writing, must state the reason(s) for the appeal, and must be submitted within two (2) days, excluding Saturdays and Sundays and official College holidays, of receipt of notice by the student(s) of the decision of the Appeals Board.

The decision of the President is final. The President may approve, overturn, or amend the prior decision(s). The President shall send

the student and all appropriate College personnel written notification of the decision rendered.

***NOTE:*** *All Disciplinary activities will be noted in the student's disciplinary record.*

**DUE PROCESS FOR STUDENT ACADEMIC/INSTRUCTIONAL GRIEVANCE CASES**

Students are guaranteed procedural and substantive due process in all cases involving formal academic grievances. The College also assures each student that no action will be taken on grounds which are not supported by academic policies/procedures. A student should immediately seek a resolution of all academic grievances with the instructor. If a satisfactory conclusion cannot be reached, the student should discuss the matter with the appropriate Division Chair immediately. If a mutual resolution cannot be reached, the Division Chair should inform the Collegewide Dean responsible for Academic Transfer, Health Science or Career Technical Education as appropriate. The student should immediately address the grievance with the appropriate Collegewide Dean in writing. The Collegewide Dean will investigate the grievance and render a final decision in the matter within five (5) days, excluding Saturdays, Sundays and official College holidays.

**STUDENT GRIEVANCE POLICY/PROCEDURES**

Bevill State Community College recognizes that in order to efficiently and effectively carry out its mission, 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. Any student who has a grievance against a member of the Bevill State Community College faculty, staff, or administration concerning any form of race discrimination (Title VI, Civil Rights Act of 1964), sex discrimination (Title IX of the Educational Amendments of 1972), violation of the rights of the disabled (Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990) should follow the Grievance Procedures and Resolution of Harassment and Discrimination Complaints Against Employees policy.

Any student who has a grievance against another student should make a written complaint to the Director of Campus Services to be handled according to the Procedure for bringing a Charge of Non-Academic Misconduct Against a Student process found in the Student Handbook.

**REFERENCE:**

Title VI of the Civil Rights Act of 1964, "No person in the United States shall on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance." Title IX of the Educational Amendments of 1972, "No person in the United States shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance." Section 504 of the Rehabilitation Act of 1973 as amended in 1974, "No otherwise qualified handicapped individual in the United States, as defined in Section 706 (6) of this title, shall solely by reason of his/her handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance." The Americans with Disabilities Act of 1990, "No covered entity shall discriminate against a qualified individual with a disability because of the disability of such individual in regard to job application procedures, the hiring, advancement, or discharge of employees, employee compensation, job training, and other semesters, conditions, and privileges of employment. No qualified individual with a disability shall, by reason of such disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination by a department, agency, special purpose district, or other instrumentality of a State or a local government. No individual shall be discriminated against on the basis of disability in the full and equal enjoyment of goods, services, facilities, privileges, advantages, and accommodations of any place of public accommodation...shall ensure that interstate and intrastate telecommunications relay services are available...to hearing-impaired and speech-impaired individuals in the United States."

## DRUG AND ALCOHOL ABUSE PREVENTION POLICY

**INTRODUCTION**

Bevill State complies with the regulations and initiative as prescribed by federal regulations in the Anti-Drug Abuse Act of 1988. The College is strongly committed to providing a drug-free learning and working environment.

It is the policy of Bevill State Community College that, during the month of September of each academic year, information reported in compliance with the Drug-Free Workplace Act shall be made available to students and employees of Bevill State. Programs on drug and alcohol abuse prevention are offered for students the 3rd week of October each year during National Collegiate Alcohol Awareness Week. It is further the policy of Bevill State that each May, the Executive Vice President, Dean of Students, and other Campus Services administrators review the College's Drug and Alcohol Abuse 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;
2. Ensure that the standards of conduct described in Part II hereof are fairly and consistently enforced; and
3. Submit any findings and/or recommendations.

The President shall implement, effective the ensuing September, any of the Committee's recommended revisions deemed appropriate and reasonable.

**STANDARDS OF CONDUCT AND ENFORCEMENT**

Bevill State 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, Bevill State Community College shall, within the scope of applicable Federal and State due process requirements, take such administrative or disciplinary action as is appropriate. For a student, the disciplinary action may include, but 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 desist from such behavior immediately. 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.

## LEGAL SANCTIONS REGARDING UNLAWFUL USE, POSSESSION, OR DISTRIBUTION OF ALCOHOLIC BEVERAGES AND ILLICIT DRUGS

### 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 semesters of their potential for abuse and their current usage in medical treatment. Schedule I consists primarily of "street drugs" such as 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 in the Code of Alabama (1975), sec. 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 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-$500 and, at the discretion of a judge, a jail sentence of up to six 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, at the discretion of a 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 the influence of alcohol or other drugs is punishable, upon first conviction, by a fine of $250-$1,000 and/or one year in jail plus suspension of drivers' license for 90 days. (Code, sec. 32-5A-191).
6. Possession of marijuana for personal use is punishable by a fine of up to $2,000 and/or a jail sentence of up to one year (Code, sec. 13A-12-214).
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 years (Code, sec. 13A-12213).
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 less than two years and 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 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 not less than ten years and 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 prison term of not more than ten years (Code, sec. 13A-12-212).
11. Conviction for an unlawful sale of a controlled substance within a three-mile radius of an educational institution brings with it an additional penalty of five 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 one year in jail and/or a fine of up to $2,000 (Code, sec. 13A-12-260).
13. The sale or delivery of, or possession with the intent to sell or deliver, drug paraphernalia is punishable by not more than one year in prison and/or a fine of up to $1,000. 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.

### FEDERAL OFFENSES

Activities which violate Federal laws concerning illicit possession, use, or 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 a controlled 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" as compared with drugs in Schedules I-IV). Examples of Schedule I drugs are heroin and marijuana. PCP, for example, is a Class I drug. Amphetamine is a Schedule II drug, while Barbital is a Schedule IV drug. An example of a Schedule V drug would be a prescription medication with not more than 200 mg. of codeine per 100 grams. Penalties for a first offense conviction of violating the laws described in items (a) and (b) above are:

1. In the case of a Schedule I or II drug which is a narcotic drug, not more than fifteen years in prison, a fine of not more than $25,000, or both.
2. In the case of a Schedule I or II drug which is not a narcotic drug or in the case of a Schedule III drug, not more than five years in prison, a fine of not more than $15,000, or both.
3. In the case of a Schedule IV drug, not more than three 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 year in prison, a fine of not more than $5,000, or both.
5. Notwithstanding sub-paragraphs (1) through (4) above, the distribution of a small amount of marijuana for no remuneration is punishable by imprisonment of not more than one year and/or a fine of not more than $5,000.
6. Notwithstanding subparagraph (1) through (4) above, the manufacture, possession, or distribution, or intent to manufacture, possess, or distribute phenecylidine (PCP, "angel dust") is punishable by up to ten years in prison and/or a fine of not more than $25,000. Penalties for subsequent violations of these provisions are progressively more severe than for initial convictions.

### LOCAL ORDINANCES

The State of Alabama Code has been adopted locally. Any other provisions as are applicable to the City of Jasper, City of Sumiton, City of Fayette, City of Hamilton, City of Carrollton, Walker, Marion, Pickens, Fayette, Lamar, and Winston counties have also been adopted.

### 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 or substances. This list is not intended to be the final word on such health risks, since the scientific and medical communities will continue their research into and discoveries concerning the abusive use of drugs and alcohol.

**CANNABIS**

1. Includes marijuana, hashish, hashish oil, and tetrahydrocannabinol (THC).
2. Regularly observed physical effects of cannabis are a substantial increase in 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 damages 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.

**COCAINE**

1. Includes cocaine in powder form and" crack" in crystalline or pellet forms.
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 may transmit AIDS, hepatitis, and other diseases. Preparation of free base, 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 free base 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.

**OTHER STIMULANTS**

1. Include amphetamines and methamphetamines ("speed"); phenmetrazine (Preludin); methylphenidate (Ritalin); and "anorectic" (appetite suppressant) drugs such as Didrex, PreSate, Fastin, Profast, 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 physical collapse. An amphetamine injection creates a sudden increase in blood pressure that 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 amount 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 uses ceases.

**DEPRESSANTS**

1. Include such drugs as barbiturates, methaqualone (Quaaludes), and tranquilizers such as Valium, Librium, Equanil, Meprobamate, Xanax, 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, to 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.

**NARCOTICS**

1. Include such substances as heroin, morphine, opium, and codeine as well as methadone, meperidine (Demerol), hydromorphine (Dilaudin), and such drugs as Percocet, Percodan, Darvon, Talwin, Lortab, Lorcet, Anexia, 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.
3. Tolerance to narcotics 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.

**HALLUCINOGENS**

1. Include phencyclidine ("PCP"), lysergic acid diethylamide ("LSD"), mescaline peyote, and psilocybin (mushrooms).
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.
3. The effects of PCP vary, but users frequently report a sense of distance and estrangement. Time and body movement 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 six months to a year following prolonged daily use. Mood disorders such as depression and 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, lung, and brain.
4. 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.

**INHALANTS**

1. Include such substances as nitrous oxide ("laughing gas"), amyl nitrate, butyl nitrate (found in asthma inhalants), chlorohydrocarbons (used in aerosol sprays), and hydrocarbons (found in gasoline, glue, and paint thinner).

2. Immediate negative effects of inhalants include nausea, sneezing, coughing, nosebleeds, fatigue, lack of coordination, and loss of appetite. Solvents and aerosol sprays decrease heart and respiratory rates and impair judgment. Amyl and butyl nitrite (asthma inhalant) cause rapid pulse and feces. Long-term use may result in hepatitis or brain hemorrhage.
3. Deeply inhaling the vapors or using large amounts over a short period of time may result in disorientation, violent behavior, unconsciousness, or death. High concentration of inhalants can cause suffocation by displacing 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.

**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 phenecylidine.
2. Illegal drugs are defined in terms of their chemical formulas. Underground chemists modify the molecular structure of certain designer drugs. These drugs can be several hundred times stronger than the drugs they are designed to imitate.
3. The narcotic analogs can cause symptoms such as those seen in Parkinson's disease—uncontrollable tremors, drooling, impaired speech, paralysis, and irreversible brain damage. Analogs of amphetamines and methamphetamines cause nausea, blurred vision, chills, or sweating, and faintness. Psychological effects include anxiety, depression, and paranoia. As little as one dose can cause brain damage. The analogs of phencyclidine cause illusions, hallucinations, and impaired perceptions.

**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 can cause death depending on how much is consumed and how fast it is consumed.
3. 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.

**WHERE TO GET ASSISTANCE**

Help is available for persons who are in need of counseling or other treatment for substance abuse. Listed below are agencies and organizations, which can assist persons in need of such services.

1. **On-Campus Assistance**
   Office of the Direcotr of Campus Services.

2. **Local Information**
   Northwest Alabama Mental Health Center
   24-Hour Toll-Free Number:
   800-489-3971

3. **National 24-Hour Toll-Free Hotline**
   (referrals for mental health and substance abuse issues)
   800-662-HELP (4357)
   Website: www.samhsa.gov

4. **Treatment Facilities**
   The treatment facilities listed below provide either alcohol (A), drug (D), or alcohol and drug (A/D) 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 are public. In most instances, the care offered at a public facility is less expensive than similar services offered at private facilities. However, many health and hospitalization insurance policies include coverage for substance abuse treatment. There are also situations in which private facilities are provided public funding to offer services to eligible clients who would not otherwise be able to afford such services.

**Local Facilities**

1. **Behavioral Medicine Unit**
   **Walker Baptist Medical Center:**
   Jasper: 205-387-4555

2. **Walker Recovery Center:** 205-221-1799

3. **Northwest Alabama Mental Health Center:**
   Fayette Office: 205-932-3216
   Hamilton Office: 205-921-2186
   Jasper Office: 205-387-0541

# STUDENT HOUSING RULES AND REGULATIONS

## GENERAL STANDARDS OF BEHAVIOR

The prevailing goal of the residence life program is to develop communities within the residence halls that foster informal learning. The most crucial factor in this effort is the human element, that is, being responsible members of the community. As members of this community, students are given certain rights and privileges, and with these come a number of responsibilities. Students residing in the residence hall setting will be living in a community that is comprised of people with diverse backgrounds, interests, concerns, opinions, and standards. In order to make this kind of community livable, enjoyable, and conducive to academic pursuits, a set of standards that defines what is and what is not acceptable behavior is necessary.

## STUDENTS' RESPONSIBILITIES

1. Students are responsible for knowing and abiding by all policies of the residence hall system and Bevill State Community College.
2. Students are expected to take an active role in monitoring the behavior that occurs in the residence hall community. It is a student's responsibility to confront others who are violating hall policies and/or to report such violations to the residence hall staff.
3. Students are expected to cooperate with requests from staff members when they are acting in their official capacity within the College structure. A notification to see a staff member must be honored.
4. Students are not to misrepresent or misuse their student identification or fail to show their student identification card upon request of a Bevill State staff member or administrator.

## EMERGENCY WEATHER CONTACTS

Bevill State monitors weather conditions 24 hours a day. The Administration provides updates and alerts to the entire campus community throughout times of inclement and threatening weather conditions via Bevill State e-mail addresses and the Bear Alert System. Student housing residents should be alert to the danger of threatening weather conditions and maintain communications with College Administration in regard to evacuation and safety measures. During regular office hours, contact the Resident Manager or the Office of Campus Services. When weather conditions threaten during the evening or on weekends, residents should follow the instructions posted on the front door inside each apartment or cubicle.

## MISSING STUDENT NOTIFICATION POLICY AND PROCEDURES

The Higher Education Opportunity Act of 2008 requires each student to identify a contact person or persons whom the institution will notify within 24 hours if the student is determined by the institutional police or security department or the local law enforcement agency to be missing. This contact information will be registered confidentially. The contact information is collected on the Student Housing Applications. The Executive Vice President will be notified if a housing resident is missing for 24 hours.

## STUDENT HOUSING POLICIES

Student housing at Bevill State is a unique, enjoyable experience that provides educational, social, and cultural development opportunities for students. The BSCC Housing Policy is based on the premise that students have the right to expect a quiet, clean, safe atmosphere in which to live, study, and develop as individuals.

Rules are inherent in all group living situations. Sound laws and regulations provide order essential to personal freedom and academic achievement. Enrollment at Bevill State obligates a student to become familiar with and to comply with established standards and regulations. All student housing policies are subject to change by the Administration.

The College realizes that not all individuals can adjust to group living. For this reason, and to safeguard the rights and privileges of the majority of its students, the College reserves the right to dismiss any student from the dormitory for misconduct when such action is deemed necessary. The College reserves the right to relocate residents whenever necessary; however, no resident may relocate from his/her assigned room without both notifying and receiving permission from the Resident Manager and the Director of Campus Services.

It is expected that students living in and visiting College residence facilities will cooperate with the Resident Manager and with each other in maintaining a routine of living conducive to wholesome college life. Living in student housing is a privilege, and the College reserves the right to revoke this privilege whenever the action(s) of a resident does not comply with the standards and regulations established by the College.

1. An individual must be 18 years old and **enrolled as a full-time student** (minimum of 12 credit or 12 contact hours, fall and spring terms) at Bevill State to be eligible for residency in campus housing. Students under the age of 19 must have parents' signatures on the housing application and Housing Lease Agreement.
2. A resident who is absent from his/her scheduled classes for more than five (5) consecutive days must inform the Director of Campus Services and Resident Manager in writing. Failure to do so may result in termination of the housing lease.
3. The required deposit of $150 is to be paid prior to the student moving any personal belongings into the dorm room or apartment. When moving out of student housing, the student must follow checkout procedures and return his/her key(s) to receive a deposit refund. The deposit is required each academic year and an amount of $35.00 will be retained from all deposits for general maintenance and pest control fee each year.
4. A $75 fee will be assessed for replacing lock and keys or for failure to turn in key(s).
5. Residents must remove personal belongings and vacate the premises within 24 hours of the last scheduled final exam, or within 24 hours of withdrawing from Bevill State, or within 24 hours from dismissal from Bevill State, and/or within 24 hours of lease termination. **Unclaimed items will be disposed of immediately.**
6. Residents are responsible for cleaning the room as part of the check-out procedure. Failure to clean the room as part of the check-out procedure will result in an additional $50 cleaning fee.
7. During school holidays of five (5) days or more, as noted in the College Calendar, residents may not reside in student housing.
8. Residents must sign a Housing Lease Addendum prior to the end of each term either to continue or terminate occupancy. Failure to sign the Addendum will terminate the lease.
9. Summer term residency is limited and current residents must obtain approval from the Director of Campus Services if summer residency is required. Students who are approved for summer residency must pre-register for the required summer term enrollment status or approval may be withdrawn.
10. Each resident must have all personal furniture or equipment (including small appliances) approved by Housing personnel/Resident Manager before moving into the dorm room. Failure to obtain approval may result in the removal and/or disposal of items that are considered a detriment to the safety and well-being of student residents and/or the College environment.

11. Residents are responsible for the cleanliness of their rooms and surrounding grounds. Garbage, rubbish, and other waste must be removed daily from rooms and yard and placed in designated receptacles. There will be unannounced inspections for cleanliness.
12. The College unconditionally reserves the right to inspect all portions of rooms at times convenient to its staff and to require compliance with housing policies. **Needed repairs should be reported to the Resident Manager immediately.**
13. It is **mandatory** for residents to attend meetings called by the Resident Manager. These meetings are kept to a minimum and, when called, are of importance to all residents.
14. **Children (immediate family members only) visiting a housing resident must be under the supervision of the resident being visited at all times.**
15. All persons must be fully clothed when in the lounges, lobbies, or in the presence of visitors.
16. If deemed necessary and advisable for the safety, security, or the maintenance of an educational atmosphere, a room or any personal belongings of the student resident (including vehicles) may be searched. Searches will be conducted if there is reasonable cause to believe that a student is using his/her room for a purpose in violation of federal, state, or local laws, or College regulations, or if the College Administration deems that a serious threat of security and safety exists. All room searches must be approved by the Executive Vice President or designee.
17. **Each student resident will be responsible for any damage to his/her assigned room or to the furniture, fixtures, and equipment, and for damage or loss caused by him/her to any part of the residence hall. When two or more students are involved in damage to College property, and it cannot be ascertained which student is responsible for the damage or loss, an assessment will be made against both or all equally.** Additionally, assessments for certain violations will be made to the entire residence hall community. The use of such materials as paste, glue, nails, tacks, staples, screws, etc., on walls, furniture, and woodwork (including inside and outside doors) is prohibited. Only non-damaging tape is permissible for use on walls and doors. Bumper sticker-type adhesive must not be used on any surface.
18. In the residence hall, there are Quiet Hours set aside for study. Quiet Hours are in effect from 10:00 p.m. until 9:00 a.m. with the exception of Friday and Saturday. On Friday and Saturday, Quiet Hours begin at 12:00 midnight and end at 10:00 a.m. the following day. Unnecessary noises and disturbances are not permitted at any time and may warrant immediate dismissal. **Quiet hours may be extended during scheduled final exam periods.**
19. **The College is not responsible for any loss or damage to the personal property of occupants.**
20. **Each student is urged to provide for the security of his/her own belongings by locking his/her room and by carrying personal property insurance. Thefts should be reported to the Resident Manager.**
21. Residents must have a Bevill State student ID card and parking decal. Parking decals are available in the Business Office, and Student ID's are made on designated days in the Office of Student Services. Identification may be verified at any time by any Bevill State Community College personnel.
22. Residents and non-residents may visit in the rooms of residents daily, during the following times:
    Sunday-Wednesday 12:00 noon - 11:00 p.m.
    Thursday-Saturday 12:00 noon - 1:00 a.m.
    *Residents must be in their respective rooms when visitation ends Sunday-Wednesday by 11 p.m. and Thursday-Saturday by 1 a.m.*
23. A visitor must be at least 18 years of age, a Bevill State student, or a member of a student's immediate family. Identification of visitors may be verified.
24. Overnight visitation is prohibited.
25. The student or roommate has the right to refuse visitation.
26. Visitors must be accompanied by a resident of the dorm.
27. Students are responsible for the conduct of any visitor(s) while on College-owned or College-controlled property. Visitors are subject to the same conduct code, policies, and procedures as student residents.
28. Areas surrounding the residence hall are off limits to all non-residents as well as residents after visiting hours.

If a resident or non-resident is injured while in violation of any regulation or policy as stated in the Bevill State Student Conduct Code and Student Housing Policy the College shall not be held liable.

The Resident Manager or any other authorized official of the College will issue written notifications to residents and nonresidents who violate College policy. The Director of Camus Services will impose appropriate sanctions for the policy violation. If more than one student is involved in the violation of the Student Housing Policy, and the College cannot determine who is responsible for the violation, all students involved will receive a notification of violation.

Though violation of the aforementioned policies can result in immediate suspension or expulsion from the residence halls, it is understood that any regulation or policy violation as stated in the Bevill State Student Conduct Code and Student Housing Policy will result in disciplinary action. These procedures will provide for adequate notice and a fair hearing of the appeal.

The Student Conduct Code outlines due process procedures for all student disciplinary cases.

If a student violates policy related to alcohol, substance abuse, or pornography and is under the age of 21, the College will notify the parents.

Non-student violators of the Student Housing Policy or Student Conduct Code will be referred to local law enforcement agencies.

**ROOM CHECK-OUT AND/OR DISMISSAL PROCEDURES**

Students are expected to vacate the building within 24 hours of their last final exam, or within 24 hours of withdrawing from Bevill State, or 24 hours from dismissal from Bevill State. Residents must have special permission from the Director of Campus Services if they must stay beyond the 24-hour limitation.

When checking out of a dorm room, the student must follow the check-out procedures listed below and complete a Deposit Refund Request form. Failure to check-out properly will result in the forfeit of the original deposit. The room will be inspected thoroughly in the student's presence at the time of check-out. At this time, the student must sign a termination or renewal form. If there are any damages to the room, they will be noted and added to the student's account or taken from the security deposit.

**Before students leave they must…**

1. Remove all personal belongings.
2. Clean bathroom and kitchen area, if appropriate.
3. Vacuum and mop the floor.
4. Take all trash outside to the dumpster.
5. Close and lock windows and lower blinds.
6. Turn off lights and blower.
7. Lock the door.
8. See a resident hall staff member to turn in the room key and formally check-out.
9. Sign a termination or renewal form.

## BEVILL STATE COMMUNITY COLLEGE INTELLECTUAL PROPERTY RIGHTS STATEMENT:

**EMPLOYEES AND STUDENTS**

This policy regarding Intellectual Property Rights is in accordance with the Bevill State Community College Copyright Policy and State Board Policy 321.01 Copyright, Trademark, and Patent Ownership.

In designing its policy, Bevill State uses as a touchstone SACS' principle for accreditation 3.2.14, which reads:
*"The institution's policies are clear concerning ownership of materials, compensation, copyright issues, and the use of revenue derived from creation and production of all intellectual property. This (policy) applies to students, faculty, and staff."*

**OWNERSHIP OF MATERIALS**

As a general principle, Bevill State claims ownership of all educational materials involved in teaching classes, on all four campuses and at the respective centers. Such ownership includes, in particular, test banks, syllabus, web courses, and hybrid courses. However, Bevill State cedes control of the assessments, class notes, presentations, and handouts.

The exceptions to this rule are materials that are produced in the course of duties based on the employment contract or program agreement and are intended for the institution to copyright, trademark, or patent.

**RULES OF INTELLECTUAL PROPERTY FOR STUDENTS**

All student work submitted as a requirement for course credit is the intellectual property of that student and the student may use or publish his/her this work without any authorization from the College.

The student must get written consent from the College in order to use or publish material for which the student is not an author or collaborator.

An employee must get permission from a student to use that student's work as a sample/model. At the student's request, the work will be published anonymously, or under a pseudonym.

**THE USE OF REVENUE DERIVED FROM CREATION AND PRODUCTION OF INTELLECTUAL PROPERTY**

Funds derived from the creation, production, and sale of all intellectual property are placed in the College's Unrestricted Fund and are invested in the institution's instructional activities among other functional areas.

If an employee wishes to develop original materials or an original online course, using his/her own personal resources and personal time, then he/she would retain 100 % of the intellectual property rights.

If the employee wished to make that material or course "commercially viable," in other words, use the material or course for another institution of higher education or sell that material or course, he/she would keep 100 % of the royalties.

If the employee wishes to make materials or an online course he/she has created as an employee of Bevill State "commercially marketable," the following guidelines would apply:

1. He/she would retain only the intellectual rights to the assessments, notes, presentations, and handouts and would be entitled to 100% of the royalties for the materials or the course developed from these resources.
2. The College would retain all other intellectual property rights.
3. The employee must obtain prior written approval from the College president to utilize materials or a course at another institution in accordance with State Board Guidelines for Policy 615.01 Conflict of Interest and in accordance with item 10 of the Bevill State Community College Employment Contract.

As previously stated, students have the right to publish any of their own creative work and are entitled to 100% of the royalties for these works.

## BEVILL STATE COMMUNITY COLLEGE COPYRIGHT POLICY

Employees and students are expected to understand and adhere to the copyright law of the United States (Title 17, United States Code), as adapted by the Technology, Education and Copyright Harmonization Act (TEACH). Copyright law must be followed when performances, displays, copies, or other reproductions of copyrighted material are made available to students. This includes the posting of copyrighted material on Canvas or other online sites. Under the TEACH Act, it is permissible to make copyrighted materials available to students, provided that students are notified that the materials may be subject to copyright protection, and that materials:

1. do not exceed an amount or duration comparable to that typically displayed in a live classroom setting;
2. are directly related to the course content;
3. are an integral part of the teaching content;
4. are intended solely for and are available only to students enrolled in the course, and
5. are retained only for the class session.

**COPYRIGHT ACT 1976 FAIR USE CLAUSE**

The Fair Use clause of the 1976 Copyright Act applies to material used for nonprofit educational purposes, when only the amount of material necessary for instruction is used, and when no impact is made on the market.

**GENERAL GUIDELINES FOR EMPLOYEES AND STUDENTS**

You are adhering to the copyright law if:

1. you are the copyright owner;
2. you have express written permission;
3. the material is in the public domain, or
4. the Fair Use clause applies to the material.

The following examples are intended to aid in implementing the Copyright Policy:

1. Journal articles may be scanned and placed on Web sites as long as course access is limited to the students currently enrolled in the class.
2. Presentations using copyrighted photographs and music may be used in an online presentation without permission as long as access is restricted to the students enrolled in the class.
3. A book chapter may be added to a library reserve or online course as long as access is limited to students enrolled. The chapter must be removed at the end of the semester.
4. Books may not be copied for students. Only one library reserve copy of the textbook is allowed for students. More than one would be an infringement on the marketing ability of the copyright holder.

**RULES OF THUMB FOR EMPLOYEES AND STUDENTS**

1. Link to files, instead of downloading, whenever possible.
2. Assume that a work is copyrighted unless it states that it is not.
3. Read the terms of use for each file-sharing site4.A l w a y s provide attribution for all downloaded files.
5. Do not download files with private affirmation such as phone numbers and addresses.

Bevill State has designated a copyright agent to receive notification of claimed copyright infringement on the College's website as required by the Digital Millennium Copyright Act. If a person believes his or her work is being infringed on Bevill State's website, he or she should notify Tyrone Webb, Assistant Dean for Library/Learning Resources, Bevill State Community College, P. O. Box 800, Sumiton, AL 35148; e-mail: twebb@bscc.edu; (205) 648-3271.

According to the Digital Millennium Copyright Act, the notification of claimed infringement must include:

1. identification of the copyrighted work claimed to have been infringed (include ISBN, title, etc.);
2. identification and URL of the material that is claimed to be infringing;
3. information sufficient to contact the complaining party, such as an address, telephone number, fax number, and electronic mail address; and
4. other information relating to the claim. Any copyright concerns or questions about the Bevill State website should be directed to Tyrone Webb at twebb@bscc.edu.

**RESOURCES**

The teach act toolkit is an online resource for understanding copyright in distance education:
http://www.lib.ncsu.edu/scc/legislative/teachkit/overview.html.

Educational Multimedia Fair Use Guidelines describe copyright protections in the electronic environment:
http://www.utsystem.edu.ogc/INTELLECTUALPROPERTY/faculty.htm#mm.

Federal Law regarding Copyright issues - Title 17, United States Code: http://www.copyright.gov/title12

The Digital Millennium Copyright Act of 1998:
http://www.copyright.gov/legislation/dmaca.pdf

**SUMMARY OF CIVIL AND CRIMINAL PENALTIES FOR VIOLATION OF FEDERAL COPYRIGHT LAWS**

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.
Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than $750 and not more than $30,000 per work infringed. For "willful" infringement, a court may ward up to $150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense.

For more information, please see the Website of the U.S. Copyright Office at www.copyright.gov, especially their FAQ's at www.copyright.gov/help/faq.

## BEVILL STATE COMMUNITY COLLEGE INTERNET POLICY

1. Under the terms of this agreement, you will be given access to the Bevill State Community College Internet System. All Internet access using Bevill State Community College time, equipment and/or resources will be administered by and coordinated through the Bevill State Community College Computer Services Office.
2. Software for access to the World Wide Web must be approved by the Computer Services Office or will be provided for the user by the Computer Services Office. If it is determined that the user is using software to access the Internet that is different from what has been approved by the Computer Services Office or provided by the Computer Services Office and the user does not have prior approval from the Computer Services Office for the use of such software, the user's access to the Internet will be immediately revoked.
3. Bevill State Community College has contracted with Charter Communications for access to the Internet. To this extent, Bevill State Community College is unable to control the quality of the connection or speed of the transmission of information passing through the network. This service/data is provided to Bevill State Community College on an "as is, as available" basis, without warranty of any kind, expressed or implied, including, but not limited to, the warranties of performance, merchantability and fitness for a particular purpose. Use of any information, programs, or data obtained via the Bevill State Community College Internet access is at the user's sole risk. Bevill State Community College and the Computer Services Office specifically disclaim any responsibility for the accuracy or quality of information obtained through this service.
4. This agreement shall be governed by and construed under the policies of Bevill State Community College and the laws of the state of Alabama.
5. Failure of Bevill State Community College to enforce any provision of this agreement shall not constitute or be construed as a waiver of such provision or of the right to enforce such provision.
6. Bevill State Community College Internet access and services are provided to support open research and education in and among Institutions, plus open scholarly communication and research. Use for other purposes is not acceptable.
7. Bevill State Community College and the Computer Services Office will not be responsible for any damage the user suffers from use of the Bevill State Community College Internet access. This includes loss of data resulting from delays, non-delivery, misdelivery, or service interruptions caused by its own negligence or the user's errors or omissions, or due to inadvertent release or disclosure of information sent by the user.

**ACCEPTABLE USES**

8. Education, research, and completion of assigned activities are deemed as acceptable use of the user's Internet account.
9. Communication and exchange for educational purposes, to maintain currency, or to debate issues in a field or subfield of knowledge is acceptable
10. Use for disciplinary-society, university-association, government-advisory, or standard activities related to the user's research, educational development and/or assigned activities is acceptable.
11. Use in applying for scholarships, financial aid, and/or admission to other colleges or universities.
12. Any other education communications or activities in direct support of research and instruction.

13. Announcements of news products or services for use in research or education, but not advertising of any kind.
14. Communication incidental to otherwise acceptable use, except
15. When the user obtains access to other networks through Bevill State Community College Internet access, he or she must comply with the rules appropriate for that network. The entire burden of complying with such laws and regulations rests with the user.

**UNACCEPTABLE USES**

16. Internet access provided by Bevill State Community College is to be used solely for College-related business and/or educational purposes. Extensive personal use of the Bevill State Community College provided time, equipment, or access is prohibited.
17. The Bevill State Community College Internet access may only be used for lawful purposes. Transmission of any material in violation of any federal or state statute or regulation or Bevill State Community College policy is prohibited. This includes, but is not limited to, copyrighted material, material legally judged to be threatening or obscene, or material protected by trade secret. The user agrees to indemnify and hold harmless Bevill State from any claims resulting from the use of the Bevill State Community College Internet System.
18. Bevill State Community College will immediately revoke the user's access if evidence of illegal or illicit activity is found and traced to your account. Additional disciplinary action may be taken at the discretion of the Dean of Students and/or the President of the College.
19. Use for for-profit activities is prohibited.
20. Extensive use for private or personal business is prohibited.
21. Users of Bevill State Community College network services shall not disrupt any of the networks as a whole or any equipment or system forming part of its systems, or any services provided over, or in connection with, any of the Bevill State Community College networks.
22. Bevill State networks shall not be used to transmit any communication where the meaning of the message, or its transmission or distribution, would violate any applicable law or regulation or would likely be highly offensive to the recipient or recipients thereof.
23. Advertising of commercial offerings is forbidden. Discussion of a product's relative advantages and disadvantages by users of the product is encouraged. Vendors may respond to questions about their products as long as the responses are not in the nature of advertising.
24. It is not acceptable to use the Bevill State Community College Internet access so as to interfere with or disrupt network users, services, or equipment. Disruptions include, but are not limited to, distribution of unsolicited advertising, propagation of computer worms and viruses, and using the network to make unauthorized entry to any other machine accessible via the network. No external devices can be attached to Bevill State Community College's network without prior approval from the Computer Services Department. These devices include but are not limited to personal laptops, phones, iPhones, external hard drives, PDA's, wireless access devices or any device.
25. It is assumed that information and resources accessible via Bevill State Community College Internet access are private to the individuals an organization which own or hold rights to those resources and information unless specifically stated otherwise by the owners or holders of rights. It is therefore not acceptable for an individual to use Bevill State Community College Internet access to access information or resources unless permission to do so has been granted by the owners or holders of rights.
26. Much of the information on the Internet belongs to somebody–somebody else. Much of this owned information can be freely downloaded, forwarded, recirculated, and used, so long as the appropriate ownership information and any other guidelines in them are followed. However, a sizable percentage of the information and files accessible through the Internet are not there for free, unrestrained reuse. For example, if one retrieves and uses shareware, such as from the many anonymous-FTP archive sites, that person is obligated to pay the indicated license fees, and respect the associated rules.
27. The use of the network is a privilege which will be revoked at any time for abusive conduct. Such conduct would include, but not be limited to, placing of unlawful information on a system, the use of obscene, abusive, or otherwise objectionable language in either public or private messages, the sending of messages that are likely to result in the loss of recipients' work or systems, the sending of "chain letters" or "broadcast" messages to lists or individuals, and any other types of use which would cause congestion of the networks or otherwise interfere with the work of others.

**N-ETIQUETTE (Internet etiquette)**

28. Be considerate in the use of computer and network resources. Avoid doing unnecessary activities during primary working hours that may slow down system response time, congest the network, or cause system crashes.
29. Observe "posted rules" such as those displayed in login banners and in Appropriate Usage Policies, Terms & Conditions, etc. For example, requests to limit dial-up or telnet session times.
30. Obey any commercial restrictions and considerations.
31. Learn, understand and respect the organization's policies regarding personal use of Internet and other resources and services, such as personal use, time-of-day restrictions, etc. If necessary, get a private account on a public-access Internet account provider.
32. Remember that the Internet is a very public shared resource. Be mindful of what you do in terms of not abusing resources or talking about private information.
33. You are in public. Unless you are satisfied with the security surrounding your activities, never do or say anything you wouldn't be willing to see on the front page of tomorrow's newspaper or posted on the bulletin boards in the hallways.
34. Always bear in mind that you are representing Bevill State Community College as you use the Internet.
35. These terms and conditions supersede all previous representations, understandings or agreements and shall prevail notwithstanding any variance with terms and conditions of any order submitted.
36. Use of the Bevill State Community College Internet access constitutes acceptance of the terms and conditions.

## SOCIAL MEDIA POLICY

It shall be the policy of Bevill State Community College to use social media to educate, inform, and collaborate with its students, staff, faculty, stakeholders, and members of the communities it serves. Bevill State expects its employees and students to be honest, respectful, and transparent in their social media communication as they would be in person and to respect privacy, confidentiality, and copyright laws. Posted content on the college's social media sites should always be accurate, concise, student-oriented, sensitive to diverse audiences, and respectful of the college and its constituents. Individuals engaging in and communicating through official Bevill State social media outlets must agree to respect the terms of the College's social media policy and must understand that Bevill State officials have the right to remove any content that is deemed offensive, profane, inappropriate, of a threatening nature, or can be construed as a defamation of character. Bevill State reserves the to

right to block any individual who violates these guidelines. Bevill State is not responsible for posts or comments made by visitors using its social media outlets. Abusive content posted by visitors to Bevill State's social media outlets should be reported to the Public Relations Office immediately. Concerns about any content posted on any official social media outlet of the College should also be reported to the Public Relations Office.

Because technology and terms associated with social media changes and evolves continuously, this policy may be updated with additional guidelines related to the management and implantation of the College's social media efforts as needed. Such changes will be published as quickly as possible.

**Employee Guidance for Institutional Social Media**

Bevill State Community College employees should understand that all postings through the College's social media are public and are expected to follow acceptable behavior and comply with Alabama law, Alabama Community College System policies, and policies outlined in the Bevill State Employee Handbook.

The Bevill State Community College Public Relations Department is the primary administrator for the College's official website and social media outlets. Those who wish to contribute information, make suggestions for content, or request administration roles for the College's social media, should contact the Director of Public Relations. Anyone wishing to develop a social media presence representing the College should contact the Public Relations Department with these requests. The Public Relations Department will approve requests for specific social media accounts. Once approved, anyone requesting the social media account shall become responsible for its content development and future updates in accordance with the standards indicated by these guidelines. Approved social media pages should directly relate to College business, programs, and/or services and contain content that does not express individual opinions or causes which are not directly related to College business. Developing links with the College's official social media pages are encouraged.

**Employee Guidance for Personal Social Media**

When an employee participates in a social networking environment, he or she should be free from institutional censorship or discipline. However, because employees of Bevill State are representatives of the College, employees should remember that the public may interpret employees' comments as representing the College. Therefore, employees engaging in social media postings should be accurate, exercise good judgment, show respect to others, and not subject the College to embarrassment or negative attention. Employees should not post confidential or proprietary information about the college, students, or fellow employees. If posting to the College's official social media outlets, employees should site information from the college's website or official policy if appropriate. Bevill State Community College's Internet access should only be used for College-related business as outlined in the Bevill State Community College Administration, Faculty, Staff Internet/Network Access Agreement. While it may be appropriate to engage in social media during work hours if activity is directly related to accomplishing work-related goals or official college business, maintenance and usage of personal social media sites should be during personal time and using non-work computers.

**Student Guidance for Participating in Social Media**

All Students of Bevill State Community College should understand that all postings through the College's social media are public and are expected to follow acceptable behavior and comply with Alabama law, Alabama Community College System policies, and policies outlined in the Bevill State Student Handbook located in the College's Catalog.

Officially recognized student organizations are encouraged to develop a social media presence. Since these organizations are affiliated with the college, these social media activities should comply with all college policies found in the Catalog. College organizations seeking to have a social media presence should make a written request to the Executive Vice President. The Executive Vice President will approve requests. Maintenance and content development of the approved social media sites will be the responsibility of the student organizations.

Abusive content posted to Bevill State's social media outlets, or violations of the College's Social Media Policy should be reported immediately. Any student who believes that he or she has been treated unfairly or unjustly with regards to social media, should report it as outlined in the College's Student Grievance Policy.

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