MESSAGE FROM THE PRESIDENT

Welcome to Reid State Technical College! Instructors and staff here are among the finest professionals in Alabama. At Reid State, students receive personal attention by dedicated faculty in classroom and lab environments. With hands-on instruction and small student-to-teacher ratio, technical education is quickly becoming the preferred path to a high demand career. Graduates of our programs requiring State Board examinations boast passing rates on licensure examinations of over 96 percent for Nursing and 86 percent for Cosmetology graduates. It is a great choice to enroll at Reid State.

As you embark on your program of study, know that you have the support of faculty and staff with proven expertise. Your instructors are on the “front lines” to give you the best possible education in your field of study and in the core areas of English, math, and psychology. Also, working for you, are student services personnel, financial aid professionals, records and business office staff, and a job placement office to help you move into the workforce upon graduation.

As a technical college located in Evergreen (Conecuh County), Alabama, at a site within the city limits, Reid State is uniquely positioned at the intersection of Interstate 65 and Highway 83. This center point serves a six-county area consisting of Conecuh, Escambia, Monroe, and portions of Butler, Covington, and Wilcox counties. Our location offers citizens convenient access to postsecondary education, thereby providing a trained workforce for employers and assisting in economic development.

It is my belief that education is the “most powerful weapon” that every individual can use to change their lives and the world around them. With this in mind, we are continually looking for more and better ways to serve our students. We are exploring ways to create or enhance programs that will position you for success. If you have concerns, observations, or suggestions for how we may better serve you, please contact the appropriate person to assist you.

Once again, welcome to Reid State Technical College. Hopefully, your course of study here will prove to be a very worthwhile and pleasant experience. Good luck in your future career plans!

Sincerely,

Douglas M. Littles, Ph.D.
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2013 - 2016

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2013 – 2016
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Reid State complies with non-discrimination regulations under Title VI and Title VII, Civil Rights Act of 1964; Title IX, Education Amendments of 1972; Section 504, Title V, Rehabilitation Act of 1973; and the Americans with Disabilities Act of 1990.

The provisions of this document/publication are not to be regarded as an irrevocable contract between the student and Reid State Technical College. Reid State Technical College reserves the right to change any provision or requirement at any time within the student’s term of attendance.
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Reid State Technical College is located in Evergreen (Conecuh County), Alabama, at a site within the city limits at the intersection of Interstate 65 and Highway 83. This is a center point from which a six-county area is served consisting of Conecuh, Escambia, Monroe, and portions of Butler, Covington, and Wilcox counties.
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17
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JOHN STOKES ................................................................. Bookstore Manager/Purchasing Agent
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MANDY WILSON ............................................................... Coordinator of Testing, Web & Marketing
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CALENDAR DAYS

The college is in session at least 206 instructional days per year. The following holidays are observed by the institution:

January: New Year’s Day
          Martin Luther King & Robert E. Lee Birthdays
March: Spring Break
May: Memorial Day
July: Independence Day
September: Labor Day
November: Veterans Day
          Thanksgiving
December: Christmas

Reid State Technical College operates on a twelve-month schedule. Regular day classes are in session Monday through Friday from 7:50 a.m. to 3:50 p.m., and evening classes are in session Monday through Thursday from 5:00 p.m. to 9:30 p.m. Additionally, special classes are held on Fridays and Saturdays.

2013 – 2014 Calendar

78 Instructional Days – 8 Faculty Duty Days

Aug. 19: Faculty Duty Day (College open; no classes)
Aug. 20: Late Registration (FDD)
Aug. 21: Classes Begin
Aug. 27: Drop/Add period ends
Sept. 2: HOLIDAY/Labor Day (College closed)
Oct. 16: Mid-Term
Nov. 8 & 15: ONTRAC – new student orientation and registration
Nov. 11: HOLIDAY/Veterans Day (College closed)
Nov. 12 – 14: Early Registration – returning students
Nov. 25 – 26: State Professional Development – (College open; no classes)
Nov. 27: Faculty Duty Day (College open; no classes)
Nov. 28 – 29: HOLIDAY/Thanksgiving (College closed)
Dec. 2: Classes resume
Dec. 11 – 17: Final exams and end of classes for Fall Semester
Dec. 18 – 20: Faculty Duty Day (College open; no classes)
Dec. 23: Duty Day for Non-Instructional Personnel (College open; no classes)
Dec. 24 – 31: Winter Break

SPRING SEMESTER 2014: January 1, 2014 – May 16, 2014
78 Instructional Days – 11 Faculty Duty Days

Jan. 1: HOLIDAY – New Year’s (College closed)
Jan. 2: LOCAL HOLIDAY – (College closed)
Jan. 3: Faculty Duty Day (College open; no classes)
Jan. 6 – 7: Local Professional Development (College open; no classes)
Jan. 8: Late Registration (FDD)
Jan. 9: Classes Begin
Jan. 15: Drop/Add period ends
Jan. 20: HOLIDAY – M. L. King/R. E. Lee Birthday (College closed)
Feb. 17: Faculty Duty Day – President’s Day (College open; no classes)
Mar. 4: Mid-Term
Mar. 10 – 14: Spring Break (College open; no classes)
Mar. 17: Classes Resume
May 1 – 2 & 5 – 7: Final Exams and end of classes for Spring Semester
May 8: Faculty Duty Day
May 9: GRADUATION - Faculty Duty Day
May 12: Local Professional Development
May 13 – 15: Faculty Duty Days
May 16: Duty Day for Non-Instructional Personnel (College open; no classes)
<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event/Description</th>
<th>Notes</th>
</tr>
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<tbody>
<tr>
<td>May 19 – 23</td>
<td>Summer Break - Duty Day for Non-Instructional Personnel (College open; no classes)</td>
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<tr>
<td>May 26</td>
<td><strong>HOLIDAY</strong> – Memorial Day (College closed)</td>
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<tr>
<td>May 27</td>
<td>Faculty Duty Day (College open; no classes)</td>
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<td>May 28</td>
<td>Late Registration (FDD)</td>
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<td>May 29</td>
<td>Classes begin</td>
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<tr>
<td>May 30</td>
<td>Drop/Add period ends</td>
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<tr>
<td>July 1</td>
<td>Mid-Term</td>
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<td>July 4</td>
<td><strong>HOLIDAY</strong> – Independence Day (College closed)</td>
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<td>July 8 – 10</td>
<td>Early Registration – returning students</td>
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<td>July 11 &amp; 18</td>
<td><strong>ONTRAC</strong> – new student orientation and registration</td>
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<td>Aug. 6 &amp; 7</td>
<td>Final exams and end of classes for Summer Semester</td>
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GENERAL INFORMATION
HISTORY AND PURPOSE, PHILOSOPHY, AND GOALS OF REID STATE TECHNICAL COLLEGE

History and Purpose: A Foundation for the Future

Reid State Technical College was created by the Alabama State Legislature through a State statute on May 3, 1963. Through this enabling legislation, the College was chartered to provide citizens of the area greater and equal access to postsecondary education to help provide a trained workforce for area employers to assist in the economic development of the area.

Local support for the establishment of the College was provided by the City of Evergreen with the donation of 26 acres of land in north Evergreen at the intersection of Interstate 65 and state Highway 83, which became the institution’s main campus. From this campus, the College has provided quality postsecondary education programs for the College’s main service area, which includes Conecuh, Monroe, and Escambia counties and portions of Butler, Covington, and Wilcox counties. In 1981, Reid State established an off-site location in the city of Atmore for the College’s Practical Nursing program.

The architectural firm of Carl H. Lancaster, Jr., Montgomery, Alabama, designed and supervised construction of the main campus facilities consisting of the administration building, seven shops, laboratory buildings, and a warehouse. The Wiley Salter Auditorium and Administration Building was completed in 1986 with students from selected programs at the College doing most of the construction work. During 1989 and 1990, major renovations were initiated for the creation of a learning center and high tech training laboratories for specialized training in computer software applications, programmable logic controllers, and instrumentation systems. In 1993 and 1994, major renovations were conducted for the creation of a modern practical nursing facility to more closely resemble clinical facilities. In 1995, the cosmetology department was renovated and expanded.

The Workforce Development Center, (located in the prior Hillcrest Career Technical Center) managed and operated by Reid State, was opened in 2004. In 2005, the Stanley Busby Commercial Truck Driving Classroom and the Edith A. Gray Library and Technology Center both were completed. In 2009, the Atmore Practical Nursing classes were moved to 201 Brookwood Road, Atmore, Alabama.

Philosophy

The overall philosophy of Reid State Technical College blends with that of The Alabama Community College System and is expressed in three succinct beliefs. These beliefs are:

1. Education is essential to the economic, social, environmental, and political well-being of the individual in the College’s service area.
2. Education should be made academically, geographically, physically, and financially accessible to students.
3. The technical college is uniquely qualified to deliver quality and equitable educational opportunities and services to assist in providing a trained workforce for area employers and to assist in local economic development.

Mission

Reid State Technical College is a rural, degree-granting, two-year institution that provides quality academic and technical education to students from diverse backgrounds and abilities. The college promotes economic growth by preparing a qualified workforce for business and industry.

In order to fulfill our mission most effectively, the college strives to:

1. Assist students in developing both personal and marketable skills through lifelong learning
2. Enable students to continue their education at other institutions
3. Increase the global and cultural awareness of our students and the greater community
4. Provide training for local businesses, industries, and government
5. Enhance the quality of life in the community

Goals

Imperative I - Students

Enhance student success through college-wide programs and services

Imperative II - Educational Programs

Provide opportunities for excellence in learning through accessible, high quality educational experiences
Imperative III - Personnel
Enhance the effectiveness of employees through enrichment opportunities

Imperative IV - Administration and Finance
Improve the efficient use of all available resources through a comprehensive planning and management system

Imperative V – Facilities
Provide an attractive, flexible, and accessible learning environment that meets the needs of the community served

Imperative VI – Institutional Advancement
Enhance the effectiveness and accountability of the college through integrated planning, research, marketing, resource development, and management

Imperative VII - Community
Strengthen the partnership between the college and the community through programs and services

Imperative VIII - Technology
Integrate state-of-practice technology in all aspects of the college's programs, services, and operations

Imperative IX - Diversity
Provide programs and services that respond to the diversity within the college, local community, and global community

Imperative X – Economic Development
Provide workforce and career development skills that meet the needs of business and industry

Performance Measures and Standards
Colleges and universities have utilized numerous processes over the past three decades to ensure public accountability for state monies spent. These processes have included fiscal audits, program audits, institutional effectiveness plans, and program reviews. Beginning the 2012 fiscal year, a new system of accountability based on 12 performance measures was implemented and will become the cornerstone of Reid’s public accountability.

The 12 performance measures for Reid State Technical College are:

1. Progress of basic skills students
2. Passing rates for licensure and certification examinations
3. Goal completion of program completers
4. Employment status of graduates
5. Performance of college transfer students
6. Passing rates of students in developmental courses
7. Success rate of developmental students in subsequent college-level courses
8. Student satisfaction of program completers and non-completers
9. Curriculum, student retention, and graduation
10. Employer satisfaction
11. Business/Industry satisfaction with services provided
12. Program enrollment
THE ALABAMA COMMUNITY COLLEGE SYSTEM: VISION, MISSION, VALUES, AND GOALS

To provide a unified system of institutions dedicated to excellence in delivering academic education, adult education, and workforce development.

Vision Statement

To develop an educated, prosperous population by providing an affordable pathway to help citizens of any walk or stage of life succeed through quality education and training; a community college system where education works for all.

Values

Integrity
Excellence
Accessibility
Accountability
Diversity

Goals

To provide accessible quality educational opportunities
To promote economic growth
To enhance the quality of life
ACCREDITATION

Reid State Technical College is fully accredited by the Accrediting Commission of the Council on Occupational Education. The Practical Nursing program is accredited by the Alabama Board of Nursing. Reid State’s Nursing Assistant/Home Health Aide program has also been granted equivalency status with the Foundation for Hospice and Homecare and the National Home Caring Council Division. Students completing this program are awarded the national certification through the Foundation of Hospice and Homecare. The Cosmetology program is approved by the Alabama State Board of Cosmetology, and all educational programs are approved by the Alabama State Board of Education.

The Council on Occupational Education is a national accrediting body which succeeded the Commission on Occupational Education Institutions of the Southern Association of Colleges and Schools. The Council on Occupational Education can be contacted as follows:

Council on Occupational Education
7840 Roswell Road, Building 300, Suite 325
Atlanta, Georgia 30350
Telephone (770) 396-3898
WATS-1-800-917-2081
FAX- (770) 396-3790
Website: www.council.org
REHABILITATION ACT

Reid State Technical College complies with Section 504 of the Rehabilitation Act of 1973 as amended and does not discriminate on the basis of disability in admission of, access to, or treatment or employment in, its programs or activities. Questions or concerns regarding this Act should be directed to the Director of Counseling, the ADA Coordinator, or the 504 Regulations Coordinator, P.O. Box 588, Evergreen, Alabama 36401.

AMERICANS WITH DISABILITIES ACT (ADA)

The Americans with Disabilities Act (ADA) provides federal protection to people who are considered disabled. Compliance with the Americans with Disabilities Act is a priority of Reid State Technical College.

THE ALABAMA COMMUNITY COLLEGE SYSTEM PROVIDING SERVICES FOR STUDENTS WITH DISABILITIES

Services and reasonable accommodations are provided pursuant to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The Alabama Community College System is committed to working with individuals with disabilities. It is a goal of the Alabama Community College System to ensure that students with disabilities have the programmatic and architectural accesses needed for integration into campus life.

All applicants must meet the academic and technical standards requisite to admission or participation in programs and/or activities at Alabama Community College System institutions. Alabama Community College System institutions will not reduce standards in the grading and/or evaluation of students. Academic requirements that are determined by the respective college to be essential or fundamental will not be modified.

Alabama Community College System institutions strive to eliminate barriers to learning or participation in other institutional activities, and provide the following services for students and faculty:

- Screening of disability documentation
- Determination of appropriate accommodations
- Communication with faculty and/or staff regarding student needs
- Referral to other available campus and/or community resources

Providing reasonable accommodations for students with disabilities requires an individual assessment of need and is a problem solving process. Specific accommodations depend upon the nature and requirements of a particular course or activity and the skills and functional abilities of a particular student. Appropriate accommodations may include:

- Extended time of exams
- Permission to tape lecture
- Change in test format
- Priority registration
- Enlarge print/graphics
- Textbooks on tape/CD/DVD Blue Ray
- Handouts of overhead materials
- Cordless FM system
- Removal of structural barriers
- Class note taker
- Use of spell checker
- Extra time for assignments
- Alternative evaluation methods
- Special parking
- Text telephone

Students with disabilities are responsible for informing the respective college about the disability and the need for reasonable accommodation. This should be done prior to or upon enrollment at the college. Students must furnish adequate documentation of their disabilities from medical or other appropriate professionals in order to substantiate the need for services.
PROCEDURE FOR MAKING APPLICATION FOR ADMISSIONS

1. A student must request an application for admission from Student Services or print one from the [www.rstc.edu](http://www.rstc.edu), which must be completed and submitted to the College, either in person or by mail, prior to the scheduled orientation/registration for the semester.

2. All applicants are to submit an official high school transcript or GED and college transcript(s) prior to final acceptance. Proof of registration for Selective Service for males 18-26 years of age and proof of in-state residency is required.

3. Students planning to apply for financial aid should make an appointment with the Financial Aid Director to complete a Pell Grant application. Pell Grants should be submitted electronically by the student at [www.FAFSA.ed.gov](http://www.FAFSA.ed.gov).

4. When the above forms are received and properly completed, they will be processed and approved or disapproved, and the applicant will be notified of his/her admission status.

5. All admitted students are required to take the COMPASS placement exam prior to registration for more than 4 credit hours. An exam schedule can be obtained from the Testing Coordinator or online at [www.rstc.edu](http://www.rstc.edu).

6. Students who do not have a high school diploma or GED may enroll in selected programs. However, the student must pass the Ability-to-Benefit test prior to being admitted to the College. A testing schedule may be obtained from the Testing Coordinator or online at [www.rstc.edu](http://www.rstc.edu).

Admission Requirements

Admission of First-Time College Students

An applicant who has not previously attended a duly accredited postsecondary institution will be designated a first-time college student or a native student. For admission to an Alabama Community College System institution, an applicant must provide:

One primary form of documentation such as an unexpired Alabama driver’s license; an unexpired Alabama identification card; an unexpired U. S. passport; an unexpired U. S. permanent resident card; OR

Two secondary forms of documentation, one which must be a photo identification card other than those specified in (1), AND one additional form of identification such as a Certificate of Naturalization; a Social Security card; a certified copy of a U. S. birth certificate; OR

For admission to an Alabama Community College System institution, all international applicants must provide: a VISA acceptable to the United States and an official translated copy of the student’s high school/college transcript; a minimum score on an approved English as a Foreign Language exam as specified in the guidelines; signed, notarized statement verifying adequate financial support; and documentation demonstrating adequate health and life insurance which must be maintained during enrollment.

An applicant who fails to satisfy the requirements of 1 or 2 will not be admitted to an institution. Please refer to the guidelines associated with this policy for a complete list of acceptable primary and secondary forms of identification and VISA information. Students enrolled in an Alabama Community College System institution prior to the implementation of this policy will not be affected by the requirements of this section.

Applicants must submit the documentation identified above in person or through a notarized copy by U. S. Mail by the end of the institution's published drop/add period.

All male students between the ages of 18 and 26 must show proof of registration with the U. S. Selective Service System in accordance with 36-26-15.1 or the Code of Alabama of 1974 (as amended).

Policy Guidelines

Admission: General

For admission to an Alabama Community College System institution, an applicant must present either: (1) one primary form of documentation, or (2) two secondary forms of documentation. A list of acceptable primary and secondary documentation follows. Required documentation for an international applicant is described in paragraph 3 below. Students admitted or enrolled to ACCS institutions prior to the implementation of this policy will not be required to satisfy section (1).
Primary forms of documentation:
Unexpired Alabama Driver’s License or instruction permit
Unexpired Alabama Identification Card
Unexpired U. S. Passport
Unexpired U. S. Permanent Resident Card
Resident Alien Card – Pre – 1997
Unexpired Driver’s License or instruction permit from another state or possession that verified 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

If an applicant cannot present primary documentation, he/she must provide two secondary forms of documentation, one of which must be a photo identification card such as a School ID (with photo) or an Employee ID (with photo). In addition to the photo identification card, an applicant must present one of the following:

U. S. Certificate of Naturalization
Social Security Card (without restrictions)
Certified copy of a U.S. Birth Certificate or a U.S. State Department Certificate of Birth Abroad
U. S. Certificate of Citizenship
U. S. Military ID Card (active duty, reserve, retired)
U. S. Military Dependent ID Card
U. S. Armed Forces driver’s license
Legal guardian affidavit
Selective Service card
W-2 form
U. S. Department of Veterans Affairs card
Concealed Weapons Permit
Medical insurance ID card (including AHCCCS ID card)
Professional license
Bank card
Credit card
Employee ID badge (with photo)
School ID (with photo)
Marriage certificate issued in any U.S. state, territory, or possession
Certified letter of identification for a ward of the court, issued by a court or government agency in the U.S.
Documents from a court of record (certified copy):
  Divorce decree
  Adoption decree
  Name change decree
  Bankruptcy decree
  Emancipation decree
BIA or tribal affidavit of birth or certificate of Indian blood
USCIS I 94 or I94A form
USCIS employment authorization document (1688A, I-688B, I-766)
U. S. Military DD-214
U. S. travel document (mint green cover) endorsed with Permit to re-enter (Form 1327 or refugee travel document Form I-571)
U. S. application for voluntary departure under the family unity program (Form I-797)
U. S. temporary resident card (Form I-688)
U. S. notice of approval to apply for permanent residents (Form I-171 or I-463)
Other documentation issued by U. S. Citizenship or Immigration Services or documentation presenting a status permitted under 8 U. S. Code 1621 and 1641

For documentation not listed above or provided in U. S. Code, contact the Department of Postsecondary Education, Instructional, and Student Services Division for assistance in determining eligibility.

An applicant must submit the documentation required under paragraph #1 above, in person or through a notarized copy by U. S. mail. Notarized documentation received from local high schools for dual enrollment students may be hand delivered to the admissions office should a need to hand deliver such documentation arise at a particular institution. Documentation sent by mail must be received by the close of the business day on the last day of the institution’s published drop/add period.
Ability-to-Benefit Students

Institutions may obtain a written waiver from local superintendents for students seeking enrollment under the ability to benefit but have not been out of high school for one complete year. Each student seeking admission under this section must be assessed.

Admission of International Students

Prior to being issued an I-20 form, international students must present the following:

- A VISA recognized and accepted by the United States Government
- An official translated copy of the student’s high school/college transcript
- A minimum score ranging from 5.5-6.0 on the IELTS (International English Language Testing System) as determined by the college OR a total score of 61 on the Internet-based TOEFL, a total of 173 on the computer-based TOEFL, or a total score of 500 on the paper based TOEFL
- Signed, notarized statement verifying adequate financial support
- Documentation demonstrating adequate health and life insurance which must be maintained during enrollment

English as a Second Language exam may be waived for students from the following countries: Australia, Bahamas, Bermuda, Canada, (verify from transcript), England, Ireland, Jamaica, New Zealand, Scotland, Antigua and Barbuda, Barbados, Grenada, Belize, Dominica, Malawi, St. Lucia, St. Kitts and Nevis, Nigeria, Tanzania The Gambia, Tobago and Trinidad, Zambia, and Virgin Islands. All other waivers must be submitted to the Chancellor for approval with substantial documentation.

System institutions should ensure that the student has adequate health insurance which is inclusive of a repatriation benefit. Proof of life insurance is waived with the proper health policy. The institution should have a recommended coverage available for international students seeking adequate health coverage.

All institutions must use the attached form (Appendix A) to confirm that each applicant accepted for admission has presented the documentation as required in paragraph 1 or 3 above. An applicant who fails to satisfy the requirements of paragraph 1 or 3 above will not be allowed to continue enrollment at an institution. Each institution may develop its own deadline for receipt of required documentation. For example, if an institution chooses to require students to provide documentation at the time of registration, it may do so as long as it is published.

For purposes of admission under section 2, The Alabama High School Diploma (as defined by the Alabama Department of Education) shall be defined as an award officially entitled “The Alabama High School Diploma” made to a student as the result of successfully completing all requirements for graduation from high school in the state of Alabama as shown in Appendix B.

For the purposes of admission under section 2, students must achieve a minimum score of 16 on the ACT or a 790 on the SAT Critical Reading and Math section of the SAT.

For the purpose of unconditional admission of transfer students, students seeking admission must submit to the institution an application for admission and official transcripts from all regionally or Council on Occupational Education accredited postsecondary institutions attended and any other documentation as required in sections 1.1 and 1.2.

Incarcerated students seeking enrollment in ACCS correctional education programs will be admitted under separate instructions issued by the Chancellor.

Admission to Courses Creditable Toward an Associate Degree

To be eligible for admission to courses creditable toward an associate degree, a first-time college student must meet one of the following criteria:

- The student holds The Alabama High School Diploma, the high school diploma of another state equivalent to The Alabama High School Diploma, or an equivalent diploma issued by a non-public regionally and/or state accredited high school; or
- The student holds a high school diploma equivalent to The Alabama High School Diploma issued by a non-public high school and has passed the Alabama Public High School Graduation Examination; or
- The student holds a high school diploma equivalent to The Alabama High School Diploma issue by a non-public high school and has achieved a minimum ACT score of 16 or the equivalent score on the SAT; or
- The student holds a GED Certificate issued by the appropriate state education agency.

A student who meets one of the above criteria shall be classified as “degree-eligible.”

The college may establish additional admission requirements when student enrollment must be limited or to assure ability-to-benefit. A college offering the Associate in Occupational Technology degree may apply to the chancellor for a waiver of certain admission requirements for students seeking entry into that degree program.
Admission to a Course not Creditable Toward an Associate Degree

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 meets the above standards or provided the applicant is at least 16 years of age and has not been enrolled in secondary education for at least one calendar year (or upon the recommendation of the local superintendent) and has specifically documented ability-to-benefit.

The Alabama Occupational Diploma can only be accepted for the technical programs with an ACT score of 16 or above or the student will have to take the Ability-to-Benefit Test and make certain scores on it to be admitted to the technical programs such as Welding Technology, Building Construction, Collision Repair, Cosmetology, and Nursing Assistant.

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 of service when student enrollment must be limited or to assure ability-to-benefit.

Unconditional Admission of First-Time College Students

For unconditional admission, applicants must have on file at the college a completed application for admission and at least one of the following:

- An official transcript showing graduation with The Alabama High School Diploma, the high school diploma of another state equivalent to The Alabama High School Diploma, or an equivalent diploma issued by a non-public regionally and/or state accredited high school; or
- An official transcript showing graduation from high school with a high school diploma equivalent to The Alabama High School Diploma issued by a non-public high school and proof of passage of the Alabama Public High School Graduation Examination; or
- An official transcript showing graduation from high school with a high school diploma equivalent to The Alabama High School Diploma issued by a non-public high school and evidence of a minimum ACT score of 16 or the equivalent score on the SAT; or
- An official transcript showing graduation from high school with a high school diploma equivalent to the Alabama Occupational Diploma, the high school diploma of another state equivalent to the Alabama Occupational Diploma, or an equivalent diploma issued by a non-public high school, and has achieved a minimum ACT score of 16 or the equivalent score on the SAT; or
- An official GED Certificate.

All male students between the ages of 18 and 26 must show proof of registration with the U. S. Selective Service System in accordance with § 36-26-15.1 of the Code of Alabama of 1974 (as amended).

For admission to a course not creditable toward an associate degree, applicants with less than a high school diploma or GED must also have on file documented ability-to-benefit.

Conditional Admission of First-Time College Students

Conditional admission may be granted to an applicant who does not have on file at the College at least one of the following:

- An official transcript showing graduation with The Alabama High School Diploma, the high school diploma of another state equivalent to The Alabama High School Diploma, or an equivalent diploma issued by a non-public regionally and/or state accredited high school; OR
- An official transcript showing graduation from high school with a diploma equivalent to The Alabama High School Diploma issued by a non-public high school and proof of passage of the Alabama Public High School Graduation Examination; OR
- An official transcript showing graduation from high school with a diploma equivalent to The Alabama High School Diploma issued by a non-public high school and evidence of a minimum ACT score of 16 or the equivalent score on the SAT; OR
- An official transcript showing graduation from high school with a high school diploma equivalent to the Alabama Occupational Diploma, the high school diploma of another state equivalent to the Alabama Occupational Diploma, or an equivalent diploma issued by a non-public high school, and has achieved a minimum ACT score of 16 or the equivalent score on the SAT; OR
- An official GED Certificate.
Admission of Ability-to-Benefit Students

In keeping with the mission of the Alabama Community College System, applicants with less than a high school diploma or GED may be admitted to courses not creditable toward an associate degree, provided that he/she meets the following criteria:

1. The applicant is at least 16 years of age and has not been enrolled in secondary education for at least one calendar year, or recommended by their principal/superintendent and has specifically documented ability-to-benefit based on an assessment approved by the federal government, or

2. The applicant holds an Alabama Occupational Diploma, as defined by the Alabama State Board of Education, the high school diploma of another state equivalent to the Alabama Occupational Diploma, or an equivalent diploma issued by a non-public high school and has not achieved a minimum ACT or SAT score as prescribed by the guidelines issued by the Chancellor. ACT: minimum score of 16.

3. If all required admissions records have not been received by the college prior to issuance of first semester grades, the grades will be reported on the transcript, 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.

Admission of Transfer Students

An applicant who has previously attended another duly accredited postsecondary institution will be considered a transfer student and will be required to furnish official transcripts of all work attempted at all said 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.

Unconditional Admission of Transfer Students

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

A transfer student who does not meet the requirements in (A) shall be classified as a non-degree eligible student/ability to benefit student or conditional.

An applicant who has completed the baccalaureate degree will be required to submit only the transcript from the institution granting the baccalaureate degree (except Nursing and Health Science programs in which all college and high school transcripts are required).

Conditional Baccalaureate Transfers

An applicant who has completed the baccalaureate degree will be required to submit only the transcript from the institution granting the baccalaureate degree (except Nursing and Health Science programs in which all college and high school transcripts are required).

Conditional Admission of Transfer Students

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.

If all required admissions records have not been received by the College prior to issuance of first semester grades, the grades will be reported on the transcript, 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.
Admission of Transient Students

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

Initial Academic Status of Transfer Students

A transfer student whose cumulative grade point average at the transfer institution(s) is 2.0 or above on a 4.0 scale will be admitted on Clear academic status.

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

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

General Principles for Transfer of Credit

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

A course completed at other duly accredited postsecondary institutions with a passing grade will be accepted for transfer as potentially creditable toward graduation requirements.

A transfer student from a collegiate institution not accredited by the appropriate regional association or Council on Occupational Education may request an evaluation of transfer credits after completing 15 semester hours with a cumulative GPA of 2.0 or above.

A transfer grade of “D” will only be accepted when the transfer student’s cumulative GPA is 2.0 or above. If the student has a cumulative 2.0 or above, the “D” grade will be accepted the same as for native students.

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

Students transferring between programs within the college shall be granted transfer credit based on the applicability of the credits previously earned to the requirements of the degree sought.

Early Admission for Accelerated High School Students

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

1. The student has successfully completed the tenth grade;

2. The student provides a certification from the local principal and/or his or her designee certifying that the student has a minimum cumulative “B” average and recommends the student be admitted under this policy;

3. The student may enroll only in postsecondary courses for which high school prerequisites have been completed (for example, a student may not take English Composition until all required high school English courses have been completed).

Students may enroll in academic, career and technical, or health profession courses/programs in accordance with guidelines issued by the Chancellor.
Exceptions

Exceptions may be granted by the Chancellor for a student documented as gifted and talented according to the standards included in the State Plan for Exceptional Children and Youth. Exceptions apply only to requirements 1 and 3 above.

Students Not Attending Public School

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

GUIDELINES FOR POLICY

801.03: ADMISSION: DUAL ENROLLMENT/DUAL CREDIT
FOR HIGH SCHOOL STUDENTS

Purpose

The purpose of this policy is to allow eligible high school students to enroll in college classes concurrently with high school classes, either on the college campus or at the high school, and to receive both high school and college credit. Information regarding dual enrollment/dual credit will be included in all College publications.

Tuition and Payment

Students in dual enrollment/dual credit courses must pay normal tuition as required by the institution. Tuition may be provided by alternative resources, including funds provided by Workforce Development, Tuition Assistance for employee dependents as defined in Policy 612.02 and scholarship programs as outlined by the specific system institution.

Student Eligibility for Dual Enrollment/Dual Credit

A student must meet all of the following criteria:

1. The student meets the entrance requirement established by the Alabama Community College System institution (Policy 801.01: Admission: General).

2. The student must have a minimum cumulative B average in completed high school courses. Transcripts must be provided as documentation of the student’s cumulative grade average.

3. The student must have written approval of the appropriate principal and the local superintendent of education. Approval from the principal and superintendent indicates that the student has demonstrated both.

4. All students will be Compass tested and must meet pre-requisites for all approved courses at the College.

5. Students may enroll in academic, career and technical or health courses.

Exceptions

An exception may be granted by the Chancellor for a student documented as gifted and talented in accordance with Alabama Administrative Code § 290-8-9.12. This exception applied only to the requirement that students be in the 10th, 11th, or 12th grade. The Chancellor may grant other exceptions as specified in the guidelines. Six semester hours at the postsecondary level shall equal one credit at the high school level in the same or related subject. Partial credit agreements shall be developed between the College and the School Board. The State Board of Education Policy 705.01 defines a “credit hour” as not less than 50 minutes of instructor/student contact. A semester hour of credit is based upon the average number of hours of instruction taught weekly, the ratio of weekly contact hours to credit hour varies with the type of instruction being used. There are four general categories of instruction: theory, experimental laboratory, clinical practice/manipulative laboratory, and internship.

College courses approved for dual credit shall be posted on both high school and college transcripts. Courses completed for dual credit shall be transcripted with the appropriate statement at the postsecondary level indicating dual enrollment credit.

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

1. The student meets the entrance requirements established by Alabama Community College System institutions;
2. The student has a minimum cumulative 3.0 average in completed high school courses;

3. The student obtains written approval of the appropriate principal and the local superintendent of education;

4. The student is in grade 10, 11, or 12.

Students may enroll in academic, career and technical or health courses in accordance with guidelines of the Department of Postsecondary Education.

Exceptions

An exception may be granted by the Chancellor for a student documented as gifted and talented in accordance with Alabama Administrative Code § 290-8-9.12. This exception applies only to requirement 3.4.

The Chancellor may grant other exceptions as specified in the guidelines. Students enrolled in courses offered during the normal high school day, on or off the high school campus, must receive prior permission from the students’ principal, superintendent, and the President of the participating institution.

Parental permission and travel for courses offered away from the high school campus during the normal school day will be administered by the local boards of education.

Six semester credit hours at the postsecondary level shall equal one credit at the high school level in the same or related subject. Partial credit agreements shall be developed between the participating postsecondary institution and the local board of education.

Guidelines for implementation of this policy shall be established by the Chancellor.

Course Eligibility

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

Payments of the current rate of tuition and fees per credit hour, textbooks, and materials will be the responsibility of the student unless otherwise negotiated between the College and the local board of education. Full payment of tuition must be completed by the first day of class. School Boards will be notified of any unpaid tuition and fees prior to the start of classes.

Students are responsible for knowing policies relative to dual enrollment/dual credit of colleges/universities to which they plan to transfer credit. The College reserves the right to refuse readmission to any student who is found to be in violation of college policies (academic standards of progress, Student Code of Conduct, etc.).

All students enrolled under the Career Tech program are subjected to the same rules and regulations as outlined in the RSTC Student Handbook under the description of “Student Regulations”.

Students Not Attending Public School

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

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

Admission of International Students

Reid State Technical College encourages the enrollment of students from other countries. The institution subscribes to the principles of international education and to the concept that mutual respect, appreciation, and tolerance of others can be accomplished through education and understanding.

The credentials of an applicant for admission from a foreign country are evaluated under the general regulations governing admission.
Application documents should be submitted to the Office of the Advisor of International Students four months prior to the opening of the semester of desired admittance. This will allow for the processing of documents and records relative to entrance, and if the applicant is admitted, a valid passport visa must be obtained. All students must submit an official translated copy of the high school transcript indicating course credit equivalent to American high school graduation and official translated copies of any colleges attended indicating course credit equivalent to American credits. Students must complete admission forms of all regular students by the Admissions Office.

All students must submit a signed notarized statement declaring that they have adequate funds to cover the cost of attending Reid State Technical College. Students must submit a Test of English as a Foreign Language (TOEFL) score of at least 500. (This does not apply to foreign students from English speaking countries).

All students must have current immunization records.

Entering students shall provide documentation demonstrating adequate health and life insurance which must be maintained during all periods of enrollment.

**International Student Insurance Requirements**

The College requires all international students with non-immigrant visas to maintain adequate health insurance coverage for them and for any dependents who accompany them. This insurance must be valid during each semester they enroll. Students who are on practical training after completing their degree requirements are also subject to this regulation.

The minimum standards of health and life insurance coverage are as follows:

- Daily room and board rate sufficient to cover the cost of a semi-private room at a local hospital
- Outpatient coverage for physicians’ charges, laboratory costs, ambulance service, prescription drugs and similar procedures subject to a deductible not greater than $100
- A minimum coverage of 80% of reasonable charges after the deductible is met
- A minimum major medical coverage of $25,000
- Repatriation coverage to prepare the remains of a deceased student and return them to their country of residence
- Medical evacuation coverage to return the student to his/her country of residence in case of extreme medical emergency

If you do not have insurance, the College’s endorsed policy will be made available to you. Other policies may be accepted as meeting or exceeding the minimum standards of coverage by the Advisor of International Students prior to the start of your first semester enrolled at Reid State Technical College.

The entire cost of the minimum required insurance and any deductibles which must be met are the sole responsibility of the student. The cost to the student will be $800 per year and/or $400 per semester, which is subject to change.

Non-English, as Second Language (ESL) students, must submit a Test of English as a Foreign Language (TOEFL) score of at least 500 on the paper exam, 173 on the computerized exam, or 61 on the internet-based test (IBT). This does not apply to foreign students from English speaking countries.
NURSING ADMISSION POLICY

Admission Requirements

Applicants to this program must complete the application procedure, present official documentation of a high school diploma, in accordance with State Board policy, GED, or college transcripts, if applicable, and meet the following minimum admission standards for the practical nursing program:

1. Unconditional admission to the college
2. Receipt of completed application for the practical nursing program by the date published on www.rstc.edu website
3. A minimum of 2.50 average GPA on the last 24 credit hours of college coursework for students with previous college work
4. Hours are considered in reverse chronological order
5. A minimum of 2.50 high school cumulative GPA for students without prior college work (GED acceptable in lieu of high school transcript)

Eligibility for English 101 and Math 116 as determined by college policy:

1. COMPASS writing score of 62
2. COMPASS math (pre-algebra) score of 36
3. Good standing with the College
4. Meeting the essential functions or technical standards required for nursing
5. A score of 76 or higher on the COMPASS Reading Examination (or related ACT Reading Score of 17 or higher)

The TEAS (The Test of Essential Academic Skills) testing will be done on all nursing applicants. The cost of the test will be $50.00 (plus tax) and will be the responsibility of the student. Completion of the TEAS test must have been completed prior to admission to the Nursing Program.

The actual score made by the student will be calculated into the compilation of points. The total number of points possible on the TEAS is 150.

The TEAS score is good for three (3) years. A student may repeat the TEAS V (or current version) once during any semester admission time frame. The student must wait at least six (6) weeks between taking each test. A student’s score on a previous version of the TEAS test may be considered at the discretion of each college if it is within the three year time frame.

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

TEAS Testing

The Test of Essential Academic Skills (TEAS) is a multiple-choice assessment of basic academic knowledge in reading, mathematics, science, English and language usage. The objectives assessed on the TEAS are those which nurse educators deemed most appropriate and relevant to measure entry level skills and abilities of nursing program applicants. Candidates wishing to take the TEAS test must be a student of Reid State Technical College and have taken and made the cut score to the eligible for the Practical Nursing Program or be exempt from the COMPASS test. There is a fee of $50.00 (plus tax) – students will need to make arrangements to pay for the test when they register online at www.atitesting.com. Registration fees are non-refundable. Students must arrive 15 minutes before the test begins. Testing time is up to 3.5 hours. Students who arrive late will not be allowed to start the test. If you are late, you will have to reschedule online and pay the fee again. Before being admitted into the testing center you must present a valid photo ID, and your ATI username and password.

Other Admission Factors

A GPA of 2.5 will be required for both PN and ADN admission.

The GPA for high school students without college coursework should be cumulative.
Students with college courses should have the last 24 hours of college credit calculated for their GPAs. There will be no time limit for previously taken courses such as Anatomy, Physiology, Math, or English.

The eleven (11) optional points for admissions will remain in effect and can be awarded at the discretion of each college.

Colleges that have implemented MTH100 may continue to use this as a Math requirement.

**Final Admission Criteria for Practical Nursing**

**Information for Admission/Selection Committee**

**Calculation of Points for Students Meeting Minimum Admission Standards**

After meeting all minimum requirements, applicants are rank-ordered using a point system based on:

Your score from the Test of Essential Academic Skills (TEAS);

Points for selected college courses (i.e., ENG 101, MTH 116) or selected high school courses (i.e., Algebra II or higher level math, highest level Biology); and

Students may be awarded up to 11 points as determined by individual college policy and procedures.

The applicant’s score from the Test of Essential Academic Skills (TEAS) can be rated up to a maximum of 150 points. The TEAS test must have been taken within 3 years for consideration. The applicant’s actual score on the test will be the points awarded.

Points for Grades in Selected College Courses **OR** Points for Grades in Selected High School Courses

<table>
<thead>
<tr>
<th>Maximum points 60</th>
<th>Maximum Points 60</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
</tr>
<tr>
<td>ENG 101</td>
<td>30</td>
</tr>
<tr>
<td>MTH 116 or Higher Level Math</td>
<td>30</td>
</tr>
<tr>
<td>Highest level Biology (incl. A &amp; P)</td>
<td></td>
</tr>
<tr>
<td>Algebra II or Higher Level Math</td>
<td></td>
</tr>
</tbody>
</table>

Additional points (Maximum 11) – Students may be awarded up to 11 points as determined by individual college policy and procedures.

A total of 221 points are possible with these selection criteria.

**Final Admission Criteria for Associate Degree Nursing (NOT AVAILABLE AT RSTC)**

**Information for Student Applicants**

**Minimum Admission Standards for Associate Degree Nursing Program**

Unconditional admission to the College

Receipt of completed application for the Associate Degree Nursing Program by the date published on [www.rstc.edu](http://www.rstc.edu) website

A minimum of 2.50 cumulative GPA for students with previous college work

A minimum of 2.50 high school GPA for students without prior college work (GED acceptable in lieu of high school transcript)

Eligibility for:

English101 and Math116 as determined by college policy, and BIO201 during the first term of nursing courses. (As a prerequisite to BIO201, student must successfully complete BIO103 or achieve a passing score on the ACS approved placement exam)

Good standing with the College

Meeting the essential functions or technical standards required for nursing

Completion of the Test of Essential Academic Skills (TEAS) must have been taken prior to application
Admission to the Associate Degree Nursing Program is competitive, and the number of students is limited by the number of faculty and clinical facilities available. Meeting minimal requirements does not guarantee acceptance.

**Information for Admissions/Selection Committee**

**Calculation of Points for Students Meeting Minimum Admission Standards**

After meeting all minimum requirements, applicants are rank-ordered using a point system based on:

1. Your score from The Test of Essential Academic Skills (TEAS);
2. Points from selected college courses (i.e., BIO201, BIO202, BIO220) or selected high school courses (i.e., Algebra II or higher level math, highest level Biology, chemistry); and
3. Students may be awarded up to 11 points as determined by individual college policy and procedures.

The applicant’s score from the Test of Essential Academic Skills (TEAS) can be up to 150 points. The TEAS test must have been taken within the past 3 years for consideration. The applicant’s actual score on the test will be the points awarded.

Points for Grades in Selected College Courses OR Points for Grades in Selected High School Courses

<table>
<thead>
<tr>
<th>Maximum points 90</th>
<th>Maximum Points 90</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO201</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>30</td>
</tr>
<tr>
<td>B</td>
<td>20</td>
</tr>
<tr>
<td>C</td>
<td>10</td>
</tr>
<tr>
<td>Highest level Biology (incl. A &amp; P)</td>
<td>30</td>
</tr>
<tr>
<td>BIO202</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>30</td>
</tr>
<tr>
<td>B</td>
<td>20</td>
</tr>
<tr>
<td>C</td>
<td>10</td>
</tr>
<tr>
<td>Algebra II or Higher Level Math</td>
<td>30</td>
</tr>
<tr>
<td>BIO220</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>30</td>
</tr>
<tr>
<td>B</td>
<td>20</td>
</tr>
<tr>
<td>C</td>
<td>10</td>
</tr>
<tr>
<td>Chemistry</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

Additional points (Maximum 11) – Students may be awarded up to 11 points as determined by individual college policy and procedures.

A total of 251 points are possible with these selection criteria.

**Placement Testing**

**TEAS Test**

The Test of Essential Academic Skills (TEAS) is a multiple-choice assessment of basic academic knowledge in reading, mathematics, science, English and language usage. The objectives assessed on the TEAS are those which nurse educators deemed most appropriate and relevant to measure entry level skills and abilities of nursing program applicants. Candidates wishing to take the TEAS test must be a student of Reid State Technical College and have taken and made the cut score to the eligible for the Practical Nursing Program or be exempt from the COMPASS test. There is a fee for this test that students will need to make arrangements to pay when they register online at www.atitesting.com. Registration fees are non-refundable. Students must arrive 15 minutes before the test begins. Testing time is up to 3.5 hours. Students who arrive late will not be allowed to start the test. If you are late you will have to reschedule online and pay the fee again. Before being admitted into the testing center you must present a valid photo ID, and your ATI username and password.

All students entering Reid State Technical College are required to take the COMPASS placement test prior to registration if enrolling in more than 4 credit hours or 8 weekly contact hours. The Assessment Test is used to determine a student’s knowledge in math, reading, and language. Students scoring below specified levels in each test will be required to enroll in developmental courses before enrolling in college-level Math or English classes.

Students who wish to challenge placement results may re-test one time only within a three-year period. Students choosing to take the COMPASS a second time are charged a fee.
The following ASSET scores are required for freshman enrollment in accordance with the departmental curriculum:

<table>
<thead>
<tr>
<th>ASSET - RS</th>
<th>COMPASS – RED</th>
<th>Course Number</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading Score</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23-35</td>
<td>0-64</td>
<td>BSR090-Intro to College Reading</td>
</tr>
<tr>
<td>36-53</td>
<td>65-100</td>
<td>No developmental course required</td>
</tr>
<tr>
<td><strong>Writing Skills - General</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23-37 (technical)</td>
<td>0-37 (technical)</td>
<td>ENG093-Basic English II</td>
</tr>
<tr>
<td>23-41 (degree)</td>
<td>23-61 (degree)</td>
<td></td>
</tr>
<tr>
<td>38-54 (technical)</td>
<td>38-100 (technical)</td>
<td>ENG100-Voc-Tech English</td>
</tr>
<tr>
<td>42-54 (degree)</td>
<td>62-100 (degree/nursing)</td>
<td>ENG101-English Composition I</td>
</tr>
<tr>
<td><strong>Math Scores - Pre Algebra</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23-37</td>
<td>0-35</td>
<td>MTH090-Basic Math</td>
</tr>
<tr>
<td>23-39</td>
<td>36-50</td>
<td>MTH098-Elementary Algebra</td>
</tr>
<tr>
<td>40-55</td>
<td>51-100</td>
<td>MTH100-Intermediate Algebra</td>
</tr>
<tr>
<td>38-55 (technical)</td>
<td>36-100</td>
<td>MAH101-Voc-Tech Math</td>
</tr>
<tr>
<td>38-55 (degree)</td>
<td>36-100</td>
<td>MTH116-Mathematical Applications</td>
</tr>
</tbody>
</table>

Students with scores equal to or above the cut-off scores may register for curriculum requirements. Students scoring below must register for developmental courses. No student may take college-level English or Math unless they have taken the COMPASS test.

All students are required to take requisite developmental classes during their first semester prior to entering the sequence of coursework in their chosen programs.

**Testing Accommodations**

Students with proven physical, emotional, and learning disabilities may request accommodations by contacting the ADA representative prior to testing. These services are available at no additional charge but documentation is required. Students are encouraged to take the test once with no additional aid.

Students with approved documented disabilities have the ability to work with the ADA representative to arrange accommodations which include oral administration, large print, Braille version, individual or separate room administration, and multiple test sessions.
ADULT EDUCATION AND GED TESTING

Reid State Technical College is one of the many official GED testing centers in the State of Alabama. The tests are administered once a month in a short two-day session (Usually on Tuesday and Wednesday). All persons are required to pre-register, no walk-ins are allowed on test days. Seating is limited to 8. The GED Test fee is $120 for the complete battery or $30 per subject, each retest is $24. Please visit the MyGED portal at http://www.ged.com and sign up for an account to register for the test. You can also access Additional information about studying, test day, scheduling, scoring and college and career opportunities.

Contact the GED Chief Examiner’s office for information. Individuals participating in the Adult Education program at Reid State Technical College, or those who have passed the GED pre-test administered by Reid State, will be given a voucher to go online and schedule a test. The voucher will cover $25 for each test totaling $100. Students will be responsible for paying $5 per test, totaling $20. Students can break the test up and take 1 part at a time or all at once. If a student fails a subject then they will be allowed to retest 2 more times within the same calendar year at a discounted fee of $10 per test. The voucher system is only for students enrolled in the Adult Education program. Any walk-ins/non-students will need to pay online with a debit/credit card at full price.

ABILITY-TO-BENEFIT TESTING

Students applying to Reid State Technical College who are non-high school graduates and who do not have a GED may be admitted to selected occupational programs under the Ability-to-Benefit provision. Reid State Technical College will use the COMPASS Internet Version Test as the assessment instrument for Ability-to-Benefit purposes. Effective as of July 1, 2012, new Ability-to-Benefit students will not be eligible to use test results to become eligible for Federal Title IV Financial Aid Resources. Students who are not receiving federal monies can be admitted with minimal admission scores.

Retest Procedures

Students are allowed to retest only if the examinee’s performance was influenced by factors other than ability (extreme physical illness; testing session was interrupted) or after the student has participated in a minimal of 30 hours of remediation (No fee is required for this test.)

Students will be required to retest in all of the subject areas; Math, Reading, and/or Writing. (No fee is required for this test.) Retest scores will replace the original scores. Per federal guidelines, students must pass all subtests in a single administration.

Under no circumstances will a retest be given on the same day as the original test. An examinee may take no more than three COMPASS placement test experiences in a 30-day period. Example: an examinee testing on August 1st may not be retested for a fourth time until August 31st or later.

Students who are not receiving federal monies or are enrolling in programs not funded by federal monies can be admitted with scores as follows:

<table>
<thead>
<tr>
<th></th>
<th>ASSET</th>
<th>COMPASS</th>
<th>CPAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Skills</td>
<td>25</td>
<td>22</td>
<td>32</td>
</tr>
<tr>
<td>Reading Skills</td>
<td>25</td>
<td>52</td>
<td>33</td>
</tr>
<tr>
<td>Numerical Skills</td>
<td>23</td>
<td>15</td>
<td>31</td>
</tr>
</tbody>
</table>

DEVELOPMENTAL COURSES

A full array of developmental courses is offered at Reid State Technical College. Through participation in these courses, students will have an opportunity to develop the academic skills necessary for success in their chosen occupational programs. As these courses are preparatory in nature, developmental courses are not creditable toward a degree, certificate, or short-term certificate. Students taking developmental courses will be unable to complete their program of study in the number of semesters specified in the curriculum outline section of this Catalog.
GRADERS

Regular Programs

At Reid State Technical College, grades are indicated by the following letter grades in all programs:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>Poor</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>Below 60</td>
</tr>
</tbody>
</table>

Alternative program grading policies are noted in the Program Outline. Grades are available on the College website with proper user identification. Grades of “A”, “B”, and “C” are considered satisfactory. Students should be aware that many colleges and universities will not accept grades of “D” for transfer, and these courses should be repeated before attempting transfer.

A grade of “W” will be assigned to any student who officially withdraws from the College or a particular course if he or she withdraws by the midpoint of the semester as published in the College calendar.

A grade of “I” will be assigned, at the discretion of the instructor, when all required work for a course is not completed by the end of the semester in which the course is taken. A grade of I must be cleared by the end of the following semester, or a grade of “F” will be assigned.

Quality Points

General

A student’s academic standing is evaluated using the quality point average (i.e., grade point average). Quality points are assigned to letter grades using the following 4.0 system:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
</tr>
<tr>
<td>W</td>
<td>0</td>
</tr>
</tbody>
</table>

The student’s quality point average is obtained by dividing the total earned quality points by the total credit hours attempted. Courses with grades of “A”, “B”, “C”, and “D” are included in the computation of the quality point average.

Letter grades will be assigned to developmental courses. However, these grades will carry no quality points and will not be included in the overall grade point average.

Drop/Add Period

The drop/add period is limited to the first five days of each semester, beginning on the first instructional day. The drop/add period is two days for semesters less than 15 weeks. If a course meets only once a week, the drop/add period begins on the first instructional day of that semester. The drop/add period is designated in the college calendar.

SCHEDULE CHANGES/WITHDRAWAL

Adding/Dropping Classes

Addition of classes is permitted only during the designated drop/add period following registration as published in the semester class schedule and Catalog. A student may drop a course prior to the posted midterm date for the semester without penalty. The grade of “W” will appear on the permanent record. Students adding or dropping classes should follow this procedure:

1. Request the change through the faculty advisor and obtain the advisor’s and appropriate instructor’s signatures.
2. Return the form to the Registrar for computer entry of the schedule change.
3. Take the Schedule Change/Withdrawal form to the Business Office, where the student will pay additional tuition/fee charges or complete a Request for Refund form, if required.
Complete Withdrawals

A student may withdraw from school prior to the designated midterm date without penalty. A student who withdraws from school after midterm will receive a grade of “W” on his/her permanent record. A grade of “F” cannot be changed to a “W”. A student who desires to withdraw from college during any semester should use the following procedure:

1. Request the change through the faculty advisor
2. See the Financial Aid Office for exit interview
3. Have an exit interview with the Advisor, Dean of Students & Instructional Services, Registrar, or Counselor

COURSE FORGIVENESS POLICY

If a student repeats a course once, the last grade awarded (excluding a grade of “W”) replaces the previous grade in the computation of the cumulative grade point average. The semester 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.

It is the student’s responsibility to request of the Registrar that the forgiveness policy be implemented.

ACADEMIC BANKRUPTCY POLICY

The academic bankruptcy policy will allow students at certain intervals of their academic pursuit or training to declare bankruptcy. This would mean that grades and credits earned during periods of academic indecision would be forgiven. The transcript will identify the bankrupted courses and credits but will not show credits earned for bankrupted courses in either the cumulative grade point average or the graduation grade point average.

A student may request in writing to the Dean of Students & Instructional Services or the Registrar to declare academic bankruptcy under the following conditions:

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

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

When academic bankruptcy is declared, the term “ACADEMIC BANKRUPTCY” will be reflected on the transcript for each semester/term affected. When academic bankruptcy is declared, the transcript will reflect the semester of its implementation, and the transcript will be stamped “ACADEMIC BANKRUPTCY IMPLEMENTED.”

A student may declare academic bankruptcy only once.

Implementation of academic bankruptcy at Reid State does not guarantee that other institutions will approve such action. This determination will be made by the respective transfer institutions.

GRADE REPORTS

Grades are recorded on the student’s permanent record (transcript). If any student suspects an error with his or her grade, he or she should have a consultation with the instructor for that particular course. In the event that there is an error, a new grade will be issued to the student after the correction has been made. A student must challenge any suspected error within one academic year.
TRANSCRIPT POLICY

The transcript policy of Reid State Technical College includes the following:

1. A student must submit a written request to Registrar’s Office to have an official transcript sent to another institution or agency.

2. Official transcripts will not be issued to the individual student. However, the student may submit a written request for an unofficial transcript which does not bear the college seal.

3. A transcript request should be made at least two weeks before a transcript is needed.

4. All transcripts are issued by the College free of charge; and

5. The Registrar’s Office does not issue official transcripts from other institutions. Requests for official transcripts from other institutions must be directed to the institution concerned.

Facsimile Records (Fax)

Reid State Technical College honors FAX requests to send official transcripts to third parties.

STANDARDS OF ACADEMIC PROGRESS

General — All Students

These standards of progress shall apply to all students unless otherwise noted.

Exceptions:

1. Programs within the institution which are subject to external licensure, certification, and/or accreditation or which are fewer than four semesters in length may have higher standards of progress than the institutional standards of progress.

2. Selected transfer students will be placed on Academic Probation upon admission and must transition to these standards of academic progress.

3. Special standards of academic progress have been established for students enrolled in institutional credit courses carrying optional grades and for students who wish to remain eligible to receive Title IV financial aid.

Standards of Progress Policy

Required GPA Levels for Students According to Number of Hours Attempted at Reid State:

1. Students who have attempted 12-21 semester credit hours at the institution must maintain a 1.5 Cumulative Grade Point Average.

2. Students who have attempted 22-32 semester credit hours at the institution must maintain a 1.75 Cumulative Grade Point Average.

3. Students who have attempted 33 or more semester credit hours at the institution must maintain a 2.0 Cumulative Grade Point Average.

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 loads, requiring a study skills course, and/or prescribing other specific courses.

Application of Standards of Progress

1. When the cumulative GPA is at or above the GPA required for the total number of credit hours attempted at Reid State, the student’s status is clear.
2. When a student’s cumulative GPA is below the GPA required for the number of credit hours attempted at Reid State, the student is placed on Academic Probation.

3. When the cumulative GPA of a student who is on Academic Probation remains below the GPA required for the total number of credit hours attempted at Reid State but the semester GPA is 2.0 or above, the student remains on Academic Probation.

4. When the cumulative GPA of a student who is on Academic Probation remains below the GPA required for the total number of credit hours attempted at Reid State and the semester GPA is below 2.0, the student is suspended for one semester. The transcript will read SUSPENDED-ONE SEMESTER.

5. When the cumulative GPA is at or above the GPA required for the total number of credit hours attempted at Reid State, the student’s status is clear.

6. The student who is suspended for one semester may appeal. If, after appeal, the student is readmitted without serving the one semester suspension, the transcript will read: SUSPENDED—ONE SEMESTER/READMITTED UPON APPEAL. The student who is readmitted upon appeal re-enters Reid State on Academic Probation.

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

8. A student returning from a one term or one year suspension and, while on academic probation, fails to obtain the required GPA for the number of hours attempted and fails to maintain a term GPA of 2.0, will be placed on a one year suspension. The student may appeal a one term or one year suspension.

9. The permanent student record will reflect the student’s status (except when the status is clear). When appropriate, the record will reflect ACADEMIC PROBATION, ACADEMIC SUSPENSION-ONE TERM, ACADEMIC PROBATION-ONE YEAR, ONE TERM SUSPENSION-READMITTED ON APPEAL, OR ONE YEAR SUSPENSION-READMITTED ON APPEAL.

Process for Appeal for Readmission

If a student declares no contest of the facts leading to suspension but simply wishes to request consideration for readmission, the student may submit a request in writing for an “appeal for readmission” to the Admissions Committee within a designated published number of days of receipt of the notice of suspension. During the meeting of the Admissions Committee, which shall not be considered a “due process” hearing but rather a petition for readmission, the student shall be given an opportunity to present a rationale and/or statement of mitigating circumstances in support of immediate readmission. The decision of the Admissions Committee, together with the materials presented by the student, shall be placed in the college’s official records. Additionally, a copy of the written decision shall be provided to the student. Equity, reasonableness, and consistency should be the standards by which such decisions are measured.

Definition of Terms

1. Grade Point Average (GPA): The grade point average based on all hours attempted during any one term at Reid State based on a 4 point scale.

2. Cumulative Grade Point Average (GPA): The grade point average based on all hours attempted at Reid State based on a 4 point scale.

3. Clear Academic Status: The status of a student whose Cumulative Grade Point Average (GPA) is at or above the level required by this policy for the number of credit hours attempted at Reid State.

Academic Probation

1. The status of a student whose Cumulative GPA falls below the level required by this policy for the total number of credit hours attempted at Reid State; or

2. The status of a student who was on Academic Probation the previous term and whose Cumulative GPA for that semester remained below the level required by this policy for the total number of credit hours attempted at Reid State but whose semester GPA for that term was 2.0 or above.
One Semester Academic Suspension: The status of a student who was on Academic Probation the previous term but who has never been suspended or who, since suspension, had achieved Clear Academic Status and whose Cumulative GPA that term was below the level required by this policy for the total number of credit hours attempted at Reid State and whose Semester GPA for that term was below 2.0.

One Year Academic Suspension: The status of a student who was on Academic Probation the previous term and who had been previously suspended without since having achieved Clear Academic Status and whose Cumulative GPA that term remained below the level required by this policy for the total number of credit hours attempted at Reid State and whose Semester GPA for that term was below 2.0.

Appeal of Suspension: The process by which an institution shall allow a student suspended for one term or one year (whether a “native” student or a transfer student) to request readmission without having to serve the suspension.

Students under the Title IV Federal Financial Aid Program (i.e., Pell Grant)

To be eligible for Title IV Federal Financial Aid a student must meet all the requirements specified in the “Student Financial Assistance” section of this Catalog and meet all the requirements specified in the preceding section (i.e., General — All Students).

When a student who is eligible for Title IV Federal Financial Aid is suspended, whether the student serves the suspension or is readmitted upon appeal, the student is not eligible to receive financial aid for the duration of the suspension. The student will not be eligible again to receive financial aid until he/she makes 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 above attempted at Reid State during that semester).

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 (the “normal length” of a specific program will vary dependent upon whether the student is half-time, three-fourths-time, or full-time).

Each student on Title IV Federal Financial Aid must earn each academic year two-thirds of the minimum number of hours required for each academic year to complete a program in the normal length of time allowed. For programs of one academic year or less, student progress will be measured prior to the end of the program. The normal length of time allowed for specific program completion is determined by the institution. If a student repeats a course which was previously successfully completed, the credit hours obtained the second time the course is attempted do not count toward the minimum number of academic hours required for program completion.

Students who do not meet these 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.

VETERANS BENEFITS

To be eligible for Veterans Administration benefits, qualified students eligible for such benefits must meet the standards of progress requirements applicable to all students at Reid State (i.e., as specified in the sub-section General – All Students of this section on Standards of Progress).

INSTITUTIONAL CREDIT COURSES

Institutional credit courses are those courses which are not creditable toward a formal award and which include training-for-business and training-for-industry courses and courses numbered below the 100 level.

Reid State may choose to assign grades other than those generating quality points to institutional credit courses. The approved grades are Satisfactory (S), Unsatisfactory (U), and In Progress (IP) (see policy on optional grades for institutional credit courses).

Special standards of progress for students enrolled in these courses are as follows:

1. A student who is enrolled in an institutional credit course and who receives a grade of “U” or “IP” for one semester may not take the course a second semester until he/she receives special academic advising.
2. After the second semester in which the student receives a grade of “U” or “IP” in the same course, the student must appeal through the institution’s appeal process before the student will be allowed to re-enroll in the course.

**PREREQUISITES**

A student who fails the first course of a sequence cannot take the succeeding courses before he or she has made up the failure. Prerequisites for a course must be met before the course is taken unless permission to omit the prerequisites is obtained from the department chairperson, Admission/Placement Committee, or Dean of Students & Instructional Services.

**CREDIT BY EXAMINATION POLICY**

Students may obtain college credit through examination for competencies gained from previous instruction, on-the-job training, or other instructional methods. To receive credit by examination, a student must comply with certain procedures. These procedures follow:

1. Be admitted to Reid State Technical College under the provisions of “clear status”.
2. Submit an application for credit by examination in English and/or math to the Testing Administrator. The Testing Administrator will ensure all other required approvals are properly secured. The application must be submitted no later than the second day of the respective semester. Additionally, all examinations and approvals must be completed prior to the end of the respective drop/add period.
3. Pay, in advance of the examination preparation fee. Waivers for the examination fee may be granted for students enrolled in certain developmental courses required for nursing or for students entering the College under the provisions of an articulated school district.
4. Demonstrate that all pertinent prerequisites of the respective course have been met.
5. Enroll as a regular student in the respective course. This provision includes payment of the respective tuition charges and applicable fees for the course.
6. The Testing Administrator will notify the student of the date, time, and place of the examination in the event the application for credit by examination is approved by all required parties.
7. The Dean of Students & Instructional Services, in consultation with the appropriate Department Chairperson, will appoint a qualified instructor to prepare, proctor, and score the examination.
8. Under normal circumstances the examination will be scored on the same day in which the examination is administered.
9. Letter grades will be given for the examination in accordance with the College grading policy as reflected in the latest edition of the College Catalog or amended through public memorandum.
10. The assigned instructor will score the examination and return it to the Dean of Students & Instructional Services or the Testing Administrator.
11. Once notified by the Dean of Students & Instructional Services or the Testing Administrator, the student may opt to accept the letter grade attained on the test or take the course as scheduled.
12. The credit accepted by examination will be calculated in the student’s hours attempted, grade point average, cumulative grade point average, and quality points.
13. A copy of the credit by examination administration form with all appropriate signatures shall be placed in the student’s file.
14. A maximum of 16 credit hours may be obtained through credit by examination at Reid State Technical College.
15. A student may challenge a course one (1) time only.
16. Credit by examination procedures may not be utilized to remove or supersede any grade previously earned in a given course or equivalent, including courses which were failed.

**ACADEMIC ADVISING**

All faculty members serve as academic advisors. The faculty advisor is an Instructor or Department Chairperson in the department in which the technical content of the degree or certificate program is taught.

**STUDENT ACADEMIC LOAD**

The student course load for a full-time student will be twelve to nineteen credit hours. Twelve to nineteen semester credit hours will constitute the normal load for regular students. Any student wishing to enroll for more than nineteen hours must obtain permission from the Dean of Students & Instructional Services. A student enrolled for fewer than twelve hours is a part-time student. No student will be approved for more than 24 credit hours in any one term for any reason.
ACADEMIC DISHONESTY

The College expects all students to be honest in their academic activities. Any student found guilty of academic dishonesty may be dropped from the course with a grade of “F”. Any student, faculty, or staff member involved in or affected by an incident of academic dishonesty may use the grievance policy to appeal, change, or increase the severity of the penalty. Examples of academic dishonesty are:

1. Giving or receiving unauthorized help from another student during examination
2. Using any source of unauthorized information or assistance (notes, books, spoken word, etc.) during examination
3. Obtaining an examination or any part of an examination without authorization
4. Submitting for credit any theme, report, speech, outline, lab paper, notebook, or similar item without appropriate acknowledgement (plagiarism) of the whole or part, if it has been obtained or copied from another source
5. Altering or causing to be altered without authorization, the record of any grade in any grade book, office, or other record
6. Taking an examination or otherwise doing any other type of work for another student. (Providing one’s work for another student to copy and submit as his/her own)
7. Presenting false data or information or intentionally misrepresenting one’s record for admission, registration, or graduation

ACADEMIC FREEDOM

The Alabama Community College System supports the concept of academic freedom. In the development of knowledge, research endeavors, and creative activities, college faculty and students must be free to cultivate a spirit of inquiry and scholarly criticism. Faculty members are entitled to freedom in the classroom in discussing discipline related subjects. Faculty and students must be able to examine ideas in an atmosphere of freedom and confidence. At no time shall the principle of academic freedom prevent Reid State Technical College from taking proper efforts to assure the best possible instruction for all students in accordance with the mission and objectives of the institution.

ATTENDANCE POLICY

Reid State Technical College is a non-attendance taking institution that specifies the attendance requirements in the syllabus for each course. Class attendance is considered essential to the educational process at Reid State Technical College. The College subscribes to the philosophy that academic success derived by students is directly proportional to their class attendance. There is also a high correlation between the number of absences and the final grade. Students are expected to punctually attend all classes in which they are registered. Attendance will be recorded from the first day of the student's official enrollment. A student is considered officially enrolled upon payment of tuition and fees. Regulations pertinent to the student attendance are listed below:

1. Faculty members may establish such attendance requirements as they deem academically sound.
2. Any student who does not attend class during the drop/add period will be dropped from the class roll and considered a no-show.
3. It is the student's responsibility to keep track of the exact number of absences in each class and to ensure that any missed assignments are completed in a timely manner. The instructor is not required to notify the student when the student is in danger of being excessively absent, nor is the instructor required to review any material missed as a result of the student being absent. However, at mid-term, faculty members will identify students who have apparently ceased attendance but have not completed the withdrawal process. Students in courses that meet at least twice per week will be reported if they have missed five consecutive class meetings before mid-term or 5 absences for a 15-week term (consecutive or non-consecutive) for unofficial withdrawal. Students in courses that meet once per week will be reported if they have missed three consecutive class meetings before mid-term. These students will be removed from the courses as an unofficial withdrawal and assigned a grade of W.
4. If a student is unable to attend a class regularly, regardless of the reason or circumstance, he/she should formally withdraw from that class. The student should see their advisor to complete the withdrawal form and the Registrar's Office will process the withdrawal.
5. The attendance policy for classes on special schedules will be announced at the first class meeting.
6. Attendance requirements in programs which lead to a board license (e.g., Cosmetology & Nursing) or which are regulated by federal or state statute (veterans' benefits) may be different from the policy set forth herein.

**SCHEDULE CHANGE/WITHDRAWAL**

**Adding/Dropping Classes**

Addition of classes is permitted only during the designated drop/add period following registration as published in the semester class schedule and catalog. A student may drop a course prior to the posted midterm date for the semester without penalty. The grade of “W” will appear on the permanent record.

Students adding or dropping classes should follow this procedure:

1. Request the change through the faculty advisor and obtain their signature and the appropriate instructor's signatures.
2. Return the form to the Registrar for computer entry of the schedule change.
3. Take the Schedule Change/Withdrawal form to the Business Office, where the student will pay additional tuition/fee charges or complete a Request for Refund form, if required.

**Students who discontinue attendance in a class without following this procedure will be unofficially withdrawn from classes.**

**COMPLETE WITHDRAWALS**

A student may withdraw from school prior to the designated midterm date without penalty. A student who withdraws from school after midterm will receive a grade of “W” on his/her permanent record. A grade of “F” cannot be changed to a “W”.

A student who desires to withdraw from college during any semester should use the following procedure:

1. Request the change through the faculty advisor
2. See the Financial Aid Office for exit interview
3. Have an exit interview with the Advisor, Dean of Students & Instructional Services, Registrar, or Counselor

**COURSE FORGIVENESS POLICY**

If a student repeats a course once, the last grade awarded (excluding a grade of “W”) replaces the previous grade in the computation of the cumulative grade point average. The semester 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. It is the student’s responsibility to request of the Registration Coordinator that the forgiveness policy be implemented.
TUITION
TUITION POLICY

Tuition is charged at the rate of $109 (subject to change) per credit hour for students who are citizens of the United States and residents of the state of Alabama or who have been approved for in-state tuition eligibility per the Alabama Community College System policy. Tuition rate is subject to change each Fall. Nonresidents of Alabama and students who are not citizens of the United States must pay a full-time tuition charge of 2.0 times the rate of resident tuition.

Tuition must be paid each term prior to the first day of class without exception. Presently enrolled students must register and pay their tuition no later than the close of business prior to the first day of class or they will be charged a $25 late fee. Unless tuition is paid by the first day of the term, the student is considered no longer enrolled, and their slot may be filled from the waiting list for the course in which they were enrolled.

Eligibility for In-State Tuition Rates

The home address provided by a student on the Reid State Technical College admission application is used to determine the state in which a student resides. A student may change his/her address by completing a change of address form in the Registrar’s Office. If the new address indicates a change from out-of-state to in-state status, a student must provide proof of Alabama residence. Acceptable proof includes an Alabama driver’s license, a federal or state income tax form indicating an Alabama address, or a valid Alabama voter registration form.

Students or prospective students described below shall be eligible for “In-State” tuition rates:

Resident Students

A “resident student” is a person who:

1. Is a citizen of the United States who has been a legal resident of the State of Alabama for at least one year immediately preceding registration, or whose non-estranged spouse has been a legal resident of the State of Alabama for such period, or (in the case of dependent students) whose parents or legal guardian has been a legal resident of the State of Alabama for such a period; or

2. Is a member of the Armed Forces of the United States and officially stationed in Alabama at the time of registration, or whose non-estranged spouse, or (in the case of dependent students) whose parents or legal guardian is a member of the Armed Forces of the United States and officially stationed in Alabama at the time of registration, or who has, or whose non-estranged spouse has, been discharged from the Armed Forces and has formally declared Alabama as his or her state of domicile, or who is a dependent whose parents or legal guardian has been discharged from the Armed Forces and have formally declared Alabama as his or her state of domicile.

3. Currently resides in Alabama and is an “immigrant,” that is, a non-citizen admitted for permanent residence who has been issued an Alien Registration Receipt Card by the Immigration and Naturalization Service; or

4. Currently resides in Alabama and is a “Parolee,” that is, a non-citizen who has been “paroled” into the United States at the discretion of the United States Government and who is issued an “I-94 Card” stamped “Parolee.” (Examples are Cubans and Vietnamese who have left their native countries for political reasons); or

5. Currently resides in Alabama and is an “Entrance,” that is, a non-citizen who has been allowed into the United States at the discretion of the United States Government and who has not been issued an Alien Registration Receipt Card. (Examples are Cambodian refugees and Haitians).

Non-Resident Students Eligible for In-State Tuition Rates

Also eligible for In-State tuition rates, whether or not he or she is a resident of Alabama, is a person who:

1. Is a dependent* whose parent(s)* or legal guardian* has taken full-time permanent employment in Alabama; or

2. Is not a dependent* but who holds full-time permanent employment in Alabama or whose non-estranged spouse* holds permanent full-time employment in Alabama; or

3. Is incarcerated in a State or Federal correctional institute in Alabama; or

4. Is eligible for in-state tuition in a state contiguous to Alabama which has a reciprocal tuition agreement with the State of Alabama Board of Education;
5. Is a resident of Santa Rosa, Escambia, or Okaloosa counties in the state of Florida.

*NOTE: Neither the student nor parent, guardian, or spouse need be a resident of Alabama. The term “dependent” shall be defined in accordance with the Internal Revenue Code.

Students Subject to Out-of-State Tuition Rates

Any student who does not fall into one of the categories described above for In-State tuition eligibility shall be subject to payment of tuition and fees at the “Out-of-State” rate.

Tuition and Fees

1. Tuition fees per semester:
   a. In-State Students $111.00 (subject to change) per credit hour.
   b. Out-of-State and Foreign Students $222.00 (subject to change) per credit hour (does not apply to residents of Santa Rosa, Escambia, or Okaloosa counties of Florida)

2. Fees:
   - Facilities Renewal fee: $9.00 per credit hour
   - Technology fee: $9.00 per credit hour
   - Special Building fee: $11.00 per credit hour
   - Bond Surety fee: $1.00 per credit hour

3. Late registration fee: $25.00* (Assessed first day of class during term)

4. Student accident insurance: $5.12 ** per semester & $3.41 Summer term

5. Student liability insurance: $15.00 ** per year
   (Nursing and Nursing Assistant students only)

6. Graduation/diploma fee will be charged equal to the cost of the diploma and cap and gown rental

7. Returned check charge: $30.00 *

8. Nursing Assistant/Home Health Aide Equivalency Application Fee: $5.00 *

9. Parking/traffic fines: $5.00 *

*Non-refundable.
**Non-refundable and amount may vary if change in cost to college occurs.
MasterCard and Visa are accepted.
No out-of-state checks are accepted.

REFUND POLICY

Institutional Refund

Partial Withdrawal

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

A student who officially or unofficially withdraws from all classes for which he/she registered before the first day of class will be refunded the total tuition and other refundable institutional charges.

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

Withdrawal during the first week ..................75% of net tuition and other refundable institutional charges
Withdrawal during the second week ............50% of net tuition and other refundable institutional charges
Withdrawal during the third week ...............25% of net tuition and other Refundable institutional charges
After the close of the third week ...................No Refund

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

Refunds when due, are made to students without their request. Refunds are made within 60 days of the Student’s last day of attendance. Refunds are computed according to the date the student officially withdraws.

Books/Tools/Supplies

A student who withdraws and who has purchased returnable books/tools/supplies from the College and returns the items in new/unused condition by the end of the second week of the semester will be refunded the full purchase price. Books/tools/supplies returned in used condition by the end of the second week of the semester will be refunded 50% of purchase price. The required books/tools/supplies listing for each department will indicate which items are refundable.

Students who purchased books/tools/supplies by cash must present receipt to receive a refund.

RETURN OF TITLE IV FUNDS

A student who officially withdraws from the College prior to completing 60% of any given term could result in the student having to repay a portion of the Title IV federal financial aid grants he/she received (excluding Federal Work-Study wages). The return of funds calculation shall be based on the midpoint of the term for students who do not officially withdraw. Each student who owes a repayment will be notified in writing. The failure to repay may result in the termination of eligibility for federal financial aid.

The amount to be returned is based on the concept of “earned” and “unearned” federal financial aid. The percentage of enrollment time completed determines the percentage of earned aid. The percentage completed is calculated as days attended in the period (based on the withdrawal date) divided by the total days in the term. If the percentage completed exceeds 60%, the student has earned 100% of his/her Title IV Aid awarded for the term.

Refund for Alabama National Guard and Reservists Called to Active Duty

Students who are active members of the Alabama National Guard or reservists or who are active duty military who are called to active duty in the time of national crisis shall receive a full tuition refund at the time of withdrawal if such student is unable to complete the term due to active duty orders or assignment to another location.

Returned Check Policy

Returned check charge is $30.

If a check is deposited to the College’s bank account and does not clear the student’s account, it will be resubmitted to the student’s banking institution before the College is contacted to pick up the check. Once the check is returned to the College, the student is informed in writing and has ten days in which to clear the outstanding obligation. If at the end of ten days the obligation has not been cleared, it will be turned over to the Magistrate Court for collection. The student will be responsible for all court costs in addition to the returned check amount and returned check fee.
FINANCIAL OBLIGATIONS TO THE COLLEGE

Failure to meet financial obligations to the College may result in the student’s account being placed on process and hold with no credit for the semester. Additionally, such students may be denied enrollment in subsequent semesters.

The College will withhold copies of educational records of students who have outstanding debts to the institution.

SENIOR CITIZENS

Alabama residents 60 years of age or older may attend regular classes tuition-free on a space-available basis. Such persons 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, or tools.

COLLEGE BOOKSTORE

Students must purchase their own textbooks, workbooks, equipment, materials, and supplies specified for their program of study. As a convenience for students, a college bookstore is provided with a full array of instructional materials, supplies, and equipment for purchase by students and the general public. The bookstore is located in Building 300 and is open Monday through Friday from 8:00 a.m. through 11:00 a.m. Additional hours will be posted during periods of day and evening registration.
Nondiscrimination

Reid State Technical College has filed with the federal government an Assurance of Compliance with all requirements imposed by or pursuant to Section 601 of Title VI of the Civil Rights Act of 1964 and the regulation issued there under, to the end that 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 thereof, or be otherwise subjected to discrimination under any program or activity sponsored by this institution. It is also the policy of Reid State Technical College to comply with Section 504 of Title V, the Americans with Disabilities Act of 1990, and the Rehabilitation Act of 1973 which provide that “. . . no otherwise qualified handicapped individual in the United States . . . 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.”

It is the policy of Reid State Technical College to comply with Section 504 of Title V, the Americans with Disabilities Act of 1990, and the Americans with Disabilities Act of 1990, and the Rehabilitation Act of 1973 which provide that “. . . no otherwise qualified handicapped individual in the United States . . . 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.”

Therefore, Reid State Technical College does not discriminate on the basis of race, color, national origin, gender, creed, or physical condition in the educational programs or activities it operates or in its employment or admission policies.

The coordinator of Title V, VI, IX, and Section 504 of Title V, and Title VI for the College is the Director of Counseling, P.O. Box 588, Evergreen, Alabama 36401, telephone (251) 578-1313. Any inquiries regarding the application of Reid State Technical College’s non-discriminatory policy should be directed to the College coordinator or the Director, Office for Civil Rights.

GENERAL COMPLAINT AND GRIEVANCE PROCEDURES

Procedures outlined in this section do not apply to the following areas: Academic Grievances, Sexual Harassment, Civil Rights, Americans with Disabilities Act, Title IX, Motor Vehicle Violations, Educational Records, and Financial Aid. Complaints and/or grievances regarding these issues have been addressed in other sections of this Catalog and the Student Handbook.

Reid State Technical College promotes the open exchange of ideas among all members of the College community, including students, faculty and staff members, and administrators; however, the College recognizes that, at times, people may have differences that they are unable or unwilling to resolve without intervention.

The procedures described below shall be available to any Reid State Technical College student who feels that he or she has not been treated fairly or that College policies have been applied to them inappropriately. The steps outlined are designed as means of resolving complaints at the lowest level possible or in accessing subsequent steps in the grievance procedure.

COMPLAINTS OR GRIEVANCES RELATING TO THE INSTRUCTIONAL DIVISION

1. The student discusses his or her concern directly with the faculty member or college official involved. The complaint may be made in person or by written contact no later than 10 instructional days following the incident. The appropriate faculty member or College official will have 5 instructional days to attempt to informally reach an agreeable solution.

2. If an agreeable solution is not reached within 5 instructional days as noted above, the student will have 3 instructional days to appeal the issue and report it in writing to the appropriate division chairperson/supervisor. The division chairperson/supervisor will have 5 instructional days to investigate the issue and attempt to reach an agreeable solution.

3. If an agreeable solution is not reached within 5 instructional days from receipt of the appeal as noted in step 2, the student will have 3 instructional days to appeal the issue and report it in writing to the Counselor. The Counselor will have 5 instructional days to investigate the issue and attempt to reach an agreeable solution.

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

5. If an agreeable solution is not reached within 5 instructional days from receipt of the appeal as noted in step 4, the student will have 3 instructional days to report the issue to the President or the President's designee. The President or President's designee will have 10 instructional days from receipt of the appeal to appoint a fact-finding committee to investigate the issue and attempt to reach an agreeable solution. THE DECISION REACHED AT THIS LEVEL IN THE PROCESS IS FINAL.
COMPLAINTS OR GRIEVANCES RELATING TO OTHER COLLEGE DIVISIONS

1. The student discusses his or her concern directly with the College official involved. The complaint may be made in person or by written contact no later than 10 instructional days following the incident. The College official will have 5 instructional days to attempt to informally reach an agreeable solution.

2. If an agreeable solution is not reached within 5 instructional days as noted above, the student will have 3 instructional days to appeal the issue and report it in writing to the appropriate immediate supervisor. The immediate supervisor will have 5 instructional days to investigate the issue and attempt to reach an agreeable solution.

3. If an agreeable solution is not reached within 5 instructional days from receipt of the appeal as noted in step 2, the student will have 3 instructional days to appeal the issue and report it in writing to the Dean of Students and Instructional Services/supervisor of the division. The Dean/supervisor of the division will have 5 instructional days to investigate the issue and attempt to reach an agreeable solution.

4. If an agreeable solution is not reached within 5 instructional days from receipt of the appeal as noted in step 3, the student will have 3 instructional days to appeal the issue and report it in writing to the President or the President's designee. The President or President’s designee will have 10 instructional days from receipt of the appeal to appoint a fact-finding committee to investigate the issue and attempt to reach an agreeable solution.

The decision reached at this level in the process is final. Any student who is uncertain of which college official to report a complaint under this section, should seek guidance from the Dean of Students and Instructional Services.

DISCIPLINARY PROCEDURES

Disciplinary Action by Faculty Members

With regard to a matter of academic dishonesty in taking a college course, the respective faculty members of the College are authorized to administer certain appropriate disciplinary action. If a given faculty member has substantial evidence of a student having committed, attempted to commit, or solicited an act of cheating, plagiarism, or any other form of academic dishonesty, the faculty member shall have the authority to:

1. Impose a grade of “F” for the respective assignment or test;

2. Impose an “F” for the respective course;

3. Require that an assignment be redone or a test be retaken; or

4. Impose other similar sanctions designed to preserve academic integrity.

The faculty member shall not have the right to suspend or expel a student(s). That authority is reserved for the Dean of Students and Instructional Services and the College Judiciary Committee.

If the faculty member believes that the improper conduct should be subject to greater punishment, or additional punishment, then the case should be referred to the Dean of Students and Instructional Services for disciplinary review. In any situation where a student(s) is alleged to have committed academic dishonesty of any nature, the faculty member making the allegation shall within 3 working days after the alleged wrongful act or the faculty member’s first knowledge of the act, give the student(s) written notice of the allegation and give the student(s) the opportunity to respond to each allegation made.

The student(s) shall have a maximum of 3 working days to respond to any allegation made. No disciplinary grade imposed by a faculty member shall be considered final unless and until the student(s) has been given written notice of the alleged wrongdoing and the opportunity to respond. It is not necessary that the student(s) give a response for a grade to be finalized, only that the student(s) has been given an opportunity to respond and that the instructor give due consideration to any response that is made.

Each instructor shall keep a confidential file of any and all written allegations of academic dishonesty and all actions taken with regard to such allegations. Any student(s) against whom a sanction is imposed by a faculty member as a result of an allegation of academic dishonesty shall have the right to appeal the sanction to the Dean of Students and Instructional Services.
The appeal must be filed with the Dean of Students and Instructional Services within 5 working days after the student(s) is first made aware of the date that the decision has been made to impose a sanction and must include:

1. A copy of the faculty member’s written allegations of academic dishonesty;
2. A statement of the sanction imposed;
3. The dates on which the student(s) received the written allegation and on which the student(s) responded to the allegation;
4. The nature of the student’s response to the faculty member concerning the allegation; and
5. The rationale for the appeal of the sanction.

The student(s) shall have the option of admitting to the Dean of Students and Instructional Services the act of academic dishonesty and proposing an alternative sanction or denying that academic dishonesty has been committed. The Dean of Students and Instructional Services shall, within 15 working days after receipt of the appeal, issue a report by which the Dean will:

1. Affirm the sanction;
2. Overrule the sanction; or
3. Modify the sanction.

The Dean of Students and Instructional Services shall not overrule or modify any sanction imposed by a faculty member except where a compelling and substantial academic or legal reason exists for doing so.

If the Dean of Students and Instructional Services determines that the student(s) or organization is not guilty, the student(s) or group will be cleared of all charges.

If the student(s) or organization is found guilty, the Dean of Students and Instructional Services will delineate appropriate sanctions on a Reid State Technical College Sanction Agreement. Upon administration of the Sanction Agreement, the student(s) or organization will be offered the opportunity to select one of the following options:

1. Sign the Sanction Agreement, indicating acceptance of the sanctions imposed and waiving all rights to appeal; or
2. Sign the Sanction Agreement, declining the opportunity to accept the sanctions imposed and request to appeal the decision before the Judiciary Committee.

Appeal requests must be made in writing within 5 working days to the Dean of Students and Instructional Services. Student(s) who desire to request that academic integrity issues be heard by the Judiciary Committee must follow steps 7-11 of the next section (Disciplinary Procedures by Staff and Judiciary Committee).

Any student(s) or organization who fails to sign the Sanction Agreement as stated herein shall be deemed to have waived all rights to further appeal, and the sanctions imposed by the Dean of Students and Instructional Services will be final.

**Procedures by the Staff and Judiciary Committee**

The individual designated to handle disciplinary complaints at various College locations is the division chairperson/supervisor on the campus. Procedures for filing complaints are presented below:

1. A complaint regarding the conduct of any student(s) or organization may be filed by any person having personal knowledge of the alleged activity. The College may also file complaints.
2. Such complaints must be directed to the designated official at either campus and must be presented in writing. The written charge must define the specific charge and state the grounds for the charge.
3. The designated College official at either campus shall conduct, or have conducted, a thorough investigation of allegations within 10 working days from receipt of the written complaint. After the investigation, the student(s) or organization will be offered an opportunity to admit to the charge, accept sanctions, and waive the right to a further hearing. If the student(s) or organization denies the charge and in the designated College official’s opinion, after a review of the complaint and information obtained in the investigation, enough probable cause exists to reasonably believe that the student(s) or
organization in question did commit the offense; the designated College official will discuss the complaint and evidence with the student(s) or organization. The designated College official will offer the student(s) or organization every opportunity to explain its actions. If sanctions are necessary, this action will be fully explained and prescribed in writing and administered by the designated College official by use of a Reid State Technical College Sanction Agreement.

4. On administration of the Sanction Agreement, the student(s) or organization will be offered the opportunity to select one of the following options:

a. Sign the Sanction Agreement, indicating acceptance of the sanctions imposed and waiving all rights to appeal or

b. Sign the Sanction Agreement, declining the opportunity to accept the sanctions imposed and request to appeal the decision before the Dean of Students and Instructional Services. Any student(s) or organization that fails to sign the Sanction Agreement as stated above shall be deemed to have waived all rights to further appeal, and the sanctions imposed by the designated College official will be final.

5. On written appeal, the student(s) or organization will be directed to the Dean of Students and Instructional Services, who will hear the appeal and determine, based on evidence and testimony(ies), if the student(s) or organization is guilty as determined by the designated College official and will determine appropriate sanctions. If the Dean of Students and Instructional Services determines that the student(s) or organization is not guilty, the student(s) or group will be cleared of all charges. If the student(s) or organization is found guilty, the Dean of Students and Instructional Services will delineate appropriate sanctions on a Reid State Technical College Sanction Agreement. This process will be completed within 10 working days. On administration of the Sanction Agreement, the student(s) or organization will be offered the opportunity to select one of the following options:

a. Sign the Sanction Agreement, indicating acceptance of the sanctions imposed and waiving all rights to appeal; OR

b. Sign the Sanction Agreement, declining the opportunity to accept the sanctions imposed and request to appeal the decision before the Judiciary Committee. Any student(s) or organization that fails to sign the Sanction Agreement as stated herein shall be deemed to have waived all rights to further appeal, and the sanctions imposed by the Dean of Students and Instructional Services will be final.

6. In the event that the student(s) or organization requests a hearing before the Judiciary Committee or is brought before the committee as a result of an interim suspension, the student(s) or organization shall be provided with a written statement of the charges as filed to provide the student(s) or organization reasonable notice of the conduct or circumstances on which the alleged violation is based. This statement shall be presented by the chairperson of the Judiciary Committee. The statement shall advise the student(s) or organization that it is permissible to appear alone or with counsel before the Judiciary Committee and to be present during all phases of the hearing except during the committee’s deliberation. Counsel shall not speak for or on behalf of the accused student(s) or organization but may act only in an advisory capacity. Counsel may not question or cross-examine witnesses or committee members. Moreover, the statement shall set out that the advised student(s) or organization will be provided the opportunity to present evidence and to conduct reasonable cross-examination of witnesses.

7. The hearing before the Judiciary Committee shall be scheduled as soon as it is practical but no later than 30 calendar days from the date of the student’s or organization’s meeting with the Dean of Students and Instructional Services, or within the 72 hours interim suspension.

8. A student(s) or organization that is scheduled for a hearing before the Judiciary Committee and that fails to appear at the designated date, hour, and place of the hearing after notification thereof, shall be deemed to have waived the right to a hearing and the right to appear before the Judiciary Committee. The Judiciary Committee may then proceed with the hearing. If the accused student(s) or organization is unable to attend the hearing for good cause at the appointed time, prior written notice of the inability to attend shall be submitted to the Dean of Students and Instructional Services, where upon a new date shall be set by the Dean of Students and Instructional Services in coordination with the chairperson of the Judiciary Committee. Only one such extension shall be granted except where additional extensions would cause undue hardship to the student(s) or organization.

9. The hearing before the Judiciary Committee shall not be conducted as a courtroom trial, but shall proceed as follows:

a. One appointed faculty or staff member shall serve as chairperson of the Judiciary Committee. The chairperson shall screen the committee members prior to the hearing for any prejudicial knowledge. In the event of special prejudicial knowledge, those members may be replaced by the President or his or her designee with other qualified faculty or staff members and/or student(s).
A simple majority of the members present will be allowed to make a judgment and render a decision in the matter with regard to a finding of guilty and imposition of appropriate disciplinary action. (A minimum of 3 committee members must be present to hear and rule on the case.)

b. A record of all proceedings shall be kept in the form of a tape recording and a copy may be reproduced at the expense of the accused student(s) or organization.

10. The chairperson of the Judiciary Committee assumes the following duties:

a. Arranges for appropriate times and places for committee meetings and hearings.

b. Informs, in writing when possible, the parties to the action being considered of the times and places of committee hearings, which they are requested or required to attend, and supplies them with a statement of the charge(s).

c. Informs appropriate individuals that a hearing is pending.

d. Arranges for the hearing to be electronically recorded.

e. Conducts the hearing.

f. Maintains committee records and all documents that will be presented to the Dean of Students and Instructional Services after conclusion of the meeting.

g. Informs, in writing, appropriate individuals of the decisions of the committee, to include findings and, if appropriate, sanctions.

h. Arranges for appropriate security when necessary during hearings. Proceedings shall open with the chairperson of the Judiciary Committee reading the following statement:

A College is an academic institution, not a courtroom or administrative hearing. The Judiciary Committee is not bound by the rules of legal evidence which would apply in a court proceeding. The committee is allowed to admit and consider evidence that might not be admissible in a court of law. This includes hearsay; however, evidence must be relevant to the charge.

Note: Formal rules of evidence shall not be observed in proceedings before the Judiciary Committee; however, the chairperson of the committee shall be authorized to exclude irrelevant, redundant, or unduly inflammatory evidence. The findings of the committee on the issue of violation(s) of the Code of Student Conduct will be based solely on evidence introduced at the hearing. Evidence of previous violations of rules and regulations or violations of local, state, or federal laws, ordinances, and regulations shall not be considered in any way by the committee in determining whether the violation charges were committed, but such evidence may be considered by the committee in consideration of the appropriate sanctions. They may also be introduced as evidence in rebuttal of any related character evidence introduced by the accused party.

The chairperson of the Judiciary Committee will then read the charge against the student(s) or organization. The student(s) or the organization’s president shall then make a plea of guilty or not guilty. If the accused student(s) or organization admits guilt, the committee will go directly into closed session to deliberate sanctions.

The plaintiff or their representative shall present the evidence against the accused student(s) or organization. The accused student(s) or organization may then present evidence by oral testimony, witnesses, and/or written sworn affidavits. Reasonable cross-examination will be afforded. Rebuttal evidence may be presented by either party as necessary but not so as to be redundant. The accused student(s) or organization may make a closing statement.

The plaintiff, the College, and the accused student(s) or organization may each have an attorney or other personal representative present to act as an advisor. The respective attorneys or personal representatives shall not be advocates and shall not question witnesses or have any role other than to act as advisors to the committee or the accused.

After presentation of all evidence, the Judiciary Committee shall enter closed session. The committee shall deliberate and make its determination of findings and determine appropriate sanctions if the student(s) or organization is found guilty. Once the Judiciary Committee has reached its decision, the student(s), or organization and the student’s or organization’s counsel or advisor may return and be informed of the results.

If the accused student(s) or organization is found not guilty, the hearing is ended. If the accused student(s) or organization is found guilty, the chairperson of the Judiciary Committee will disclose the findings and sanctions determined by the committee.
The student(s) or organization shall then have an opportunity to make a statement to the Judiciary Committee, accepting the findings and sanctions recommended by the committee, or decline to accept the findings and sanctions. If the student(s) or organization declines to accept the findings and sanctions imposed by the committee, an appeal may be filed with the President or designee. Appeals to the President or designee must be filed in accordance with procedures outlined in the Appeals section of this Catalog or in the Student Handbook. The student(s) or organization shall be provided with a written statement of the determination of the Judiciary Committee within 72 hours of the close of the hearing.

Sanctions

A student(s) or organization deemed to be in violation of the Code of Student Conduct is subject to imposition of one or more of the following sanctions:

1. Reprimand—A written notice that continuation or repetition of improper conduct may be cause for further disciplinary action.

2. Restitution—Compensation for damages to property limited to the actual cost of repair or replacement.

3. Probation—This sanction is for a designated period of time, which may include exclusion from privileges, such as extracurricular activities and/or on-campus driving privileges.

Furthermore, if the student(s) is determined by any of the disciplinary procedures herein set out to be in subsequent violation of the Code of Student Conduct during the probationary period, the student(s) may be either suspended or expelled. Provisions of the probationary period shall be determined and expressed by the committee.

4. Voluntary Withdrawal—A student(s) may be given the option to voluntarily withdraw from a class or from the College in lieu of disciplinary action. The Judiciary Committee; Dean of Students and Instructional Services; or the complaint officer, in some circumstances, may specify a period of time before the student(s) may apply for readmission or reenroll in a class or classes. To qualify for readmission, the student(s) must receive approval from the Dean of Students and Instructional Services and meet the academic standards for readmission. (If a student(s) withdraws before disciplinary procedures are carried out, the student(s) will be subject to discipline as may be imposed by the designated College official at the time of reentry into the College).

5. Suspension—Separation from the College for a definite period of time. A student(s) may be suspended for a specific period of time not to exceed 2 years. To qualify for readmission after suspension, a student(s) must receive approval from the Dean of Students and Instructional Services and meet all reasonable requirements and academic standards for readmission. Student(s) will not be eligible for any refund from the College.

6. Expulsion—An indefinite termination of student(s) status from the College for a period of not less than 2 years. To qualify for readmission after expulsion, a student(s) must receive approval from the Dean of Students and Instructional Services and meet all reasonable requirements and academic standards for readmission. Student(s) will not be eligible for a refund from the College. Under certain conditions, expulsion could mean permanent severance from the College.

Appeal to the President or Designee

The determination and sanction imposed by the Judiciary Committee are subject to review on appeal by the President of the College or his or her designee. The President of the College or designee has discretionary authority to modify or affirm the sanction(s) imposed by the Judiciary Committee, to exonerate the accused student(s) or organization, and/or to order a rehearing of the case in question. A student(s) or organization has 5 calendar days from the day of the hearing and determination by the Judiciary Committee to request a review of the proceedings and/or the sanction. Such appeal request must be submitted in writing to the designated College official on either campus. Failure to request an appeal as stated herein shall be a waiver of a review by the President of the College or designee and all rights in relation thereto. Furthermore, failure to request an appeal as stated herein shall be an admission of the charges and consent to the sanctions imposed by the Judiciary Committee.

A written appeal must expressly state the grounds of such appeal, which are limited to newly discovered evidence, violation of procedures, or that the imposed sanction was unduly harsh, improper, or lenient under the circumstances. The designated College official may appeal the decision of the Judiciary Committee to the President of the College or his or her designee if the sanctions delivered are not appropriate or if the committee failed to act.

A written appeal must expressly state the grounds of such appeal, which are limited to newly discovered evidence, violation of procedures, or that the imposed sanction was unduly harsh, improper, or lenient under the circumstances. The designated College official may appeal the decision of the Judiciary Committee to the President of the College or his or her designee if the sanctions delivered are not appropriate or if the committee failed to act.

The student(s) or organization shall be provided a written statement of the decision of the President or designee within 7 working days from the date of filing the request for appeal.
STUDENT ACADEMIC GRIEVANCES

The College has established policies and procedures to resolve student(s) academic grievances that result from the acts or omissions of faculty members or administrators. This resolution should be achieved at the lowest level and in the most equitable way possible. The burden of proof rests with the complainant. When student(s) believe they have an academic grievance, they should first seek to resolve it by discussions with the faculty member or administrator involved. If these discussions are not satisfactory, the complaint should be taken to the next highest level listed in the following procedures. If the grievance arises from a classroom situation, student(s) should take the following steps in seeking redress:

1. Consult with the instructor involved, in person, or by written contact, no later than 12 calendar days following the incident.

2. If agreement on or compromise of the problem is not achieved within 3 instructional days, take the grievance to the appropriate division chairperson.

3. If agreement on or compromise of the problem is not achieved within 3 instructional days, take the grievance to the appropriate Instructional Coordinator.

4. If still not satisfied that a fair and equitable solution has been found within 3 instructional days, take academic grievances to the Dean of Students and Instructional Services. The Dean of Students and Instructional Services will have 5 instructional days to review the case and attempt to find an equitable solution. If still not satisfied, move to step 5.

5. The student(s) should read the Judgments section of this policy carefully before contacting the Dean of Students and Instructional Services for a hearing before the Admissions Committee.

6. As a last resort and only after steps 1-5 have been carried out or conscientiously attempted, a student(s) may take a grievance in writing to the Dean of Students and Instructional Services and the chairperson of the Admissions Committee. The grievance must be filed within 20 instructional class days of the term following that in which the grievance occurred. No instructor or administrator shall be allowed to delay resolution of an academic grievance by failing to hold a consultation with a student(s) within a reasonable length of time of the initial request. Normally, such consultation should occur immediately after receipt of the student(s) request, unless bona fide reasons, such as illness, personal emergency, or campus absences for professional reasons make the time limit unreasonable. In some instances when the personalities or problems involved would make starting at the level of the complaint too awkward or embarrassing, student(s) may initiate a complaint at the next higher level listed.

Types of Grievances

No list of grievance types can cover all contingencies that might arise; however, this procedure should resolve the following types of grievances, which are among those expressed most often by student(s).

1. Errors in calculating or recording quiz or other grades.

2. Improper lowering of a grade based on an alleged violation of an attendance policy.

3. Failure of a faculty member to follow College policies in conduct of classes or examinations.

4. Capricious or unreasonable actions by a faculty member or administrator that intimidate student(s) or adversely affect their performance.

5. Failure of a faculty member to grade, return, and discuss assigned work within a reasonable time (e.g., before subsequent assigned work is scheduled for completion or before a subsequent examination).

6. Failure of a faculty member to provide the student(s) with copies of grading policies, course requirements, course procedures, and changes in announced policies without due notice and explanation. Some types of grievances should not be brought to the committee, although they may be brought to the attention of the division chairperson and, if necessary, the Dean of Students and Instructional Services so that a continuing administrative effort may be made to ameliorate problems. Such grievances should be addressed through the General Complaint and Grievance Process in this Catalog or Student Handbook.

Examples of these grievances include:

1. Gross differences in grading by instructors teaching separate sections of the same course.
2. Personal habits of the instructor that distract student(s) in their attempts to learn course material.

3. Fine distinctions in grading (e.g., the line between an “A” and a “B”, or between a “D” and an “F”) may be appealed only to the instructor.

4. Unannounced quizzes will not be considered a grievance, unless they are contrary to the class syllabus or information provided to the class by the instructor.

Role of the Admissions Committee

The role of the Admissions Committee shall be to hear academic grievances, to hear academic appeals for student(s) who have been suspended from the College for academic reasons, and to provide input on College policies.

The chairperson shall be the administrative officer of the committee. The chairperson’s duties shall include arranging appropriate times and places for committee meetings and hearings; informing committee members of the times and places of committee meetings and hearings; informing, in writing, all interested parties of the times and places of committee hearings that they are requested to attend and supplying them with a statement of alleged grievances; informing all other interested parties that a grievance is pending; securing and distributing to the committee written material appropriate for its consideration; arranging for recording of committee proceedings; maintaining committee records that are to be kept in a permanent file in the Office of the Dean of Students and Instructional Services; and informing, in writing, appropriate individuals of the decisions of the committee.

Members of the committee may at any time disqualify themselves from consideration of any given case(s) because of personal bias. A simple majority of members present may rule on any request or issue before the committee. Either party to the hearing may request of the chairperson, in writing, that any member or members of the committee be excluded from consideration of the case. Such a request must be for just cause and be brought to the chairperson’s attention as the first step in the hearing.

Procedures for Hearing

The Admissions Committee may establish and publish its own procedures in accordance with provisions for academic due process and in accordance with the stipulation stated below. The only people present at meetings of the committee shall be committee members, parties to the action being considered by the committee and their representatives (not to exceed 2), witnesses actually testifying before the committee, and 2 representatives of the Student Services Division.

The College and the complainant may have an attorney present during the hearing. The attorneys may only advise. They may not cross examine, question, or address the committee in any way. The committee, as a whole, shall arrange for a swift and comprehensive investigation of the matter under consideration. It will then decide, on the basis of written statements and discussions presented by the complainant and respondent, and review of evidence, whether or not sufficient grounds exist to hear a case and whether or not the committee will accept written statements in lieu of personal appearances by witnesses. If the committee decides that no sufficient grounds exist to hear a case and subsequently closes the case, it shall notify the complainant and respondent in writing as to the reasons for its actions. If the committee determines that the case merits further consideration, the parties involved shall be informed in writing; consulted as to the possibility of correcting the situation; and, if a hearing is still required, be advised in writing of the scheduled time and place of the hearing.

At the hearing, the complainant, individuals directly involved, and witnesses may testify and be questioned by the opposite party and committee members. Only evidence presented in the hearings may be considered in the final judgment. Written statements by witnesses in lieu of personal appearance shall not be allowed except in rare instances. A record of the hearing, tape recorded or otherwise preserved, shall be reserved for reference and review until the case has been resolved finally.

Judgments

Committee members shall arrive at a judgment in consultation among themselves after the parties have been dismissed. Only members of the committee who have been present during all of the meetings and who have heard all testimony relating to the alleged grievance may vote on the case. A majority vote of such qualified members shall constitute a judgment. A decision of the committee relating to redress of grievances is final insofar as the committee is concerned. The committee has been delegated by the President the authority to change or direct changes in student(s) grades, faculty conduct, or other disputed areas. A course of action deemed appropriate by the committee shall be carried out unless the student(s) or faculty member chooses to appeal the committee’s decision to the President of the College or designee. The appeal must be made in writing to the President or designee no later than 7 calendar days after the date of the committee’s decision and must be resolved within a maximum of 30 calendar days. If redress requires a policy change or if a policy change appears advisable or necessary, the committee shall refer its recommendations to the President of the College or appropriate administrator.
SEXUAL HARASSMENT, ADA, OTHER CIVIL RIGHTS, AND TITLE IX COMPLAINT AND GRIEVANCE POLICIES AND PROCEDURES

NOTE: Faculty and staff members and students should know that any expectation of confidentiality does not include any illegal act. Faculty and staff members, including College counselors, are required to notify law enforcement and College officials when they learn of a criminal act.

Consumer Complaint Information

Reid State Technical College believes that all student(s) should have easy access to a process for resolving conflicts, complaints, or grievances. Several policy and procedural statements are contained in this Catalog and the Student Handbook. Any member of the College community, who believes that he or she has been the victim of sexual harassment or any other form of discrimination, may bring the matter to the attention of any academic or administrative officer on any campus or instructional site. When a complaint has been reported to any of these individuals, the recipient of the complaint will forward the complaint to the Compliance Officer.

Compliance Officers

Title IX of the Education Amendments of 1972, as amended, prohibits discrimination on the basis of sex. Sexual harassment is a form of discrimination that is illegal under Title VII of the Civil Rights Act of 1964 for employees and under Title IX of the Education Amendments of 1972 for student(s).

Compliance officers are listed below.

Other Civil Rights and Title IX Compliance Officer: Counselor, (251) 578-1313 ext. 132.

Sexual Harassment Compliance Officer: Counselor, (251) 578-1313 ext. 132.

Section 504 of the Rehabilitation Act of 1973, as amended, prohibits discrimination on the basis of disabilities. The Compliance Officer for Section 504 is listed below.

504 Compliance Officer: Counselor, (251) 578-1313 ext. 132.

The Americans with Disabilities Act of 1990 (ADA) provides that no otherwise qualified person shall be discriminated against in the provision of an educational service or benefit on the basis of disability. Reid State Technical College endeavors to provide reasonable accommodations to qualified student(s) with disabilities. Student(s) needing disability services or information should contact the appropriate compliance officer as listed below.

ADA Compliance Officer: Counselor, (251) 578-1313 ext. 132.

Other Civil Rights and Title IX Policy

Reid State Technical College is committed to an environment conducive to learning and free from harassment or discrimination (intentional or implied) with regard to race, religion, disability, age, or national origin. A grievance process is in place to ensure the rights of all student(s) with regard to unencumbered learning. Designated compliance officers assist student(s) in resolving grievances at the lowest possible level or in accessing subsequent steps in the grievance process. Student(s) are strongly encouraged to use this process if problems arise.

SEXUAL HARASSMENT POLICY

Reid State Technical College is committed to an environment conducive to learning and free from harassment or discrimination (intentional or implied) with regard to sex. The College administrators will take all necessary steps to ensure that sexual harassment, in either the hostile environment or quid pro quo form, does not occur at any facility or at any event or activity sponsored by the College. This policy applies to all members of the College community, who are encouraged to report promptly any complaints of sexual harassment. Any member of the College community who believes that they have been the victim of sexual harassment may bring the matter to the attention of any academic or administrative officer, dean, chairperson, supervisor, counselor, teacher, or advisor. When a complaint has been reported to any of these individuals, the recipient of the complaint will forward the complaint to the appropriate College official, who shall be designated by the President to coordinate the investigation of such complaints.
All employees of Reid State Technical College are expected to treat student(s) with respect and dignity at all times. Behaviors, words, or actions that create (directly or indirectly) a working or learning environment hostile to members of either sex will not be tolerated. Recognizing that individual perceptions differ, the College subscribes to the reasonable person standard, which measures sexual harassment by whether or not such conduct would substantially affect the work environment of a reasonable person.

Employees are cautioned to be conservative in projecting how a reasonable person would react and are strongly advised to ask their administrators and/or compliance officers if in doubt. The College will not tolerate quid pro quo harassment whereby sexual favors are requested or demanded in exchange for grades, employee ratings, promotions, etc. The College reaffirms the Equal Employment Opportunity Commission guidelines which state that whether or not sexual harassment exists is a matter that must be viewed from the perspective of the recipient. In other words, harassment may exist even when no direct intent to harass is present. Therefore, all employees are encouraged to be aware of the environment they help to create and to be sensitive to the perceptions of others. Student(s) with any conflict, complaint, or grievance will initially report to any College official. Student(s) may also report directly to the sexual harassment officers listed in this section.

Legal Authority

Sexual harassment is a form of sex discrimination that is prohibited by Title VII of the Civil Rights Act of 1964 and by Title IX of the Education Amendments. Reid State Technical College also subscribes to the guidelines of the Equal Employment Opportunity Commission.

Definition

Sexual harassment may involve the behavior of a person of either sex against a person of the opposite or same sex and occurs when such behavior constitutes unwelcome sexual advances, unwelcome requests for sexual favors, and other unwelcome verbal or physical behavior of a sexual nature. Sexual harassment is either hostile environment or quid pro quo when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a person’s employment or academic advancement (quid pro quo);

2. Submission to or rejection of such conduct by an individual is used as the basis for decisions affecting an individual’s employment or academic standing (quid pro quo); or

3. Such conduct has the purpose or effect of unreasonably interfering with a person’s work or academic performance or creating an intimidating, hostile, or offensive work, learning, or social environment (hostile environment).

A third party may also file a complaint under this policy if the sexual conduct of others in the education or work environment has the purpose or effect of substantially interfering with the third party’s welfare or academic or work performance.

Examples of Prohibited Behavior

Prohibited acts that constitute sexual harassment may take a variety of forms. The kinds of conduct that may constitute sexual harassment include, but are not limited to, the following examples:

1. Unwelcome sexual propositions, invitations, solicitations, and flirtations

2. Threats or insinuations that a person’s employment, wages, academic grade, promotional opportunities, classroom or work assignments, or other conditions of employment or academic life may be adversely affected by not submitting to sexual advances.

3. Unwelcome verbal expressions of a sexual nature, including graphic sexual commentaries about a person’s body, dress, appearance, or sexual activities; the unwelcome use of sexually degrading language, jokes, or innuendoes; unwelcome, suggestive, or insulting sounds or whistles; or obscene phone calls.

4. Sexually suggestive objects, pictures, videotapes, audio recordings, or literature placed in the work or study area that may embarrass or offend individuals. Such material, if used in an educational setting, should be related to educational purposes.

5. Unwelcome and inappropriate touching, patting, pinching, or obscene gestures.
Consensual Relationships

Reid State Technical College believes that consenting romantic and sexual relationships between faculty members and student(s) are generally deemed very unprofessional and very unwise because such relationships may result in a conflict of interest and/or a power differential between members of the College community.

A power differential may result in the following situations:

1. An instructor and a student(s) in that instructor’s class and

2. An instructor or staff member and a student(s) who are participating in an extracurricular activity requiring the student(s) to report to the instructor or staff member in that activity.

A faculty member who enters into a sexual relationship with a student(s) where a professional power differential exists must realize that if a charge of sexual harassment is subsequently lodged, it will be exceedingly difficult to prove immunity on the grounds of mutual consent. The faculty member or supervisor must also be aware that Reid State Technical College can be sued as well if sexual harassment can be proven. The College regards as inappropriate any and all romantic relationships between student(s) and student(s), instructors, or staff members who have any power over student(s). The College urges all faculty and staff members to refrain from beginning or continuing all such relationships since such behavior may be perceived as unwelcome, even if consensual, and can be seen at the time or later as sexual harassment.

The College expects compliance with the position above by all instructors and staff members and hereby notifies all instructors and staff members that violation of this policy leading to concern regarding sexual harassment may result in sanctions.

Complaint and Grievance Procedures

Reid State Technical College is committed to an environment conducive to learning and free from discrimination (intentional or implied) with regard to sex, race, age, national origin, religion, or disability. The following procedure is in place at Reid State Technical College to provide recourse for any student(s) who feel that their civil rights have been violated or that they have not been treated fairly with regard to those rights.

The College recognizes two distinct levels of action: complaints and grievances.

**COMPLAINT PROCEDURES ADA, OTHER CIVIL RIGHTS, AND TITLE IX**

Student(s) who desire to register a complaint regarding a College action under ADA, other civil rights, or Title IX shall, within 10 working days of an alleged violation, report the complaint to the Dean of Students and Instructional Services. A conference will then be arranged with the appropriate College compliance officer. If the complaint is about the designated College compliance officer, the written complaint shall be sent directly to the President’s Office. The President will assign the complaint to another administrator. It shall be the responsibility of the designated College compliance officer to attempt to secure a solution to the complaint.

The compliance officer will meet with the parties involved and attempt to solve the problem or address the concern in an informal session. If, after discussion, it is determined that the complaint can be resolved immediately, the designated College compliance officer will take action to resolve the complaint and will submit a written report to the President within 10 working days of filing the complaint. The report shall contain the original written complaint, a brief summary of any information essential to an understanding of the problem, and a description of the action taken. Copies will be sent to all parties involved in the discussion. Confidentiality will be observed in this process.

If, after discussion, it is determined that the complaint cannot be resolved immediately but requires instead a plan of resolution, the designated College compliance officer will submit a written report to the President within 10 working days of filing the complaint. The report shall contain the original written complaint, a brief summary of any information essential to an understanding of the problem, and a description of the plan to resolve the problem. Copies will be sent to all parties involved in the discussion.

This plan is subject to modification by the President or designee, who will inform the submitting designated College compliance officer in writing of any changes. Unless this duty is otherwise assigned by the President, the submitting designated College compliance officer has the responsibility of monitoring implementation of the plan and advising the President, in writing, when the plan has been completed.
Sexual Harassment

Within 10 working days of an alleged violation, the complainant will initially report to any College official. A conference will then be arranged with the appropriate College sexual harassment compliance officer. If the complaint is about the designated College sexual harassment compliance officer, the written complaint shall be sent directly to the President’s Office. The President will assign the complaint to another administrator. The purpose of this procedure is to secure, at the lowest possible level, equitable solutions to any problem that may arise. These proceedings will be kept as informal and confidential as may be appropriate.

The 10-day request is in no way intended to limit a complainant’s right to assistance after that time period but rather is to ensure timely resolution of any complaint. If a student’s complaint cannot be resolved at this level, such an unresolved complaint shall be termed a grievance.

GRIEVANCE PROCEDURES

The following grievance procedures are in place at Reid State Technical College to provide recourse for student(s) who believe that their civil rights have been violated and who have not been able to resolve the situation at the complaint level. The steps below shall be followed:

1. The original and two copies of Grievance Form A must be filed with the complainant’s dean or division chairperson within 30 calendar days following the date of alleged violation(s) of the Title IX regulation. The alleged violation(s) must be clearly and specifically stated. (Complainant is advised to keep a copy of all forms used in steps 1-6 for his or her files.)

2. Complainant’s supervisor or division chairperson will immediately notify the President and the Title IX Compliance Officer of receipt of Grievance Form A. The Dean of Students and Instructional Services or division chairperson will have 30 calendar days following the date of receipt of Grievance Form A to investigate and study the complainant’s allegations, hold a formal hearing, and make a written report of findings to the complainant. Grievance Form A must be used for the report. Copies of Grievance Form A must be provided to the Title IX Compliance Officer and the President. The complainant’s copy must be mailed to his or her home address by certified mail, return receipt requested.

3. The complainant must, within 15 calendar days following receipt of the dean or division chairperson’s report, file with the President and Title IX Compliance Officer written notice of acceptance or appeal of the report. If a notice of appeal is filed, appeal Grievance Form B must be used. Complainant must state clearly and specifically on Grievance Form B the objections to the findings and/or decision of the dean or division chairperson. Copies of Grievance Form B must be provided to the Title IX Compliance Officer and the President. If the complainant fails to file notice of appeal by 5:00 p.m. on the 15th calendar day following receipt of the dean or division chairperson’s report, the right to further appeal will be forfeited.

4. The President will have 30 calendar days following the date of receipt of the complainant’s notice of appeal to investigate and study the complainant’s allegations, the report of the dean or division chairperson, and make a written report of findings to the complainant. Grievance Form B must be used for the report. Copies of Grievance Form B must be provided to the Title IX Compliance Officer and the Chancellor. The complainant’s copy must be mailed to his or her home address by certified mail, return receipt requested.

5. The complainant must, within 15 calendar days following receipt of President’s report, file with the President and Title IX Compliance Officer a written notice of acceptance or appeal of the report. If notice of appeal is filed, appeal Grievance Form C must be used. The complainant must state clearly and specifically on Grievance Form C objections to the findings and/or decisions of the President. Copies of Grievance Form C must be provided to Title IX Compliance Officer and the Chancellor. If the complainant fails to file notice of appeal by 5:00 p.m. on the 15th calendar day following receipt of the President’s report, the right to further appeal will be forfeited.

6. The Chancellor will have 30 calendar days following the date of receipt of the complainant’s notice of appeal to investigate and study the complainant’s allegations and report of the President, hold a formal hearing, and make written report of findings to the complainant. Grievance Form C must be used for the report. Copies of Grievance Form C must be provided to the Title IX Compliance Officer. The complainant’s copy must be mailed to his or her home address by certified mail, return receipt requested.

Note: If the last day for filing the notice of appeal falls on either Saturday, Sunday, or a legal holiday, the complainant will have until 5:00 p.m. on the first working day following the 15th calendar day to file.
Hearing Procedures

If a hearing is scheduled within the time frame designated by the compliance officer, the President shall designate a qualified, unbiased person or committee to conduct each grievance hearing. Compliance officers will not be required to serve as hearing officers. The hearing officer or committee shall notify the complainant and each respondent of the time and place of the hearing, the witness list, and the right to have an attorney or representative present. The only individuals present at meetings of this committee shall be committee members, parties to the action being considered by the committee and their representatives (not to exceed 2), and witnesses actually testifying before the committee. The institution and complainant may have an attorney present, at the respective party's expense, during the hearing. Attorneys may only advise; they may not cross examine, question, or address the committee in any way. The grievance statement will be formally presented at the meeting.

After the grievance is read into the record, the complainants will have the opportunity to present such oral testimony and other supporting evidence as they shall deem appropriate to their claim. Respondents shall then be given the opportunity to present such oral testimony and other evidence they deem appropriate to the respondents’ defense against the charges. No cross examination will be allowed.

Either party may ask the hearing officer to ask a question of the other party; the hearing officer may or may not choose to do so. In the event that the College, or the administration of the College at large, is the party against whom the grievance is filed, the President shall designate a representative to appear at the hearing on behalf of the respondent. In the event that the College is the respondent, the College representative shall not be an attorney unless the complainant is assisted by an attorney or other personal representative. The hearing shall be recorded either by a court reporter or on audio or video tape or by other electronic recording medium as agreed to by all parties in advance of the hearing. In addition, all items offered into evidence by the parties, whether admitted into evidence or not, shall be marked and preserved as part of the hearing record.

Report of Findings

Following the hearing, a written report of the findings shall be made to the President, the hearing officer, or the chairperson of the committee. The report shall contain at least the following items:

1. Date and place of the hearing.
2. Name of each member of the hearing committee.
3. List of all witnesses for all parties to the grievance.
4. Findings relevant to the grievance.
5. Decisions and recommended consequences.
6. Recommendation(s) to the President arising from the grievance and the hearing thereon.

Non-Retaliation

No faculty member, administrator, staff member, applicant for employment, student(s), or member of the public may be subject to restraint, interference, coercion, or reprisal for action taken in good faith to seek advice concerning any sexual harassment, ADA, other civil rights, or Title IX matter; to file a complaint or grievance; or to serve as a witness or panel member in the investigation of a complaint or grievance.

Filing a False Report

It is a violation of the faculty and staff and student(s) conduct policies to file a false report.

Contact Persons and Compliance Officers

Student(s) are strongly encouraged to contact the Dean of Students and Instructional Services if they need to use the grievance process for problems concerning sexual harassment, The Americans with Disabilities Act of 1990, Section 504 of Title IX, or other civil rights issues. The Dean of Students and Instructional Services will direct student(s) to the appropriate contact person.
HONORS
President’s List

The President’s List is compiled at the end of each semester. Requirements for the President’s List shall be:

1. A semester grade point average of 4.0, and
2. Completion of a minimum semester course load of 12 semester credit hours of college-level work

Developmental (i.e., pre-collegiate) courses carrying grades of “A” – “F” will be calculated in the semester GPA but will not count toward the minimum course load requirement.

Dean’s List

The Dean’s List is compiled at the end of each semester. Requirements for the Dean’s List shall be:

1. A semester grade point average (GPA) of 3.5 or above but below 4.0, and
2. Completion of a minimum semester course load of 12 semester credit hours of college-level work

Developmental (pre-collegiate) courses carrying grades of “A” – “F” will be calculated in the semester GPA but will not count toward the minimum course load requirements.

GRADUATION HONORS

Graduation Honors for Degrees

Superior academic achievement by graduating students will be recognized by the following designation on degrees and transcripts:

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

Graduation Honors for Short Certificates or Certificates

Superior academic achievement by graduating students will be recognized by the following designation on short certificates, certificates, and transcripts:

- Graduation with Distinction 3.50 to 4.00 GPA

NOTE: Calculation of the grade point average (GPA) for graduation honors shall be identical to that method used to calculate the GPA to fulfill graduation requirements for the degree, short certificate, or certificate being earned. In order to be eligible for any of the preceding graduation honors, the student must have completed a minimum of 32 semester credit hours at Reid State Technical College toward the respective degree, short certificate, or certificate.
Degrees

A student shall be awarded the Associate in Applied Technology or the Associate in Occupational Technology degree upon satisfactory completion of the requirements of the specific program as specified by the college granting the degree and the State Board of Education.

A student must:

1. Satisfactorily complete a minimum of 60 semester hours of college credit in an approved program of study, including prescribed general education courses
2. Earn a 2.0 cumulative grade point average in all courses attempted at Reid State Technical College. The calculation of the grade point average for graduation shall not include grades earned in institutional credit courses. A course may be counted only once for purposes of meeting graduation requirements
3. Complete at least 25 percent of semester credit hours at Reid State Technical College
4. Meet all the requirements for graduation within a calendar year from the last semester/term of attendance
5. Coursework transferred or accepted for credit toward an undergraduate degree must represent collegiate coursework relevant to the degree, with course content and level of instruction resulting in student competencies at least equivalent to those of students enrolled in the institution’s own undergraduate degree programs. In assessing and documenting equivalent learning and qualified faculty, an institution may use recognized guides which aid in the evaluation for credit. Such guides include those published by the American Council on Education, the American Association of Collegiate Registrars and Admissions Officers, and the National Association of Foreign Student Affairs
6. Comply with formal procedures for graduation in accordance with institutional policy at Reid State Technical College
7. Fulfill all financial obligations to the College
8. The Dean of Students & Instructional Services shall approve the formal award when the student meets all requirements for graduation satisfactorily

FORMAL AWARDS OTHER THAN DEGREES

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

a. Satisfactorily complete an approved program of study
b. Earn a 2.0 cumulative grade point average in all courses attempted at Reid State Technical College. The calculation of the grade point average for graduation shall not include grades earned in institutional credit courses. All grades in repeated courses shall be averaged into the grade point average; however, a course may be counted only once for purposes of meeting graduation requirements
c. Complete at least 25 percent of the total semester credit hours at Reid State Technical College
d. Meet all requirements for graduation within a calendar year from the semester of attendance
e. Coursework transferred or accepted for credit toward an undergraduate degree must represent collegiate coursework relevant to the degree, with course content and level of instruction resulting in student competencies at least equivalent to those of students enrolled in the institution’s own undergraduate degree programs. In assessing and documenting equivalent learning and qualified faculty, an institution may use recognized guides which aid in the evaluation for credit. Such guides include those published by the American Council on Education, The American Association of Collegiate Registrars and Admissions Officers, and the National Association of Foreign Student Affairs.
f. Comply with formal procedures for graduation in accordance with institutional policy at the receiving institution.
g. Fulfill all financial obligations to the College.
h. The Dean of Students & Instructional Services shall approve the formal award when the student meets all requirements for graduation satisfactorily.
LIVE WORK POLICIES
Definition

Live work is done by students as part of their training program. Such work can be done either in school or on a job location and includes service, repair, or production jobs of any and all kinds.

Relationship to Training

Live work will be conducted when the training program requires such projects for the acquisition of occupational skills leading to employment. Live work will be assigned to individual students by their instructor(s) as part of the student’s training program.

Administration

Administration and control of live work in accordance with State Board of Education policies are the responsibilities of the President of the College. All live work performed must be approved by the President or his designee. The President shall be responsible for the determination and collection of all charges and maintenance of appropriate records. The state-prescribed and approved accounting procedures will be followed.

Live Work Projects

Live work will be performed in specific projects for specific individuals and organizations. The scope and extent of each project will be well defined before acceptance. Live work projects can be conducted for:

1. Tax supported programs and institutions;
2. Active and retired public employees/officials;
3. Students in the two-year colleges; and
4. Charitable organizations which are supported by donations.

Live Work may occasionally be conducted for individuals or organizations other than those listed provided:

1. Such live work is not designed for competition with private enterprise;
2. The circumstances involved are unusual and justify the acceptance of the live work project; and
3. The President justifies in writing why the live work is necessary for the training program and files a signed copy with the Chancellor or a designated representative.

Release of College Liability

The person, program, institution, or organization for which live work is done shall:

1. Assume all responsibility for the results of the work being done by students;
2. Bear all actual cost of materials and parts involved; and
3. Pay a service charge according to schedule as prescribed by the section on service charges and established by the President of the College to cover indirect expenses.

Service Charges for Live Work Projects

The total charges (cost plus a service charge) for live work will be cost plus 10 percent for internal work (work performed for students, faculty, and staff of the institution) and cost plus 20 percent for external work (work performed for those persons not connected directly with the institution). A minimum charge may be set by the President.

In exceptional cases such as the construction of a public building, a reduced service charge for the indirect expense of live work projects may be used provided the Chancellor of The Alabama Community College System or a representative concurs in writing. In all instances, the College must recover all costs.
Construction Projects

In order to protect the public, all construction projects of public buildings must be approved by the Chancellor of The Alabama Community College System or a representative. Written agreements will be submitted by the College for approval.

Licensed Training Programs

When a licensed training program such as cosmetology or barbering is operated, services may be provided to the public within a schedule of charges established by the President of the College.

Restrictions on Live Work

To avoid competition with private enterprise, live work is restricted as follows:

1. Live work will be done only when it is essential to training and necessary for the acquisition of occupational skills leading to employment

2. Live work will not be performed when there is any connection with or relation to the making of a financial profit by a program, organization, institution, or individual

3. No person, regardless of his connection, shall use the state technical college for personal gain or profit
**Library and Technology Center**

The mission of the Edith A. Gray Library and Technology Center is to provide the information resources and research services necessary to advance and support the educational and cultural needs of the students, faculty, and staff. This will enable Reid State and the surrounding communities to function responsibly in a diverse society.

The Edith A. Gray Library and Technology Center opened on December 11, 2005. It is named in honor of a lifelong resident and educator of Conecuh County. The building is a two-story, state-of-the-art, technologically advanced facility located at the entrance of the campus.

The library provides web-based learning resources and services including an online catalog for books, periodicals, and multimedia materials. The library’s print collections consist of a Reference Collection, Alabama Collection, and a current and bound periodical collection located on the main floor of the building. The second floor houses the Circulating Collection as well as a collection of fiction and nonfiction best sellers, a folio collection, and multimedia materials.

The library offers services such as reference assistance, library information literacy classes, and interlibrary loan. A photocopy center and microcomputers are also available. In addition to many of the services, the library promotes special programs and annual activities honoring library events that are open to students, faculty, staff, and the administration at Reid State as well as to the community.

The library provides services and accessibility to users with disabilities. Additional services for patrons with disabilities are provided when requested.
SPECIAL INSTRUCTIONAL PROGRAMS AND SERVICES
Evening and Weekend Programs

Reid State Technical College schedules evening and weekend classes for student convenience for those unable to attend class meetings during weekdays. Flexible schedule offerings are intended to enable students to satisfy most requirements for various programs of study. Evening and weekend programs share the same mission and are qualitatively consistent with weekday programs. As extensions of most weekday programs of study, the evening and weekend programs feature courses, assignments, grading standards, attendance requirements, and instructors comparable to those offered during weekdays. See the schedule of classes for a list of evening, online, and weekend offerings.

Special Populations Program

The Special Populations Program is a component of the Student Services Division, which provides services for students. The Special Populations Program encourages students to seek guidance and counseling services when planning and preparing for college admittance. Proper selection of programs and courses ensures accurate placement of students in coursework.

Students' academic and personal achievements are enhanced through periodic Special Populations seminars that help build self-esteem and general knowledge of current events. The Special Populations Program attempts to encourage student participation in college activities via the student monthly calendar. The Special Populations Program attempts to develop every aspect of participants' total experience: educational, personal, professional, family, and community while acquiring job training skills.

Individuals served by the Special Populations program include: 1) displaced homemakers-unemployed homemakers without job skills, 2) the academically disadvantaged-persons who have not earned a high school diploma or GED, 3) Sex Equity program participants-students in non-traditional career paths, 4) and single parents.

Reid State Technical College’s Special Populations Program may be of assistance to you. For more information contact Ms. Vivian Rogers Fountain, Special Populations Program Coordinator, at (251) 578-1313, ext. 106, email fountain@rstc.edu, or visit the Special Populations office located in the Administration Building.

Training For Business and Industry

At the request of area business and industrial firms, RSTC’s Training for Business and Industry program arranges a wide variety of appropriate educational experiences for the employees of these firms. By marshaling the best institutional and other community resources available, the program can offer innovative training projects. For more information, contact the Coordinator of TEBI/Skills Training at (251) 578-1462.

Center for Workforce Development Training Solutions

The Center for Workforce Development provides a specialized approach to increase the preparedness, productivity, and professionalism of the Region 9 workforce. Individuals have access to short-term, non-credit training that is designed for quick access to employment. Customized training is provided to businesses and can be delivered on-site or on the college campus.

Services provided through the Center for Workforce Development will serve two purposes:

1. Business and industry will be provided a world-class workforce with a competitive advantage in the region, and
2. Citizens will be empowered to obtain prosperous career opportunities through acquisition of knowledge and skills

Short-term, non-credit courses are two major types: community enrichment and professional development. These courses are generally open to the public and do not require that participants have a high school diploma. Most classes are scheduled in the evenings or on Saturdays; however, classes may be scheduled at any time that is convenient for participants. Fees for the courses vary depending on the topic of the course, the number of hours of instruction, and the supplies needed. Individuals may register for these courses in person, by mail, or by phone.

Community Enrichment

Community Enrichment courses are primarily special interest classes designed to expand one’s horizons and create new interests. Each semester, a publication describing the current offerings is made available to the public. Interested persons may be placed on the mailing list for these publications by calling the Center for Workforce Development Training Solutions at (251) 578-1462 or email ldavis@rstc.edu. Courses offered vary from semester to semester and include a variety of topics ranging from Conversational Spanish to Financial Planning.
Professional Development Courses

Professional development courses include seminars and workshops aimed at individuals already in the workplace who need to update their knowledge and skills. Because these non-credit courses are flexible, they can be quickly arranged to meet the constantly changing need of area businesses and industries. These programs are held on the Reid State Technical College campus in Evergreen, at local businesses, or other convenient locations.

Why Do People Register for Non-Credit Courses?

- Gain new learning experiences
- Develop or advance in a new career
- Associate and enjoy being with others
- Increase self-esteem
- Have fun and develop new interests
- Upgrade existing job skills

Center for Workforce Development Training Solutions

Location: Workforce Development Center
Phone: (251) 578-1462
Contact: Lynda Davis – lDavis@rstc.edu

It’s Easy to Register

- In person, visit our office located in the Workforce Development Center in front of Hillcrest High School
- By mail, fill out the registration form and return it to:
  Center for Workforce Development Training Solutions
  P O Box 588
  Evergreen, AL 36401
- By fax, dial (251) 578-1400

Please note: Anyone who has not registered one week prior to the first meeting cannot be assured of a space in the course. If you are interested in a course and the deadline date has passed, please call (251) 578-1462 to inquire if there may still be space for you.

Registration Policy

Registration may be done in person, by mail, or by fax. The early registration deadline for each course is one week prior to the first class meeting. Registration made after the early registration date may be subject to an additional $5 fee.

Tuition/Payment of Fees

Fees for non-credit courses are listed in each course description. Tuition is to be paid in advance before the first class meeting. No one is officially enrolled until the fee is paid and the registration is received. Payments can be made in the form of cash, check, money order, or credit card.

Please note: Checks and money orders need to be made payable to Reid State Technical College.

Textbooks

Some courses may require the purchase of a textbook. The Reid State Technical College Bookstore, located on the main campus in Building 300, will have a listing of required books for purchase. Depending on the course, books may already be included in the price of the course.

Refund Policy

Cancelled Registration: A full refund of the registration fee will be made if the Center for Workforce Development is notified before the early registration deadline. The early registration deadline for each course is one week prior to the first class meeting. No refund will be made after the early registration deadline. Refunds may take four weeks to process.
Cancelled Course: The College reserves the right to cancel any non-credit course in which there is not sufficient enrollment. In the event that a course is cancelled or closed, a full refund will be issued or an opportunity to change to another course will be extended.

**Bad Weather or Emergency Policy**

The Center for Workforce Development abides by the policy of the College; therefore, non-credit classes will not be cancelled unless other College classes are cancelled. The only exception to this policy is if the instructor informs his or her students that he or she will not be present at a given class meeting. The instructor is then responsible for arranging a make-up class.

**Office Hours**

The Center for Workforce Development is open between the hours of 7:00 a.m. and 4:00 p.m., Monday through Thursday and 7:00 a.m. and 1:00 p.m. Friday.

**Further Information**

If you would like to be added to our mailing list or have suggestions, learning needs, or questions about Workforce Development Training offerings, please call (251) 578-1462.
INSTRUCTIONAL DIVISION

Mission

The mission and purpose of the instructional division is to provide postsecondary occupational education on a nondiscriminatory basis for individuals who desire to prepare for entry-level employment, advancement, or retraining in a career field. The training should meet the needs and standards of business, industry, and the professions, and also afford reasonable expectation of gainful employment.

Program Goals

The individual instructional programs at Reid State Technical College all share common program goals. These goals are to:

1. Provide education that acknowledges individual differences and respects the right of individuals to seek fulfillment of educational needs.
2. Provide current curriculum, instructional materials, and equipment (in accordance with available funding) to teach knowledge, skills, and attitudes appropriate to industry needs.
3. Provide educational facilities that foster learning and provide safe, healthy environments available and accessible to all students who can benefit from the program.
4. Provide academic instruction that supports effective learning within the program and that enhances professional performance on the job.
5. Provide employability skills that foster work attitudes and work habits that will enable graduates of the program to perform as successful employees.
6. Provide education that fosters development of positive safety habits.
7. Provide information to the public regarding the program that will facilitate recruitment and enrollment of students.
8. Promote good public relations via contacts and regular communications with business, industry, and the public sector.
9. Provide an educational atmosphere that promotes a positive self-image and a sense of personal well-being.

GENERAL EDUCATION

Mission

Reid State Technical College is a rural, degree-granting, two-year institution that provides quality academic and technical education to students from diverse backgrounds and abilities. The General and Developmental Education Division supports the College in its mission by providing academic preparation for students to successfully participate in the workforce. This academic preparation includes proficiency in oral and written communication, problem solving and critical thinking, mathematical concepts and applications, computation and quantitative reasoning, as well as developing individual citizenship and work ethic skills that will help graduates be successful in careers in business and industry.

General Education Outcome Objectives

1. Students will be proficient in oral and written communication.
2. Students will be proficient in mathematical concepts and applications, computation, problem solving, and quantitative reasoning.
3. Students will be proficient in human relations.
4. Students will develop individual citizenship.
5. Students will develop work ethic.
ALABAMA COMMUNITY COLLEGE SYSTEM DEGREE REQUIREMENTS

The General Education Core for Associate in Applied Technology

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

Area II: Humanities and Fine Arts ........................................................................... 3 - 6 Credit Hours

In addition to Literature, disciplines include but are not limited to: Area/Ethnic Studies, Art and Art History, Foreign Languages, Music and Music History, Philosophy, Ethics, Religious Studies, Speech, Theater and Dance.

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

Requirements Prescribed: Minimum of 9 hours in Area I and Area II which could include 6 hours in Written Composition I and II and 3 hours in Area II; or 3 hours in Written Composition I and 3 hours in Technical Writing and 3 hours in Area II; or 3 hours in Area I with 3 hours in Speech in Area II, plus 3 additional hours in Area I or II.

Area III: Natural Science and Mathematics ............................................................. 9 Credit Hours

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

Requirements Prescribe: Distributed in Mathematics or Science or Computer Science (Data Processing). Minimum of 3 hours in Mathematics required. One Computer Science (Data Processing) course (2 are preferred) or demonstrated computer literacy skills, or the integration of computer proficiencies within a required discipline-specific course(s). Appropriate 100 level courses (or higher) as denoted in The Alabama Community College System Course Directory may be substituted.

Students enrolled as majors in health-related disciplines for which the AAT degree is awarded must take BIO103 as the prerequisite for BIO201, BIO202, and BIO220 to assure the transfer of courses within parameters of the AGSC Minimum General Education Semester Hour Distribution Requirements or in lieu, successfully complete the system wide biology placement examination.

Students enrolled as majors in health-related disciplines for which the AAT degree is awarded may take BIO211 and BIO212 in which case BIO212 would serve as the prerequisite for BIO220.

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

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

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

Minimum General Education Requirements ......................................................... 18 - 24 Credit Hours

Area V: Maximum General Education Core, Technical Concentration, and Electives ................................................................. 58 - 52 Credit Hours

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

General Studies Curricula ................................................................................... 76 Credit Hours

Maximum Program Semester Credit Hours ......................................................... 76 Credit Hours

Semester Credit Hour Range by Award ................................................................. 60 - 76 Credit Hours
The General Education Core for Associate in Occupational Technology

Area I: Written Composition ........................................................................................................... 3 - 6 Credit Hours

Written Composition I and/or Technical Writing

Area II: Humanities and Fine Arts ................................................................................................. 3 - 6 Credit Hours

In addition to Literature, disciplines include but are not limited to: Area/Ethnic Studies, Art and Art History, Foreign Languages, Music and Music History, Philosophy, Ethics, Religious Studies, Speech, Theater and Dance.

Area III: Natural Science and Mathematics .................................................................................... 9 Credit Hours

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

A minimum of 3 hours in Mathematics is required. One Data Processing course or demonstrated computer literacy skills, or the integration of computer proficiencies within a required discipline-specific course(s) is highly recommended. Appropriate 100 level courses (or higher) as denoted in The Alabama Community College System Course Directory may be substituted.

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

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

Minimum General Education Requirements .................................................................................... 18- 24 Credit Hours

Area V: Primary Technical Specialty/Secondary Technical Specialty ............................................. 58 - 52 Credit Hours

Courses appropriate to the degree requirements, primary occupational or technical specialty requirements, core courses, secondary occupational or technical specialty requirements, and electives.

Primary Technical Specialty (Major): A minimum of 28 credit hours in a single content area.

Secondary Technical Specialty (Minor): A minimum of 12 credit hours in another related technical area.

Maximum Program Semester Credit Hours ................................................................................. 76 Credit Hours

Semester Credit Hour Range by Award ......................................................................................... 60 - 76 Credit Hours

Note: Stand-alone health related professions programs which award a certificate or a short certificate <=29 semester hours, but not a degree, may participate in the associate in occupational technologies cluster; however, such awards will not be upgraded to degree status except on a case-by-case basis.

Note: With approval of the Chancellor, certain certificate and short certificate <=29 semester hour program credit hour ranges may be extended to meet requirements of (1) formal cooperative arrangements, (2) certification, (3) licensure, (4) accreditation, or (5) other unique situations.
The General Education Core for the Certificate

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

ENG100 and ENG103 may be substituted only in non-degree eligible programs.

Area II: Humanities and Fine Arts ................................................................. 2 - 6 Credit Hours

Speech is required in certificate program unless provisions for addressing Oral Communication Competencies represent an integral module in a required discipline-specific course. SPC100 and SPC103 may be substituted only in non-degree eligible programs.

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

Requirements Prescribe: Distributed in Mathematics or Science or Computer Science (Data Processing). One Computer Science (Data Processing) course (2 are preferred) or demonstrated computer literacy skills, or the integration of computer proficiencies within a required discipline-specific course(s).

MAH101, MAH102, and MAH105 may be substituted only in non-degree eligible programs. DPT100 or DPT103 may be substituted only in non-degree eligible programs.

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

Minimum General Education Requirements ..................................................... 0 - 18 Credit Hours

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

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

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

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

Semester Credit Hour Range by Award ............................................................. 30 - 60 Credit Hours

The General Education Core for the Short-Term Certificate

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

One technical writing course is recommended in short-term certificate programs.

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

Area III: Natural Science and Mathematics .................................................. 0 - 3 Credit Hours

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

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

General Studies Curricula .................................................................................. 29 Credit Hours

Area V: Maximum General Education Core, Technical Concentration, and ...................... 29 - 23 Credit Hours

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

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

Semester Credit Hour Range by Award ............................................................. 9 - 29 Credit Hours
ASSOCIATE IN OCCUPATIONAL TECHNOLOGIES (AOT)

The Associate in Occupational Technologies degree is a certificate first award. As such, a student must first meet all requirements for the long certificate in his or her program of study before submitting a change of award request to the Registrar. Once approved, the student’s award will be re-classified as being Associate in Occupational Technologies. To receive the Associate in Occupational Technologies award, the student must meet curricula requirements from the catalog in effect at the point his or her change of award request was approved. Requirements at that time may or may not match those originally in effect upon his/her admission to the College.

The AOT degree program may contain no less than 60 and no more than 76 semester hours. Of the total hours in a program, 27-35 percent must be courses chosen to ensure competency in reading, writing, oral communication, computers, and mathematics. The remaining hours must be taken in the specific area of concentration and may include related courses and electives. This area of concentration must include 15 semester hours of coursework, with appropriate prerequisites, above the level of elementary courses. In addition, coursework in the area of concentration must follow an orderly, identifiable sequence.

Reid State Technical College offers the Associate in Occupational Technologies (AOT) Degree as an option for the following certificate programs.

<table>
<thead>
<tr>
<th>Program</th>
<th>Prefix</th>
<th>Award</th>
<th>Minor</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Construction Technology</td>
<td>CAR</td>
<td>AOT</td>
<td>ILT</td>
<td>76</td>
</tr>
<tr>
<td>Collision Repair Technology</td>
<td>ABR</td>
<td>AOT</td>
<td>WDT</td>
<td>76</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>COS</td>
<td>AOT</td>
<td>OAD/CIT</td>
<td>70</td>
</tr>
<tr>
<td>Welding Technology</td>
<td>WDT</td>
<td>AOT</td>
<td>ILT</td>
<td>76</td>
</tr>
</tbody>
</table>
BARBERING

Mission

The Barbering program is designed to provide quality technical education to students from diverse backgrounds and abilities. The faculty is committed to providing educational and training experiences that will give students the knowledge, attitudes, and skills necessary to prepare for the personal appearance industry and to promote economic growth for a qualified workforce. The Barbering program encourages the growth and development of each individual as a person, a professional, and a citizen.

Purpose

The purpose of the Barbering program is to provide accessible, quality technical educational opportunities that will provide individuals with the knowledge and technical skills necessary to obtain entry-level employment in the personal appearance profession. The philosophy and purpose of the Barbering program is consistent with that of the governing institution.

The certificate program is designed to produce graduates who, when licensed, are prepared for an entry-level career as a barber. Other careers such as hairdressers, hairstylist, and cosmetologists may be obtained through further education in the Cosmetology program. Barbers can become consultants for publishing, barber shop owners, educational specialist, or platform artist.

Program graduates are to be competent in the academic areas of communications, mathematics, computer literacy, and human relations and in the technical areas of the art and science of haircutting, shampooing, styling and design, disorders and treatments of the skin, scalp and hair treatments, facials, facial and scalp massage, chemical hair processing, bacteria and sanitation, and marketing and business management. Reid State Technical College will accomplish program objectives by providing students with a comprehensive general education and technical training in the core area of barbering. The program is carefully constructed to provide the student with skills and knowledge required for the personal appearance industry. The occupational skill preparation should meet the Alabama Board of Cosmetology recognized skill standards. The College will ensure program quality through internal certification of graduate competencies and external licensure of graduates and program approval by the Alabama Board of Cosmetology.

The philosophy and purpose of the Barbering program is consistent with that of the governing institution.

Employment Outlook

According to the Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook 2012-2013 Edition*, barbers, cosmetologists, and other personal appearance workers held about 712,200 jobs in 2010. Nearly half were self-employed. Barbers, hairdressers, and cosmetologists work mostly in a barbershop or salon, although some work in a spa, hotel, or resort. Some lease booth space in other people’s salons. Some manage salons or open their own after several years of experience.

Many barbers, hairdressers, and cosmetologists work part time. However, some self-employed workers may have long hours. Work schedules often include evenings and weekends—the times when barbershops and beauty salons are busiest. Those who are self-employed usually determine their own schedules.

Overall employment of barbers, hairdressers, cosmetologists, and shampooers is expected to grow 14 percent from 2010 to 2020, as fast as the average for all occupations. Growth rates will vary by specialty. Most job openings will result from the need to replace workers who leave the occupation. Opportunities for entry-level workers should be favorable, while job candidates at high-end establishments will face keen competition.

Barbers cut, trim, shampoo, and style hair, mostly for male clients. They also may fit hairpieces and offer facial shaving. Employment for barbers is projected to grow 7 percent, slower than the average for all occupations. The need for barbers will stem primarily from an increasing population, which will lead to greater demand for basic hair care services.

Job Prospects

Overall job opportunities for barbers, hairdressers, and cosmetologists are expected to be good. A large number of job openings will stem from the need to replace workers who transfer to other occupations, retire, or leave the occupations for other reasons.
Alabama Department of Labor Estimates for this Occupation

Based on the 2011 data release of the Occupational Employment Statistics report, estimated median hourly wages for barbers is $13.49. Percentile wage estimates for this occupation: 10% $8.15, 25% $9.32, 50% (median) $11.63, 75% 16.07 and 90% $21.83. The annual estimated earnings are between $16,960 and $45,410.

Program Outcome Objectives

1. Program graduates will be proficient in communication, computation, and interpersonal skills
2. Program graduates will be technically proficient
3. Program graduates will be able to obtain licensure by the Alabama State Board of Cosmetology
4. Program graduates will be successfully employed in the field
5. Employers of program graduates will be satisfied with their education and training

Admission Requirement

1. Must be at least 16 years of age as documented by birth certificate, school records or driver’s license
2. Application for Admission from the Office of Student Services
3. Official high school transcript or GED and college transcript(s)
4. Applications are required to take the Compass Exam
5. While a high school diploma or GED is the preferred entry requirement, the applicant may be admitted provided he or she:
   a. Present official transcript documenting completion of the 10th grade and promotion to the 11th grade
   b. Pass the Ability-to-Benefit (ATB) on a standardized, federally approved entrance test. Applicants admitted under the ATB provision must obtain the GED prior to graduation

Exam schedule and GED testing may be obtained from the Testing Coordinator.

Grading Scale for Bartering

90 – 100 = A
80 – 89 = B
70 – 79 = C
Below 70 = F

Program Costs

Estimated costs for the required textbooks, tools, fees, and supplies for the program are:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation Fee</td>
<td>15.00</td>
</tr>
<tr>
<td>Required Tools/Supplies</td>
<td>675.00</td>
</tr>
<tr>
<td>Textbooks</td>
<td>475.00</td>
</tr>
<tr>
<td><strong>Estimated Amount</strong></td>
<td><strong>$1,165.00</strong></td>
</tr>
</tbody>
</table>
Licensure Requirements

Upon completion of the Barbering program’s required courses, the student will be eligible to apply for Barbering License through the Mobile County Barbering Commission. The Barbering commission requires:

1. A written and practical examination
2. Fifty dollars ($50.00) fee
3. Copy of driver’s license and social security card
4. Proof of program’s completion (transcripts)

Dual Enrollment/Dual Credit for High School Students

Eligible high school students may enroll in Cosmetology classes and receive college credit. Students who present transcript documentation for completion of the 11th grade and promoted to the 12th may enroll in classes being offered during the summer semester.

Short-Term Certificate

MINIMUM CREDITS REQUIRED: 27 Semester Credit hours

Length of Program: 2 Semesters of full-time attendance
4 Semester of part-time attendance

GENERAL EDUCATION CORE: 1 Semester Credit Hours*

TECHNICAL CONCENTRATION: 26 Semester Credit Hours

<table>
<thead>
<tr>
<th>First Semester – 16 Semester Credit Hours</th>
<th>Theory</th>
<th>Lab</th>
<th>Contact</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORT100 Orientation*</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>BAR110 Orientation to Barbering</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>BAR111 Science of Barbering</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>BAR112 Bacteriology &amp; Sanitation</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>BAR113 Barber Styling Lab I</td>
<td>0</td>
<td>3</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>BAR114 Barbering Styling Lab II</td>
<td>0</td>
<td>3</td>
<td>9</td>
<td>3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester – 11 Semester Credit Hours</th>
<th>Theory</th>
<th>Lab</th>
<th>Contact</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAR140 Practicum</td>
<td>0</td>
<td>2</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>BAR115 Cutting and Styling Techniques</td>
<td>1</td>
<td>2</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>BAR121 Chemical Hair Processing</td>
<td>0</td>
<td>3</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>BAR133 Styling and Management Lab</td>
<td>0</td>
<td>3</td>
<td>9</td>
<td>3</td>
</tr>
</tbody>
</table>
BUILDING CONSTRUCTION TECHNOLOGY

Mission

The Building Construction department is a degree-granting program that provides quality technical education to students from diverse backgrounds and abilities. The department promotes economic growth by preparing qualified workers for success in today's complex technical environment.

Purpose

The purpose of the Building Construction Technology program is to provide accessible, quality educational opportunities that will provide individuals with the knowledge, technical skills, and attitudes necessary to obtain entry-level employment in the building construction profession.

The goals of the Building Construction Technology Program are to produce entry level graduates who have mastered the knowledge and demonstrate the skills necessary to obtain entry-level employment in residential or commercial construction. All students will be provided education and experiences that foster the development of a positive image of the construction industry.

The certificate programs are intended to produce graduates who are prepared for employment as carpenters, cabinetmakers, and roofers. Program graduates are to be competent in the academic areas of communication, mathematics, computer literacy, and human relations and in the technical areas of roofing, framing, safety, cabinet construction, blueprint reading, foundations interior and exterior finishing, and drywall.

Reid State Technical College will accomplish program objectives by providing students with a comprehensive general education and technical training in the core area of Building Construction Technology. The occupational skill preparation should meet the National Center for Construction Education and Research (NCCER) recognized skill standards. The college will ensure program quality through internal certification of graduate competencies and external certification of graduates by the National Center for Construction Education and Research.

The philosophy and purpose of the Building Construction Technology Program is consistent with that of the governing institution.

Employment Outlook

The Alabama Department of Industrial Relations projects that through 2014 carpenters in the construction industry are expected to experience growth. The carpentry occupation is projected to have 450 average annual job openings. Almost half, 210 of these openings will be due to job growth.

According to Alabama’s 2009 Employment and Wage Estimates there were 11,670 jobs for carpenters in Alabama’s Region 9 workforce. There is a projected 115 annual job openings for carpenters in Region 9. The salary for carpenters in Alabama in 2009 ranged from $10.73 to $16.93 per hour, with an average wage of $14.86 per hour.

Program Outcome Objectives

1. Program graduates will be proficient in communication, computation, and interpersonal skills
2. Program graduates will be technically proficient
3. Program graduates will be able to obtain certification through the National Center for Construction Education and Research
4. Program graduates will be successfully employed in the field
5. Employers of program graduates will be satisfied with their education and training

Admission Requirement

Applicants of this program must complete the application procedures. A high school diploma, in accordance with State Board policy, or GED is the preferred entry requirement.
Program Costs

Costs for required textbooks, tools, and supplies for this program are approximately:

<table>
<thead>
<tr>
<th>Category</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tools &amp; Supplies</td>
<td>$250</td>
</tr>
<tr>
<td>Books</td>
<td>$250</td>
</tr>
<tr>
<td>Estimated Total</td>
<td>$500</td>
</tr>
</tbody>
</table>

Short-Term Certificate Requirements

Students who complete this program may receive voluntary certification through the National Center for Construction Education and Research. Graduate competency is recognized through certificates and a listing in the National Training Registry. This nationally recognized record of training can be transferred throughout the industry and provide a means of assuring construction and maintenance industries that graduates are prepared for productive positions.

MINIMUM CREDITS REQUIRED: 25 Semester Credit hours

Length of Program: 2 Semesters of full-time attendance

TECHNICAL CONCENTRATION: 25 Semester Credit hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Theory</th>
<th>Lab</th>
<th>Contact</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORT100</td>
<td>Orientation</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>CAR111</td>
<td>Construction Basics</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>CAR112</td>
<td>Floors, Walls and Site Preparation</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>CAR113</td>
<td>Floors, Walls, and Site Prep. Lab</td>
<td>0</td>
<td>3</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>CAR114</td>
<td>Construction Basics Lab</td>
<td>0</td>
<td>3</td>
<td>9</td>
<td>3</td>
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<tr>
<td>CAR121</td>
<td>Introduction to Blueprint Reading</td>
<td>3</td>
<td>0</td>
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<tr>
<td>CAR122</td>
<td>Concrete and Forming</td>
<td>3</td>
<td>0</td>
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<td>3</td>
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<tr>
<td>CAR123</td>
<td>Concrete and Forming Lab</td>
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<td>3</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>CAR131</td>
<td>Roof and Ceiling Systems</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>
Certificate Requirements – Building Construction Technology

MINIMUM CREDITS REQUIRED: 55 SEMESTER Credit hours

Length of Program: 4 Semesters of full-time attendance
GENERAL EDUCATION: 9 Semester Credit Hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Theory</th>
<th>Lab</th>
<th>Contact</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG100</td>
<td>Vocational Technical English</td>
<td>3</td>
<td>0</td>
<td>3</td>
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<tr>
<td>OR</td>
<td>ENG101 English Composition 1</td>
<td>3</td>
<td>0</td>
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<td>3</td>
</tr>
<tr>
<td>OR</td>
<td>MAH101 Vocational Technical Mathematics 1*</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td>CIS149 Introduction to Computers*</td>
<td>3</td>
<td>0</td>
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</tr>
<tr>
<td>OR</td>
<td>ORT100 Orientation</td>
<td>1</td>
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</tr>
</tbody>
</table>

*Oral communication skills embedded within ENG100.

TECHNICAL CONCENTRATION: 45 Semester Credit Hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Theory</th>
<th>Lab</th>
<th>Contact</th>
<th>Credit</th>
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<tbody>
<tr>
<td>CAR111</td>
<td>Construction Basics</td>
<td>3</td>
<td>0</td>
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</tr>
<tr>
<td>CAR112</td>
<td>Floors, Walls and Site Preparation</td>
<td>3</td>
<td>0</td>
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<tr>
<td>CAR113</td>
<td>Floors, Walls, and Site Prep. Lab</td>
<td>0</td>
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<tr>
<td>CAR114</td>
<td>Construction Basics Lab</td>
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<tr>
<td>CAR121</td>
<td>Introduction to Blueprint Reading</td>
<td>3</td>
<td>0</td>
<td>3</td>
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</tr>
<tr>
<td>CAR122</td>
<td>Concrete and Forming</td>
<td>3</td>
<td>0</td>
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<tr>
<td>CAR123</td>
<td>Concrete and Forming Lab</td>
<td>0</td>
<td>3</td>
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<tr>
<td>CAR131</td>
<td>Roof and Ceiling Systems</td>
<td>3</td>
<td>0</td>
<td>3</td>
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</tr>
<tr>
<td>CAR132</td>
<td>Interior and Exterior Finishes</td>
<td>1</td>
<td>2</td>
<td>7</td>
<td>3</td>
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<tr>
<td>CAR133</td>
<td>Roof and Ceiling Systems Lab</td>
<td>0</td>
<td>3</td>
<td>9</td>
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<tr>
<td>CAR203</td>
<td>Special Projects in Carpentry</td>
<td>0</td>
<td>3</td>
<td>9</td>
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<tr>
<td>CAR204</td>
<td>Special Projects in Carpentry</td>
<td>1</td>
<td>2</td>
<td>7</td>
<td>3</td>
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<tr>
<td>CAR214</td>
<td>Introduction to Cabinetry</td>
<td>1</td>
<td>2</td>
<td>7</td>
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</tr>
<tr>
<td>CAR224</td>
<td>Floor, Wall and Ceiling Specialties</td>
<td>1</td>
<td>2</td>
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<tr>
<td>CAR228</td>
<td>Stairs, Molding and Trim</td>
<td>1</td>
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</tr>
</tbody>
</table>

*These courses will not apply toward general education requirements for the Associate in Occupational Technology degree, but may be used for technical credit only. Students planning to pursue the Associate in Occupational Technology degree must take ENG101, MTH116, and CIS146 or other courses approved by their advisor or dean of instructions.
### Associate in Occupational Technology Degree

Students majoring in Building Construction Technology are eligible to earn an Associate in Occupational Technology Degree. This degree is designed to produce graduates who have comprehensive skills in a primary technical specialty (Building Construction Technology major) combined with complementary skills in a secondary technical specialty.

Students may be admitted to the Associate in Occupational Technology degree program provided they are a high school graduate or have the GED and have completed the long term certificate in the major of Building Constructional Technology.

**PRIMARY TECHNICAL SPECIALTY**—Building Construction Technology  
**SECONDARY TECHNICAL SPECIALTY**—Industrial Electricity/Electronics Technology

### MINIMUM CREDITS REQUIRED: 76 Semester Credit Hours

Length of Program: 6 Semesters of full-time attendance

### GENERAL EDUCATION CORE: 19 Semester Credit Hours

*Areas I and II: Written Composition (3 hours) and Humanities and Fine Arts (6 hours): 7 Semester Credit Hours*

<table>
<thead>
<tr>
<th>Course</th>
<th>Theory</th>
<th>Lab</th>
<th>Contact</th>
<th>Credit</th>
</tr>
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<tbody>
<tr>
<td>COM100</td>
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*Oral communication skills embedded within ENG101*

**Area III: Natural Science and Mathematics: 9 Semester Credit Hours**

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<th>Lab</th>
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<td>CIS146</td>
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<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>CIS149</td>
<td>3</td>
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**Area IV: History, Social and Behavioral Sciences: 3 Semester Credit Hours**

<table>
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<th>Lab</th>
<th>Contact</th>
<th>Credit</th>
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<td>HIS101</td>
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**PRIMARY TECHNICAL CONCENTRATION: 45 Semester Credit Hours**

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<tr>
<th>Course</th>
<th>Theory</th>
<th>Lab</th>
<th>Contact</th>
<th>Credit</th>
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</thead>
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<td>CAR112</td>
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<td>CAR224</td>
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**Electives:**

<table>
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<th>Credit</th>
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<td>Course Name</td>
<td>Credits</td>
<td>Lecture</td>
<td>Lab</td>
</tr>
<tr>
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<td>---------</td>
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<tr>
<td>CAR205</td>
<td>Special Projects in Carpentry</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>CAR206</td>
<td>Special Projects in Carpentry</td>
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<td>0</td>
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<td>BSS118</td>
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**SECONDARY TECHNICAL SPECIALTY: 12-15 Semester Credit Hours**

**INDUSTRIAL ELECTRICITY/ELECTRONICS TECHNOLOGY**

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<th>Course Name</th>
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<td>ILT117</td>
<td>Principles of Construction Wiring</td>
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<td>2</td>
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<tr>
<td>ILT166</td>
<td>Motors and Transformers I</td>
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<td>ILT195</td>
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CHILD DEVELOPMENT AND EDUCATION

Mission

The Child Development and Education faculty is committed to providing quality early childhood education and training to students from diverse backgrounds and abilities in order to prepare them for success in the child care workplace. This two-year education and training program should equip individuals with the knowledge and skills needed to excel professionally and personally, experience personal satisfaction, and contribute toward a better society. This program offers flexible learning opportunities to assist students in obtaining an associate degree for employment within the child care and education field.

Purpose

The purpose of the Child Development and Education program is to provide accessible, quality educational opportunities that will provide individuals with the knowledge, technical skills, and attitudes necessary to obtain entry-level employment in the childcare professions.

This degree program is intended to produce graduates who are prepared for employment as childcare directors or teachers, Head Start teachers or assistants, and teacher’s aides. Program graduates are to be competent in the academic areas of communications and mathematics and in the technical areas of planning programs for children, child development, creative experiences for children, and child health, safety and nutrition.

Reid State Technical College will accomplish program objectives by providing students with a comprehensive general education and technical training in the core area of Child Development and Education. The occupational skill preparation should meet the Child Development Association (CDA) recognized skill standards. The College will ensure program quality through internal certification of graduate competencies and external credentialing of graduates through the Child Development Association.

The philosophy and purpose of the Child Development and Education program is consistent with that of the governing institution. The Child Development and Education Program is based at the Workforce Development Center, Jaguar Drive, Evergreen, Alabama.

Employment Outlook

According to the Occupational Outlook Handbook, employment of pre-school teachers and childcare workers is projected to increase somewhat faster than the average for all occupations through the year 2014. Job openings should be obtainable as pre-school teachers and child care workers leave the occupation each year.

Helping students with special needs will create additional demand for people in this occupation. An increasing number of after-school programs and summer programs will also create new job opportunities.

Program Outcome Objectives

1. Program graduates will be proficient in communication, computation, and interpersonal skills
2. Program graduates will be technically proficient
3. Program graduates will be able to obtain certification by the Child Development Association
4. Program graduates will be successfully employed in the field
5. Employers of program graduates will be satisfied with their education and training

Admission Requirement

Applicants to this program must complete the application procedures and be at least 16 years of age. Applicants must present official documentation of a high school diploma, in accordance with State Board policy, or GED.

Program Costs

Estimated costs for the required textbooks, tools, and supplies for the two-year program are:

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
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</thead>
<tbody>
<tr>
<td>Books</td>
<td>$1475</td>
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<tr>
<td>Tools and Supplies</td>
<td>$320</td>
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<td>Approximate total</td>
<td>$1795</td>
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</tbody>
</table>
NOTICE: Students are responsible for transportation expenses, meals, health care expenses, and any other liabilities incurred while traveling to and from and during educational experiences. Health insurance is the student’s responsibility.

Certification Requirements

Students who complete the Child Development and Education program are eligible to apply for the CDA Credential through the Council for Early Childhood Professional Recognition, CDA National Credentialing Program. Candidates for the CDA assessment must meet and verify the following criteria:

1. Be 18 years or older
2. Hold a high school diploma or GED
3. Have 480 clock hours of experience working with children in the past five years
4. Have 120 hours of formal child care education and training within the past five years

Associate in Applied Technology Degree

Students majoring in Child Development and Education are eligible to earn an Associate in Applied Technology Degree upon completion of the program.

MINIMUM CREDITS REQUIRED: 65 Semester Credit Hours
Length of Program: 6 Semesters of full-time attendance

GENERAL EDUCATION CORE: 19 Semester Credit Hours

Areas I and II: Written Composition (3-6 hours) and Humanities and Fine Arts (3-6 hours): 7 Semester Credit Hour

<table>
<thead>
<tr>
<th>Course</th>
<th>Theory</th>
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<td>ENG101 English Composition I*</td>
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<td>PHL206 Ethics and Society</td>
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<tr>
<td>ORT100 Orientation</td>
<td>1</td>
<td>0</td>
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</tbody>
</table>
*Oral Communication Skills are embedded in ENG101.

Area III: Natural Science and Mathematics:

9 Semester Credit Hours

MTH116 Mathematics Application  3 0 3 3
CIS149 Introduction to Computers 3 0 3 3
CIS146 Microcomputer Applications 3 0 3 3

Area IV: History, Social and Behavioral Sciences:

3 Semester Credit Hours

PSY200 General Psychology 3 0 3 3

TECHNICAL CONCENTRATION: 46 Semester Credit Hours

CGM100 Introduction to Early Care and Education of Children 3 0 3 3
CGM201 Child Growth and Development Principles 3 0 3 3
CGM202 Children’s Creative Experiences 3 0 3 3
CGM203 Children’s Literature and Language Development 3 0 3 3
CGM204 Methods and Materials for Teaching Children 2 1 4 3
CGM205 Program Planning for Educating Young Children 3 0 3 3
CGM206 Children’s Health and Safety 3 0 3 3
CGM208 Administration of Child Development Programs 3 0 3 3
CGM209 Infant and Toddler Education Programs 3 0 3 3
CGM210 Educating Exceptional Children 3 0 3 3
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<thead>
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<td>CGM211 Child Development Seminar</td>
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<td>CGM214 Families &amp; Communities in Early Care &amp; Ed Programs</td>
<td>3</td>
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<tr>
<td>CGM215 Supervised Practical Experience in Child Development</td>
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<td>CGM217 Math and Science for Young Children</td>
<td>3</td>
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<tr>
<td>CGM221 Family Child Care</td>
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<td>CGM224 School Age Child Care</td>
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<td><strong>Electives:</strong></td>
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<td>CGM212 Special Topics in Child Development</td>
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<td>CGM220 Parenting Skills</td>
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<td>CGM230 Introduction to Afterschool Programs</td>
<td>3</td>
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<td>CGM231 Afterschool Programming</td>
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<td>CIS147 Advanced Microcomputer Application</td>
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<td>ENG093 Basic English</td>
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<tr>
<td>MAH090 Basic Math</td>
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COLLISION REPAIR TECHNOLOGY

Mission

The Collision Repair Technology department is a degree-granting program that provides quality technical education to students from diverse backgrounds and abilities, while promoting economic growth and preparing workers to be qualified and successful in today’s automotive technical environment.

Purpose

The purpose of the Collision Repair Technology program is to provide accessible, quality educational opportunities that will provide individuals with the knowledge, technical skills, and attitudes necessary to obtain entry-level employment in the collision repair profession.

The short-term and certificate programs are intended to produce graduates who are prepared for entry-level employment as collision repair technicians or refinish technicians. Program graduates are to be competent in the academic areas of communications, mathematics, computer literacy, and human relations and in the technical areas of glass replacement, detailing, automotive MIG welding, suspension systems repair, collision repair, and refinishing.

Reid State Technical College will accomplish program objectives by providing students with a comprehensive general education and technical training in the core area of Collision Repair Technology. The occupational skill preparation should meet the Inter-Industry Conference on the Auto Collision Repair (I-CAR) recognized skill standards. The college will ensure program quality through internal certification of graduate competencies and external certification of graduates through I-CAR.

The philosophy and purpose of the Collision Repair Technology program is consistent with that of the governing institution.

Employment Outlook

According to the U.S. Department of Labor Occupational Outlook Handbook, 2010-11 edition, automotive body technicians and related repairers totaled 185,900 in 2008 and are projected to increase to 187,000 by 2018. Employment of automotive body repairers is expected to increase as the tenth highest occupation. Opportunities should be best for persons with formal training in automotive body repair and mechanics. The automotive repair business is not very sensitive to changes in economic conditions and experienced body repairers are rarely laid off.

Program Outcome Objectives

1. Program graduates will be proficient in communication, computation, and interpersonal skills
2. Program graduates will be technically proficient
3. Program graduates will be able to obtain certifications through I-CAR
4. Program graduates will be successfully employed in the field
5. Employers of program graduates will be satisfied with their education and training

Admission Requirement

Applicants to this program must complete the application procedures. While a high school diploma, in accordance with State Board policy, or GED is the preferred entry requirement, applicants who did not receive a high school diploma or GED may be admitted provided they are 16 years of age, have been out of school for one year (or upon recommendation of the local superintendent) and they must demonstrate ability to benefit (ATB) on a standardized, federally approved entrance test. Applicants admitted under ATB provision must obtain the GED prior to graduation.

Program Costs

Costs for the required textbooks, tools, and supplies for this program are approximately:

- Tools and Supplies: $500
- Books: $200
- Estimated Total: $700
Short-Term Certificate

**MINIMUM CREDITS REQUIRED:** 28 Semester Credit Hours

Length of Program: 2 Semesters of full-time attendance

**TECHNICAL CONCENTRATION:** 28 Semester Credit Hours

*A short term certificate may be earned after completion of 28 semester credit hours of technical concentration course work.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Theory</th>
<th>Lab</th>
<th>Contact</th>
<th>Credit</th>
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<tr>
<td>ORT100</td>
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<td>ABR123</td>
<td>Paint Application and Equipment</td>
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<tr>
<td>ABR151</td>
<td>Safety and Environmental Practices</td>
<td>1</td>
<td>2</td>
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<tr>
<td>ABR154</td>
<td>Automotive Glass and Trim</td>
<td>1</td>
<td>2</td>
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<tr>
<td>ABR156</td>
<td>Automotive Cutting and Welding</td>
<td>1</td>
<td>2</td>
<td>7</td>
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<tr>
<td>ABR265</td>
<td>Paint Defects and Final Repair</td>
<td>1</td>
<td>2</td>
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<tr>
<td>ABR213</td>
<td>Automotive Structural Analysis</td>
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<tr>
<td>ABR114</td>
<td>Non-Structural Repair</td>
<td>1</td>
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</tr>
</tbody>
</table>

Certificate

**MINIMUM CREDITS REQUIRED:** 58 Semester Credit Hours

**GENERAL EDUCATION CORE:** 10 Semester Credit Hours

**PRIMARY TECHNICAL CONCENTRATION:** 48 Semester Credit Hours

Length of Program: 4* Semesters of full-time attendance

*A 5 if developmental classes are needed

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Theory</th>
<th>Lab</th>
<th>Contact</th>
<th>Credit</th>
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<tbody>
<tr>
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<tr>
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<td>Non-Structural Panel Replacement</td>
<td>1</td>
<td>2</td>
<td>7</td>
<td>3</td>
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<tr>
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<td>Surface Preparation</td>
<td>1</td>
<td>2</td>
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<td>3</td>
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<tr>
<td>ABR123</td>
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<td>1</td>
<td>2</td>
<td>7</td>
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<td>ABR151</td>
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<td>ABR154</td>
<td>Automotive Glass and Trim</td>
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<tr>
<td>ABR156</td>
<td>Automotive Cutting and Welding</td>
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<td>2</td>
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<td>3</td>
</tr>
<tr>
<td>ABR265</td>
<td>Paint Defects and Final Repair</td>
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<td>2</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>ABR213</td>
<td>Automotive Structural Analysis</td>
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<tr>
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<tr>
<td>ABR223</td>
<td>Automotive Mechanical Components</td>
<td>1</td>
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<td>3</td>
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<tr>
<td>ABR224</td>
<td>Automotive Electrical Components</td>
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<td>2</td>
<td>7</td>
<td>3</td>
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<tr>
<td>ABR255</td>
<td>Steering and Suspension</td>
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<td>Heating and A/C in Collision Repair</td>
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<td>3</td>
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<tr>
<td>ABR261</td>
<td>Restraint Systems</td>
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<td>3</td>
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<tr>
<td>ABR265</td>
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<td>ABR181</td>
<td>Special Topics in Auto Body</td>
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</table>
**Associate in Occupational Technology Degree**

Students majoring in Collision Repair Technology are eligible to earn an Associate in Occupational Technology Degree. This degree is designed to produce graduates who have comprehensive skills in a primary technical specialty (Collision Repair Technology major) combined with complementary skills in a secondary technical specialty (Welding Technology).

Students may be admitted to the Associate in Occupational Technology degree program provided they are a high school graduate or have the GED and have completed the Certificate in the major of Collision Repair Technology.

**PRIMARY TECHNICAL SPECIALTY**---Collision Repair Technology 45 Semester Credit Hours

**SECONDARY TECHNICAL SPECIALTY**---Welding Technology 12 Semester Credit Hours

**MINIMUM CREDITS REQUIRED**: 76 Semester credit hours

Length of Program: 6* Semesters of full-time attendance

*7 if developmental classes are needed

**GENERAL EDUCATION CORE**---19 Semester Credit Hours

**Areas I and II: Written Composition (3 hours) and Humanities and Fine Arts (6 hours): 7 Semester Credit Hours**

<table>
<thead>
<tr>
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<th>Theory</th>
<th>Lab</th>
<th>Contact</th>
<th>Credit</th>
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<tbody>
<tr>
<td>ENG101 English Composition I</td>
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<td>PHL206 Ethics in the Workplace</td>
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<td>ORT100 Orientation</td>
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*Oral communication skills embedded within ENG 101.

**Area III: Natural Science and Mathematics: 9 Semester Credit Hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Theory</th>
<th>Lab</th>
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<td>MTH116 Mathematical Applications</td>
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<td>PHS111 Physical Science</td>
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<td>1</td>
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<td>CIS146 Microcomputer Applications</td>
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OR

<table>
<thead>
<tr>
<th>Course</th>
<th>Theory</th>
<th>Lab</th>
<th>Contact</th>
<th>Credit</th>
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<tr>
<td>CIS149 Introduction to Computers</td>
<td>3</td>
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**Area IV: History, Social and Behavioral Sciences: 3 Semester Credit Hours**

<table>
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<th>Lab</th>
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<tr>
<td>PSY200 General Psychology</td>
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<td>HIS101 Western Civilization</td>
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**PRIMARY TECHNICAL CONCENTRATION: 45 Semester Credit Hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Theory</th>
<th>Lab</th>
<th>Contact</th>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>ABR111 Non-Structural Repair</td>
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<td>ABR114 Non-Structural Panel Replacement</td>
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<tr>
<td>ABR122 Surface Preparation</td>
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<tr>
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<td>3</td>
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<td>ABR151 Safety and Environmental Practices</td>
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<td>ABR154 Automotive Glass and Trim</td>
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<td>ABR156 Automotive Cutting and Welding</td>
<td>1</td>
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<td>7</td>
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<tr>
<td>ABR214 Automotive Structural Repair</td>
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<td>3</td>
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<tr>
<td>ABR223 Automotive Mechanical Components</td>
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<td>ABR255 Steering and Suspension</td>
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<td>ABR258 Heating and A/C in Collision Repair</td>
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<tr>
<td>ABR261 Restraint Systems</td>
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<td>3</td>
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<tr>
<td>ABR265 Paint Defects and Final Repair</td>
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### SECONDARY TECHNICAL SPECIALTY: 12 Semester Credit Hours

#### WELDING TECHNOLOGY:

<table>
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<tr>
<th>Course Code</th>
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<th>Credits</th>
<th>Lecture</th>
<th>Lab</th>
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<tr>
<td>WDT108</td>
<td>SMAW Fillet / OFC</td>
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<td>WDT122</td>
<td>SMAW Fillet / OFC Lab</td>
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<td>WDT123</td>
<td>SMAW Fillet / PAC / CAC Lab</td>
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<td>WDT125</td>
<td>SMAW Grove Lab</td>
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COMMERCIAL TRUCK DRIVING

Mission

The faculty believes in the right and privilege of individual access to occupational education designed to prepare individuals for successful and productive citizenship. This education and training should provide individuals with the skills and knowledge needed to excel professionally and personally, experience personal and professional satisfaction, and contribute to a better society. The Commercial Truck Driving program encourages the growth and development of each individual as a person, a professional, and a citizen.

Purpose

The purpose of the Commercial Truck Driving program is to provide accessible, quality educational opportunities that will provide individuals with the knowledge, technical skills, and attitudes necessary to obtain entry-level employment in the commercial truck driving profession.

The certificate program is intended to produce graduates who are prepared for entry-level employment, upon licensure, as Class “A” commercial truck drivers. Program graduates are to be competent in the technical areas of hours of service regulations, vehicle inspection procedures, basic backing skills, defensive driving techniques, basic driving techniques, driver fatigue recognition, and recognition of driving environment hazards.

Reid State Technical College will accomplish program objectives by providing students with a comprehensive technical training in the core area of Commercial Truck Driving. The occupational skill preparation is designed to meet the United States Department of Transportation, Federal Highway Administration, and Commercial Driver’s License (CDL) recognized skill standards. The College will ensure program quality through internal certification of graduate competencies and external licensure of graduates by the Commercial Driver’s License Division.

The philosophy and purpose of the Commercial Truck Driving program is consistent with that of the governing institution.

Employment Outlook

According to the Alabama Occupational Trends for 2016 (Alabama Department of Industrial Relations), there were 6,920 positions in 2006 for truck drivers and other vehicle operator. This is expected to increase to 7,910 by 2016, an increase of almost 14.3%. There are an anticipated 225 annual average job openings.

Program Outcome Objectives

1. Program graduates will be proficient in communication, computation, and interpersonal skills.
2. Program graduates will be technically proficient.
3. Program graduates will be able to obtain Commercial Driver’s Licenses with appropriate endorsements.
4. Program graduates will be successfully employed in the field.
5. Employers of program graduates will be satisfied with their education and training.

Admission Requirement

Applicants to this program must complete the application procedures and be 21 years of age. While a high school diploma or GED is the preferred entry requirement, applicants who did not receive a high school diploma or GED may be admitted upon demonstration of Ability-to-Benefit on a standardized, federally approved entrance test. Additionally, applicants must provide a motor vehicle driving record (MVR) for the last three years. Students will also submit a D.O.T. physical, drug screen, and Commercial Learners License in order to register. While enrolled, students are subject to random drug and alcohol tests in accordance with the Department of Transportation Omnibus Transportation Employee Testing Act of 1991.

Alabama Department of Public Safety regulation, effective January 1, 2006 requires a student to possess one of the following commercial licenses:

1. Commercial Learner License (CLL) – A CLL is required for someone to legally drive upon the highway if they do not currently possess a CDL. A state learner license, valid for up to one year, shall be considered valid commercial drivers’ licenses for purposes of behind-the-wheel training on public roads or highways. This includes Class D privileges. This license issued to Class D operators or individual with no driver license.
a. Written test fee $25.00

b. CLL license fee $23.00

2. Commercial Learner Permit (CLP) – a state learner’s permit, issued to a CDL holder, valid up to one year, shall be considered valid commercial drivers’ license for purposes of behind the wheel training on public road or highways. This includes their current class D and CDL privileges. This license issued only to drivers with current CDL license.

NOTE: A CLP is required for someone with a CDL that wishes to legally drive upon the highway if their CDL does not allow them to drive the particular vehicle they need to practice with. An example is a person with a Class B CDL that needs to learn to drive a Class A or a person with a Class A CDL that needs to learn to drive a bus.

a. written test fee $25.00

b. CLP license fee $18.00

Program Costs

$1,625.12 plus costs below:

Costs for the required textbooks, tools, and supplies for this program are approximately:

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
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<tbody>
<tr>
<td>Books and Supplies</td>
<td>$50</td>
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<tr>
<td>CDL Learners License</td>
<td>$23</td>
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<tr>
<td>Licensing Class “A”</td>
<td>$80</td>
</tr>
<tr>
<td>D.O.T. Physical Examination and Drug Screen</td>
<td>$135 paid directly to physician (price may change without notice).</td>
</tr>
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</table>

Certification Requirements

The student will be eligible to take the CDL Third Party Road Test as part of his/her truck driving training, if the student has a Grade Point Average of 77 or more in each class. The student would also be required to seek employment with a minimum of two truck driving employers.

EVALUATION / GRADING

Student MUST have a minimum 77 grade point average in all seven truck driving courses to take the CDL final examination.

<table>
<thead>
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<th>Total Points –</th>
<th>Written exams 40%</th>
<th>Performance 50%</th>
<th>Work Ethics 10%</th>
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<tr>
<td>93 – 100 - A</td>
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<tr>
<td>83 – 92 - B</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>77 – 82 - C</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>70 – 76 - D</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Short-Term Certificate

MINIMUM CREDITS REQUIRED: 15 Semester Credit hours

Length of Program: 320 hours (8 weeks)

Weekend (15 weeks)

GENERAL EDUCATION CORE: 0 Semester Credit Hours

TECHNICAL CONCENTRATION: 15 Semester Credit Hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<td>Basic Vehicle Operation</td>
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<td>6</td>
<td>4</td>
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<td>TRK112</td>
<td>Safe Operating Practices</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>TRK113</td>
<td>Non-vehicle Activities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>2</td>
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<tr>
<td>TRK114</td>
<td>Vehicle Maintenance</td>
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<td>2</td>
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<td>TRK115</td>
<td>Advanced Operating Practices</td>
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<td>TRK116</td>
<td>Proficiency Development</td>
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<td>TRK117</td>
<td>Commercial Driver’s License</td>
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</table>
COMPUTER INFORMATION SYSTEMS (CIS)

Mission
The Computer Information System department is a degree-granting program that provides quality academic and technical education to students from diverse backgrounds and abilities. The department promotes economic growth by preparing qualified workers for success in today’s complex technical environment.

Purpose
The purpose of the Computer Information Systems program is to provide accessible, quality educational opportunities that will provide individuals with the knowledge, technical skills, and attitudes necessary to obtain entry-level employment in the Computer Information Systems’ profession.

The associate degree and certificate programs are intended to produce graduates who are prepared for employment as entry-level microcomputer specialists or networking specialists. Program graduates are to be competent in the academic areas of communications, mathematics, computer literacy, and human relations and in the technical areas of general computer terminology and concepts, program design and development, system analysis and design, database management, computer installation and maintenance, and computer networking. Reid State Technical College will accomplish program objectives by providing students with a comprehensive general education and technical training in the core area of Computer Information Systems. The occupational skill preparation should meet the recognized skill standards.

The philosophy and purpose of the Computer Information Systems program is consistent with that of the governing institution.

Employment Outlook
According to the Alabama Department of Industrial Relations demand for computer support specialists is expected to increase faster than average because of the rapid pace of improved technology. To operate more efficiently, firms will continue to demand computer support specialists who are able to apply the latest technologies to meet the needs of the organization. Job prospects are best for those with a college degree in a related field. In Alabama, Computer Information Systems specialists can earn an average of $10.49 to $21.59 per hour, with an average hourly rate of $17.89.

Program Outcome Objectives
1. Program graduates will be proficient in communication, computation, and interpersonal skills.
2. Program graduates will be technically proficient.
3. Program graduates will be able to obtain industry certification.
4. Program graduates will be successfully employed in the field.
5. Employers of program graduates will be satisfied with their education and training.

Admission Requirement
Applicants to this program must complete the application procedures. Additionally, applicants must present official documentation of a high school diploma, in accordance with State Board policy, or GED.

Program Certification
Computer Information Systems currently offers a variety of courses that can lead to industry certifications such as CompTIA’s A+, Network+, and Security+. Classes can also lead to several Microsoft certifications that include Microsoft Certified Professional (MCP), Microsoft Certified System Administrator of Windows Server, and Microsoft Office Specialist.

Program Costs
Estimated costs for the required textbooks, tools, and supplies for this program are:

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
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</thead>
<tbody>
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<td>Books</td>
<td>$ 2,575</td>
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<td>Estimated Total</td>
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Certificate Requirements

Students majoring in Computer Information Systems are eligible to earn a certificate, as well as an Associate in Applied Technology Degree. This degree is designed to produce graduates who have comprehensive skills in a primary technical specialty (Computer Information Systems major) combined with complementary skills in a secondary technical specialty (electronics).

Students may be admitted to the Associate in Applied Technology degree program provided they are a high school graduate or have the GED.

Certificate

MINIMUM CREDITS REQUIRED: 40 Semester Credit hours
Length of Program: 4 Semesters of full-time attendance

<table>
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<tr>
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<th>Lab</th>
<th>Contact</th>
<th>Credit</th>
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<tbody>
<tr>
<td>ORT100 Orientation</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>ENG101 English Composition I</td>
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<td>3</td>
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<tr>
<td>MTH100 Intermediate Algebra</td>
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<td>CIS146 Microcomputer Applications</td>
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</table>
| *Oral Communication Skills are embedded in ENG101

<table>
<thead>
<tr>
<th>PRIMARY TECHNICAL CONCENTRATION: 30 Semester Credit Hours</th>
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<tbody>
<tr>
<td>CIS147 Advanced Microcomputer Applications</td>
</tr>
<tr>
<td>CIS149 Introduction to Computers</td>
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<tr>
<td>DPT154 Network Basics</td>
</tr>
<tr>
<td>DPT207 Introduction to Web Development</td>
</tr>
<tr>
<td>DPT249 Microcomputer Operating Systems</td>
</tr>
<tr>
<td>CIS268 Software Support (CORE)</td>
</tr>
<tr>
<td>CIS269 Hardware Support (CORE)</td>
</tr>
<tr>
<td>DPT273 Introduction to Network Communications (CORE)</td>
</tr>
<tr>
<td>DPT275 Workstations Administration</td>
</tr>
<tr>
<td>ILT127 Microcomputer Fundamentals</td>
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**Associate in Applied Technology**

**MINIMUM CREDITS REQUIRED:** 73 Semester Credit hours  
**Length of Program:** 6 Semesters of full-time attendance

**GENERAL EDUCATION CORE:** 19 Semester Credit Hours

*Areas I and II: Written Composition (3-6 hours)*  
*Humanities and Fine Arts (3-6 hours): 7 Semester Credit Hours*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Theory</th>
<th>Lab</th>
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*Oral Communication Skills are embedded in ENG101*

*Area III: Natural Science and Mathematics: 9 Semester Credit Hours*

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*Area IV: History, Social and Behavioral Sciences: 3 Semester Credit Hours*

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**PRIMARY TECHNICAL CONCENTRATION: 42 Semester Credit Hours**

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<td>CIS149</td>
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<td>DPT207</td>
<td>Introduction to Web Development</td>
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**Electives: 12 Semester Credit Hours**

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<td>ILT162</td>
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<td>ILT163</td>
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Mission

The Cosmetology program is designed to provide quality technical education to students from diverse backgrounds and abilities. The faculty is committed to providing educational and training experiences that will give students the knowledge, attitudes and skills necessary to prepare for the field of cosmetology and to promote economic growth for a qualified workforce. The Cosmetology program encourages the growth and development of each individual as a person, a professional, and a citizen.

Purpose

The purpose of the Cosmetology program is to provide accessible, quality technical educational opportunities that will provide individuals with the knowledge and technical skills necessary to pass the Alabama Board of Cosmetology Licensure Exam and to obtain entry-level employment in the cosmetology and personal appearance profession. The philosophy and purpose of the Cosmetology program is consistent with that of the governing institution.

The certificate program is designed to produce graduates who, when licensed, are prepared for an entry-level career as a cosmetologist, hairdresser or hairstylists, barber, esthetician or manicurist. Other careers that may be obtained through further education in the cosmetology field are beauty consultant for publishing, salon owner, educational specialist, or platform artist.

Program graduates are to be competent in the academic areas of communications, mathematics, computer literacy, and human relations and in the technical areas of wet hairstyling, thermal hairstyling, thermal straightening, hair shaping, hair color, skin care, manicuring and pedicuring, permanent waving, facials, facial makeup, hair removal, and hair relaxing. Reid State Technical College will accomplish program objectives by providing students with a comprehensive general education and technical training in the core area of cosmetology. The program is carefully constructed to provide the student with skills and knowledge required for the Alabama Board of Cosmetology Licensure Examination. The occupational skill preparation should meet the Alabama Board of Cosmetology recognized skill standards. The College will ensure program quality through internal certification of graduate competencies and external licensure of graduates and program approval by the Alabama Board of Cosmetology.

The philosophy and purpose of the Cosmetology program is consistent with that of the governing institution.

Employment Outlook

According to the Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook 2012-2013 Edition, barbers, cosmetologists, and other personal appearance workers held about 712,200 jobs in 2010. Nearly half were self-employed. Barbers, hairdressers, and cosmetologists work mostly in a barbershop or salon, although some work in a spa, hotel, or resort. Some lease booth space in other people’s salons. Some manage salons or open their own after several years of experience.

Many barbers, hairdressers, and cosmetologists work part time. However, some self-employed workers may have long hours. Work schedules often include evenings and weekends—the times when barbershops and beauty salons are busiest. Those who are self-employed usually determine their own schedules.

Overall employment of barbers, hairdressers, cosmetologists, and shampooers is expected to grow 14 percent from 2010 to 2020, as fast as the average for all occupations. Growth rates will vary by specialty. Most job openings will result from the need to replace workers who leave the occupation. Opportunities for entry-level workers should be favorable, while job candidates at high-end establishments will face keen competition.

Employment of hairdressers, hairstylists, and cosmetologists is projected to grow 16 percent, about as fast as the average for all occupations. Demand for hair coloring, hair straightening, and other advanced hair treatments has increased in recent years, a trend that is expected to continue over the coming decade.

Job Prospects

Overall job opportunities for barbers, hairdressers, and cosmetologists are expected to be good. A large number of job openings will stem from the need to replace workers who transfer to other occupations, retire, or leave the occupations for other reasons.
Alabama Department of Labor Estimates for this Occupation

Based on the 2011 data release of the Occupational Employment Statistics report, estimated median hourly wages for hairdressers, hairstylists, and cosmetologists are $11.89, entry level is $8.26, and the experienced is $13.71. The annual estimated earnings are between $17,180.80 and $30,000.

Program Outcome Objectives

1. Program graduates will be proficient in communication, computation, and interpersonal skills.
2. Program graduates will be technically proficient.
3. Program graduates will be able to obtain licensure by the Alabama State Board of Cosmetology.
4. Program graduates will be successfully employed in the field.
5. Employers of program graduates will be satisfied with their education and training.

Admission Requirement

1. Must be at least 16 years of age as documented by birth certificate, school records, or driver’s license.
2. Application for Admission from the Office of Student Services.
3. Official high school transcript or GED and college transcript(s).
4. Applications are required to take the Compass Exam.
5. While a high school diploma or GED is the preferred entry requirement, the applicant may be admitted provided he or she:
   a. Present official transcript documenting completion of the 10th grade and promotion to the 11th grade.
   b. Pass the Ability-to-Benefit (ATB) on a standardized, federally approved entrance test. Applicants admitted under the ATB provision must obtain the GED prior to graduation.

Exam schedule and GED testing may be obtained from the Testing Coordinator.

Grading Scale for Cosmetology

The Alabama Board of Cosmetology requires a grade of at least 70% to pass licensure examinations.

90 – 100 - A
80 – 89 - B
70 – 79 - C
Below 70 - F

Program Costs

Estimated costs for the required textbooks, tools, fees, and supplies for the program are:

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation Fee</td>
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<tr>
<td>State Board Written Examination Fee</td>
<td>50</td>
</tr>
<tr>
<td>Required Tools/Supplies</td>
<td>675</td>
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<tr>
<td>Textbooks</td>
<td>475</td>
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<tr>
<td>Estimated Amount</td>
<td>$1,215</td>
</tr>
</tbody>
</table>
Licensure Requirements

Upon completion of the Cosmetology program required courses, the student will be eligible to apply for the Alabama Board of Cosmetology Student Written Examination. The ABOC requires:

1. Cosmetology Student Written Exam Application.
2. Fifty dollars ($50.00) fee for written exam; money order, cashier’s check or certified check (fee is nonrefundable) payable to the Alabama Board of Cosmetology.
3. Copy of driver’s license and social security card.
4. One (1) recent 2x2 passport photo.
5. Proof of program’s completion (transcripts).

Within 90 days after a student completes the required school instructional hours and training, the appropriate instructor shall schedule an examination of the student with the ABOC. If application for examination is not received within a 90 day period, the applicable instructional hours and training shall be invalidated. A student who has completed 70 percent of the required school instructional hours may, when school is not in session, may receive a permit to work in a cosmetology salon.

Dual Enrollment/Dual Credit for High School Students

Eligible high school students may enroll in Cosmetology classes and receive college credit. Students who present transcript documentation for completion of the 11th grade and promoted to the 12th may enroll in classes being offered during the summer semester.

Certificate

MINIMUM CREDITS REQUIRED:  43 Semester Credit hours

Length of Program: 3 Semesters of full-time attendance
6 Semester of part-time attendance

GENERAL EDUCATION CORE:  7 Semester Credit Hours*

<table>
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<tr>
<th>Course</th>
<th>Theory</th>
<th>Lab</th>
<th>Contact</th>
<th>Credit</th>
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* Oral communication skills are embedded in ENG100.

TECHNICAL CONCENTRATION: 36 Semester Credit Hours

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<tr>
<td>COS113 Theory of Chemical Services</td>
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*These courses will not apply toward general education requirements for the Associate in Occupational Technology Degree, but may be used for technical credit only. Students planning to pursue the Cosmetology Associate in Occupational Technology must take ENG101, PHL206, MTH116, OAD110 or CIS149, PSY200 or HIS101 and PHS111.*
Associate in Occupational Technology

Students majoring in Cosmetology are eligible to earn an Associate in Occupational Technology Degree. This degree is designed to produce graduates who have comprehensive skills in a primary technical specialty (Cosmetology major) combined with complementary skills in a secondary technical specialty (cosmetology instructor training, or office administration minors).

Students may be admitted to the Associate in Occupational Technology degree program provided they are a high school graduate or have the GED and have completed a certificate in the major of Cosmetology.

ASSOCIATE IN OCCUPATIONAL TECHNOLOGIES—Occupational Technology

PRIMARY TECHNICAL SPECIALTY—Cosmetology

SECONDARY TECHNICAL SPECIALTY—Cosmetology Instructor Training or Barbering

MINIMUM CREDITS REQUIRED:

75 Semester Credit hours – Barbering
79 Semester Credit hours – Cosmetology Instructor Training

LENGTH OF PROGRAM: 6 Semesters of full-time attendance

GENERAL EDUCATION CORE: 19 Semester Credit Hours

Areas I and II: Written Composition (3-6 hours) Humanities and Fine Arts (3-6 hours): 7 Semester Credit Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Theory</th>
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*Oral communication skills are embedded in ENG101

Area III: Natural Science and Mathematics: 9 Semester Credit Hours

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Area IV: History, Social and Behavioral Sciences: 6 Semester Credit Hours

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PRIMARY TECHNICAL CONCENTRATION: 36 Semester Credit Hours

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Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>COS123</td>
<td>Cosmetology Salon Practices</td>
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<td>3</td>
</tr>
<tr>
<td>COS125</td>
<td>Career and Personal Development</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>COS161</td>
<td>Special Topics in Cosmetology</td>
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SECONDARY TECHNICAL SPECIALTY

BARBERING: 17 Semester Credit Hours

<table>
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<th>Course Code</th>
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<tr>
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<td>Orientation to Barbering</td>
<td>3</td>
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</tr>
<tr>
<td>BAR111</td>
<td>Science of Barbering</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>BAR113</td>
<td>Barber Styling Lab I</td>
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<td>3</td>
</tr>
<tr>
<td>BAR114</td>
<td>Barbering Styling Lab II</td>
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<td>3</td>
</tr>
<tr>
<td>BAR140</td>
<td>Practicum</td>
<td>0</td>
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</tr>
<tr>
<td>BAR133</td>
<td>Styling and Management Lab</td>
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COSMETOLGY INSTRUCTOR TRAINING: 21 Semester Credit Hours

<table>
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<th>Course Title</th>
<th>Credits</th>
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</tr>
</thead>
<tbody>
<tr>
<td>CIT211</td>
<td>Teaching and Curriculum Development</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>CIT212</td>
<td>Teacher Mentorship</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>CIT213</td>
<td>Cosmetology Instructor Co-Op</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>CIT221</td>
<td>Lesson Plan Implementation</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>CIT222</td>
<td>Audio Visual Materials and Methods</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>CIT223</td>
<td>Audio Visual Materials &amp; Methods Lab</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>CIT224</td>
<td>Special Topics in Cosmetology Instruction</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

It is understood that the student is responsible for completing and submitting an “Intent to Graduate” form prior to pre-registration for the student’s final semester. It is understood because of scheduling (and/or) COMPASS test scores it may take more than 6 semesters to complete the Associate in Occupational Technologies Degree.
COSMETOLOGY INSTRUCTOR TRAINING CIT)

Mission

The Cosmetology Instructor Training is designed to provide quality technical education to students from diverse backgrounds and abilities. The cosmetology faculty is committed to providing positive educational and training experiences that will give students the knowledge and skills necessary to excel professionally and to prepare to teach in the field of cosmetology and personal appearances to promote economic growth for a qualified workforce.

Purpose

The purpose of the Cosmetology Instructor Training program is to provide students the opportunity to prepare, train, and develop skills necessary to teach cosmetology or any practices related to personal appearance. This training allows individuals to enter a skilled workforce which will promote personal and economic growth, contribute to community stability, and provide an improved quality of life.

Reid State Technical College will accomplish program objectives by providing students with a comprehensive general education and technical training in the core area of Cosmetology Instructor Training. The occupational skill preparation should meet the Alabama State Board of Cosmetology recognized skill standards. The college will ensure program quality through internal certification of graduate competencies and external licensure of graduates and program approval by the Alabama State Board of Cosmetology.

The philosophy and purpose of the Cosmetology Instructor Training program is consistent with that of the governing institution.

Program Outcome Objectives

1. Program graduates will be proficient in communication, computation, and interpersonal skills.
2. Program graduates will be technically proficient.
3. Program graduates will obtain licensure by the Alabama State Board of Cosmetology.
4. Program graduates will be successfully employed in the field.
5. Employers of program graduates will be satisfied with their education and training.

Admission Requirement

1. Education equivalent to the completion of 12 grades in school.
2. Application for Admission from the Office of Student Services.
3. Official high school transcript or GED and college transcript(s).
4. Documentation of current work experience (at least one year of experience as an active practicing cosmetologist).

The Cosmetology Instructor Training course of study is designed as a two semester program. A maximum of two students may be enrolled at the same time. This program is designed as an independent study course. The cosmetology instructor training student will participate in cosmetology classes as a student instructor. It is the student instructor's responsibility to prepare course work and prepare for exams as outside assignments.
Program Costs

Estimated costs for the required textbooks, tools, fees, and supplies for the program are approximately:

- Graduation Fee: 15
- State Board Written Examination Fee: 50
- Required Tools/Supplies: 275
- Textbooks: 275
- Estimated Amount: $615

Licensure Requirements

Upon completion of the Cosmetology Instructor Training program’s required courses, the student will be eligible to apply for the Alabama Board of Cosmetology (ABOC) Instructor Written Examination. The ABOC requires:

1. Instructor Written Exam Application.
2. Fifty dollars ($50.00) fee for written exam; money order, cashier’s check or certified check (fee is nonrefundable) payable to the Alabama Board of Cosmetology.
3. Copy of driver’s license and social security card.
4. One (1) recent 2x2 passport photo.
5. Proof of program’s completion (transcripts).

Within 90 days after a student completes the required school instructional hours and training, the appropriate instructor shall schedule an examination of the student with the Board. If application for examination is not received within a 90 day period, the applicable instructional hours and training shall be invalidated. A student who has completed 70 percent of the required school instructional hours may, when school is not in session, receive a permit to work in a cosmetology salon.

Grading Scale for Cosmetology Instructor Training

The Alabama Board of Cosmetology requires a grade of at least 80% to pass licensure examinations.

- 90 – 100 = A
- 89 – 80 = B
- 79- Below = F

Short-Term Certificate

MINIMUM CREDITS REQUIRED FOR CERTIFICATE: 28 Semester Credit Hours
Length of Program: 2 Semesters

GENERAL EDUCATION COURSES: 4 semester credit hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Theory</th>
<th>Lab</th>
<th>Contact</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG101 English Composition I</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>ORT100 Orientation</td>
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<td>0</td>
<td>1</td>
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TECHNICAL CONCENTRATION: 24 Semester Credit Hours

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<th>Credit</th>
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<tr>
<td>CIT211 Teaching and Curriculum Development</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
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<td>CIT212 Teacher Mentorship</td>
<td>0</td>
<td>3</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>CIT213 Cosmetology Instructor Co-Op</td>
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<td>3</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>CIT221 Lesson Plan Implementation</td>
<td>0</td>
<td>3</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>CIT222 Audio Visual Materials and Methods</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>CIT223 Audio Visual Materials &amp; Methods Lab</td>
<td>0</td>
<td>3</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>CIT224 Special Topics in Cosmetology Instruction</td>
<td>3</td>
<td>0</td>
<td>3</td>
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</tr>
<tr>
<td>CIT214 Lesson Plan Methods and Development</td>
<td>1</td>
<td>2</td>
<td>7</td>
<td>3</td>
</tr>
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</table>
Short-Term Certificate Program

The Emergency Medical Services (EMS) program uses nationally-recognized standards to provide students not only knowledge about the critical differences between the physiology, the pathophysiology, and the clinical symptoms of infants, children, adolescents, adults, and the elderly as they relate to pre-hospital emergency patient care situations, but also skills in the emergency medical care of these patients. EMS education includes legal/ethical considerations and treatment modalities/protocols within the scope of practice of the Emergency Medical Technician (EMT) and Advanced Emergency Medical Technician (AEMT). The central goal of Reid State Technical College’s EMS program is to prepare competent entry-level EMTs and AEMTs in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

Students enrolled in the Emergency Medical Services Program may choose to earn a short term certificate Emergency Medical Services. The first certificate of completion is the EMT Level (EMT) and the second is the Advanced EMT level (AEMT). Upon successful completion of each certificate, the student is eligible to apply to take the National Registry Examination at his/her respective level of training. Upon successful completion of the examination, the student will be eligible to apply for licensure to practice in the State of Alabama as an EMT or AEMT.

As vital members of the Emergency Medical Services (EMS) team, EMTs provide pre-hospital emergency care to the ill and injured patient, continuing that care until the patient is under the care of a higher level of licensure. EMTs have the knowledge and skills to provide basic life support to all patients whether the problem is trauma, cardiac, or medical. EMTs can splint fractures, bandage wounds, and stabilize a patient for transport to a medical facility. Advanced EMTs can establish intravenous lines, insert blind intubation devices, as well as administer certain pre-hospital medications.

The EMS curriculum for EMT and AEMT follows the National EMS Education Standards as developed by the National Highway and Traffic Safety Administration and meets the approval of the Alabama Department of Public Health, Office of Emergency Medical Services, and Trauma (OEMST). EMS courses are open to qualified students who meet the general admission and entry-level requirements. Graduates are eligible to apply for the National Registry Examination, passing of which is required for state licensure in Alabama.

Graduates of the EMS program find employment with ambulance services, hospitals, fire departments, rescue squads, and industrial safety. Other opportunities for employment include emergency clinics, insurance companies, fire service agencies, and law enforcement agencies.

Admission Requirements:

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

Level specific requirements:

Emergency Medical Technician (EMT)

- Unconditional admission to the College
- Age of 18 years within 90 days of completion of the program
- Compass Placement Test scores of Reading-76, Math-36, and Writing-62
- Minimum of a 2.0 grade point average (GPA) at RSTC
- Submission of approved health forms (physical exam and vaccinations)
- Must complete background check and drug screen

Advanced Emergency Medical Technician (AEMT)

- Unconditional admission to the College
- Age of 18 years within 90 days of completion of the program
- Compass Placement Test scores of Reading-76, Math-36, and Writing-62
- Minimum of a 2.0 grade point average (GPA) at RSTC
- Submission of approved health forms (physical exam and vaccinations)
• Must complete background check and drug screen

• Current EMT Licensure with the Alabama Department of Public Health, Office of EMS and Trauma. (Provisional admission to the program may be allowed for students who have completed an approved EMT training program, but have not received licensure. All AEMT students must have a current Alabama EMT licensure prior to midterm exams or they must withdraw from the program).

PROGRESSION:

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

READMISSION:

Students who do not continue in the program for consecutive terms are subject to the most current college catalog and State of Alabama Department of Public Health – Office of EMS and Trauma policies for the latest term of admission. Students who have been removed from the program due to violations may not be readmitted.

EMERGENCY MEDICAL SERVICES

EMT Short-term Certificate

The EMT portion of the program is one semester in length and consists of the following courses, which are taught concurrently three days/evenings per week and must be successfully completed for eligibility for NREMT exam.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Theory</th>
<th>Lab</th>
<th>Contact</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORT 100</td>
<td>Orientation</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
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<tr>
<td>EMS 118</td>
<td>Emergency Medical Technician</td>
<td>6</td>
<td>3(2)</td>
<td>0</td>
<td>9</td>
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<td>EMS 119</td>
<td>Emergency Medical Technician Clinical</td>
<td>0</td>
<td>0</td>
<td>1(3)</td>
<td>1</td>
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<tr>
<td>HPS 101</td>
<td>Cardiopulmonary Resuscitation</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
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<td></td>
<td><strong>Total hours for EMT Short-term Certificate</strong></td>
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EMS Advanced Curriculum

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<th>Theory</th>
<th>Lab</th>
<th>Contact</th>
<th>Credit</th>
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<tbody>
<tr>
<td>ORT 100</td>
<td>Orientation</td>
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<td>0</td>
<td>1</td>
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<tr>
<td>EMS 155</td>
<td>Advanced Emergency Medical Technician</td>
<td>5</td>
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<td>Cardiopulmonary Resuscitation</td>
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<td>0</td>
<td>1</td>
</tr>
<tr>
<td>HPS 105</td>
<td>Medical Terminology</td>
<td>2</td>
<td>1(2)</td>
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<tr>
<td></td>
<td><strong>Total hours for Advanced EMT Short-term Certificate</strong></td>
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<td><strong>14</strong></td>
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</tbody>
</table>

*Admission into the AEMT Program requires meeting with an EMS faculty member prior to registration and students admitted to the AEMT program MUST possess an Alabama EMT license.

NOTE: All clinical hours for all clinical courses are minimum clock hours. Students are still required to achieve minimum competencies in each class. Additional time may be required to achieve minimum competency.
HEALTH PROGRAM SCIENCE (HPS)

Short-Term Certificate - Phlebotomy

The Health Program Sciences Certificate Program is a two-semester, 29 credit hour (61 contact hours, 915 clock hours) program that prepares graduates in developing the knowledge, skills and abilities to be successful in health-related disciplines, especially phlebotomy. Content focuses on theory and application in basic life support, first aid, asepsis, medical terminology, foundation competencies for health sciences, computer applications for the Health Sciences, and phlebotomy. Math and English are also required.

Purpose

The Health Program Sciences Short Certificate is designed to prepare the graduate to recognize situations that require Cardiopulmonary Resuscitation (CPR) first aid, and effectively implement emergency procedures when needed. Graduates will be able to apply medical terminology in verbal and written communication. It is also designed to train individuals to properly collect and process blood and other clinical specimens for laboratory testing and to interact with health care personnel, patients, and the general public. The phlebotomy clinical is a supervised practicum within the clinical setting that provides laboratory practice in phlebotomy. Emphasis is placed on collection techniques, specimen processing, work flow practices, referrals, and utilizing laboratory information systems. Math, English, asepsis, and computer applications for the Health Sciences are also included.

In addition to CPR Certification, the graduate will be eligible to take the Phlebotomist Certification Examination upon completion of the program.

*This course satisfies the requirements necessary to sit for the Phlebotomist Certification Examination and is certified by the American Society for Clinical Pathology (ASCP) Board of Registry (BOR).

Admission Requirements

Applicants to this course must possess a GED or high school diploma, complete all general application requirements, and score at least 62 (writing), 76 (reading), and 36 (math) on the COMPASS. Prior to clinical placement the student must show proof of liability insurance (purchased through the school), completion of a health form, a drug and alcohol screen and background check required by the participating clinical agency, all of which will be purchased at the student’s own expense. In addition, random drug screens will be conducted if there is reasonable cause to believe a student is in violation of the institutional conduct code of the federal Drug-Free Workplace Act Regulations. If the student has a positive drug screen, then the student will be dismissed from the program immediately.

Criminal Background Checks: Eligibility for Clinical Rotations

Reid State Technical College is contractually obligated to comply with requirements set forth by agencies used for clinical rotations. Students will be subject to criminal background checks at their own expense prior to attending the clinical rotation. A “Consent for Release of Information” form must be signed to authorize the criminal history record check and the release of information to the clinical agencies. The Human Resource Director (or designee) of the clinical agency will make the determination whether a student can attend clinical or not, depending on the results of the background check.

The background screening is good for only one year. The cost of the background check is the responsibility of the student. Results are confidential and submitted directly to the health careers’ department and the clinical agencies. Any student denied clinical access by a clinical affiliate will be withdrawn from the program. (See Policy on Background Screening)

Drug Screening

Students are required to abide by the policies, procedures, and rules of behavior of the institutions from which the student obtains a clinical rotation. Students will be required to undergo drug and alcohol testing prior to the clinical experience. Students will also be subject to random drug testing and drug or alcohol testing for “cause.” Students will be responsible for the cost of such testing. Students who test positive for drugs (that cannot be confirmed by a MRO) or alcohol will be withdrawn from the program. Substance abuse (drug and alcohol) screening is good for only one year. (See Policy on Substance Abuse)

Grading Policy/Scale

No rounding of test scores (daily, weekly, or final exam) will be done (example: 78.6 is 78.6). Only the final course grade average will be rounded: 0.5 or higher will be raised to the next whole number (Example: 79.5 or higher will be rounded to 80).
A student must have a “75” or better average (C) in all health sciences (HPS) courses and a “70” or better in general education courses (English & math) to pass and be allowed to progress in the program.

A grade of “D or F” is not acceptable for any course in the health program sciences curriculum (including English & math). A student must pass both components of a theory/clinical class to pass the course. A passing grade in one component will not bring up a failing grade in the other.

Grading Scale for Health Sciences Courses:

- A = 90 – 100
- B = 80 – 89
- C = 75 – 79  AU = Audit
- D = 60 – 74  I = Incomplete
- F = 59 and below W = Withdrawn

Grading Scale for General Education Courses:

- A = 90 – 100
- B = 80 – 89
- C = 70 – 79
- D = 60 – 69
- F = 59 and below

Program Costs

Costs for required tuition, fees, textbooks, and supplies for this program are approximately:

- Tuition $1917.00
- Bond Fee $ 29.00
- Technology Fee $ 243.00
- Facility Fee $ 243.00
- Building Fee $ 81.00
- Insurance $ 5.12
- Certificate Fee $ 15.00
- Books $ 250.00
- Liability Insurance $ 15.00
- Physical Exam/other immunizations $ 100.00
- Hepatitis Series $ 150.00 (optional)
- Drug Screen/Background Check $ 69.00
- ASCP Certification Exam Fee $ 125.00
- Uniform/Shoes/Name Pin $ 200.00

Estimated Total: $3440.12

Median Hourly Wages

According to the American Society for Clinical Pathology, median hourly wages of phlebotomists in 2012 in various specialties and laboratory types were:

<table>
<thead>
<tr>
<th>Hospital</th>
<th>Private Clinic</th>
<th>Physician’s Office laboratory</th>
</tr>
</thead>
<tbody>
<tr>
<td>$12.50</td>
<td>$12.50</td>
<td>$13.00</td>
</tr>
</tbody>
</table>
Short-Term Certificate

Health Program Sciences (HPS)

MINIMUM CREDITS REQUIRED: 29 Semester Credit hours

Length of Program: 2 Semester of full-time attendance

GENERAL EDUCATION CORE: 7 Semester Credit Hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Theory</th>
<th>Lab</th>
<th>Contact</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Orientation</td>
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<tr>
<td>MTH116</td>
<td>Mathematical Applications</td>
<td>3</td>
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<tr>
<td>ENG101</td>
<td>English Composition I</td>
<td>3</td>
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TECHNICAL CONCENTRATION: 22 Semester Credit Hours

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<th>Theory</th>
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<th>Contact</th>
<th>Credit</th>
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<tbody>
<tr>
<td>BIO250</td>
<td>Directed Studies in Biology I</td>
<td>0</td>
<td>2</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>HPS105</td>
<td>Medical Terminology</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>HPS103</td>
<td>Foundation Competencies for Health Sciences</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>HPS118</td>
<td>Fundamentals of Phlebotomy</td>
<td>1</td>
<td>3</td>
<td>19</td>
<td>7</td>
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<tr>
<td>HPS109</td>
<td>Asepsis</td>
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<tr>
<td>HPS111</td>
<td>Computer Applications for the Health Sciences</td>
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<td>1</td>
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</tr>
<tr>
<td>NAS/HHA115</td>
<td>CPR &amp; Basic First Aid</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>HPS119</td>
<td>Phlebotomy Clinical</td>
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<td>4</td>
<td>12</td>
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</table>
HOSPITALITY AND SERVICES MANAGEMENT

Mission

The Hospitality and Services Management program is designed to provide quality technical education to students from diverse backgrounds and abilities. The faculty is committed to providing educational and training experiences that will give students the knowledge, attitudes, and skills necessary to prepare for the hospitality and services management industry and to promote economic growth for a qualified workforce. The Hospitality and Services Management program encourages the growth and development of each individual as a person, a professional, and a citizen.

Purpose

The purpose of the Hospitality and Services Management program is to provide accessible, quality technical educational opportunities that will provide individuals with the knowledge and technical skills necessary to obtain entry-level employment in the hospitality and services management profession. The philosophy and purpose of the Hospitality and Services Management program is consistent with that of the governing institution.

The Short-Term Certificate program is designed to produce graduates who are prepared for an entry-level career in the hospitality and services management industry. Other careers may be obtained through further education in the Office Administration program.

The Hospitality and Services Management short-term certificate will prepare prospective students for careers in lodging, food and beverage and recreational services. Prospective students will be trained to provide quality customer service and obtain management skills needed to work in the hospitality industry.

The philosophy and purpose of the Hospitality and Services Management program is consistent with that of the governing institution.

Employment Outlook

According to the Alabama Department of Labor statistics, for hospitality and services careers, based on 2010 and projected to 2020 there will be a continuing increase in growth. The projected data illustrates employment growth and opportunities within the RSTC service area (Workforce Development Region 9) of over 100 annual job openings.

Job Prospects

Overall job opportunities for hospitality and services management are expected to be good. A large number of job openings will stem from the need to replace workers who transfer to other occupations.

Program Outcome Objectives

1. Program graduates will be proficient in communication, computation, and interpersonal skills
2. Program graduates will be technically proficient
3. Program graduates will be successfully employed in the field
4. Employers of program graduates will be satisfied with their education and training

Admission Requirements

1. Must be at least 16 years of age as documented by birth certificate, school records or driver’s license
2. Application for Admission from the Office of Student Services
3. Official high school transcript or GED and college transcript(s)
4. Applicants are required to take the Compass Exam
Program Costs

Tuition
Estimated costs for required textbooks, tools, and supplies.

Tools and Supplies  $  25
Books  $700
Estimated costs  $725

Hospitality and Services Management

Short-Term Certificate

MINIMUM CREDITS REQUIRED FOR SHORT-TERM CERTIFICATE: 19 Semester Credit hours

GENERAL EDUCATION CORE: 1 Semester Credit Hour*
Technical Concentration: 18 Semester Credit Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Theory</th>
<th>Lab</th>
<th>Contact</th>
<th>Credit</th>
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<tbody>
<tr>
<td>ORT100 Orientation*</td>
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<tr>
<td>HSM111 Orientation to the Hospitality Profession</td>
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<tr>
<td>HSM112 Law and the Hospitality Industry</td>
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<tr>
<td>HSM132 Managerial Accounting for the Hospitality Industry</td>
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<tr>
<td>HSM232 Event Logistics and Entertainment</td>
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<td>HSM250 Hospitality Marketing</td>
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INDUSTRIAL ELECTRICITY/ELECTRONICS (ILT)

Mission

The Industrial Electricity/Electronics Technology department (ILT) at Reid State Technical College provides quality academic and technical education to students from diverse backgrounds and abilities. The ILT department promotes economic growth by preparing a qualified workforce for the industrial electronics/maintenance industry.

Purpose

The purpose of the ILT program is to provide accessible, premium quality educational opportunities that will provide individuals with the knowledge, technical skills, values, and attitudes necessary to obtain entry-level employment in the electrical, electronics, computer, and/or industrial maintenance fields.

The associate degree is intended to produce graduates who are prepared for employment as entry-level industrial electricians, electronics technicians, or computer industry technicians. Program graduates are to be competent in the academic areas of communications, mathematics, computer literacy, human relations and in the technical areas of electronics circuit repair, industrial electrical wiring, programmable logic controllers, instrumentation, troubleshooting, preventive maintenance, and computer system operation set up and repair. RSTC will accomplish program objectives by providing students with a comprehensive general education and technical training in the core area of industrial electricity/electronics/maintenance. The occupational skill preparation will meet recognized skill standards. The College will ensure program quality through internal certification of graduate competencies.

The philosophy and purpose of the ILT program is consistent with that of the governing institution.

Employment Outlook

According to the Alabama Occupational Trends for 2012, there were 4,530 jobs for electricians and electrical and electronic repairers in 2008, and is expected to increase to 5,210 by the year 2018. There will also be an additional 950 job openings for replacement. The average annual job openings for electricians and electronic repairers are expected to be 163.

In southwest Alabama, electricians and electrical and electronic repairers earned between $14.01 and $22.82 per hour, with an average hourly wage for an experienced worker of $19.88 per hour. Electricians and electrical and electronic repairers with senior level experience and the ability to work with little supervision had median earnings of about $47,466 per year. These occupations include maintenance electricians, electricians’ helpers, home entertainment installers, wireless system technicians, instrumentation technicians, and several other smaller groups.

In southwest Alabama alone the demand for maintenance technicians with the ability to troubleshoot hydraulic, pneumatic, electrical, and PLC systems is at an all-time high. The prospect of entry level employment in the state is good.

Program Outcome Objectives

1. Program graduates will be proficient in communication, computation, interpersonal skills, and technically proficient

3. Program graduates will be able to obtain certification through appropriate agencies

4. Program graduates will be successfully employed in the field

5. Employers of program graduates will be satisfied with their education and training

Admission Requirement

Applicants to this program must complete the application procedures and be 16 years of age. Additionally, they must present official documentation of a high school diploma, in accordance with State Board policy, or GED. If their math compass score is between 36 and 50 the student will be required to enroll in MTH098; a score of 35 or below, the student must take MTH090.
Program Costs

Estimated costs for required textbooks, tools, and supplies for this program are:

<table>
<thead>
<tr>
<th>Tools and Supplies</th>
<th>$ 375</th>
</tr>
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<tr>
<td>Books</td>
<td>$2,075</td>
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<td>Estimated Total</td>
<td>2,450</td>
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Certificate

MINIMUM CREDITS REQUIRED FOR CERTIFICATE: 57 Semester Credit hours

Length of Program: 4-5 Semesters of full-time attendance

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<tr>
<th>Course Code</th>
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<th>Contact</th>
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<td>ILT129 Personal Computer Hardware</td>
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<tr>
<td>ILT162 Solid State Fundamentals</td>
<td>1</td>
<td>2</td>
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<tr>
<td>ILT163 Digital Fundamentals</td>
<td>1</td>
<td>2</td>
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<tr>
<td>ILT169 Hydraulics/Pneumatics</td>
<td>2</td>
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<tr>
<td>ILT194 Introduction to Programmable Logic Controllers</td>
<td>2</td>
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<tr>
<td>ILT195 Troubleshooting Techniques I</td>
<td>2</td>
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<td>ILT229 PC Repair</td>
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<tr>
<td>INT103 AC Fundamentals</td>
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<tr>
<td>INT113 Industrial Motor Controls I</td>
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<td>2</td>
<td>5</td>
<td>3</td>
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<tr>
<td>ILT117 Principles of Construction Wiring</td>
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<td>2</td>
<td>5</td>
<td>3</td>
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<tr>
<td>ILT127 Microcomputer Fundamentals</td>
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<tr>
<td>ILT167 AC/DC Machinery and Controls I</td>
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<td>INT284 Advanced Programmable Logic Controllers</td>
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Electives:

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<tr>
<td>ILT271 Independent Study</td>
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<td>ILT262 Certification Preparation</td>
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</table>
Associate in Applied Technology

MINIMUM CREDITS REQUIRED FOR DEGREE: 74 Semester Credit hours
Length of Program: 6 Semesters of full-time attendance

GENERAL EDUCATION CORE: 19 Semester Credit Hours

Areas I and II: Written Composition (3-6 hours) and
Humanities and Fine Arts (3-6 hours): 7 Semester Credit Hours

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<td>PHL206 Ethics and Society</td>
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Oral Communication Skills are embedded in ENGL101

Area III: Natural Science and Mathematics: 9 Semester Credit Hours

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<th>Credit</th>
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<td>MTH116 Mathematical Applications</td>
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<td>CIS146 Microcomputer Applications</td>
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Area IV: History, Social and Behavioral Sciences: 3 Semester Credit Hours

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TECHNICAL CONCENTRATION: 55 Semester Credit Hours

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<td>ILT162 Solid State Fundamentals</td>
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<td>3</td>
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<tr>
<td>ILT163 Digital Fundamentals</td>
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<td>2</td>
<td>5</td>
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<tr>
<td>ILT169 Hydraulics/Pneumatics</td>
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<td>1</td>
<td>4</td>
<td>3</td>
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<td>2</td>
<td>1</td>
<td>4</td>
<td>3</td>
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<tr>
<td>ILT195 Troubleshooting Techniques I</td>
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<td>4</td>
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<td>ILT196 Advanced Programmable Logic Controllers</td>
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<td>4</td>
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<tr>
<td>ILT216 Industrial Robotics</td>
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<tr>
<td>ILT229 PC Repair</td>
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<td>INT117 Principles of Industrial Mechanics</td>
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<tr>
<td>INT119 Principles of Mechanical and Technical Drawing</td>
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<td>5</td>
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<td>INT158 Industrial Wiring I</td>
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<td>5</td>
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<td>INT113 Industrial Motor Controls I</td>
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<td>5</td>
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<td>INT213 Industrial Motor Controls II</td>
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Electives:

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<th>Theory</th>
<th>Lab</th>
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<tbody>
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<td>ILT127 Microcomputer Fundamentals</td>
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<tr>
<td>INT118 Fundamentals of Industrial Hydraulics and Pneumatics</td>
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<td>1</td>
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<tr>
<td>INT222 Special Topics</td>
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</table>
INDUSTRIAL MAINTENANCE TECHNOLOGY (INT)

Mission
The Industrial Maintenance Technology department (INT) at Reid State Technical College provides quality academic and technical education to students from diverse backgrounds and abilities. The INT department promotes economic growth by preparing a qualified workforce for the industrial maintenance industry.

Purpose
The purpose of the Industrial Maintenance Technology program is to provide accessible, premium quality educational opportunities that will provide individuals with the knowledge, technical skills, values, and attitudes necessary to obtain entry-level employment in the business and industry sectors seeking industrial maintenance employees. Industrial Maintenance prepares students with the skills demanded for multi-craft positions. The program is designed to provide detailed knowledge of several technical subjects and prepare students that apply this knowledge in the industrial environment to preserve and maintain industrial systems. Providing an available labor pool to industry in Region 9 is a priority.

Program completers are to be competent in the technical areas of electronics circuit repair, industrial electrical wiring, industrial motor controls, hydraulics and pneumatics, measurements, and technical drawing. Reid State Technical College will accomplish program objectives by providing students with comprehensive technical training in the core area of industrial maintenance. The occupational skill preparation should meet recognized skill standards. The College will ensure program quality through internal certification of graduate competencies. The philosophy and purpose of the Industrial Maintenance Technology program is consistent with that of the governing institution.

Employment Outlook
Alabama’s Region 9’s workforce occupations expected to grow through 2016 includes occupations requiring industrial maintenance skills. Installation, maintenance, and repair occupations are listed as occupations with anticipated openings.

Region 9 projects job growth to exceed population and labor force growth through 2016 and 2025. The Industrial Maintenance Technician I course was developed to assist dislocated workers in preparing for future growth in Region 9. Industrial Maintenance technicians are needed to meet employer demands of Region 9 as manufacturing is a key employer in the region.

Program Outcome Objectives
1. Program graduates will be proficient with skills for industrial maintenance positions
2. Program graduates will be technically proficient
3. Program graduates will be successfully employed in the field
4. Employers of program graduates will be satisfied with their education and training

Admission Requirement
Applicants to this program must complete the application procedures and be 16 years of age. Additionally, applicants must present official documentation of a high school diploma, in accordance with State Board policy, or GED.

Program Costs
Costs for required textbooks, tools, and supplies for this program are approximately:

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
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</thead>
<tbody>
<tr>
<td>Tools and Supplies</td>
<td>$475</td>
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<tr>
<td>Books</td>
<td>$500</td>
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<tr>
<td><strong>Estimated Total</strong></td>
<td><strong>$975</strong></td>
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Short-Term Certificate

MINIMUM CREDITS REQUIRED: 29 Semester Credit hours

Length of Program: 2 Semester of full-time attendance

GENERAL EDUCATION CORE: 1 Semester Credit Hours

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Theory</th>
<th>Lab</th>
<th>Contact</th>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>ORT100 Orientation</td>
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TECHNICAL CONCENTRATION: 28 Semester Credit Hours

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Electives:

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HEALTH SCIENCE ASSOCIATE IN APPLIED SCIENCE DEGREE
(5 semesters)

Career Cluster: Health Science

At a Glance

Projected as one of the fastest growing healthcare professions in the 2010-2020 decade by the U.S. Department of Labor and Statistics, Medical Assistants are multi-skilled health professionals specifically educated to work in ambulatory setting performing administrative and clinical duties. The practice of medical assisting directly influences the public's health and well-being, and requires mastery of a complex body of knowledge and specialized skills requiring both formal education and practical experience that serve as standards for entry into the profession.

Program Description

The Medical Assistant curriculum covers administrative duties including scheduling and receiving patients, preparing and maintaining medical records, performing secretarial skills, handling telephone calls and writing correspondence, serving as a liaison between the physician and other individuals, and managing practice finances. Clinical duties include preparing the patient for examination, taking patient histories and vital signs, performing first-aid and CPR, assisting the physician with examinations and treatments, performing routine laboratory procedures and diagnostic tests, preparing and administering medications as directed by the physician, and performing electrocardiograms and basic radiography.

The Reid State Technical College Medical Assisting Program plans to seek accreditation from the Commission on Accreditation of Allied Health Education Programs.

Graduates will be able to sit for the national certification examination for the Medical Assistant administered by the American Association of Medical Assistants Certification Board or the Registered Medical Assistant Examination administered by the American Medical Technologist. AAMA Disciplinary Standards state that if a person is found guilty of a felony or has pled guilty to a felony, the individual will be ineligible to sit for the Certification Examination. The certifying board may grant a waiver based upon mitigating circumstances. After successful completion of the exam, the individual will be a Certified Medical Assistant CMA(AAMA).

Goals and Objectives:

1. To prepare competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains
2. To prepare the student to work in a physician’s office or medical clinic where they can successfully utilize administrative and clinical skills and techniques
3. To teach the student to be professional at all times
4. To teach the student in a manner that is applicable to “practical” work situations and encourages the development of critical thinking skills
5. To teach the student appropriate knowledge and attitudes concerning the legal and ethical responsibilities of the profession
6. To teach the student how to function as a valuable member of the health care team
7. To encourage all students to sit for a nationally recognized credential such as the CMA (AAMA) or RMA
8. To encourage continuing education so the student will be aware of continuous changes in the health care field

The Medical Assistant Program offers four alternatives for a student’s completion of classes: (Note: Actual program completion time may vary)

1. Four Semesters, Non-integrated program: A student who has completed all general education courses may complete the MAT program courses in 4 semesters by taking 3 semesters of full time study. The last semester the student will perform the clinical rotation and any other MAT classes needed.
2. Two-year integrated program. A student may schedule general education classes while taking the major required courses. This alternative requires a minimum of 5 or 6 semesters to complete.
3. Part time Program: The student may choose to complete the program by attending part time. Progression will depend upon the number of classes taken each semester. The Medical Assistant Program also offers online/hybrid courses. Laboratory hours of all MAT classes must be completed on campus. Laboratory section assignments will be made based on space availability and may be day, afternoon, or evening. While lab section assignments are random, every effort will be made to avoid lab assignments that will conflict with other courses in which the student is enrolled. As a part of the program, students will be required to sit for a national credentialing examination. Students should indicate on the program application, the option that they would like to choose to complete their degree.

**Admission Requirements**

Applicants Must:

1. Meet all the general admission requirements of RSTC
2. Submit a RSTC application to the Admissions Office. Applications should be submitted by set deadline date for fall and spring admission. Applications received after the deadline date will be considered on a space available basis
3. Possess a minimum 2.0 GPA on a 4.0 scale
4. Have the following COMPASS scores: Math-36, Reading- 76, and Writing-62

**Selection and Notification**

1. The Medical Assistant Program admits two times per year
2. Students are selected on the basis of completion of all program requirements prior to the deadline. If the number of qualified applicants exceeds the number of spaces available in the Medical Assistant program, the cumulative GPA will be used to rank applicants for admission
3. Program applications will be reviewed for completion of program admission requirements. Written notification of the outcome of each application will be mailed to the student at the address provided on the application
4. Students selected must respond, confirming acceptance within ten (10) days of the postmarked date of the acceptance letter and declare MAT as their program major. A student who fails to respond to their acceptance letter, and/or fails to declare MAT as their major may forfeit his/her place in the class. A signed consent to drug testing must accompany the acceptance confirmation
5. Students selected for acceptance should attend the mandatory orientation session. Failure to do so may result in forfeiture of their space in the class

**Program Expectations**

Students admitted into the Medical Assisting program are expected to comply with the Health Science Program Regulations and Expectations as published in the Programs of Study section of the Reid State College Catalog.

**Required Competencies:**

1. Administrative competencies (perform clerical functions; perform bookkeeping procedures, process insurance claims)
2. Clinical competencies (fundamental procedures, specimen collection, diagnostic testing, patient care)
3. General competencies (professional communications, legal concepts, patient instruction, and operational functions) A complete list of competencies is available in the MAT Student Handbook

**Upon Admission:**

1. Medical Assistant students are required to submit an annual physical examination form, including proof of Hepatitis B (or waiver) and other vaccinations before they will be allowed into clinical facilities
2. Students are required to submit proof of current CPR certification before they will be allowed into clinical facilities Only CPR courses that provide certification for health care providers will be accepted
3. Accident and liability insurance, available through the College, is required of all Medical Assistant students.

4. Medical Assistant students are required to undergo Background Screening and Drug Testing according to Health Science Division policy.

5. Medical Assisting students must comply with the Alabama Infected Health Care Worker Act.

**Progression**

Students must maintain a grade of "C" or better in all major required courses and the general required Math course to progress in the Medical Assisting courses. Math must be completed prior to taking MAT216, Pharmacology for the Medical Office.

**Readmission to Program**

Students who withdraw or are dismissed from the program must apply for re-admission. Students may be readmitted one time only.

**Work Experience**

College credit is not awarded for work experience in the healthcare field.

**Career Path**

The Medical Assistant curriculum prepares students to function as allied-health professionals in a physician's office or outpatient clinic. Other career opportunities include medical office management, administrative work in hospitals, insurance claims associate, teaching, and research.

Medical assistants work primarily in outpatient settings, a rapidly growing sector of the health care industry. In view of the preference of many health care employers for trained personnel, job prospects should be best for medical assistants with formal training or experience, particularly for those with certification. Earnings vary, depending on experience, skill level, and location. Median annual earnings of medical assistants were $29,760 in May 2010 (Source: U.S. Department of Labor Bureau of Labor Statistics).

**Practicum**

Students of the Medical Assistant Program will not receive payment or compensation in any form, monetary or otherwise, for experiences performed during the practicum. Students will be supervised while taking the medical assisting preceptor ship course.

**MEDICAL ASSISTING TECHNOLOGY (MAT)**

**AAT COMPLETION REQUIREMENTS**

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<thead>
<tr>
<th>COURSE</th>
<th>THEORY</th>
<th>LAB</th>
<th>CONTACT</th>
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*ORT100- Orientation to College is a college requirement, not a requirement of the program.
MAJOR REQUIRED COURSES

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TOTAL HOURS 76

*ORT100 - Orientation to College is a college requirement, not a requirement of the program.

Short-term Certificate

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TOTAL HOURS 30
NAIL TECHNOLOGY (NT)

Mission

The Nail Technology program is designed to provide quality technical education to students from diverse backgrounds and abilities. The faculty is committed to providing educational and training experiences that will give students the knowledge, attitudes, and skills necessary to prepare for and promote economic growth for a qualified workforce in the area of manicuring and pedicuring. The Nail Technology program encourages the growth and development of each individual as a person, a professional, and a citizen.

Purpose

The purpose of the Nail Technology program is to provide accessible, quality educational opportunities that will provide individuals with the knowledge, technical skills, and attitudes necessary to obtain entry-level employment in the nail technology profession. The certificate program is designed to produce graduates who, when licensed, are prepared for entry-level careers as manicurists and pedicurists.

Program graduates are to be competent in the technical areas of manicuring, pedicuring, artificial nail applications, and nail design. Reid State Technical College will accomplish program objectives by providing students with comprehensive technical training in the core area of nail technology. The program is carefully constructed to provide the student with skills and knowledge required for the Alabama Board of Cosmetology licensure examination. The occupational skill preparation should meet the Alabama Board of Cosmetology recognized skill standards. The college will ensure program quality through internal certification of graduate competencies and external licensure of graduates and program approval by the Alabama Board of Cosmetology.

The philosophy and purpose of the Nail Technology program is consistent with that of the governing institution.

Employment Outlook/Work Environment

According to the U.S. Department of Labor, Occupational Outlook Handbook 2012-2013 Edition, manicurists and pedicurists held about 81,700 jobs in 2010. About 37 percent were self-employed, many running their own nail salon business. Most of these workers are employed in personal care services establishments such as beauty salons, nail salons, day and resort spas. The job involves a lot of sitting. Those who own a mobile grooming company must travel to their clients’ home. Others were employed in nursing and other residential care homes.

Although most manicurists and pedicurists work full time, many have variable schedules and work part time. Their schedules are often determined by the type of establishment they work for. For example, a full service salon may require manicurists and pedicurists to work an eight-hour day. A boutique hair salon, however, may require shorter work hours on a part-time basis. Longer hours are not unusual for self-employed workers. Weekends and evenings tend to be the busiest times for manicurists and pedicurists.

Employment of manicurists and pedicurists is expected to grow 17 percent from 2010 to 2020, about as fast as the average for all occupations. The increase in employment reflects demand for new nail services being offered, such as mini sessions (quick manicures at a low cost) and mobile manicures and pedicures (house calls). The desire among young women and a growing number of men to lead a more healthful lifestyle through better grooming and wellness should also result in higher employment. Considered a low-cost luxury service, manicures and pedicures will continue to be in demand by individuals at all income levels.

Job Prospects

Job opportunities should be very good overall. The growing number of nail salons and the need to replace workers who transfer to other occupations will result in many job openings.

National Estimates for this Occupation

The median hourly wage of manicurists and pedicurists was $9.45 in May 2010. The median wage is the wage at which half the workers in an occupation earned more than that amount and half earned less. The lowest 10 percent earned less than $7.85, and the top 10 percent earned more than $14.71.
State (Alabama) Estimates for this Occupation

Based on the 2011 data release of the Occupational Employment Statistics report, estimated median hourly wages for manicurists and pedicurists are $10.75, entry level is $8.16 and the experienced is $12.04. The annual estimated earnings are between $22,300 and $26,000.

Program Outcome Objectives

1. Program graduates will be proficient in communication, computation, and interpersonal skills
2. Program graduates will be technically proficient
3. Program graduates will be able to obtain licensure by the Alabama State Board of Cosmetology
4. Program graduates will be successfully employed in the field
5. Employers of program graduates will be satisfied with their education and training

Admission Requirement

1. Must be at least 16 years of age as documented by birth certificate, school records or driver’s license
2. Application for Admission from the Office of Student Services
3. Official high school transcript or GED and college transcript(s)
4. Applications are required to take the Compass Exam
5. While a high school diploma or GED is the preferred entry requirement, the applicant may be admitted provided he or she:
   a. Present official transcript documenting completion of the 10th grade and promotion to the 11th grade
   b. Pass the Ability-to-Benefit (ATB) on a standardized, federally approved entrance test

Applicants admitted under the ATB provision must obtain the GED prior to graduation.

Exam schedule and GED testing may be obtained from the Testing Coordinator.
Grading Scale for Nail Technology

The Alabama Board of Cosmetology requires a grade of at least 70% to pass licensure examinations.

90 – 100 = A  
80 – 89 = B  
70 – 79 = C  
Below 70 = F

Program Costs

Estimated costs for the required textbooks, tools, fees, and supplies for the program are:

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<tr>
<th>Item</th>
<th>Amount</th>
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<td>State Board Written Examination Fee</td>
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<td>Required Tools/Supplies</td>
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<tr>
<td><strong>Estimated Amount</strong></td>
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Licensure Requirements

Upon completion of the Nail Technology program’s required courses, the student will be eligible to apply for the Alabama Board of Cosmetology (ABOC) Manicure Student Written Examination. The ABOC requires:

1. Manicure Student Written Exam Application
2. Fifty dollars ($50.00) fee for written exam; money order, cashier’s check or certified check (fee is nonrefundable) payable to the Alabama Board of Cosmetology
3. Copy of driver’s license and social security card
4. One (1) recent 2x2 passport photo
5. Proof of program’s completion (transcripts)

Within 90 days after a student completes the required school instructional hours and training, the appropriate instructor shall schedule an examination of the student with the ABOC. If application for examination is not received within a 90 day period, the applicable instructional hours and training shall be invalidated. A student who has completed 70 percent of the required school instructional hours may, when school is not in session, may receive a permit to work in a cosmetology salon.

Dual Enrollment/Dual Credit for High School Students

Eligible high school students may enroll in Nail Technology classes and receive college credit. Students who present transcript documentation for completion of the 11th grade and promotion to the 12th may enroll in classes being offered during the summer semester.
Short-Term Certificate

MINIMUM CREDITS REQUIRED: 26 Semester Credit

Length of Program: 2 Semester of full time attendance

GENERAL EDUCATION: 1 Semester Credit Hours

TECHNICAL CONCENTRATION: 25 Semester Credit Hours

<table>
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<tr>
<th>Course</th>
<th>Theory</th>
<th>Lab</th>
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The student is strongly recommended to take ENG100 Vocational Technical English and MAH101 Vocational Technical Math 1

TECHNICAL CONCENTRATION: 25 Semester Credit Hours

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<tr>
<th>Course</th>
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NURSING ASSISTANT/HOME HEALTH AIDE (NAS/HHA)

Short-Term Certificate Program - 1 Semester

The Nursing Assistant/Home Health Aide (NAS/HHA) certification program meets the training requirements and regulations mandated by the Omnibus Budget Reconciliation Act of 1987 (OBRA-87). Upon satisfactory completion of the program, the student will receive National Home Health Certification and will be eligible to take the National Long-Term Care Competency Exam.

The program is one semester: emphasizing care of the resident in a long-term care facility, and care of the client in the home. Students receive clinical training in a long-term care facility and work with clients in the home. They must have 16 hours of required training prior to direct contact with a resident.

The curriculum is designed to prepare the student to provide safe care to residents in a long-term care facility and/or clients in the home. The nursing assistant/home health aide is a basic care giver with the knowledge and skill necessary to provide for or give assistance to the client/resident in activities of daily care. Nursing assistants/home health aides work under the supervision of a licensed nurse.

The NAS/HHA program is based in Evergreen, Alabama. The clinical facilities used for student learning are within a fifty-mile radius of the College. Students are responsible for their own transportation to these facilities.

Mission

The Nursing Assistant/Home Health Aide program encourages the growth and development of the student as a person, employee, and citizen. The faculty believes and supports promoting positive educational experiences to increase the individual feelings of self-worth. The faculty believes the teaching-learning process should be a reciprocal process promoting the holistic care concept of nursing. Education is a lifelong process that contributes positively to man’s place in society.

Purpose

The purpose of the Nursing Assistant/Home Health Aide program is to provide accessible, quality educational opportunities that will provide individuals with the knowledge, technical skills, and attitudes necessary to obtain entry-level employment.

The certificate program is intended to produce graduates who are prepared for entry-level employment as nursing aides, certified nursing assistants (CNAs), long-term care nursing assistants, and home health aides. Program graduates are to be competent in the technical areas of patient care in long-term care facilities and in home settings.

Reid State Technical College will accomplish program objectives by providing students with a comprehensive general education and technical training in the core area of nursing assisting and home health care. The occupational skill preparation should meet the OBRA and Foundation for Hospice and Homecare recognized skill standards. The college will ensure program quality through internal certification of graduate competencies and external certification of graduates and program accreditation by the Foundation for Hospice and Home Care.

The philosophy and purpose of the Nursing Assistant/Home Health Aide program is consistent with that of the governing institution.

Employment Outlook

According to the Occupational Outlook Handbook 2010-11, overall employment of nursing, psychiatric, and home health aides is projected to grow 18 percent between 2008 and 2018, faster than the average for all occupations. However, growth will vary for individual occupations. Employment for nursing aides, orderlies, and attendants will grow 19 percent, faster than the average for all occupations, predominantly in response to the long-term care needs of an increasing elderly population. Financial pressures on hospitals to discharge patients as soon as possible should boost admissions to nursing care facilities. As a result, new jobs will be more numerous in nursing and residential care facilities than in hospitals, and growth will be especially strong in community care facilities for the elderly.
Modern medical technology will also drive demand for nursing aides, because as the technology saves and extends more lives, it increases the need for long-term care provided by aides. However, employment growth is not expected to be as fast as for other healthcare support occupations, largely because nursing aides are concentrated in the relatively slower growing nursing and residential care facilities industry sector. In addition, growth will be hindered by nursing facilities’ reliance on government funding, which does not increase as fast as the cost of patient care. Government funding limits the number of nursing aides nursing facilities can afford to have on staff.

Median hourly wages of nursing aides, orderlies, and attendants were $11.46 in May 2008. The middle 50 percent earned between $9.71 and $13.76 an hour. The lowest 10 percent earned less than $8.34, and the highest 10 percent earned more than $15.97 an hour.

Notice: Students are responsible for transportation expenses, meals, health care expenses, and any other liabilities incurred while traveling to and from and during educational experiences. Health insurance is the student’s responsibility.

Certification Requirements

Students who complete this program are eligible for automatic certification through the Foundation for Hospice and Homecare, National Home Care Council Division for home health aide competency. Long-term care certification may be received upon successful passage of the National Nurse Aide Assessment program written and skills examination. Student will also upon successful completion of NAS115 have CPR and Basic First Aid Certification.

Program Objectives

Upon successful completion of the Nursing Assistant/Home Health Aide program, the graduate will be able to:

1. Identify basic communication techniques
2. Contribute to the identification of basic needs of the resident or client at home
3. Communicate significant findings to the appropriate health care worker
4. Safely perform basic therapeutic nursing procedures to prevent or assist in restoring health deviations
5. Protect the privacy of and show respect for the dignity of individuals
6. Utilize appropriate communication techniques with the client and family
7. Seek assistance when needed to provide safe care
8. Exhibit proper ethical and legal behavior in giving nursing care to the resident or client
9. Perform nursing care with regard to the principles of infection control
10. Demonstrate behavior that maintains the rights of residents or clients
11. Acquire the proper knowledge and skills to respond to emergencies

Attendance Policy

The Nursing Assistant program adheres to the attendance policy established for Reid State Technical College. Students should consult with their instructor(s) before an absence whenever possible, but in any case as soon as possible. It is the student’s responsibility to telephone his or her instructor(s), the College, or clinical facility prior to the beginning of class or clinical if he/she is to be absent.

Students are required to make up all missed clinical time. Students are not required to make up non-clinical class time; however, the student is responsible for all assignments and work for missed class time. If the student has missed a test, has an excused absence, or has notified the instructor prior to or during the day of the absence, he/she will be allowed to make up the test. Make-up time for tests should be arranged with the instructor. It is the student’s responsibility to arrange to make-up missed work before the end of the semester. Make-up work must be done during non-scheduled clinical/class time.
All clinical time must be made up must be supervised by a Reid State Technical College clinical instructor. This make-up time will be arranged by the instructor and will be on the student’s own time. Failure to make-up clinical time will result in an incomplete grade for this clinical course. All incomplete grades must be removed during the next semester or the grade will be an “F”.

Admission Policies

1. Application for admission forms may be obtained on the College web page or from the Office of Student Development by personal visit, telephone request, or request by mail

2. A prospective student should be a high school graduate or possess a GED certificate or have specifically documented Ability-to-Benefit from the chosen program if he or she is a non-graduate. An official high school transcript or GED certificate must be submitted to the Registrar’s Office

3. Students are admitted without discrimination in regard to age, religion, creed, ethnic origin, marital status, race, sex, or disability

4. All applicants admitted to the program will receive a physical form to be completed by a licensed physician. This form must be on file in the Nursing Program Office before students can attend clinical. A student will not be allowed in the clinical facility without the approved physical form on file, proof of a negative TB skin test and appropriate immunization

5. Each student is required to purchase student liability insurance at the beginning of the program

6. Students are responsible for their own medical care, if needed, in the clinical facility or classroom

7. Any student who becomes pregnant during the school year must notify the instructor as soon as possible. The student must secure written verification from her physician that she is physically and mentally able to continue in school. Written documentation must be secured at each doctor’s visit

8. COMPASS Scores necessary for admission are:
   - Writing skills- 32
   - Reading skills- 62
   - Numerical skills- 25

Regulations

The main objective of the NAS/HHA program is to prepare the student to perform competently and safely as a nursing assistant/home health aide. It is understood that the general policies of the school will be observed by all students. The following policies apply to the student in the NAS/HHA program:

1. Students will be responsible for buying the appropriate uniforms for clinical

2. Student uniforms are worn only to the clinical agency unless a special occasion is announced by appropriate College officials

3. Dismissal will result from:
   a. unethical or unlawful behavior
   b. continued absences
   c. unsafe performances
   d. unsatisfactory progress
   e. acts of violence or threats of violence
   f. violation of confidentiality

4. All coursework must be completed with a minimum passing grade (72) for the student to be eligible to participate in the pinning and graduation ceremony. Upon completion of the program, the student will be eligible to take the Long-Term Care Certification exam. The student is responsible for the cost associated with the exam.

5. Re-entry into the program will require a renewed application and meeting admissions requirements. Health forms must be current for one year.

6. All students must attend clinical orientation on the day scheduled to be allowed to attend clinical in that long term facility.
7. Students in the Nursing Assistant program must be able to lift 40 pounds without difficulty.

8. The student must notify the clinical instructor or the nursing supervisor in the clinical facility prior to the beginning of clinical if they are going to be absent or tardy. Failure to do so results in a U (unsatisfactory) or N I’s (needs improvement). See Clinical Grading Scale Criteria.

9. Students are reminded of the importance of the following standard precautions: using correct body mechanics and adhering to safety precautions taught and outlined in textbook. The responsibility for following these guidelines at all times lies with the student.

Legal Limitations: Eligibility for Clinical Rotation

Criminal Background Checks: Eligibility

Reid State Technical College is contractually obligated to comply with requirement set forth by agencies used for clinical rotations. Students will be subjected to criminal background checks at their own expense prior to attending the first clinical rotation. A “Consent for Release of Information” form must be signed to authorize the criminal history record check and the release of information to the clinical agencies. The Human Resource Director (or designee) of the clinical agency will make the determination whether a student can attend clinical or not, depending on the results of the background check.

Students may have to submit to more than one criminal background check during their clinical experiences. The cost of the background check is the responsibility of the student. Results are confidential and submitted directly to the health careers’ department and the clinical agencies. Any student denied clinical access by a clinical affiliate will be withdrawn from the program. All students are required to use The American Databank for implementing these services.

Drug Screening

Students are required to abide by the policies, procedures, and rules of behavior of the institutions from which the student obtains clinical rotations. Students will be required to undergo drug and alcohol testing prior of the first clinical experience. Students will also be subject to random drug testing and drug or alcohol testing for “cause.” Students will be responsible for the cost of such testing. Students who test positive for drugs (that cannot be confirmed by MRO) or alcohol will be withdrawn from the nursing assistance program.

Grading Scale for Nursing Assistant

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>89-80</td>
</tr>
<tr>
<td>C</td>
<td>79-72</td>
</tr>
<tr>
<td>D</td>
<td>71-60</td>
</tr>
<tr>
<td>F</td>
<td>59 and Below</td>
</tr>
</tbody>
</table>

A grade of 84 must be received in NAS115 to receive CPR certification. A numerical grade of 72 is needed to pass all courses.

Short-Term Certificate

16 Semester Credit Hours (1 Semester)

Required Fees

<table>
<thead>
<tr>
<th>Fee</th>
<th>Cost</th>
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<tbody>
<tr>
<td>Tuition</td>
<td>$1853.00 per semester * 1 semester</td>
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<tr>
<td>Insurance</td>
<td>$ 5.12 per semester * 1 semester</td>
</tr>
<tr>
<td>All Fees</td>
<td>$ 510.00 per semester * 1 semester</td>
</tr>
<tr>
<td>Liability Insurance</td>
<td>15.00</td>
</tr>
<tr>
<td>Physical</td>
<td>100.00</td>
</tr>
<tr>
<td>Long Term Nursing Care Fee</td>
<td>67.00</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>15.00</td>
</tr>
<tr>
<td>Home Health Aide certificate</td>
<td>5.00</td>
</tr>
<tr>
<td>State Board Fee</td>
<td>100.00</td>
</tr>
<tr>
<td>Total Fees</td>
<td>$2670.12</td>
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</table>
Required Tools/Supplies

Nursing Assistant/Home Health Aide:

- Nursing Shoes
- Blue tunic
- Name Pin
- Watch
- 2-Uniforms
- Nursing Kit

<table>
<thead>
<tr>
<th>Total Tools/Supplies</th>
<th>320.00</th>
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</thead>
<tbody>
<tr>
<td>Total Required Books</td>
<td>320.00</td>
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<tr>
<td>Estimated Total Amount</td>
<td>$3,310.12</td>
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</table>

Short-Term Certificate (One Semester)

MINIMUM CREDITS REQUIRED: 16 Semester Credits (435 clock hours)

Length of Program: 1 Semester of full time attendance

GENERAL EDUCATION: 1 Semester Credit Hours

TECHNICAL CONCENTRATION: 15 Semester Credit Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Theory</th>
<th>Lab</th>
<th>Contact</th>
<th>Credit</th>
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<tbody>
<tr>
<td>ORT100 Orientation</td>
<td>1</td>
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<td>1</td>
</tr>
<tr>
<td>NAS120 Fundamentals of NAS/HHA</td>
<td>5</td>
<td>2</td>
<td>11</td>
<td>7</td>
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<tr>
<td>NAS121 Fundamentals of NAS/HHA Clinical</td>
<td>0</td>
<td>3</td>
<td>9</td>
<td>3</td>
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<tr>
<td>NAS115 CPR &amp; Basic First Aid</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>2</td>
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<tr>
<td>HPS105 Medical Terminology</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>3</td>
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</table>
OFFICE ADMINISTRATION (OAD)

Mission
The Office Administration department at Reid State Technical College is a degree-granting program that provides quality academic education to students from diverse backgrounds and abilities. The Office Administration department promotes economic growth by preparing qualified workers for success in today’s complex office environment.

Purpose
The purpose of the Office Administration program is to provide accessible, quality educational opportunities that will provide individuals with the knowledge, technical skills, and attitudes necessary to obtain entry-level employment in the general, medical, and legal office professions.

The associate degree and certificate programs are intended to produce graduates who are prepared for employment as entry-level bookkeepers, secretaries, data entry clerks, word processors, receptionists, general clerical clerks, office managers, legal, medical or administrative assistants. Program graduates are to be competent in the academic areas of communications, mathematics, computer literacy, and human relations and in the technical areas of word processing, information management, records management, data entry, keyboarding, document production, office management, and accounting.

Reid State Technical College will accomplish program objectives by providing students with a comprehensive general education and technical training in the core area of Office Administration. The occupational skill preparation should meet the International Association of Administrative Professionals (IAAP) recognized skill standards. The college will ensure program quality through certification of graduate competencies and Office Proficiency Assessment Certification (OPAC).

The philosophy and purpose of the Office Administration program is consistent with that of the governing institution.

Employment Outlook
According to Alabama Department of Industrial Relations for base year 2008 and projected to the year 2018, there were 338,760 office and administrative support occupations in 2008 in Alabama. This is expected to increase to 358,760 by the year 2018. The largest projected increase in job openings in Alabama in the office and administrative support occupations are: bill and account collectors, customer service representatives, receptionists, executive secretaries, legal and medical secretaries. Office and Administrative Support Occupations filled 292,000 positions in 2012. The average wage is $14.70 per hour with the starting pay of $9.29 per hour; with the range of pay per hour being from $9.19 to $25.42.

Reid State Technical College is located in the Workforce Development Region 9 in Alabama. Occupation and Industry Projections indicate that Region 9 will develop the highest growth rate of all 10 Regions by 2018.

Program Outcome Objectives

1. Program graduates will be proficient in communication, computation, and interpersonal skills
2. Program graduates will be technically proficient
3. Program graduates will be successfully employed in the field
4. Employers of program graduates will be satisfied with their education and training

Admission Requirement
Applicants to this program must complete the application procedures. Additionally, applicants must present official documentation of a high school diploma, in accordance with State Board policy, or GED.
Program Costs

Estimated costs for required textbooks, tools, and supplies for this program are:

<table>
<thead>
<tr>
<th></th>
<th>Associate Degree</th>
<th>Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tools and Supplies</td>
<td>$280</td>
<td>$200</td>
</tr>
<tr>
<td>Books</td>
<td>$2,600</td>
<td>$1,800</td>
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<tr>
<td>Estimated Total Cost</td>
<td>$2,880</td>
<td>$2,000</td>
</tr>
</tbody>
</table>

Certification Requirements

Students may obtain voluntary certification through International Association of Administrative Professionals (IAAP) by successful completion of The Office Proficiency Assessment and Certification (OPAC) System tests, and submitting a $30 certification fee.

Requirements for success in the Program:

1. Knowledge of English, spelling, filing and records control, accounting, business mathematics, office procedures, and business correspondence

2. Skills in: keyboarding, calculators, reprographics, comprehensive software application programs, office procedures, proofreading, and word processing

3. Desirable personal traits: ability to get along with others, helpful attitude, genuine friendliness, pleasant voice, honesty, reliability, neatness, self-control, efficiency, and punctuality

Certificate – Administrative Assistant

MINIMUM CREDITS REQUIRED FOR CERTIFICATE: 43 Semester Credit hours

Length of Program: 3-4 Semesters of full-time attendance

GENERAL EDUCATION CORE: 16 Semester Credit Hours

Areas I: Written Composition (3-6 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Theory</th>
<th>Lab</th>
<th>Contact</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG101 English Composition I</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>ORT100 Orientation</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

*Oral Communication skills are embedded in ENG 101.

Area III: Natural Science and Mathematics: 9 Semester Credit Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Theory</th>
<th>Lab</th>
<th>Contact</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH116 Mathematical Applications</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>OAD110 Computer Navigations</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>OAD232 The Computerized Office</td>
<td>3</td>
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<td>3</td>
</tr>
</tbody>
</table>

Area IV: History, Social and Behavioral Sciences: 3 Semester Credit Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Theory</th>
<th>Lab</th>
<th>Contact</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY200 General Psychology</td>
<td>3</td>
<td>0</td>
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TECHNICAL CONCENTRATION: 27 Semester Credit Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Theory</th>
<th>Lab</th>
<th>Contact</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>OAD101 Beginning Keyboarding</td>
<td>3</td>
<td>0</td>
<td>3</td>
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</tr>
<tr>
<td>OAD103 Intermediate Keyboarding</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>OAD138 Records and Information Management</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>OAD130 Electronic Calculations</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>OAD245 Data Entry</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>3</td>
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<tr>
<td>OAD218 Office Procedures</td>
<td>3</td>
<td>0</td>
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<tr>
<td>OAD125 Basic Word Processing</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>OAD243 Spreadsheet Applications</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>OAD135 Financial Recordkeeping</td>
<td>3</td>
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</tbody>
</table>
Associate in Applied Technology – Office Administrative Assistant

MINIMUM CREDITS REQUIRED:  64 Semester Credit hours

Length of Program:  5-6 Semesters of full-time attendance

GENERAL EDUCATION CORE:  19 Semester Credit Hours

Areas I and II: Written Composition (3-6 hours) and Humanities and Fine Arts (3-6 hours):  7 Semester Credit Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Theory</th>
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<tbody>
<tr>
<td>ENG101 English Composition I</td>
<td>3</td>
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<tr>
<td>PHL206 Ethics and Society</td>
<td>3</td>
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<tr>
<td>ORT100 Orientation</td>
<td>1</td>
<td>0</td>
<td>1</td>
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</tr>
</tbody>
</table>

*Oral Communication skills are embedded in ENG 101.

Area III: Natural Science and Mathematics:  9 Semester Credit Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Theory</th>
<th>Lab</th>
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<th>Credit</th>
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<tbody>
<tr>
<td>MTH116 Mathematical Applications</td>
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<td>OAD110 Computer Navigations</td>
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Area IV: History, Social and Behavioral Sciences:  3 Semester Credit Hours

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<th>Theory</th>
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<th>Credit</th>
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<tbody>
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<td>PSY200 General Psychology</td>
<td>3</td>
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TECHNICAL CONCENTRATION:  27 Semester Credit Hours

<table>
<thead>
<tr>
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<th>Theory</th>
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<td>OAD135 Financial Recordkeeping</td>
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<td>OAD240 Certified Professional Secretary Review</td>
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<td>OAD137 Computerized Financial Recordkeeping</td>
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<tr>
<td>OAD127 Business Law</td>
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</tbody>
</table>
Associate in Applied Technology – Legal Administrative Assistant

MINIMUM CREDITS REQUIRED:  67 Semester Credit hours

Length of Program:  5-6 Semesters of full-time attendance

GENERAL EDUCATION CORE:  19 Semester Credit Hours

Areas I and II:  Written Composition (3-6 hours) and Humanities and Fine Arts (3-6 hours):  7 Semester Credit Hours

<table>
<thead>
<tr>
<th>Course</th>
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<th>Contact</th>
<th>Credit</th>
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<tr>
<td>ORT100 Orientation</td>
<td>1</td>
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</tbody>
</table>

*Oral Communication skills are embedded in ENG 101.

Area III:  Natural Science and Mathematics:  9 Semester Credit Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Theory</th>
<th>Lab</th>
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Area IV:  History, Social and Behavioral Sciences:  3 Semester Credit Hours

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TECHNICAL CONCENTRATION: 27 Semester Credit Hours

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Associate in Applied Technology – Medical Administrative Assistant

MINIMUM CREDITS REQUIRED: 67 Semester Credit hours

Length of Program: 5-6 Semesters of full-time attendance

GENERAL EDUCATION CORE: 19 Semester Credit Hours

Areas I and II: Written Composition (3-6 hours) and Humanities and Fine Arts (3-6 hours): 7 Semester Credit Hours

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*Oral Communication skills are embedded in ENG 101.

Area III: Natural Science and Mathematics: 9 Semester Credit Hours

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PRACTICAL NURSING

Certificate Program

Three Semesters Full-Time Attendance
Four-Six Semesters Part-Time Attendance
49 Semester Hours

The Practical Nursing Program, established in 1966, offers a full-time and part-time program that leads to a certificate in practical nursing. This program is approved by the Alabama Board of Nursing. Upon satisfactory completion of the program, the student will be eligible to apply to the Alabama Board of Nursing, or the Board of Nursing in another state, to take the National Council Licensure Examination for Practical Nurses (NCLEX-PN).

The Practical Nursing program has two sites, one on the main campus in Evergreen and an off-campus site located in Atmore. Both sites offer full-time and part-time programs. Classrooms for the Atmore site are located at 201 Brookwood Road, Atmore, AL 36502. The mailing address is P.O. Box 400, Atmore, AL 36504. The clinical facilities for both programs are located within a 50-mile radius of the site at which the student is enrolled. Primary clinical areas are: Andalusia, Evergreen, Greenville, Brewton, Monroeville, Georgiana, Atmore, and Bay Minette, Alabama.

The curriculum is identical at both locations. Full-time and part-time students may enroll in first term classes fall and spring semesters.

Mission

The Practical Nursing program prepares students to be productive citizens. Faculty uses a reciprocal teaching-learning process to prepare students for roles as entry level practical nursing professionals capable of providing holistic care in a variety of health care settings. Faculty is committed to instilling the value of making learning a life-long process so that program graduates are capable of being able to function in an ever-changing health care setting.

Purpose

The purpose of the Practical Nursing program is to provide accessible, quality educational opportunities that will provide individuals with the knowledge and technical skills necessary to pass the NCLEX-PN and subsequently to obtain entry-level employment in the practical nursing profession. The practical nursing graduate will be capable of providing safe care to individuals and/or groups with common health problems.

The certificate program is intended to produce graduates who are prepared for employment as entry-level licensed practical nurses in hospitals, nursing homes, home health agencies, doctors’ offices, clinics, and as occupational health nurses. Program graduates are to be competent in the academic areas of communication, mathematics, computer literacy, and human relations and in the technical areas of maternity, pediatrics, geriatrics, and adult health. They must also have the foundation to function at the level of a practical nurse in surgery, outpatient departments, intensive care units, community health, and general nursing care units.

Reid State Technical College will accomplish program objectives by providing students with a comprehensive general education and technical training in the core area of practical nursing. The occupational skill preparation should meet the Alabama State Board of Nursing recognized skill standards. The college will ensure program quality through internal certification of graduate competencies and external licensure of graduates and program approval by the Alabama Board of Nursing.

PHILOSOPHY

The philosophy of the Reid State Technical College Practical Nursing Program is consistent with the governing institution and The Alabama Community College System. The program provides curricula to develop the knowledge, skills, and abilities necessary for entry level employment in practical nursing. The nursing faculty endorses the following beliefs:

Maslow’s theory is the foundation for the program of learning. According to Maslow, all individuals have similar needs arranged in a hierarchy with higher needs emerging as basic physiological needs are met. Individuals are unique biological, psychosocial, and spiritual beings who strive to meet holistic needs. Each individual has the right to make informed decisions about one’s health in a technologically changing society. This society is a complex system that influences culture, values, beliefs, and provides direction and meaning to an individual’s experiences throughout the lifespan.

Health, which is individually perceived, exists when needs are met. Ranging on a continuum from highest level wellness to death, health is a dynamic state. The goals of health care are to promote, maintain, and restore health.
Nursing is an art, as well as, a science in which the holistic needs of the individual are met through utilization of the nursing process in a variety of settings. The nursing process incorporates scientific principles, interpersonal and psychomotor skills. The practice of nursing takes place in an ever changing health care system and requires caring, critical thinking, competency, legal/ethical accountability, dedication to an evolving body of knowledge, lifelong learning, and client advocacy.

The teaching-learning process is a shared responsibility between faculty and students where faculty serve as facilitators of learning. The successful teaching-learning process requires an environment that promotes learning, considers the needs of the individual, and provides opportunities for student participation and educational goal attainment. The learning process is based on principles of critical thinking and is enhanced by the presentation of information from simple to complex. Learning is achieved when there is evidence of a change in behavior within the cognitive, affective, and/or psychomotor domains. Individuals have the right to achieve self-actualization and society provides educational opportunities to achieve this goal.

Nursing education is a learner-centered process which combines general education and nursing courses to prepare the individual for the practice of nursing. Incorporating a program of learning, a variety of instructional methodologies, and available resources, nursing education fosters competency, accountability and continued professional development. Learning is a lifelong process which promotes professionalism and is beneficial for the learner and society.

Organizing Framework

The organizing framework for the practical nursing program is depicted as an umbrella to show the complete picture of the program of learning and is consistent with the schematic drawing of the Alabama Community College System organizing framework umbrella. In order for an umbrella to function properly, it must be unfurled, have all its parts connected and its fabric intact. The nursing faculty visualizes the organizing framework in a similar manner. The philosophy serves as the handle of the umbrella and is used to unfurl the curriculum. The organizing framework is composed of four major concepts: nursing, nursing process, human needs and the health-illness continuum. These four concepts are depicted by the horizontal bands on the umbrella. The eleven ribs of the umbrella represent the eleven curriculum threads. These threads are based on the philosophy and the four major concepts and connect the fabric of the curriculum to the pinnacle of the umbrella which represents the program outcomes.

Threads Integrated Throughout the Curriculum

The following eleven threads are integrated throughout the curriculum and are based on the philosophy and the four basic major concepts:

1. Critical Thinking
2. Communication
3. Nutrition
4. Pharmacology
5. Cultural Diversity
6. Lifespan
7. Pathophysiology
8. Technology
9. Teaching/Learning
10. Legal/Ethical
11. Roles of the Nurse

Nursing Program Outcomes

The program outcomes are consistent with The Alabama Community College System Nursing Program Outcomes which include: theoretical and clinical competency, graduation rates, NCLEX-PN passage rate of first-time test takers, and job placement rates.

• Performance on Licensure Exam—the licensure exam pass rate will be at or above the national mean for first-time writers.

• Program Completion—At least 75% of the students admitted will graduate within 150% of the time of the stated program length beginning with the first required nursing course as delineated below:
  o Associate degree nursing—eight semesters
  o LPN-RN mobility option with NUR 200—six semesters
  o LPN-RN mobility option without NUR 200—five semesters
  o Paramedic-RN mobility option—five semesters
  o Practical nursing—five semesters
Part-time practical nursing and associate degree nursing options—one and one-half times the semester length of the respective program.

- Program Satisfaction—At least 80% of graduates responding to the graduate survey distributed within one year after graduation will indicate satisfaction with the program. At least 80% of employers responding to the employer survey distributed within one year after graduation will indicate satisfaction with the program.

- Job Placement—At least 90% of the graduates seeking employment will be employed one year after graduation in a position for which the program prepared them.

Nursing Program Objectives

The program’s purpose and philosophy are supported by the program objectives. The approved competencies for practical nursing graduates (National League of Nursing) have been adopted by the faculty (June 28, 1993) as the program objectives. These objectives prepare the practical nurse to meet the biological, psychological, and social needs of man through utilization of the nursing process.

Upon successful completion of the practical nursing program, the graduate will demonstrate the following entry-level competencies upon program completion: Assessment, planning, implementation, evaluation, and member of the discipline.

Assessment

- Assess basic physical, emotional, spiritual, and socio-cultural needs of the health care client
- Collect data within established protocols and guidelines from various sources: client interviews; observations/measurements; health care team members, family, and significant others; and health records
- Utilize knowledge of normal values to identify deviations in health status
- Document data collection.

Planning

- Contribute to the development of nursing care plans utilizing established nursing diagnoses for clients with common, well-defined health problems
- Prioritize nursing care needs of clients
- Assist in the review and revision of nursing care plans to meet the changing needs of clients

Implementation

- Provide nursing care according to: accepted standards of practice, priority of client needs, and individual and family rights to dignity and privacy
- Utilize effective communication in: recording and reporting and in establishing and maintaining therapeutic relationships with clients, families, and significant others
- Collaborate with health care team members to coordinate the delivery of nursing care
- Instruct clients regarding health maintenance based on client needs and nurse’s knowledge level

Evaluation

- Seek guidance as needed in evaluating nursing care
- Modify nursing approaches based on evaluation of nursing care
- Collaborate with other health team members in the revision of nursing care plans

Member of the Discipline

- Comply with the scope of practice as outlined in the nurse practice act of the state in which licensed
- Describe the role of the licensed practical/vocational nurse in the health care delivery system
- Utilize educational opportunities for continued personal and professional growth
- Identify personal potential and consider career mobility options
- Identify personal strengths and weaknesses for the purpose of improving performance
- Adhere to a nursing code of ethics
- Function as an advocate for the health care consumer
Employment Outlook

The Occupational Outlook Handbook 2010-2011 states that licensed practical nurses held about 753,600 jobs in 2008. Twenty-five percent of LPNs worked in hospitals, 28 percent worked in nursing care facilities, and another 12 percent worked in offices of physicians. Others worked for home healthcare services, employment services; residential care facilities, community care facilities for the elderly; outpatient care centers, and Federal, State, and local government agencies.

Employment of LPNs is expected to grow 21 percent between 2008 and 2018, faster than the average for all occupations, in response to the long-term care needs of an increasing elderly population and the general increase in demand for healthcare services. The projected employment of LPNs for 2018 is 909,200, an increase of 155,600 from 2008.

Median annual wages of licensed practical nurses were $39,030 in May 2008. The middle 50 percent earned between $33,360 and $46,710. The lowest 10 percent earned less than $28,260, and the highest 10 percent earned more than $53,580.

Admission Requirements

Applicants to this program must complete the application procedure, present official documentation of a high school diploma, in accordance with State Board policy, or GED, and meet the following minimum admission standards for the practical nursing program:

1. Unconditional admission to the college.
2. Receipt of completed application for the practical nursing program by set date.
3. A minimum of 2.50 average GPA on the last 24 credit hours of college coursework for students with previous college work. Hours are considered in reverse chronological order.
4. A minimum of 2.50 high school cumulative GPA for students without prior college work (GED acceptable in lieu of high school transcript).
5. Eligibility for English 101 and Math 116 as determined by college policy:
   a. Compass writing score of 62.
   b. Compass math (pre-algebra) score of 36.
6. Good standing with the college.
7. Meeting the essential functions or technical standards required for nursing.
8. A score of 76 or higher on the COMPASS Reading Examination (or related ACT Reading Score of 17 or higher). This will continue through the pilot phase of TEAS-V testing.
9. The TEAS (The Test of Essential Academic Skills) testing will be done on all nursing applicants. The cost of the test will be $50.00 and will be the responsibility of the student. The TEAS test must have been taken prior to application.
10. The actual score made by the student will be calculated into the compilation of points. The total number of points possible on the TEAS is 150.
11. The TEAS score is good for three (3) years. A student may repeat the TEAS V (or current version) once during any semester admission time frame. The student must wait at least six (6) weeks between taking each test. A student’s score on a previous version of the TEAS test may be considered at the discretion of each college if it is within the three year time frame.

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

Essential Functions

Reid State Technical College Practical Nursing Program and the Alabama College System endorse the Americans’ with Disabilities Act. In accordance with College policy, when requested, reasonable accommodations may be provided for individuals with disabilities.

Physical, cognitive, psychomotor, affective, and social abilities are required in unique combinations to provide safe and effective nursing care. The applicant/student must be able to meet the essential functions with or without reasonable accommodations throughout the program of learning. Admission, progression, and graduation are contingent upon one’s ability to demonstrate the essential functions delineated for the nursing program with or without reasonable accommodations. The nursing program and/or its affiliated clinical agencies may identify additional essential functions. The nursing program reserve the right to amend the essential functions as deemed necessary.

In order to be admitted and to progress in the nursing program one must possess a functional level of ability to perform the duties of a nurse. Admission or progression may be denied if a student is unable to demonstrate the essential functions with or without reasonable accommodations.
The essential functions delineated are those deemed necessary by Reid State and the Alabama College System nursing programs. No representation regarding industrial standards is implied. Similarly, any reasonable accommodations made will be determined and applied to the respective nursing program and may vary from reasonable accommodations made by healthcare employers.

The essential functions delineated below are necessary for nursing program admission, progression, and graduation and for the provision of safe and effective nursing care. The essential functions include but are not limited to the ability to:

1. Sensory Perception
   a. Visual
      1) Observe and discern subtle changes in physical conditions and the environment
      2) Visualize different color spectrums and color changes
      3) Read fine print in varying levels of light
      4) Read for prolonged periods of time
      5) Read cursive writing
      6) Read at varying distance
      7) Read data/information displayed on monitors/equipment
   b. Auditory
      1) Interpret monitoring devices
      2) Distinguish muffled sounds heard through a stethoscope
      3) Hear and discriminate high and low frequency sounds produced by the body and the environment
      4) Effectively hear to communicate with others
   c. Tactile
      1) Discern tremors, vibrations, pulses, textures, temperature, shapes, size, location and other physical characteristics
   d. Olfactory
      1) Detect body odors and odors in the environment

2. Communication/Interpersonal Relationships
   a. Verbally and in writing, engage in a two-way communication and interact effectively with others, from a variety of social, emotional, cultural and intellectual backgrounds
   b. Work effectively in groups
   c. Work effectively independently
   d. Discern and interpret nonverbal communication
   e. Express one’s ideas and feelings clearly
   f. Communicate with others accurately in a timely manner
   g. Obtain communications from a computer

3. Cognitive/Critical Thinking
   a. Effectively read, write and comprehend the English language
   b. Consistently and dependably engage in the process of critical thinking in order to formulate and implement safe and ethical nursing
   c. Demonstrate satisfactory performance on written examinations including mathematical computations without a calculator
   d. Satisfactorily achieve the program objectives

4. Motor Function
   a. Handle small delicate equipment/objects without extraneous movement, contamination, or destruction
   b. Move, position, turn, transfer, assist with lifting or lift and carry clients without injury to clients, self or others
   c. Maintain balance from any position
   d. Stand on both legs
   e. Coordinate hand/eye movements
   f. Push/pull heavy objects without injury to client, self or others
   g. Stand, bend, walk and/or sit for 6-12 hours in a clinical setting performing physical activities requiring energy without jeopardizing the safety of the client, self or others
   h. Walk without a cane, walker or crutches
   i. Function with hands free for nursing care and transporting items
   j. Transport self and client without the use of electrical devices
   k. Flex, abduct, and rotate all joints freely
   l. Respond rapidly to emergency situations
m. Maneuver in small areas
n. Perform daily care functions for the client
o. Coordinate fine and gross motor hand movements to provide safe effective nursing care
p. Calibrate/use equipment
q. Execute movement required to provide nursing care in all health care settings
r. Perform CPR and physical assessment
s. Operate a computer

5. Professional Behavior
   a. Convey caring, respect, sensitivity, tact, compassion, empathy, tolerance and a healthy attitude toward others
   b. Demonstrate a mentally healthy attitude that is age appropriate in relationship to the client
   c. Handle multiple tasks concurrently
   d. Perform safe, effective nursing care for clients in a caring context
   e. Understand and follow the policies and procedures of the college and clinical agencies
   f. Understand the consequences of violating the student code of conduct
   g. Understand that posing a direct threat to others is unacceptable and subjects one to discipline
   h. Meet qualifications for licensure by examination as stipulated by the Alabama Board of Nursing
   i. Not to pose a threat to self or others
   j. Function effectively in situations of uncertainty and stress inherent in providing nursing care
   k. Adapt to changing environments and situations
   l. Remain free of chemical dependency
   m. Report promptly to clinicals and remain for 6-12 hours on the clinical unit
   n. Provide nursing care in an appropriate time frame
   o. Accepts responsibility, accountability, and ownership of one’s actions
   p. Seek supervision/consultation in a timely manner
   q. Examine and modify one’s own behavior when it interferes with nursing care or learning

Upon admission, an individual who discloses a disability can request reasonable accommodations. Individuals will be asked to provide documentation of the disability in order to assist with the provision of appropriate reasonable accommodations. The respective college will provide reasonable accommodations but is not required to substantially alter the requirements or nature of the program or provide accommodations that inflict an undue burden on the respective college.

In order to be admitted one must be able to perform all of the essential functions with or without reasonable accommodations. If an individual’s health changes during the program of learning, so that the essential functions cannot be met with or without reasonable accommodations, the student will be withdrawn from the nursing program. The nursing faculty reserves the right at any time to require an additional medical examination at the student’s expense in order to assist with the evaluation of the student’s ability to perform the essential functions.

Licensure Requirements

Students who complete the practical nursing program may apply to the Alabama Board of Nursing, or the board of nursing in another state, to take the National Council Licensure Examination for Practical Nurses. Program completion does not guarantee a student the right to sit for the examination. Graduates must be licensed in order to practice as a practical nurse.

Progression Policy (Adopted August 2013)

1. In order to progress in the nursing program the following policy should be followed:
   a. A student can only have two withdrawals in two separate semesters or
   b. A student can only have one withdrawal and one failure in two separate semesters or
   c. A student can only have 2 failures in two separate semesters.

2. A student may be reinstated to the nursing program only one time. The reinstatement is not guaranteed. All nursing program admission standards must be met.

3. A student must have a 2.0 cumulative GPA at the current institution for reinstatement.

4. If a student has a documented extenuating circumstance that should be considered related to a withdrawal or failure, then this student may request a hearing before the Admission Committee or other appropriate college committee for a decision on repeating a course or readmission to the program.
Nursing Non-Progression

1. Nursing non-progression is defined as failure of one of more courses in a semester OR withdrawal (for any reason) from one or more courses in two separate semesters.
2. Students withdrawing from one or more courses in the same semester are not considered under this definition to have experienced a nursing non-progression, and should return to repeat the required courses at the first course offering.
3. Students returning to repeat a course due to withdrawal will be allowed to register for said course(s) on a space available basis.

Reinstatement Policy

1. Students who experience non-progress in the nursing program and who desire reinstatement in the program must apply for reinstatement to the program.
2. A student must request reinstatement within one year from the term of non-progression to be eligible for reinstatement.
3. 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.
4. Reinstatement to the program will be allowed one time only.
5. Reinstatement to the nursing program is based on space availability and is not guaranteed.
6. Selection for reinstatement is based on GPA in nursing program required courses.
7. Students must adhere to nursing curriculum and program policies and procedures in effect at the time of reinstatement.
8. Reinstatement can be denied due to, but not limited to, any of the following circumstances:
   a. Space unavailability.
   b. Refusal by clinical agencies to accept the student for clinical experiences.
   c. Twelve months have elapsed since the student enrollment in a nursing course.

Criteria for Reinstatement

1. Demonstrate a 2.0 GPA in nursing program required courses.
2. Student has had no more than one non-progression since program admission.
3. Demonstrate acceptable skills proficiency.
4. Meet acceptability criteria for placement at clinical agencies for clinical experience.
5. Demonstrate ability to meet essential functions for nursing with or without reasonable accommodations.
6. Demonstrate current CPR at the health care provider level.

Process for Reinstatement

1. Students should first schedule an appointment with a nursing faculty/advisor to discuss eligibility for reinstatement.
2. Students must apply for reinstatement to the nursing program and submit the application by published deadline.
3. Students must apply for readmission to the College if not currently enrolled. College readmission must be accomplished by published deadlines.
4. Update all drug testing and background screening according to program policy.

Readmission

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

Transfer Policy

The transfer policy applies only to students desiring to transfer between Alabama Community College System institutions. It does not apply to students wishing to transfer from other institutions.

Criteria for Transfer

1. Must meet minimum admission standards for the nursing program.
2. Must possess a grade of C or better in all nursing program required courses taken at another institution and possess a minimum of a 2.0 cumulative GPA at time of transfer.
3. Dean/Director of previous nursing program must provide a letter of eligibility for progression in previous nursing program.
4. Must comply with all program policy requirements at accepting institutions.
5. Complete at least 25% of the nursing program required courses for degree/certificate at the accepting institution.
6. Must meet acceptability criteria for placement at clinical agencies for clinical experience.
7. Acceptance of transfer students into nursing programs is limited by the number of faculty and clinical facilities available. Meeting minimal standards does not guarantee acceptance.
8. Student selection for transfer is based on GPA in nursing program courses.

Transient Student Policy

The transient policy applies only to students desiring to transfer between Alabama Community College System institutions. It does not apply to students wishing to transfer from other institutions.

Criteria for Transient Status

1. Must meet minimum admission standards for the nursing program.
2. Must possess a grade of C or better in all nursing program required courses taken at another institution and possess a minimum of 2.0 cumulative GPA.
3. Dean/Director of previous nursing program must provide a letter of eligibility for progression in previous nursing program.
4. A student enrolled at another institution must secure permission from that institution by submitting an application for admission to the College and a Transient Student Form completed by an official (Nursing Program Dean/Director) of the primary institution.
5. Transient students must complete a Transcript Request Form at the end of the term before a transcript will be issued by the primary institution.
6. Must comply with all program policy requirements at accepting institution.
7. Must meet acceptability criteria for placement at clinical agencies for clinical experience.
8. Acceptance of transient student into a nursing program is limited by the number of faculty and clinical facilities available. Meeting minimal standards does not guarantee acceptance.
9. Student selection for transient status is based on GPA in nursing program required courses.

ADN TRANSFER TO LPN PROGRAM

Associate Degree nursing students may apply for admission to the third semester of the practical nursing program after they have completed the first two semesters of coursework – MTH100, ENG101, BIO201, BIO202, NUR102, NUR103, NUR104, NUR105, and NUR106—with a grade of C or better. Students who elect to transfer to the last semester of the practical nursing program will be required to meet the current program admission/readmission requirements. Students will be admitted on a space available basis to the RN 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 record/health record requirements.
4. The last clinical nursing course, in which the student was successful, cannot be more than twelve (12) months old.
5. Student will be ranked on cumulative GPA for the purposes of transfer/readmission to the PN program.
6. Students who have two attempts in the RN program are only allowed one attempt in the PN program.
7. Students who are successful may apply for the LPN to RN Mobility Option as outlined in the College catalog.
8. If unsuccessful in the PN transfer options, the student must meet current admission/progressions requirements.

Dismissal Policy

Students dismissed from the previous program for disciplinary reasons and/or unsafe/unsatisfactory client care in the clinical area will not be allowed reinstatement to the nursing program.

Grading Policy/Scale

No rounding of test scores (daily, weekly, or final exam) will be done (example: 78.6 is 78.6). Only the final course grade average will be rounded: 0.5 or higher will be raised to the next whole number (Example: 79.5 or higher will be rounded to 80).

A student must have a “75” or better average (C) in all nursing courses and a “70” or better in general education courses (math, English, and biology) to pass and be allowed to progress in the nursing program.

A grade of “D” or “F” is not acceptable for any course in the standardized practical nursing curriculum (including math, English, and biology). A student must pass both components of a theory/clinical class to pass the course. A passing grade in one component will not bring up a failing grade in the other.
Grading Scale for Nursing Courses:

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

AU = Audit  
I = Incomplete  
W = Withdrawn

Grading Scale for General Education Courses in the Nursing Curriculum:

A = 90 – 100  
B = 80 – 89  
C = 70 – 79

D = 60 – 69  
F = 59 and below

Program Cost

Costs for required textbooks, tools, and supplies for this program are approximately:

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
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<tbody>
<tr>
<td>Tuition</td>
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<tr>
<td>Insurance</td>
<td>15.36</td>
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<tr>
<td>All Fees</td>
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<tr>
<td>Diploma Fee</td>
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<tr>
<td>Liability Insurance</td>
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<tr>
<td>Hepatitis Inoculation Fee</td>
<td>150.00 (optional)</td>
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<td>Drug Testing/Background Check</td>
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<td>ABON Application</td>
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<td>Temporary Permit Fee</td>
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<td>NCLEX Application Fee</td>
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<td>Physical</td>
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<tr>
<td>ATI Assessment Fee</td>
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<td><strong>Total Fees</strong></td>
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<td>Tools/Supplies</td>
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<td>Books</td>
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<tr>
<td><strong>Estimated Total</strong></td>
<td><strong>$9127.36</strong></td>
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NOTICE: Students are responsible for transportation expenses, meals, health care expenses, and any other liabilities incurred while traveling to and from and during educational experiences. Health insurance is the student’s responsibility.
CERTIFICATE – PRACTICAL NURSING

Minimum Credits Required: 49 Semester Credit Hours Plus ORT (1 Credit Hour)

Length of Program: 3 semesters of full-time attendance
4-6 semesters of part-time attendance

General Education Core: 14 semester credit hours

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<thead>
<tr>
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<th>Credit</th>
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<tr>
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<td>1(2)2</td>
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<td>4</td>
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<tr>
<td>NUR105</td>
<td>Adult Nursing</td>
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Total Credit Hours: 49 Hours
Total Contact Hours: 1185 + 15 (Orientation)

Electives:

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<td>MAH090</td>
<td>Basic Mathematics</td>
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<td>CIS146</td>
<td>Micro-Computer Application</td>
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<td>3</td>
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<td>CIS149</td>
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<td>0</td>
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<td>HUM101</td>
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<td>0</td>
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<td>HPS101</td>
<td>Cardiopulmonary Resuscitation</td>
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<td>BSS118</td>
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<tr>
<td>PSY200</td>
<td>General Psychology</td>
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</table>
WELDING TECHNOLOGY

Mission

The faculty believes in the right and privilege of individual access to technical education designed to prepare individuals for successful and productive employment. This education and training should provide individuals with the skills and knowledge needed to excel professionally and personally, experience personal and professional satisfaction, and contribute to a better society.

Purpose

The purpose of the Welding Technology program is to provide accessible, quality educational opportunities that will provide individuals with the knowledge, technical skills, and attitudes necessary to obtain employment in the welding profession.

The certificate programs are intended to produce graduates who are prepared for employment as structural and/or pipe welders. Program graduates are to be competent in the academic areas of communications, mathematics, computer literacy, and human relations and in the technical areas of cutting processes, blueprint reading, SMAW and GMAW/FCAW structural welding and SMAW and GTAW pipe welding to applicable codes.

Reid State Technical College will accomplish program objectives by providing students with a comprehensive general education and technical training in the core area of Welding Technology. The occupational skill preparation should meet the American Welding Society recognized skill standards. The College will ensure program quality through internal certification of graduate competencies and external certification of graduates through the American Welding Society.

The philosophy and purpose of the Welding Technology program is consistent with that of the governing institution.

Employment Outlook

According to the Alabama Department of Industrial Relations, opportunities for welders, cutters, and welding machine operators should be good through the year 2016. Manual welders, especially those with a wide variety of skills, will be needed for maintenance, repair, and other work in manufacturing that cannot be automated. Certified welders, especially those certified in more than one process, will have much better employment opportunities than non-certified welders. Median earnings for welders and welding machine operators ranged from $12.39 to $19.56 per hour in 2012, with an average of $17.17 hourly.

Program Outcome Objectives

1. Program graduates will be proficient in communication, computation, and interpersonal skills
2. Program graduates will be technically proficient
3. Program graduates will be able to obtain certification by the American Welding Society
4. Program graduates will have the technical skills to be successfully employed in the field
5. Employers of program graduates will be satisfied with their education and training
6. Students will be registered with NCCER upon successful completion of written and performance examinations

Admission Requirements

Applicants to this program must complete the application procedures. While a high school diploma, in accordance with State Board policy, or GED is the preferred entry requirement, applicants who did not receive a high school diploma or GED may be admitted provided they are 16 years of age, have been out of school for one year (or upon recommendation of the local superintendent), and they must demonstrate Ability-to-Benefit (ATB) on a standardized, federally approved entrance test. Applicants admitted under ATB provision must obtain the GED prior to graduation.

Program Costs

Costs for required textbooks, tools, and supplies for the certificate program are approximately:

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
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</thead>
<tbody>
<tr>
<td>Welding Supplies</td>
<td>$150</td>
</tr>
<tr>
<td>Books</td>
<td>$500</td>
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</table>
Certification Requirements

Students who complete this program may receive voluntary certification through the National Center for Construction Education and Research or through the American Welding Society. Graduate competency is recognized through certificates and a listing in the National Training Registry. This nationally recognized record of training can be transferred throughout the industry and provide a means of assuring construction and maintenance industries that graduates are prepared for productive positions.

SHORT-TERM CERTIFICATE – Welding Technology

MINIMUM CREDITS REQUIRED: 31 Semester Credit Hours

LENGTH OF PROGRAM: 2 Semesters of full-time attendance

TECHNICAL CONCENTRATION: 30 Semester Credit Hours

<table>
<thead>
<tr>
<th>PLATE WELDING CERTIFICATION</th>
<th>Theory</th>
<th>Lab</th>
<th>Contact</th>
<th>Credit</th>
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<tbody>
<tr>
<td>ORT100 Orientation</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>WDT108 SMAW Fillet/OFC</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>WDT122 SMAW Fillet/OFC/Lab</td>
<td>0</td>
<td>3</td>
<td>9</td>
<td>3</td>
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<tr>
<td>WDT109 SMAW Fillet/PAC/CAC</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>3</td>
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<tr>
<td>WDT123 SMAW Fillet/PAC/CAC Lab</td>
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<tr>
<td>WDT280 Special Topics</td>
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<td>3</td>
<td>9</td>
<td>3</td>
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<tr>
<td>WDT120 Shielded Metal Arc Grooves Welding</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>WDT125 Shielded Metal Arc Grooves Welding Lab</td>
<td>0</td>
<td>3</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>WDT119 Gas Metal Arc/Flux Cored Arc Welding</td>
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<td>1</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>WDT124 Gas Metal Arc/Flux Cored Arc Welding Lab</td>
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<tr>
<td>WDT281 Special Topics</td>
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Certificate – Pipe Welding

MINIMUM CREDITS

Required: 61 Semester credit hours
Length of Program: 4 Semesters of full-time attendance

GENERAL EDUCATION CORE: 13 Semester credit hours

<table>
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<tr>
<th>ORT100 Orientation</th>
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<tbody>
<tr>
<td>ENGI00 Technical English I *or</td>
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<tr>
<td>ENG101 English Composition</td>
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<tr>
<td>MAH101 Vocation Technical Mathematics I</td>
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<td>3</td>
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<tr>
<td>CIS149 Introduction to Computers</td>
<td>3</td>
<td>0</td>
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</table>
*Oral communication skills embedded within COM100 and ENG101

TECHNICAL CONCENTRATION: 51 Semester credit hours

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<th>WDT108 SMAW Fillet/OFC</th>
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</thead>
<tbody>
<tr>
<td>WDT122 SMAW Fillet/OFC/Lab</td>
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<td>3</td>
<td>9</td>
<td>3</td>
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<tr>
<td>WDT109 SMAW Fillet/PAC/CAC</td>
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<td>1</td>
<td>5</td>
<td>3</td>
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<tr>
<td>WDT123 SMAW Fillet/PAC/CAC Lab</td>
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<td>3</td>
<td>9</td>
<td>3</td>
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<tr>
<td>WDT125 Shielded Metal Arc Grooves Welding Lab</td>
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<td>3</td>
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<tr>
<td>WDT119 Gas Metal Arc/Flux Cored Arc Welding</td>
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<td>1</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>WDT124 Gas Metal Arc/Flux Cored Arc Welding Lab</td>
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<td>3</td>
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<tr>
<td>WDT282 Special Projects</td>
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CERTIFICATION REQUIREMENTS

WDT217 SMAW Carbon Pipe 1 2 7 3
WDT257 SMAW Carbon Pipe Lab 0 3 9 3
WDT110 Industrial Blueprint Reading 3 0 3 3
WDT115 GTAW Carbon Pipe 1 2 7 3
WDT155 GTAW Carbon Pipe Lab 0 3 9 3
WDT116 GTAW Stainless Pipe 1 2 7 3
WDT156 GTAW Stainless Pipe Lab 0 3 9 3

*These courses will not apply toward general education requirements for the Association in Occupational Technology degree, but may be used for technical credit only. Students planning to pursue the Association in Occupational Technology degree must take ENG101, MTH116, CIS149, and CIS 146 or other courses approved by their advisor or dean of instruction.

Associate in Occupational Technology Degree

Students majoring in Welding Technology are eligible to earn an Associate in Occupational Technology Degree. This degree is designed to produce graduates who have comprehensive skills in a primary technical specialty (Welding Technology major) combined with complementary skills in a secondary technical specialty (ILT). Students may be admitted to the Associate in Occupational Technology degree program provided they are a high school graduate or have the GED and have completed a diploma in the major of Welding Technology.

ASSOCIATE IN OCCUPATIONAL TECHNOLOGIES

Primary Technical Specialty—Welding Technology
Secondary Technical Specialty Industrial Electricity/Electronics Technology

MINIMUM CREDITS REQUIRED: 76 Semester Credit Hours

Length of Program: 6 Semesters of full-time attendance

GENERAL EDUCATION CORE: 19 Semester Credit Hours

Areas I and II: Written Composition (3 hours) and Humanities and Fine Arts (3 hours): 7 Semester Credit Hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
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<th>Lab</th>
<th>Contact</th>
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<td>Orientation</td>
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*Oral communication skills embedded within ENG101

Area III: Natural Science and Mathematics: 9 Semester Credit Hours

<table>
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<tr>
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<td>PHS111</td>
<td>Physical Science</td>
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<td>CIS146</td>
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<td>OR</td>
<td>CIS149 Introduction to Computers</td>
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Area IV: History, Social and Behavioral Sciences: 3 Semester Credit Hours

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PRIMARY TECHNICAL CONCENTRATION: 45 Semester Credit Hours

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<td>WDT108</td>
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**SECONDARY TECHNICAL SPECIALTY: 12 Semester Credit Hours**

**INDUSTRIAL ELECTRICIT/ELECTRONICS TECHNOLOGY:**

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<td>ILT117 Principles of Construction Wiring</td>
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<td>2</td>
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<tr>
<td>ILT166 Motors and Transformers</td>
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**NOTE:** Theory credit hours are a 1:1 contact to credit ratio. Lab hours may be scheduled as manipulative (3:1 contact to credit hour ratio) or experimental (2:1 contact to credit hour ratio).

*These courses will not apply toward general education requirements for the Association in Occupational Technology degree, but may be used for technical credit only. Students planning to pursue the Association in Occupational Technology degree must take ENG101, MTH116, CIS149, and CIS146 or other courses approved by their advisor or dean of instruction.
COURSE DESCRIPTIONS
## BARBERING (BAR)

### BAR110 ORIENTATION TO BARBERING  
3-0-3  
NDC  
PREREQUISITE: As required by program.  
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. CORE

### BAR111 SCIENCE OF BARBERING  
2-1-3  
NDC  
PREREQUISITE: As required by program.  
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, and 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

### BAR112 BACTERIOLOGY AND SANITATION  
3-0-3  
NDC  
PREREQUISITE: As required by program.  
This course provides the theory of bacteriology and sanitation. Topics include the types of bacteria and sanitation procedures. Upon completion, the student should be able to identify types of bacteria and methods of sanitation. CORE

### BAR113 BARBER-STYLING LAB I  
0-3-3  
NDC  
PREREQUISITE: As required by program.  
This course provides practical application of barber-styling fundamentals. Emphasis is placed on the care of implements, shampooing, and haircutting. Upon completion, the student should be able to care for their implements properly and demonstrate the basic techniques of shampooing and haircutting with only minimal supervision. CORE

### BAR114 BARBER-STYLING LAB II  
0-3-3  
NDC  
PREREQUISITE: As required by program.  
This course provides the student with practical experience in haircutting and facial massage. Emphasis is placed on hands-on experience. Upon completion, the student should be able to demonstrate on a model the correct procedures for a facial massage and basic haircut. CORE

### BAR115 CUTTING AND STYLING TECHNIQUES  
1-2-3  
NDC  
PREREQUISITE: As required by program.  
This course provides practical experience in basic scissor 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. CORE

### BAR121 CHEMICAL HAIR PROCESSING  
0-3-3  
NDC  
PREREQUISITE: As required by program.  
This course provides the student with knowledge and hands-on experience using chemicals to alter the appearance of hair. Emphasis is placed on the use of chemicals to relax, wave, and soft curl the hair. Upon completion, the student should be competent in the use of chemicals to produce desired structure changes to the hair.

### BAR133 STYLING AND MANAGEMENT LAB  
0-3-3  
NDC  
PREREQUISITE: As required by program.  
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.
BAR140 PRACTICUM I 0-2-2
NDC
PREREQUISITE: As required by program.
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 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 be able to function in a professional setting with very little assistance.

BUILDING CONSTRUCTION TECHNOLOGY (CAR)

CAR111 CONSTRUCTION BASICS 3-0-3
PREREQUISITE: As required by program.
This course introduces students to the opportunities in and requirements of the construction industry. Topics include economic outlook for construction, employment outlook, job opportunities, training, apprenticeship, entrepreneurship, construction tools, materials, and equipment, job safety and OSHA standards. Upon course completion, students should be able to identify the job market, types of training, knowledge of apprenticeship opportunities, construction tools, materials, equipment, and safety procedures. NDC CORE

CAR112 FLOORS, WALLS, SITE PREP 3-0-3
PREREQUISITE: CAR111.
This course introduces the student to site preparation, floor and wall layout, and construction. Topics include methods of site preparation, measurement and leveling tools, framing, layouts, and components of wall and floor framing to include beams, girders, floor joists, sub-flooring, partitions, bracing, headers, sills, doors and corners. Upon course completion, students will be able to identify various types of wall and floor framing systems and their components, identify building lines, setbacks, and demonstrate a working knowledge of leveling applications. NDC CORE

CAR113 FLOORS, WALLS, SITE PREP LAB 0-3-3
PREREQUISITE: CAR111. (COREQUISITE: CAR112.)
In this course the student will engage in applications of site preparation, floor and wall layout, and construction. Emphasis is placed on following job safety procedures, the use of required tools and equipment, performing site preparation, laying out and framing a floor system, and layout, and erecting walls. Students will use various measurement and leveling tools, identify and install beams, girders, floor joists, sub-flooring, and install various wall components such as partitions, bracing, headers, sills, doors and windows, and corners. Upon course completion, students should be able to follow proper safety procedures, identify building lines and set-backs, ensure proper site preparation, layout and frame a floor, and layout, frame and erect walls. NDC CORE

CAR114 CONSTRUCTION BASICS LAB 0-3-3
PREREQUISITE: As required by program
This course provides practical and safe application of hand, portable power, stationary, and pneumatic tools, use of building materials, fasteners and adhesives, and job site safety. Emphasis is placed on the safe use of hand, power, and pneumatic tools, proper selection of lumber, plywood, byproducts, nail, bolts, screws, adhesives, fasteners, and other construction materials, and job safety. Upon course completion, the student should be able to identify hand; powers, stationary and pneumatic tools and demonstrate their safe use; identify and properly select wood and non-wood building products, and properly use nails, fasteners, and adhesives. NDC CORE

CAR121 INTRODUCTION TO BLUEPRINT READING 3-0-3
PREREQUISITE: As required by program
This course introduces the students to the basic concepts of blueprint reading. Topics include scales, symbols, site plans, notations, schedules, elevations, sections, specifications, and detail drawings. Upon completion, the student should be able to identify drawings, scale various drawings, identify different types of lines, symbols, and notations, as well as use plot plans, describe easements, understand building code concepts, locate utilities, and explain various aspects of all types of plans and drawings. NDC CORE

CAR122 CONCRETE AND FORMING 3-0-3
PREREQUISITE: CAR111
This course introduces the student to concrete, its properties and uses, and procedures for designing concrete forms. Topics include making and pouring concrete, constructing concrete forms, reinforcement methods, finishing concrete, and job safety. Upon completion, students should be able to list safety rules for the job site, list what concrete is made of, describe how concrete forms are built, and how concrete is poured, reinforced, and finished. NDC CORE
CAR123 CONCRETE AND FORMING LAB  0-3-3
PREREQUISITE:  CAR111. (COREQUISITE: CAR122.)
This course provides practical experience in mixing concrete, building forms, using reinforcing materials, pouring and finishing concrete, and demonstrating proper safety techniques at the job site. Emphasis is placed on job site safety, concrete forming, mixing, pouring, finishing, and reinforcing. Upon completion, the student should be able to demonstrate job safety, set forms, reinforce, mix, pour, and finish concrete correctly.  NDC CORE

CAR131 ROOF AND CEILING SYSTEMS  3-0-3
PREREQUISITE:  CAR111.
This course focuses on framing ceilings and roofs. Emphasis is placed on the various types of ceiling and roofing frames, rafters, trusses, ceiling joists, roof decking, and roofing materials. Upon completion, students should be able to explain how to frame a roof and ceiling, identify proper installation methods of roofing materials, and describe applicable safety rules.  NDC CORE

CAR132 INTERIOR AND EXTERIOR FINISH  1-2-3
PREREQUISITE:  CAR111.
This course introduces the student to interior and exterior finishing materials and techniques. Topics include interior trim of windows and doors, ceilings, and wall moldings, exterior sidings, trim work, painting and masonry finishes. Upon completion the students should be able to identify, describe the uses of, and install different types of doors, windows and moldings; identify and install the types of exterior sidings and trim, and describe the different types of paint and their proper application.  NDC CORE

CAR133 ROOF AND CEILING SYSTEMS LAB  0-3-3
PREREQUISITE:  CAR111. (COREQUISITE: CAR131)
The course provides students with practical experience in roof and ceiling layout, framing, and installation. Upon completion, the student should be able to layout and frame a roof and ceiling, cut and install rafters, and joists, install trusses, cut and apply roof decking and roofing materials, and apply job site safety rules.  NDC CORE

CAR201 SPECIAL PROJECTS IN CARPENTRY  0-1-1
PREREQUISITE: As determined by college.
This course allows the student to plan, execute, and present results of individual projects in carpentry. Emphasis is placed on enhancing skill attainment in the carpentry field. This culminating course allows students to independently apply skills attained in previous courses

CAR202 SPECIAL PROJECTS IN CARPENTRY  0-2-2
PREREQUISITE: As determined by college.
This course allows the student to plan, execute, and present results of individual projects in carpentry. Emphasis is placed on enhancing skill attainment in the carpentry field. This culminating course allows students to independently apply skills attained in previous courses.

CAR203 SPECIAL PROJECTS IN CARPENTRY  0-3-3
PREREQUISITE: As determined by college.
This course allows the student to plan, execute, and present results of individual projects in carpentry. Emphasis is placed on enhancing skill attainment in the carpentry field. This culminating course allows students to independently apply skills attained in previous courses.

CAR204 SPECIAL PROJECTS IN CARPENTRY  1-2-3
PREREQUISITE: As determined by college.
This course allows the student to plan, execute, and present results of individual projects in carpentry. Emphasis is placed on enhancing skill attainment in the carpentry field. This culminating course allows students to independently apply skills attained in previous courses.

CAR205 SPECIAL PROJECTS IN CARPENTRY  2-1-3
PREREQUISITE: As determined by college.
This course allows the student to plan, execute, and present results of individual projects in carpentry. Emphasis is placed on enhancing skill attainment in the carpentry field. This culminating course allows students to independently apply skills attained in previous courses.

CAR206 SPECIAL PROJECTS IN CARPENTRY  3-0-3
PREREQUISITE: As determined by college.
This course allows the student to plan, execute, and present results of individual projects in carpentry. Emphasis is placed on enhancing skill attainment in the carpentry field. This culminating course allows students to independently apply skills attained in previous courses.
PREREQUISITE: As determined by college.

This course is an introductory cabinetry course. Emphasis is placed on design and construction of cabinetry. Upon completion, the student should be able to design and build cabinets according to specification.

PREREQUISITE: As determined by college.

This course focuses on advanced interior applications for floor, walls, and ceilings. Topics may include paneling, hard wood floors, drop ceiling, acoustical ceilings, tray ceilings, and box ceilings. Upon completion the students should have a working knowledge of the specialties covered.

PREREQUISITE: As determined by college.

This course focuses on the basics of stair design, layout, and construction. Topics also include cutting and installing stair trim and molding. Upon course completion, students should be able to layout, cut and construct stairs, and install trim and molding.

NDC CORE

COLLISION REPAIR TECHNOLOGY (ABR)

PREREQUISITE: As required by program.

Students are introduced to basic principles of non-structural panel repairs. Topics include shop safety, identification, and use of hand/power tools, sheet metal repairs, and materials.

PREREQUISITE: As required by program.

Students are introduced to basic principles of non-structural panel replacement. Topics include replacement and alignment of bolt-on panels, full and partial panel replacement procedures, and attachment methods.

PREREQUISITE: As required by program.

This course introduces students to methods of surface preparation for vehicular refinishing. Topics include sanding techniques, metal treatment, selection, and use of undercoats, and proper masking procedures.

PREREQUISITE: As required by program.

This course introduces students to methods of paint applications and equipment used for vehicular refinishing. Topics include spray gun and related equipment use, paint mixing, matching, and applying the final topcoat.

PREREQUISITE: As required by program.

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 law, EPA regulations as well as state and local laws. (This is a CORE course.)

PREREQUISITE: As required by program.

This is a study of automotive glass and trim. Emphasis is placed on removal and replacement of structural glass, non-structural glass, and auto trim. Upon completion, students should be able to remove and replace automotive trim and glass.

PREREQUISITE: As required by program.

Students are introduced to the various automotive cutting and welding processes. Emphasis is placed on safety, plasma arc and oxy-acetylene cutting, resistance type spot welding, and Metal Inert Gas (MIG) welding. Upon completion, student should be able to safely perform automotive cutting and welding procedures.

PREREQUISITE: As required by program.

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.
ABR182 SPECIAL TOPICS IN AUTO BODY 0-3-3
PREREQUISITE: As required by program.
This course is a guided independent study of 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.

ABR213 AUTOMOTIVE STRUCTURAL ANALYSIS 1-2-3
PREREQUISITE: As required by program.
Students learn methods of determining structural misalignment. Topics include methods of inspection, types of measuring equipment, data sheets, and identifying types of structural damage.

ABR214 AUTOMOTIVE STRUCTURAL REPAIR 1-2-3
PREREQUISITE: As required by program.
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.

ABR223 AUTOMOTIVE MECHANICAL COMPONENTS 1-2-3
PREREQUISITE: As required by program.
This course provides instruction in collision related mechanical repairs. Emphasis is placed on diagnosis and repairs to drive-train, steering/suspension components and various other mechanical repairs.

ABR224 AUTOMOTIVE ELECTRICAL COMPONENTS 1-2-3
PREREQUISITE: As required by program.
This course provides instruction in collision related electrical repairs and various restraints systems, including seat belts, seat belt tensioners, and air bags. Topics include basic DC theory, types of diagnostic equipment, circuit protection, wire repair and use of wiring diagrams, airbag modules, and impact sensors.

ABR255 STEERING AND SUSPENSION 1-2-3
PREREQUISITE: As required by program.
This course introduces students to the various types of suspension and steering systems used in the automotive industry. Emphasis is placed on system components, suspension angles, and effect of body/frame alignment on these components and angles.

ABR258 HEATING AND AC IN COLLISION REPAIR 1-2-3
PREREQUISITE: As required by program.
This course is a study of automotive air conditioning, heating, and cooling systems. Topics include automotive air conditioning, heating and cooling systems theory, component replacement and system service.

ABR261 RESTRAINT SYSTEMS 1-2-3
PREREQUISITE: As required by program.
Both the function and design of various restraints and passive restraints systems, including seat belts, seat belt tensioners, and airbags will be discussed. Topics include air bag modules and impact sensors for both front and side airbag systems. Students will learn about using service manuals, flow charts, and wiring diagrams during the diagnosis and repair process.

ABR265 PAINT DEFECTS AND FINAL REPAIR 1-2-3
PREREQUISITE: As required by program.
This course introduces students to methods of identifying paint defects, causes, cures, and final detailing. Students learn to troubleshoot and correct paint imperfections.

ABR266 ALUMINUM WELDING IN COLLISION REPAIR 1-2-3
PREREQUISITE: As required by program.
This course covers the principles and techniques of aluminum GMA (MIG) welding. Students learn to set up and tune a welding machine, address safety issues, perform proper welding techniques, prepare metal surfaces, and identify and correct weld defects.

ABR281 SPECIAL TOPICS IN AUTO BODY 0-3-3
PREREQUISITE: As required by program.
This course is a guided independent study of 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.
CHILD DEVELOPMENT AND EDUCATION (CGM)

CGM100 INTRODUCTION TO EARLY CARE AND EDUCATION OF CHILDREN 3-0-3
PREREQUISITE: As determined by the college.
This course introduces the students to the child education and care profession. It is designed to increase understanding of the basic concepts of child development and the developmental characteristics of children from birth through age 8/9 years. This course is the foundation for planning appropriate activities for children and establishing appropriate expectations of young children. This class also offers an opportunity to study the developmental domains (social, emotional, cognitive/language and physical). Course includes observations of the young child in early childhood settings. This is a CORE course.

CGM201 CHILD GROWTH AND DEVELOPMENT PRINCIPLES 3-0-3
PREREQUISITE: As determined by the college.
This course is a systematic study of child growth and development from conception through early childhood. Emphasis is placed on principles underlying physical, mental, emotional, and social development, and on methods of child study and practical implications. Upon completion, students should be able to use knowledge of how young children differ in their development and approaches to learning to provide opportunities that support the physical, social, emotional, language, cognitive, and aesthetic development of children. This is a CORE course.

CGM202 CHILDREN'S CREATIVE EXPERIENCES 3-0-3
PREREQUISITE: As determined by the college.
This course focuses on fostering creativity in preschool children and developing a creative attitude in teachers. Topics include selecting and developing creative experiences in language arts, music, art, science, math, and movement with observation and participation with young children required. Upon completion, students should be able to select implement creative and age-appropriate experiences for young children.

CGM203 CHILDREN'S LITERATURE AND LANGUAGE DEVELOPMENT 3-0-3
PREREQUISITE: As determined by the college.
This course surveys appropriate literature and language arts activities designed to enhance young children’s speaking, listening pre-reading, and writing skills. Emphasis is placed on developmental appropriateness as related to language. Upon completion, students should be able to create, evaluate, and demonstrate activities, which support a language-rich environment for young children. This is a CORE course.

CGM204 METHODS AND MATERIALS FOR TEACHING CHILDREN 2-1-3
PREREQUISITE: As determined by the college.
This course introduces basic methods and materials used in teaching young children. Emphasis is placed on students compiling a professional resource file of activities used for teaching math, language arts, science and social studies concepts. Upon completion students should be able to demonstrate basic methods of creating learning experiences using appropriate techniques, materials, and realistic expectations. Course includes observations of young children in a variety of childcare environments. This is a CORE course.

CGM205 PROGRAM PLANNING FOR EDUCATING YOUNG CHILDREN 3-0-3
PREREQUISITE: As determined by the college.
This course provides students with knowledge to develop programs for early child development. Specific content includes a review of child development concepts and program contents. Upon completion students will be able to develop and evaluate effective programs for the education of young children.

CGM206 CHILDREN'S HEALTH AND SAFETY 3-0-3
PREREQUISITE: As determined by the college.
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. Upon completion, students should be able to prepare a healthy, safe environment, plan nutritious meals and snacks, and recommend referrals if necessary. This is a CORE course.

CGM208 ADMINISTRATION OF CHILD DEVELOPMENT PROGRAMS 3-0-3
PREREQUISITE: As determined by the college.
This course includes appropriate administrative policies and procedures relevant to preschool programs. Topics include local, state, and federal regulations; budget planning; record keeping; personnel policies and parent involvement. Upon completion, students should be able to identify elements of a sound business plan, develop familiarity with basic record-keeping techniques, and identify elements of a developmentally appropriate program.
CGM209 INFANT AND TODDLER EDUCATION PROGRAMS 3-0-3
**PREREQUISITE:** As determined by the college.
This course focuses on child development from infancy to thirty-five 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. Upon completion, students should be able to plan an infant-toddler program and environment that is appropriate and supportive of the families and the children.

CGM210 EDUCATING EXCEPTIONAL YOUNG CHILDREN 3-0-3
**PREREQUISITE:** As determined by the college.
This course explores the many different types of exceptionalities found in young children. Topics include speech, language, hearing, and visual impairments; gifted and talented children; mental retardation; emotional, behavioral, and neurological handicaps. Upon completion, students should be able to identify appropriate strategies for working with children.

CGM211 CHILD DEVELOPMENT SEMINAR 1-0-1
**PREREQUISITE:** As determined by the college.
This course provides students with knowledge of a variety of issues and trends related the childcare profession. Subject matter will vary according to industry and student needs. Upon completion, students should be able to discuss special topics and issues in child development.

CGM212 SPECIAL TOPICS IN CHILD DEVELOPMENT 2-0-2
**PREREQUISITE:** As determined by the college.
This course provides students with knowledge of a variety of issues and trends related the childcare profession. Subject matter will vary according to industry and student needs. Upon completion students should be able to discuss special topics related to current trends and issues in child development.

CGM214 FAMILIES AND COMMUNITIES 3-0-3
**PREREQUISITE:** As determined by the college.
This course will provide students information about how to work with diverse families and communities. Students will be introduced to family and community settings, their important relationship to children, and the pressing needs of today’s society. Students will study techniques for developing these important relationships and effective communication skills.

CGM215 SUPERVISED PRACTICAL EXPERIENCE IN CHILD DEVELOPMENT 0-6-3
**PREREQUISITE:** As determined by the college.
This course provides a minimum of 90 hours of hands-on, supervised experience in an approved program for young children. Students will develop a portfolio documenting experiences gained during this course.

CGM217 MATH & SCIENCE FOR YOUNG CHILDREN 3-0-3
**PREREQUISITE:** As determined by the college.
This course provides students with information on children’s conceptual development and the fundamental basic concepts of both math and science. Students learn various techniques for planning, implementing, and evaluating developmentally appropriate activities. Students will also learn about integrated curriculum.

CGM220 PARENTING SKILLS 3-0-3
**PREREQUISITE:** As determined by the college.
This course will focus on important issues in parenting education with prenatal concerns and continuing through childhood years. Emphasis is placed on using effective parenting and childrearing practices including appropriate guidance methods. Students learn to apply parenting skills for diverse families. Upon completion, students will be more effective in working with families and young children.

CGM221 FAMILY CHILD CARE 3-0-3
**PREREQUISITE:** As determined by the college.
This course introduces methods for providing a developmentally-appropriate child care program in a home setting to include organizing home environments, establishing a daily schedule with children of different ages, building partnerships with parents and helping children learn through play, etc. A special instruction addresses family care as a small business operation with emphasis being placed on budgeting and tax requirements.
Cgm224 School-Age Childcare 3-0-3
Prerequisite: As determined by the college.
the course designed for caregivers/teachers providing programs for children age 5-12 in their before and after school care and summer programs. The course provides information on developmental profiles, discusses family concerns, and includes a variety of activities that caregivers can adopt to provide an educational and stimulating program.

Cgm230 Introduction To After School Programs 3-0-3
Prerequisite: As determined by the college.
The course will introduce and discuss the unique aspects of quality school-age programs and the roles of the adult staff. Topics will include a brief view of child development, positive guidance techniques, administrative considerations, beginning program planning, and adaptations for a variety of program settings. Upon completion, students should be able to understand the staff’s role, create and modify unique program settings, use positive guidance, and implement a quality program.

Cgm231 Afterschool Programming 3-0-3
Prerequisite: As determined by the college.
The course focuses on the specialized variety of needs for a quality afterschool program. Topics will include program planning, material consideration for a variety of quiet/active indoor activities, health/safety/nutrition needs, parent and community information, and involvement. Upon completion, the student should be able to select a variety of age-appropriate activities, implement a safe, healthy, quality program, and effectively communicate with parents and the community.

Computer Information Systems (Cis)

Cis146 Microcomputer Applications 3-0-3
Prerequisite: As required by cis.
This course is an introduction to the most common microcomputer software applications. These software packages should include typical features of applications, such as word processing, spreadsheets, database management, and presentation software. Upon completion, students should be able to utilize selected features of these applications. This course will help prepare students for the MOS and IC 3 certification. This course is CORE course.

Cis147 Advanced Micro Applications 3-0-3
Prerequisite: As required by cis.
This course is a continuation of Cis146 in which students utilize the advanced features of topics covered in Cis146. 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.

Cis149 Introduction To Computers 3-0-3
Prerequisite: As required by cis.
This course is an introduction to computers and their impact on society. The course covers the development of computers, their impact on society, as well as future implications of development of computer and related communication technologies. This course introduces programming and computer operating system. Upon completion, students will have basic knowledge of computer technology and will be able to perform basic functions with a computer system. The course will help prepare students for the IC 3 certification.

Dpt154 Network Basics 3-0-3
Prerequisite: As required by cis.
This course is designed to provide students with classroom and laboratory experiences in current and emerging networking technology. Instruction includes but not limited to, safety, networking, networking terminology and protocols, networking standards, LANs, WANs, OSI models, cabling and cabling tools, routers, router programming, star topology, and IP addressing. In addition, instruction and training are provided in the proper care, maintenance, and use if networking software, tools and equipment and all local, state, and federal safety, building, and environmental codes and regulations.

Dpt207 Introduction To Web Development 3-0-3
Prerequisite: As required by cis.
At the conclusion of this course, students will be able to use specified markup languages to develop basic Web pages. Students will be able to use these tools to enhance Web sites. This course is core CIS AAS and AAT degree programs.
DPT249 MICROCOMPUTER OPERATING SYSTEMS
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.

CIS268 SOFTWARE SUPPORT 3-0-3
PREREQUISITE: As required by college.
This course provides students with hands-on practical experience in installing computer software, operating systems, and troubleshooting. The class will help to prepare participants for the A+ Certification sponsored by CompTIA. This course is a suitable substitute for CIS239, Networking Software. This course is CORE course.

CIS269 HARDWARE SUPPORT 3-0-3’
PREREQUISITE: As required by college.
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 CIS240, Networking Hardware. This course is CORE course.

DPT273 INTRODUCTION TO NETWORKING COMMUNICATIONS 3-0-3
PREREQUISITE: As required by college.
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, communication protocols, transmission media, networking hardware and software, and network troubleshooting. Students gain hands-on experience in basic networking. This course further helps prepare students for certification. NOTE: This course is a suitable substitute for CIS199. Additionally, CISCO I may be used as a suitable substitute for this course. However, DPT273 will not substitute for CISCO I.

DPT275 WORKSTATON ADMINISTRATION 3-0-3
PREREQUISITE: As required by college.
This course provides a study of client system administration in a network environment. Topics include installing, monitoring, maintaining, and troubleshooting client operating system software and managing hardware devices and share resources. Students gain hands-on experience in client operating system installation and basic administration of network workstations.

DPT276 SERVER ADMINISTRATION 3-0-3
PREREQUISITE: As required by college.
This course introduces network operating system administration. Topics included in this course are network operating system software installation, administration, monitoring, and maintenance; user, group, and computer account management; shared resource management; and server hardware management. Students gain hands-on experience in managing and maintaining a network operating system environment.

DPT277 NETWORK SERVICES ADMINISTRATION 3-0-3
PREREQUISITE: As required by college.
This course provides an introduction to the administration of fundamental networking services and protocols. Topics included in this course are implementing, managing, and maintaining essential network operating system services such as those for client address management, name resolution, security, routing, and remote access. Students gain hands-on experience performing common network infrastructure administrative tasks.

DPT278 DIRECTORY SERVICES ADMINISTRATION 3-0-3
PREREQUISITE: As required by college.
This course provides a study of planning, implementing, and maintaining a network directory service. Topics included in this course are planning and implementing network directory organizational and administrative structures. Students gain hands-on experience using a directory service to manage user, group, and computer accounts, shared folders, network resources, and the user environment.

DPT279 NETWORK INFRASTRUCTURE DESIGN 3-0-3
PREREQUISITE: As required by college.
This course provides a study of network infrastructure design. Topics included in this course are strategies for planning, implementing, and maintaining server availability and security, client addressing schemes, name resolution, routing, remote access, and network security. Students gain experience by designing plans for implementing common network infrastructure and protocols.
DPT280 NETWORK SECURITY 3-0-3
PREREQUISITE: As required by college.
This course provides a study of threats to network security and methods of securing a computer network from such threats. Topics included in this course are security risks, intrusion detection, and methods of securing authentication, network access, remote access, Web access, and wired and wireless network communications. Upon completion students will be able to identify security risks and describe appropriate counter measures.

COSMETOLOGY INSTRUCTOR TRAINING (CIT)

CIT211 TEACHING AND CURRICULUM DEVELOPMENT 3-0-3
PREREQUISITE: As required by the college.
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 challenge, 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.

CIT212 TEACHER MENTORSHIP 0-3-3
PREREQUISITE: As required by the college.
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.

CIT213 COSMETOLOGY INSTRUCTOR CO-OP 0-3-3
PREREQUISITE: As required by the college.
This course provides students with additional opportunities to observe instructors and develop teaching materials and skills.

CIT214 LESSON PLAN METHODS AND DEVELOPMENT 1-2-3
PREREQUISITE: As required by the college
During this course students have the opportunity to further apply knowledge of lesson planning and lesson 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. This course serves as a suitable substitute for CIT 221. If used as a suitable substitute, this course becomes a core course.

CIT221 LESSON PLAN IMPLEMENTATION 0-3-3
PREREQUISITE: As required by the college.
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.

CIT222 AUDIO VISUAL MATERIALS AND METHODS 3-0-3
PREREQUISITE: As required by the college.
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.

CIT223 AUDIO VISUAL MATERIALS AND METHODS LAB 0-3-3
PREREQUISITE: As required by program.
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. NDC, CORE

CIT224 SPECIAL TOPICS IN COSMETOLOGY INSTRUCTION 3-0-3
PREREQUISITE: As required by program.
This course is designed to allow students for further develop their knowledge and skills as cosmetology instructors. Topics will be assigned based on individual student professional needs.
COSMETOLOGY (COS)

COS111 INTRODUCTION TO COSMETOLOGY 3-0-3
PREREQUISITE: As required by program.
COREQUISITE: COS112 and/or as required by program.
This course is designed to provide students with an overview of the history and development of cosmetology and standards of professional behavior. Students receive basic information regarding principles and practices of infection control, diseases, and disorders. Additionally students receive introductory information regarding hair design. The information presented in this course is enhanced by hands-on application performed in a controlled lab environment. Upon completion, students should be able to apply safety rules and regulations and write procedures for skills identified in this course. This is a CORE course.

COS112 INTRODUCTION TO COSMETOLOGY LAB 0-3-3
PREREQUISITE: As required by program.
COREQUISITE: COS111 and/or as required by program.
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 COS111. This is a CORE course.

COS113 THEORY OF CHEMICAL SERVICES 3-0-3
PREREQUISITE: As required by program.
COREQUISITE: COS114 and/or as required by program.
During this course students learn concepts of theory of chemical services related to the chemical hair texturing. Specific topics include basics of chemistry and electricity, properties of the hair and scalp, and chemical texture services. Safety considerations are emphasized throughout this course. This course is foundational for other courses providing more detailed instruction on these topics. This is a CORE course.

COS114 CHEMICAL SERVICES LAB 0-3-3
PREREQUISITE: As required by program.
COREQUISITE: COS113 and/or as required by program.
During this course students perform various chemical texturing activities. Emphasis is placed on cosmetologist and client safety, chemical use and handling, hair and scalp analysis, and client consulting. This is a CORE course.

COS115 HAIR COLORING THEORY 3-0-3
PREREQUISITE: As required by program.
COREQUISITE: COS116 and/or as required by program.
In this course, students learn the techniques of hair coloring and hair lightening. Emphasis is placed on color application, laws, levels, and classifications of color and problem solving. Upon completion, the student should be able to identify all classifications of hair coloring and the effects of the hair. This is a CORE course.

COS116 HAIRCOLORING LAB 0-3-3
PREREQUISITE: As required by program.
COREQUISITE: COS115 and/or as required by program.
In this course, students apply hair coloring and hair lightening techniques. Topics include consultation, hair analysis, skin text and procedures and applications of all classifications of hair coloring and lightening. Upon completion, the student should be able to perform procedures for hair coloring and hair lightening. This is a CORE course.

COS117 BASICS SPA TECHNIQUES 3-0-3
PREREQUISITE: As required by program.
COREQUISITE: COS118 and/or as required by program.
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, and hair removal. Upon completion, the student should be able to state procedures for analysis, light therapy, facials, hair removal, and identify the structures, functions, and disorders of the skin. This is a CORE course.
COS118 BASICS SPA TECHNIQUES LAB 0-3-3
PREREQUISITE: As required by program.
COREQUISITE: COS117 and/or as required by program.
This course provides practical applications related to the care of the skin and related structure. Emphasis is placed on facial treatments, product application, skin analysis, massage techniques, facial make-up, hair removal and nail care. Upon completion, the student should be able to prepare clients, assemble sanitized materials, follow procedures for product application, recognize skin disorders, demonstrate facial massage movement, cosmetic application, and hair removal using safety and sanitary precautions, and nail care. This is a CORE course.

COS119 BUSINESS OF COSMETOLOGY 3-0-3
PREREQUISITE: As required by program.
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. NDC

COS123 COSMETOLOGY SALON PRACTICES 0-3-3
PREREQUISITE: As required by program.
In 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.

COS125 CAREER AND PERSONAL DEVELOPMENT 3-0-3
PREREQUISITE: As required by program.
This course provides the study and practice of personal development and career building. Emphasis is placed on building and retaining clientele, communication skills, customer service, continuing education, and goal setting. Upon completion, the student should be able to communicate effectively and practice methods for building and retaining clientele.

COS144 HAIR SHAPING AND DESIGN 1-2-3
PREREQUISITE: As required by program.
In this course, students learn the art and techniques of hair shaping. Topics include hair sectioning, correct use of hair shaping implements, and elevations used to create design lines. Upon completion, the student should be able to demonstrate the techniques and procedures for creating hair designs.

COS152 NAIL CARE APPLICATION 0-3-3
PREREQUISITE: As required by program.
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.

COS161 SPECIAL TOPICS IN COSMETOLOGY 1-0-1
PREREQUISITE: As required by program.
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.

COS167 STATE BOARD REVIEW 1-2-3
PREREQUISITE: As required by program.
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.

COS182 SPECIAL TOPICS 0-3-3
PREREQUISITE: As required by program.
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.
EMERGENCY MEDICAL TECHNICIAN (BASIC)

EMS118 EMERGENCY MEDICAL TECHNICIAN  6-3-9
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. EMS 119 must be taken as a co-requisite.

EMS119 EMERGENCY MEDICAL TECHNICIAN CLINICAL  0-1-1
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.

EMERGENCY MEDICAL TECHNICIAN (ADVANCED)

EMS155 ADVANCED EMERGENCY MEDICAL TECHNICIAN  5-3-8
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 across the lifespan 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.

EMS156 ADVANCED EMERGENCY TECHNICIAN CLINICAL  0-2-2
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.
HEALTH SCIENCES (HPS)

HPS103 FOUNDATION COMPETENCIES FOR HEALTH SCIENCES 2-0-2
PREREQUISITE: None.
This course is designed to assist the student in developing the knowledge, skills, and abilities necessary to be successful in health-related disciplines. Content focuses on development and use of effective study and test-taking skills, assertiveness training, stress management, values clarification, diversity, ethical-legal concepts, problem-solving and communication skills. Upon completion of this course, the student will demonstrate the knowledge, skills, and abilities needed to be successful in the student role.

HPS105 MEDICAL TERMINOLOGY 2-1-3
PREREQUISITE: As required by program.
This course is an application for the language of medicine. Emphasis is placed on terminology associated with health care, spelling, pronunciation, and meanings associated with prefixes, suffixes, and roots as they relate to anatomical body systems. Upon completion of this course, the student should be able to correctly abbreviate medical terms and appropriately use medical terminology in verbal and written communication.

HPS109 ASEPSIS 0-1-1
PREREQUISITE: None.
This interdisciplinary course provides the student with the opportunity to study pathological organisms as they relate to health, illness, and maintenance of physiological integrity. The principles and skills of clean and sterile technique, universal precautions, medical isolation, and OSHA guidelines are included. Related medical terminology may be presented through computer assisted instruction. Upon completion of this course, students should be able to apply these principles in a variety of clinical setting.

HPS111 COMPUTER APPLICATIONS FOR THE HEALTH SCIENCES 0-1-1
PREREQUISITE: As required by program.
This course introduces computer applications relevant for use in the health sciences. Emphasis is placed on the use of Windows, health-related software, Internet, and basic word processing. Upon completion of this course, the student should demonstrate basic competency in the use of computers.

HPS118 FUNDAMENTALS OF PHLEBOTOMY 1-6-7
PREREQUISITE: As required by college.
This course is designed to train individuals in the principles and methods of obtaining blood for diagnostic purposes and monitoring of prescribed treatment as well as receiving other clinical specimens for laboratory testing. The phlebotomy student will be taught to interact with clients, health care personnel, and with the general public. Laboratory presentation and practice will include equipment and additives, basic anatomy, specimen receiving and processing, and techniques for safe and effective capillary puncture and venipuncture. This course along with the Phlebotomy Clinical will prepare individuals to write the Phlebotomist Certification Examination.

HPS119 PHLEBOTOMY CLINICAL 0-4-4
PREREQUISITE: HPS118 Fundamentals of Phlebotomy
This supervised practicum within a healthcare setting will provide the phlebotomy student with hands-on training in capillary puncture, venipuncture, and receiving of other laboratory specimens. Emphasis will be placed on collection techniques, specimen processing, work flow practices, referrals, and utilizing laboratory information systems. This course along with Fundamentals of Phlebotomy will prepare individuals to write the Phlebotomist Certification Examination.

NAS115 CPR & BASIC FIRST AID 1-1-2
PREREQUISITE: As required by program.
This course is designed to help the student feel more confident and act appropriately in an emergency situation. Emphasis is placed on providing the student with theoretical concepts to develop skills in basic first aid and cardiopulmonary resuscitation. Upon successful course completion, which includes specific competencies in basic life support the student will receive appropriate course completion documentation.

BIO250 DIRECTED STUDIES IN BIOLOGY 0-1-4
PREREQUISITE: As required by program.
This course allows independent study under the direction of an instructor. Topics to be included in the course material will be approved by the instructor prior to or at the beginning of the class. Upon completion, students will be able to demonstrate knowledge of the topics as specified by the instructor.
**HOSPITALITY AND SERVICES MANAGEMENT (HSM)**

**HSM111 ORIENTATION TO THE HOSPITALITY PROFESSION**

**PREREQUISITE:** As required by program

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

**HSM112 LAW AND THE HOSPITALITY INDUSTRY**

**PREREQUISITE:** As required by program

This course focuses on laws that apply to hotels, food-service establishments, and the travel industry. Topics include innkeepers' duties to guests, tenants, licensees and trespassers; concepts of liability and negligence; credit and collection practices; and miscellaneous statutes applicable to the hospitality industry.

**HSM132 MANAGERIAL ACCOUNTING FOR THE HOSPITALITY INDUSTRY**

**PREREQUISITE:** As required by program

This course examines how financial information is assembled and presented according the Uniform Systems Accounts for Hotels. The primary emphasis of the course is on analytical and decision-making uses of financial information, including such topics as cost behavior, leverage, cost-volume-profit analysis, contribution-margin pricing, and budgeting.

**HSM140 HOSPITALITY INDUSTRY COMPUTER SYSTEMS**

**PREREQUISITE:** As required by program

This course presents an introduction to information systems used in the hospitality industry. Specials focus will be on advances in the area of reservation systems, guest services, food and beverage management, hotel sales and hospitality accounting. Through applied study with hospitality management examples, students will be introduced to industry-specific applications for word processing, database management, spreadsheets, and presentation software.

**HSM232 EVENT LOGISTICS AND ENTERTAINMENT**

**PREREQUISITE:** As required by program

This course is designed to give students an introduction to venue planning and design as well as planning entertainment for fundraisers, festivals, meetings, and other events.

**HSM250 HOSPITALITY MARKETING**

**PREREQUISITE:** As required by program

This course is designed to study the principles of marketing and promotion as they related to the hospitality industry. Topics include promotional techniques, advertising, organization of a lodging operation's sales department, and promotion of special events.
## INDUSTRIAL ELECTRICITY/ELECTRONICS TECHNOLOGY (ILT)

### ILT104 INDUSTRIAL INSTRUMENTATION 3-0-3
**PREREQUISITE:** As required by program.
This course provides a study of instrumentation circuits/systems. Topics include the use of transducers, detectors, actuators, and/or other devices and equipment in industrial applications. Upon completion, the student should be able to apply principles of instrumentation circuits and systems.

### ILT105 INDUSTRIAL INSTRUMENTATION LAB 0-2-2
**PREREQUISITE:** As required by program.
This lab includes the use of transducers, detectors, actuators, and/or other devices and equipment in industrial applications. Upon completion, the student should be able to apply principles of instrumentation circuits and systems.

### ILT117 PRINCIPLES OF CONSTRUCTION WIRING 1-2-3
**PREREQUISITE:** As required by program.
This course provides a study of the technical skills required to safely perform electrical wiring installations. Topics include methods of wiring residential, commercial, and industrial locations. Upon completion, students should be able to apply safe wiring skills to residential, commercial, and industrial applications.

### ILT127 MICROCOMPUTER FUNDAMENTALS 3-0-3
**PREREQUISITE:** As required by program.
This course provides the student with knowledge in installation of, and familiarization with the basic assemblies in microcomputer systems. Topics include DOS, hard drives, and floppy drives, dip switches, and RAM. Upon completion, students should be able to use DOS, format hard drives, floppy drives, configure circuit boards functions, and install RAM.

### ILT129 PERSONAL COMPUTER (PC) HARDWARE 2-1-3
**PREREQUISITE:** As required by program.
This course covers PC Hardware terminology, component purpose, configuration, pricing and selecting components and systems, for assembling, repairing, and upgrading IBM compatible computers. Upon completion of this course, students should be able to describe the basic systems of a PC and be able to perform disassembly and assembly of same.

### ILT160 DC FUNDAMENTALS 1-2-3
**PREREQUISITE:** As required by program.
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 resistance, 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. This is a CORE course.

### ILT161 AC FUNDAMENTALS 1-2-3
**PREREQUISITE:** INT101 or ILT160.
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 exercises 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. This is a CORE course.

### ILT162 SOLID STATE FUNDAMENTALS 1-2-3
**PREREQUISITE:** As determined by college.
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 equipment to diagnose, troubleshoot, and repair typical solid-state device circuits. This is a CORE course.
ILT163 DIGITAL FUNDAMENTALS
PREREQUISITE: As determined by college.
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. This is a CORE course.

ILT166 MOTORS AND TRANSFORMERS I
PREREQUISITE: As determined by college.
This course covers motor operation, motor types, motor components, motor feeder, and branch circuits. Topics include motor protection and motor control circuits. The lab enables to test motors, transformer types, and testing for input and output voltage. Upon completion students should be able to test motors, transformer types, and testing for input and output voltage.

ILT167 AC/DC MACHINERY AND CONTROLS I
PREREQUISITE: As determined by college.
This course provides the student with knowledge in AC/DC machinery and controls. Topics include the characteristics and operating principles of the different types of AC/DC generators and motors, manual and automatic starters, and controllers. The lab enables to students test, troubleshoot, and repair AC/DC Machinery and controls. Upon completion, the student will be able to apply practical skills in AC/DC machinery.

ILT169 HYDRAULICS/PNEUMATICS
PREREQUISITE: As determined by college.
This course provides an introduction to hydraulics/pneumatics. Topics include hydraulic pumps, pneumatic compressors work and system components such as valves, filters, regulators, actuators, accumulators, and lubricators. The lab enables students to test, troubleshoot, and repair hydraulic pumps, pneumatic compressors work, and system components such as valves, filters, regulators, actuators, accumulators, and lubricators. Upon completion, students will be able to apply principles of hydraulic/pneumatics.

ILT194 INTRODUCTION TO PROGRAMMABLE LOGIC CONTROLLERS I
PREREQUISITE: As determined by college.
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.

ILT195 TROUBLESHOOTING TECHNIQUES I
PREREQUISITE: As determined by college.
This course focuses on the systematic approach to solving problems. Emphasis is placed on the 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.

ILT196 ADVANCED PROGRAMMABLE LOGIC CONTROLLERS
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.

ILT216 INDUSTRIAL ROBOTICS
PREREQUISITE: As required by program.
This course covers principles of electro-mechanical devices. Topics include the principles, concepts, and techniques involved in interfacing microcomputers to various electro-mechanical devices to produce geographical movement. Upon completion, students should be able to apply the principles of electro-mechanical devices.

ILT217 INDUSTRIAL ROBOTICS LAB
PREREQUISITE: As required by program.
This lab covers the principles, concepts, and techniques involved in interfacing microcomputers to various electromechanical devices to produce geographical movement. Upon completion students should be able to apply the principles of electromechanical devices.
INT101 DC FUNDAMENTALS  
PREREQUISITE: INT119 PRINCIPLES OF MECHANICAL MEASUREMENT AND TECHNICAL DRAWING  
This course provides an in-depth study of direct current (DC) electronic theory. Topics include atomic theory, magnetism, properties of conductors and insulators, and characteristics of series, parallel, and series-parallel circuits. Inductors and capacitors are introduced and their effects on DC circuits are examined. Students are prepared to analyze complex DC circuits, solve for unknown circuit variables, and to use basic electronic test equipment. This course also provides hands-on laboratory exercises to analyze, construct, test, and troubleshoot DC circuits. Emphasis is placed on the use of scientific calculator and the operation of common test equipment used to analyze and troubleshoot DC and to prove the theories taught during classroom instruction. This is a CORE course.

INT103 AC FUNDAMENTALS  
PREREQUISITE: INT101 or ILT160  
This course provides an in-depth study of alternating current (AC) electronic theory. Students are prepared to analyze complex AC circuit configurations with resistors, capacitors, and inductors in series and parallel combinations. Topics include electrical safety and lockout procedures, specific AC theory functions such as RLC, impedance, phase relationships, and power factor. Students will be able to define terms, identify waveforms, solve complex mathematical problems, construct circuits, explain circuit characteristics, identify components, and make accurate circuit measurements using appropriate measurement instruments. They should also be able to perform fundamental tasks associated with troubleshooting, repairing, and maintaining industrial AC systems. This is a CORE course.

INT113 INDUSTRIAL MOTOR CONTROL I  
PREREQUISITE: As required by program  
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.

INT117 PRINCIPLES OF INDUSTRIAL MECHANICS  
PREREQUISITE: As required by program  
This course provides instruction in basic physics concepts applicable to mechanics of industrial production equipment. Topics include the basic application of mechanical principles with emphasis on power transmission, specific mechanical components, alignment, and tension. Upon completion, students will be able to perform basic troubleshooting, repair and maintenance functions on industrial production equipment. This is a CORE course.

INT118 FUNDAMENTALS OF INDUSTRIAL HYDRAULICS AND PNEUMATICS  
PREREQUISITE: As required by program  
This course includes the fundamental concepts and theories for the safe operation of hydraulic and pneumatic systems used with industrial production equipment. Topics include the physical concepts, theories, laws, air flow characteristics, actuators, valves, accumulators, symbols, circuitry, filters, servicing safety, and preventive maintenance and the application of these concepts to perform work. Upon completion, students should be able to service and perform preventive maintenance functions on hydraulic and pneumatic systems. This is a CORE course.

INT119 PRINCIPLES OF MECHANICAL MEASUREMENT AND TECHNICAL DRAWING  
PREREQUISITE: As required by program  
This course provides instruction in the use of precision measuring tools and the interpretation of technical drawings. Topics include the use of calipers, micrometers, steel rules, dial indicators, identifying types of lines and symbols of technical drawings, recognition, and interpretation of various types of views, tolerances, and dimensions. Upon course completion, students will be able to use precision measuring tools and interpret technical drawings.
INT158 INDUSTRIAL WIRING I  
**PREREQUISITE:** As required by program.  
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.

INT213 Industrial Motor Control II  
**PREREQUISITE:** As determined by program.  
This course is a continuation of INT 113 focusing on additional theory and practice regarding industrial motor control schematics and wiring. Included are multispeed and softstart wiring techniques for industrial motors and synchronous motor control. The student will also be exposed to the theory, setup, and programming of variable speed drives. Upon completion students will be able to remove, replace, and wire different types of resistors, reactors, and transformers similar to those used in the control of industrial polyphase motors and large DC motors.

INT222 SPECIAL TOPICS  
**PREREQUISITE:** As determined by program.  
This course provides specialized instruction in various areas related to industrial maintenance. Emphasis is placed on meeting students' needs.

**INDUSTRIAL MAINTENANCE TECHNOLOGY (INT)**

**INT101 DC FUNDAMENTALS**  
**PREREQUISITE:** As required by program.  
This course provides an in depth study of direct current (DC) electronic theory. Topics include atomic theory, magnetism, properties of conductors and insulators, and characteristics of series, parallel, and series-parallel circuits. Inductors and capacitors are introduced and their effects on DC circuits are examined. Students are prepared to analyze complex DC circuits, solve for unknown circuit variables and to use basic electronic test equipment. This course also provides hands on laboratory exercises to analyze, construct, test, and troubleshoot DC circuits. Emphasis is placed on the use of scientific calculator and the operation of common test equipment used to analyze and troubleshoot DC and to prove the theories taught during classroom instruction. This is a CORE course.

**INT103 AC FUNDAMENTALS**  
**PREREQUISITE:** As required by program.  
This course provides an in depth study of alternating current (AC) electronic theory. Students are prepared to analyze complex AC circuit configurations with resistors, capacitors, and inductors in series and parallel combinations. Topics include electrical safety and lockout procedures, specific AC theory functions such as RLC, impedance, phase relationships, and power factor. Students will be able to define terms, identify waveforms, solve complex mathematical problems, construct circuits, explain circuit characteristics, identify components, and make accurate circuit measurements using appropriate measurement instruments. They should also be able to perform fundamental tasks associated with troubleshooting, repairing, and maintaining industrial AC systems. This is a CORE course.

**INT113 INDUSTRIAL MOTOR CONTROL I**  
**PREREQUISITE:** As required by program.  
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.

**INT118 FUNDAMENTALS OF INDUSTRIAL HYDRAULICS AND PNEUMATICS**  
**PREREQUISITE:** As required by program.  
This course includes the fundamental concepts and theories for the safe operation of hydraulic and pneumatic systems used with industrial production equipment. Topics include the physical concepts, theories, laws, air flow characteristics, actuators, valves, accumulators, symbols, circuitry, filters, servicing safety, and preventive maintenance and the application of these concepts to perform work. Upon completion, students should be able to service and perform preventive maintenance functions on hydraulic and pneumatic systems. This is a CORE course.

**INT184 INTRODUCTION TO PROGRAMMABLE LOGIC CONTROLLERS**  
**PREREQUISITE:** As required by college  
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.
INT213 INDUSTRIAL MOTOR CONTROL II  
PREREQUISITE: As determined by program.
This course is a continuation of INT 113 focusing on additional theory and practice regarding industrial motor control schematics and wiring. Included are multispeed and softstart wiring techniques for industrial motors and synchronous motor control. The student will also be exposed to the theory, setup and programming of variable speed drives. Upon completion students will be able to remove, replace, and wire different types of resistors, reactors, and transformers similar to those used in the control of industrial polyphase motors and large DC motors.

INT218 SPECIAL LAB IN HYDRAULICS AND PNEUMATICS  
PREREQUISITE: Permission of instructor. 
This course provides specialized instruction in maintaining and troubleshooting Hydraulic and Pneumatic systems. Topics include safe component removal and installation, schematic reading and diagramming, and theoretical calculations

INT220 SPECIAL TOPICS  
PREREQUISITE: As required by college
This course is designed to allow students an opportunity to study directly-related topics of particular interest which require the application of technical knowledge and technical skills. Emphasis is placed on the application of skills and knowledge with practical experiences. Upon completion, students should be able to solve job related problems using technical skills and knowledge.

INT284 ADVANCED PROGRAMMABLE LOGIC CONTROLERS  
PREREQUISITE: As required 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.

NAIL TECHNOLOGY (NT)

COS119 BUSINESS OF COSMETOLOGY  
PREREQUISITE: As required by program.
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.

COS125 CAREER AND PERSONAL DEVELOPMENT  
PREREQUISITE: As required by program.
This course provides the study and practice of personal development and career building. Emphasis is placed on building and retaining clientele, communication skills, customer service, continuing education, and goal setting. Upon completion, the student should be able to communicate effectively and practice methods for building and retaining clientele.

COS151 NAIL CARE  
PREREQUISITE: As required by program.
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.

COS152 NAIL CARE APPLICATIONS  
PREREQUISITE: As required by program.
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.

COS153 NAIL ART  
PREREQUISITE: As required by program.
This course focuses on advanced nail techniques. Topics include acrylic, gel, fiberglass nails, and nail art. Upon completion, the student should be able to identify the different types of sculptured nails and recognize the different techniques of nail art.

COS154 NAIL ART APPLICATIONS  
PREREQUISITE: As required by program.
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.

**COS161 SPECIAL TOPICS IN COSMETOLOGY**  
**PREREQUISITE:** As required by program.  
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.

**COS167 STATE BOARD REVIEW**  
**PREREQUISITE:** As required by program.  
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.

**COS182 SPECIAL TOPICS**  
**PREREQUISITE:** As required by program.  
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.

**MEDICAL ASSISTING TECHNOLOGY (MAT)**

**MAT102 MEDICAL ASSISTING THEORY I**  
**PREREQUISITE:** As required by program  
A description of anatomical descriptors and the cell introduces the student to and serves as an overview of the body's systems. The structure and function of the nervous, sensory, integumentary, muscular, skeletal, respiratory, and cardiovascular systems are taught with the diseases related to these systems presented. Upon completion, students should be able to demonstrate a basic working knowledge of these body systems.

**MAT103 MEDICAL ASSISTING THEORY II**  
**PREREQUISITE:** As required by program  
The structure and function of the digestive, urinary, reproduction, endocrine, and immune systems are presented. Disease processes that are related to these systems will be included. Basic concepts of reproduction, growth and development, and nutrition are taught. Upon completion, students should be able to demonstrate a basic working knowledge of these body systems.

**MAT111 CLINICAL PROCEDURES I FOR THE MEDICAL ASSISTANT**  
**PREREQUISITE:** As required by program.  
This course includes instruction in clinical examining room procedures. Topics include asepsis, infection control, assisting with examination, and patient education. Upon completion, students will be able to demonstrate competence in exam room procedures.

**MAT120 MEDICAL ADMINISTRATIVE PROCEDURES I**  
**PREREQUISITE:** As required by college.  
This course introduces medical office administrative procedures. Topics include appointment scheduling, telephone techniques, managing the physician's schedule, handling mail, preparing and maintaining medical records, and patient orientation. Upon completion, students should be able to perform basic medical administrative skills.

**MAT121 MEDICAL ADMINISTRATIVE PROCEDURES II**  
**PREREQUISITE:** As required by program  
This course introduces medical office administrative procedures not covered in Medical Administrative Procedures I. Topics include fees, credit, and collections, banking, bookkeeping Payroll, and computerized finance applications. Upon completion students should be able to manage financial aspects of medical offices. **CORE**

**MAT122 BASIC CONCEPTS OF INTERPERSONAL RELATIONSHIPS**  
**PREREQUISITE:** As required by program  
This course is designed to assist students in health occupations to learn basic principles of human behavior. Activities for developing effective interpersonal relations are included. Exploration of self-concept and the negative effect of poor self-concept as they relate to one's health are presented. Upon completion, students should be able to apply these concepts to the work setting. **CORE**
MAT125 LABORATORY PROCEDURES I FOR THE MEDICAL ASSISTANT 2-1-3
PREREQUISITE: As required by program
This course provides instruction in basic lab techniques used by the medical assistant. Topics include lab safety, quality control, collecting and processing specimens, performing selective diagnostic tests, such as a CBC, screening and follow-up of test results and OSHA/CLIA regulations. Upon completion, students should be able to perform basic lab tests/skills based on course topics. CORE

MAT128 MEDICAL LAW AND ETHICS FOR THE MEDICAL ASSISTANT 3-0-3
PREREQUISITE: As required by program
This course provides basic information related to the legal relationship of patient and physician. Topics to be covered include creation and termination of contracts, implied and informed consent, professional liability, invasion of privacy, malpractice, tort, liability, breach of contract, and the Medical Practice Act. Upon completion, students should be able to recognize ethical and legal implications of these topics as they relate to the medical assistant. CORE

MAT130 MEDICAL OFFICE COMMUNICATION 3-0-3
PREREQUISITE: As required by program
This course prepares the student to communicate with patients and other allied health professionals which he/she may come in contact within the medical setting. Emphasis is placed on verbal, nonverbal, written communication skills, and medical document formatting. Upon completion, students should be able to demonstrate an understanding of the skills needed for effective communication in the medical setting.

MAT200 MANAGEMENT OF OFFICE EMERGENCIES 2-0-2
PREREQUISITE: As required by program
This course is designed to instruct students in handling emergencies in the medical office. Emergencies presented will include cardiovascular emergencies, diabetic emergencies, seizures, syncope, hyperthermia and hypothermia, shock, musculoskeletal emergencies, and poisoning. Upon completion, students should be able to recognize emergency situations and take appropriate actions. CORE

MAT211 CLINICAL PROCEDURES II FOR THE MEDICAL ASSISTANT 2-1-3
PREREQUISITE: As required by program
This course includes instruction in vital signs and special examination procedures. Emphasis is placed on interviewing skills, appropriate triage and preparing patients for diagnostic procedures. Upon completion, students should be able to assist with special procedures. CORE

MAT215 LABORATORY PROCEDURES II FOR THE MEDICAL ASSISTANT 2-1-3
PREREQUISITE: As required by program
This course instructs the student in the fundamental theory and lab application for the medical office. Microbiology, urinalysis, serology, blood chemistry, and venipuncture theory as well as venipuncture collection procedures are discussed and performed. Upon completion, students should be able to perform basic lab tests/skills on course topics. CORE

MAT216 PHARMACOLOGY FOR THE MEDICAL OFFICE 3-1-4
PREREQUISITE: As required by program
This course teaches the commonly administered drugs used in the medical field including their classifications, actions, indications, contraindications, and side effects on the body. Correct demonstration of drug calculation, preparation, administration, and documentation are also taught. Upon completion, students should be able to demonstrate safe drug administration and recognize common medical classifications and their patient implications. CORE

MAT220 MEDICAL OFFICE INSURANCE 2-1-3
PREREQUISITE: As required by program
In this course emphasis is placed on insurance procedures with advanced diagnostic and procedural coding in the outpatient facility. Study will include correct completion of insurance forms and coding. Upon completion, students should be able to demonstrate proficiency in coding for reimbursements. CORE

MAT222 MEDICAL TRANSCRIPTION I 1-1-2
PREREQUISITE: As required by program.
This course introduces dictating equipment and typical medical dictation. Emphasis is placed on correct punctuation, capitalization, and spelling. Upon completion, students should be able to transcribe physician's dictation.
MAT223 MEDICAL TRANSCRIPTION II 1-1-2
PREREQUISITE: As required by program
This course provides the student additional skills required to competently transcribe medical dictation. Emphasis is placed on efficient use of equipment, references, editing, proofreading, and various formats. Upon completion, students should be able to demonstrate competence in transcribing physician's dictation.

MAT229 MEDICAL ASSISTING PRACTICUM 0-3-3
PREREQUISITE: As required by program
This course is designed to provide the opportunity to apply clinical, laboratory, and administrative skills in a physician's office, clinic, or outpatient facility. The student will gain experience in applying knowledge learned in the classroom in enhancing competence, in strengthening professional communications and interactions. Upon completion, students should be able to perform as an entry-level Medical Assistant. Content of this course is aligned with standards and guidelines from the American Association of Medical Assisting. CORE

HPS105 MEDICAL TERMINOLOGY 2-1-3
PREREQUISITE: As required by program.
This course is an application for the language of medicine. Emphasis is placed on terminology associated with health care, spelling, pronunciation, and meanings associated with prefixes, suffixes, and roots as they relate to anatomical body systems. Upon completion of this course, the student should be able to correctly abbreviate medical terms and appropriately use medical terminology in verbal and written communication.

HPS101 CARDIOPULMONARY RESUSCITATION 1-0-1
PREREQUISITE: As required by program.
This course includes theory and application in basic life support. Emphasis is placed on the areas of single rescuer cardiopulmonary resuscitation (CPR) of the adult, two-rescuer CPR, managing obstructed airways, and infant and child CPR. Upon completion of the course, the student should be able to recognize situations that require CPR and effectively implement CPR

NURSING ASSISTANT/HOME HEALTH AIDE (NAS)

NAS120 FUNDAMENTALS OF NURSING ASSISTANCE/HOME HEALTH AIDE 5-2-7
PREREQUISITE: As required by program.
This course provides the student with the necessary theory and laboratory experiences for the development of skills required to qualify as a long-term care Nursing Assistant/Home Health Aide. Emphasis is placed on the acquisition of skills in communication, observation, safety, mobility/body mechanics, personal and restorative care, and infection control necessary to care for patients and clients of all ages. Upon completion of this course, the student will be able to apply concepts and skills in areas required by the Omnibus Budget Reconciliation Act (OBRA) and the National Association of Home Care.

NAS121 FUNDAMENTALS OF NURSING ASSISTANCE/HOME HEALTH AIDE CLINICAL 0-3-3
PREREQUISITE: As required by college.
COREQUISITE NAS120 – Fundamentals of Nursing Assistant/Home Health Aide
This course is designed for students to apply knowledge and skills needed to perform basic nursing care safely and efficiently in various supervised health care settings. Emphasis is placed on safety, therapeutic communication, infection control, critical thinking, and proper documentation. Upon completion of this course, the student will demonstrate beginning competency in the delivery of care to patients and clients in various health care settings.

NAS115 CPR & BASIC FIRST AID 1-1-2
PREREQUISITE: As required by program.
This course is designed to help the student feel more confident and act appropriately in an emergency situation. Emphasis is placed on providing the student with theoretical concepts to develop skills in basic first aid and cardiopulmonary resuscitation. Upon successful course completion, which includes specific competencies in basic life support the student will receive appropriate course completion documentation.
PRACTICAL NURSING (NUR)

NUR103 HEALTH ASSESSMENT 0-1-1
PREREQUISITE: BIO103 (unless waived or satisfactory performance on the Alabama Community College System approved placement exam); NOTE: Only required if student is taking BIO201 and 202 sequences.
CO-REQUISITES: NUR102, NUR104, BIO201 or NUR101, MTH116 or higher
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.

NUR101 BODY STRUCTURE AND FUNCTION 3-1-4
PREREQUISITE or CO-REQUISITE: None
This course is designed to enable students to acquire basic knowledge of the normal structure and function of the human body. Major content focuses on the interrelations among the organ systems and the relationship of each organ system to homeostasis. Medical vocabulary/terminology is integrated throughout course content. Upon completion of this course, students will be able to demonstrate basic knowledge of body systems, their interrelationships and associated medical terminology.

NUR102 FUNDAMENTALS OF NURSING 3-3-6
PREREQUISITE: BIO103 (unless waived or satisfactory performance on the Alabama Community College System approved placement exam); NOTE: Only required if student is taking BIO201 and 202 sequences;)
CO-REQUISITES: NUR103, NUR104, BIO201 or NUR101, MTH116 or higher
This course provides opportunities to develop competencies necessary to meet the needs of individuals throughout their lifespan in a safe, legal, and ethical manner using the nursing process. Students learn concepts and theories basic to the art and science of nursing. The role of the nurse as a member of the healthcare team is emphasized. Students are introduced to the concepts of client needs, safety, communication, teaching/learning, critical thinking, ethical-legal, cultural diversity, nursing history, and the program's philosophy of nursing. Additionally, this course introduces psychomotor nursing skills needed to assist individuals in meeting basic human needs. Skills necessary for maintaining microbial, physical, and psychological safety are introduced along with skills needed in therapeutic interventions. At the conclusion of this course students demonstrate competency in performing basic nursing skills for individuals with common health alterations.

NUR104 INTRODUCTION TO PHARMACOLOGY 0-1-1
PREREQUISITE: BIO103 (unless waived or satisfactory performance on the Alabama Community College System approved placement exam); NOTE: Only required if student is taking BIO201 and 202 sequences;)
CO-REQUISITES: NUR102, NUR103, BIO201 or NUR101, MTH116 or higher
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.

NUR105 ADULT NURSING 5-3-8
PREREQUISITES: NUR102, NUR103, NUR104, BIO201 or NUR101, MTH116 or higher.
CO-REQUISITES: ENG101, BIO202 (if BIO201 taken earlier).
This course provides students with opportunities to develop competencies necessary to meet the needs of individuals throughout their adult life span in a safe, legal, and ethical manner using the nursing process. Emphasis is placed on providing care to individuals undergoing common alterations: surgery, respiratory, fluid and electrolyte, musculoskeletal, gastrointestinal, cardiovascular, endocrine, and integumentary systems. Nutrition, pharmacology, communication, cultural, and community concepts are integrated.

NUR106 MATERNAL AND CHILD NURSING 4-1-5
PREREQUISITES: NUR102, NUR103, NUR104, BIO201 or NUR101, MTH116 or higher;
CO-REQUISITES: ENG101, BIO202 (if BIO201 taken earlier).
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 postpartum 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.
NUR107 ADULT/CHILD NURSING 5-3-8
PREREQUISITES: NUR102, NUR103, NUR104, NUR101 or BIO201, MTH116 or higher, NUR105, NUR106, NUR108 ENG101, BIO202
CO-REQUISITE: NUR109
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 of clients experiencing burns, cancer, and emergent conditions. Nutrition, pharmacology, therapeutic communication, community, cultural diversity, health promotion, error prevention, critical thinking, and impacts on maternal and child clients are integrated throughout the course.

NUR108 PSYCHOSOCIAL NURSING 2-1-3
PREREQUISITES: NUR101 or BIO201 and 202, MTH116 or higher, ENG101, NUR102, NUR103, NUR104, (May be taken any time after Level I courses).
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. 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 2-1-3
PREREQUISITE: Completion of first and second term courses; (NUR108 if not taken previously);
CO-REQUISITE: NUR107
The course is designed to provide the student with the knowledge and skills necessary to make the transition from student to LPN practitioner. Content includes the responsibilities of the LPN, leadership skills, problem solving, and decision making quality assurance, management of resources, accountability, resume preparation, job interviewing skills, and obtaining/resigning employment. Emphasis is placed on NCLEX 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. Upon completion of this course, the student will demonstrate knowledge and skills necessary for entry into practical nursing.

OFFICE ADMINISTRATION (OAD)

OAD101 BEGINNING KEYBOARDING 3-0-3
PREREQUISITE: As required by program.
This course is designed to enable the student to use the touch method of keyboarding through classroom instruction and outside lab. Emphasis is on speed and accuracy in keying alphabetic, symbol, and numeric information using a keyboard. Upon completion, the student should be able to demonstrate proper technique and an acceptable rate of speed and accuracy, as defined by the course syllabus, in the production of basic business documents such as memoranda, letters, reports, etc.

OAD103 INTERMEDIATE KEYBOARDING 3-0-3
PREREQUISITE: OAD101 and/or as required by program.
This course is designed to assist the student in increasing speed and accuracy using the touch method of keyboarding through classroom instruction and lab exercises. Emphasis is on the production of business documents such as memoranda, letters, reports, tables, and outlines from unarranged rough draft to acceptable format. Upon completion, the student should be able to demonstrate proficiency and an acceptable rate of speed and accuracy, as defined by the course syllabus, in the production of business documents. This is a CORE course.

OAD110 COMPUTER NAVIGATION 3-0-3
PREREQUISITE: As required by program.
This course is designed to introduce the student to the MS Windows® environment through classroom instruction. Emphasis is on Windows as a graphical user interface and includes operations and applications that use the windows environment. Upon completion, the student should be able to demonstrate proficiency in the operation and management of hardware and software as defined by the course syllabus.

OAD125 WORD PROCESSING 3-0-3
PREREQUISITE: OAD101 and/or as required by program.
This course is designed to provide the student with basic word processing skills through classroom instruction and outside lab. Emphasis is on the utilization of software features to create, edit, and print common office documents. Upon completion, the student should be able to demonstrate the ability to use industry-standard software to generate appropriately formatted, accurate, and attractive business documents such as memoranda, letters, and reports. This is a CORE course.
OAD126 ADVANCED WORD PROCESSING 3-0-3
PREREQUISITE: OAD125 and/or as required by program.
This course is designed to increase student proficiency in using the advanced word processing functions through classroom instruction and lab exercises. Emphasis is on the use of industry-standard software to maximize productivity. Upon completion, the student should be able to demonstrate the ability to generate advanced business documents.

OAD127 BUSINESS LAW 3-0-3
PREREQUISITE: As required by program.
This course is designed to introduce the student to the fundamentals of business law affecting consumers and citizens. Emphasis is on principles of law dealing with contracts, sales, and commercial papers. Upon completion, the student should be able to demonstrate an understanding of the legal issues affecting business transactions.

OAD130 ELECTRONIC CALCULATIONS 3-0-3
PREREQUISITE: As required by program.
This course is designed to teach the numeric touch system and problem-solving techniques. Emphasis is on basic mathematical functions. Upon completion, the student should be able to demonstrate an acceptable rate of speed and accuracy, as defined by the course syllabus, to solve problems based on typical business applications.

OAD135 FINANCIAL RECORD KEEPING 3-0-3
PREREQUISITE: As required by program.
This course is designed to provide the student with an understanding of the accounting concepts, principles, and terminology. Emphasis is on the accounting cycle and equation as they relate to different types of business ownership. Upon completion, the student should be able to demonstrate accounting procedures used in a proprietorship, partnership, and corporation.

OAD136 ADVANCED FINANCIAL RECORD KEEPING 3-0-3
PREREQUISITE: As required by program.
This course is designed to provide more in-depth principles and practices of the accounting cycle. Emphasis is on the preparation of financial records such as payroll records, vouchers, accruals and deferrals, and related documents. Upon completion, the student should be able to demonstrate the ability to prepare and manage financial records and information.

OAD137 COMPUTERIZED FINANCIAL RECORD KEEPING 3-0-3
PREREQUISITE: As required by program.
This course is designed to provide the student with skill in using the microcomputer to enter financial data through classroom instruction and outside lab. Emphasis is on the use of appropriate software in the preparation of journals, financial statements, and selected payroll records. Upon completion, the student will be able to demonstrate the ability to use a microcomputer system to record financial data.

OAD138 RECORDS/INFORMATION MANAGEMENT 3-0-3
PREREQUISITE: As required by program.
This course is designed to give the student knowledge about managing office records and information. Emphasis is on basic filing procedures, methods, systems, supplies, equipment, and modern technology used in the creation, protection, and disposition of records stored in a variety of forms. Upon completion, the student should be able to perform basic filing procedures. This is a CORE course.

OAD200 MACHINE TRANSCRIPTION 3-0-3
PREREQUISITE: OAD125 and/or as required by program.
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.

OAD201 LEGAL TERMINOLOGY 3-0-3
PREREQUISITE: As required by program.
This course is designed to familiarize the student with legal terminology. Emphasis is on the spelling, definition, pronunciation, and usage of legal terms. Upon completion, the student should be able to communicate effectively using legal terminology.

OAD203 LEGAL OFFICE PROCEDURES 3-0-3
PREREQUISITE: OAD125 and/or as required by program.
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.
OAD211 MEDICAL TERMINOLOGY 3-0-3
PREREQUISITE: As required by program.
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.

OAD214 MEDICAL OFFICE PROCEDURES 3-0-3
PREREQUISITE: OAD125 and/or as required by program.
This course is designed to provide an awareness of the responsibilities and opportunities of professional support personnel in a medical environment through classroom instruction and lab exercises. Emphasis is on medical terminology, the production of appropriate forms and reports, and the importance of office procedures and practices. Upon completion, the student should be able to perform office support tasks required for employment in a medical environment.

OAD215 HEALTH INFORMATION MANAGEMENT 3-0-3
PREREQUISITE: As required by program.
This course is designed to promote an understanding of the structure, analysis, and management of medical records. Emphasis is on managing medical and insurance records, coding of diseases, operations and procedures, and the legal aspects of medical records. Upon completion, the student should be able to maintain medical records efficiently.

OAD218 OFFICE PROCEDURES 3-0-3
PREREQUISITE: As required by program.
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.

OAD232 THE COMPUTERIZED OFFICE 3-0-3
PREREQUISITE: As required by program.
This course is designed to develop an awareness of the responsibilities and opportunities of the office professional through classroom instruction. Emphasis is on current operating functions, practices and procedures, work habits, attitudes, oral and written communications, and professionalism. Upon completion, the student should be able to demonstrate the ability to effectively function in an office support role.

OAD240 CPS/CAP REVIEW 3-0-3
PREREQUISITE: As required by program.
This course, Certified Professional Secretary/Certified Administrative Professional Review, is designed to provide skills and knowledge in office administration, office systems and technology, and management. Emphasis is on the knowledge and skills required of those who qualify as professional administrative support. Upon completion, the student should be able to demonstrate knowledge and successful performance of skills in a variety of business-related subjects.

OAD243 SPREADSHEET APPLICATIONS 3-0-3
PREREQUISITE: As required by program.
This course is designed to provide the student with a firm foundation in the use of computerized equipment and appropriate software in performing spreadsheet tasks through classroom instruction and lab exercises. Emphasis is on spreadsheet terminology and design, common formulas, and proper file and disk management procedures. Upon completion, the student should be able to use spreadsheet features to design, format, and graph effective spreadsheets.

OAD245 DATA ENTRY 3-0-3
PREREQUISITE: OAD101 – OAD130 and/or as required by program.
This course is designed to provide the student with a firm foundation in the use of computerized equipment and appropriate software in performing data-entry tasks through classroom instruction and lab exercises. Emphasis is on the basic features of data-entry software, terminology, and proper file and disk management procedures. Upon completion, the student should be able to demonstrate a basic understanding of data-entry applications.

WELDING TECHNOLOGY (WDT)

WDT108 SMAW FILLET / OFC 1-2-3
PREREQUISITE: As required by college.
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. a CORE course.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>WDT109</td>
<td>SMAW FILLET/ PAC/ CAC</td>
<td>1-2-3</td>
<td>This course provides the student with instruction on safety practices and terminology in the Shielded Metal Arc Welding (SMAW) processes. 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 operations of carbon arc cutting and plasma arc cutting. This is a CORE course.</td>
</tr>
<tr>
<td>WDT110</td>
<td>INDUSTRIAL BLUEPRINT READING</td>
<td>3-0-3</td>
<td>This course provides students with the understanding and fundamentals of industrial blueprint reading. Emphasis is placed on reading and interpreting lines, views, dimensions, weld joint configurations and weld symbols. Upon completion, students should be able to interpret welding symbols and blueprints as they apply to welding and fabrication. This is a CORE course.</td>
</tr>
<tr>
<td>WDT115</td>
<td>GTAW CARBON PIPE THEORY</td>
<td>1-2-3</td>
<td>This course is designed to provide the student with the practices and procedures of welding carbon steel pipe using the gas tungsten arc welding (GTAW) process. Emphasis is placed on pipe positions, filler metal selection, purging gasses, joint geometry, joint preparation, and fit-up. Upon completion, students should be able to identify pipe positions; filler metals, purging gas, proper joint geometry, joint preparation, and fit-up to the applicable codes.</td>
</tr>
<tr>
<td>WDT116</td>
<td>GTAW STAINLESS PIPE THEORY</td>
<td>1-2-3</td>
<td>This course is designed to provide the student with the practices and procedures of welding stainless steel pipe using the gas tungsten arc welding (GTAW) process. Emphasis is placed on pipe positions, filler metal selection, purging gasses, joint geometry, joint preparation, and fit-up. Upon completion, students should be able to identify pipe positions, filler metals, purging gas, proper joint geometry, joint preparation, and fit-up to the applicable code.</td>
</tr>
<tr>
<td>WDT119</td>
<td>GAS METAL ARC/FLUX CORED ARC WELDING</td>
<td>1-2-3</td>
<td>This course introduces the student to the gas metal arc and flux cored arc welding process. Emphasis is placed on safe operating practices, handling and storage of compressed gasses, process principles, component identification, various welding techniques and base and filler metal identification. This is a CORE course.</td>
</tr>
</tbody>
</table>
WDT125 SHIELDED METAL ARC WELDING GROOVE LAB
0-3-3
PREREQUISITE: As required by college.
This course provides instruction and demonstration in the shielded metal arc welding process on carbon steel plate with various size F3 and F4 group electrodes in all positions. Emphasis is placed on welding groove joints and using various F3 and F4 group electrodes in all positions. Upon completion, the student should be able to make visually acceptable groove weld joints in accordance with applicable welding codes. This is a CORE course.

WDT155 GTAW CARBON PIPE LAB
0-3-3
PREREQUISITE: WDT116 and/or as required by college.
This course is designed to provide the student with the skills in welding carbon steel pipe with gas tungsten and the 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.

WDT156 GTAW STAINLESS PIPE LAB
0-3-3
PREREQUISITE: WDT116 and/or as required by college.
This course is designed to provide the student with the skills 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.

WDT217 SMAW CARBON PIPE THEORY
1-2-3
PREREQUISITE: As required by college.
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 code.

WDT229 BOILER TUBE THEORY
1-2-3
PREREQUISITE: As required by college.
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.

WDT257 SMAW CARBON PIPE LAB
0-3-3
PREREQUISITE: WDT217 and/or as required by college.
This course is designed to provide the student with skills in welding carbon steel pipe with shielded metal arc welding techniques in various pipe weld positions. Upon completion, students should be able to perform shielded metal arc welding on carbon steel pipe with the prescribed filler metals in various positions in accordance with the applicable code.

WDT269 BOILER TUBE LAB
0-3-3
PREREQUISITE: WDT229 and/or as required by college.
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.

WDT280 SPECIAL TOPICS
0-3-3
PREREQUISITE: As required by college.
This course provides specialized instruction in various areas related to the welding industry. Emphasis is placed on meeting students’ needs.

WDT281 SPECIAL TOPICS IN WELDING TECHNOLOGY
0-3-3
PREREQUISITE: As required by college.
This course provides specialized instruction in various areas related to the welding industry. Emphasis is placed on meeting students’ needs.

WDT282 SPECIAL TOPICS
0-3-3
PREREQUISITE: As required by college.
This course provides specialized instruction in various areas related to the welding industry. Emphasis is placed on meeting students’ needs.
ORIENTATION NON-DEGREE (ORT)

ORT100 ORIENTATION FOR CAREER STUDENTS 1-0-1
PREREQUISITE: As required by program.
This course is designed to introduce the beginning student to college. College policies and regulations are covered as well as stress management, resume preparation, job application procedures, and employment interviewing techniques.

ORT105 ORIENTATION AND STUDENT SUCCESS 3-0-3
PREREQUISITE: None
This course is designed to orient students to the college experience by providing them with tools needed for academic and personal success. Topics include: developing an internal focus of control, time management and organizational skills, critical and creative thinking strategies, personal and professional maturity, and effective study skills for college and beyond.

ORT111 WORKING STUDENTS SUCCESS 1-0-1
PREREQUISITE: As required by program.
This course introduces the college’s physical, academic, and social environment and promotes the personal development essential for success. Topics include campus facilities and resources; policies, procedures, and programs; study skills; and life management issues such as health, self-esteem, motivation, goal-setting, diversity, communication, child care provisions, college support system, managing work and study conflicts and advisor contact process. Upon completion, students should be able to function effectively within the college environment to meet their educational and work objectives.

BASIC SKILLS READING (BSR)

BSR090 INTRODUCTIONS TO COLLEGE READING 1-1-2
PREREQUISITE: BSR070 or college placement test score.
This course introduces effective reading and inferential thinking skills in preparation for BSR095. Emphasis is placed on vocabulary, comprehension, and reading strategies. Upon completion, students should be able to determine main ideas and supporting details, recognize basic patterns of organization, draw conclusions, and understand vocabulary in context.

BASIC STUDY SKILLS/PERSONAL DEVELOPMENT (BSS)

BSS118 COLLEGE STUDY SKILLS 3-0-3
PREREQUISITE: As required by program.
This course covers skills and strategies designed to improve study behaviors. Topics include time management, note taking, test taking, memory techniques, active reading strategies, critical thinking, communication skills, learning styles, and other strategies for effective learning. Upon completion, students should be able to apply appropriate study strategies and techniques to the development of an effective study plan.

BIOLOGY (BIO)

BIO103 PRINCIPLES OF BIOLOGY I 3-1-4
PREREQUISITE: As required by program.
This is an introductory course for science and non-science majors. It covers physical, chemical, and biological principles common to all organisms. These principles are explained through a study of cell structure and function, cellular reproduction, basic biochemistry, cell energetics, the process of photosynthesis, and Mendelian and molecular genetics. Also included are the scientific method, basic principles of evolution, and an overview of the diversity of life with emphasis on viruses, prokaryotes, and protists. A 120 minute laboratory is required.

BIO201 Human Anatomy and Physiology I 3-1-4
PREREQUISITE: BIO103 (unless waived or satisfactory performance on the Alabama Community College System approved placement exam)
Human Anatomy and Physiology I covers the structure and function of the human body. Included is an orientation of the human body, basic principles of chemistry, a study of cells and tissues, metabolism, joints, the integumentary, skeletal, muscular, and nervous systems, and the senses. Dissection, histological studies, and physiology are featured in the laboratory experience. A 120 minute laboratory is required.
BIO202 Human Anatomy and Physiology II 3-1-4
PREREQUISITE: BIO103 (unless waived or satisfactory performance on the Alabama Community College System approved placement exam) and BIO201.
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, electrolytes, and acid-base balance, the endocrine, respiratory, digestive, excretory, cardiovascular, lymphatic, and reproductive systems. Dissection, histological studies, and physiology are featured in the laboratory experience. A 120 minute laboratory is required.

ENGLISH (ENG)

ENG093 BASIC ENGLISH II 3-0-3
PREREQUISITE: A grade of “S” (Satisfactory) in ENG092 or a minimum score of 37 on the ASSET.
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.

ENG100 VOCATIONAL TECHNICAL ENGLISH I 3-0-3
PREREQUISITE: Satisfactory 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. NCA

ENG101 ENGLISH COMPOSITION I 3-0-3
PREREQUISITE: Successful completion of ENG093; or a score of 42 or better on the English section of ASSET; or a score of 20 or better on the ACT (or equivalent SAT score)
English Composition I provides instruction and practice in 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 may include instruction and practice in library usage.

ENG102 ENGLISH COMPOSITION II 3-0-3
PREREQUISITE: A grade of “C” or better in ENG101 or the equivalent.
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 reference effectively and legally. Additionally, English Composition II provides instruction in the development of analytical and critical reading skills in the composition process. English Composition II may include instruction and practice in library usage.

HISTORY (HIS)

HIS101 WESTERN CIVILIZATION I 3-0-3
PREREQUISITE: As required by program.
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.

HUMANITIES (HUM)

ART100 ART APPRECIATION 3-0-3
PREREQUISITE: As required by program.
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.

HUM100 HUMANITIES FORUM 1-0-1
PREREQUISITE: As required by program.
In this course, credit is given for participation in lectures, concerts, and other events, which have relevance to the study of the humanities. The course may be repeated for credit.

HUM101 INTRODUCTION TO HUMANITIES I 3-0-3
PREREQUISITE: As required by program.
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.
HUM102 INTRODUCTION TO HUMANITIES II 3-0-3
PREREQUISITE: HUM 101.
This course is a continuation of HUM101.

MATHEMATICS (MAH) (MTH)

MAH101 INTRODUCTORY MATHEMATICS I 3-0-3
PREREQUISITE: Satisfactory placement score.
This course is a comprehensive review of arithmetic with basic algebra designed to meet the needs of certificate and diploma programs. Topics include business and industry related arithmetic and geometric skills used in measurement, ratio and proportion, exponents and roots, application 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

MTH090 BASIC MATHEMATICS 3-0-3
PREREQUISITE: As required by program.
This is a developmental course reviewing arithmetical principles and computations designed to help the student’s mathematical proficiency for selected curriculum entrance. NCA

MTH098 ELEMENTARY ALGEBRA 3-0-3
PREREQUISITE: MTH090 or appropriate mathematics placement score.
This course is a review of the fundamental arithmetic and algebra operations. The topics include the numbers of ordinary arithmetic and their properties; integers and rational numbers; the solving of equations; polynomials and factoring; and an introduction to systems of equations and graphs. NCA

MTH100 INTERMEDIATE COLLEGE ALGEBRA 3-0-3
PREREQUISITE: MTH092 or MTH098 or appropriate mathematics placement score.
This course provides a study of algebraic techniques such as linear equations and inequalities, quadratic equations, systems of equations, and operations with exponents and radicals. Functions and relations are introduced and graphed with special emphasis on linear and quadratic functions. This course does not apply toward the general core requirement for mathematics.

MTH116 MATHEMATICAL APPLICATIONS 3-0-3
PREREQUISITE: MTH090 or appropriate mathematics placement score.
This course provides practical applications of mathematics and includes selected topics from consumer math and algebra. Some types included are integers, percent, interest, ratio and proportion, metric system, probability, linear equations, and problem solving. This is a terminal course designed for students seeking an AAS degree and does not meet the general core requirement for mathematics.

PHILOSOPHY (PHL)

PHL206 ETHICS AND SOCIETY 3-0-3
PREREQUISITE: As required by program.
This course involves the study of ethical issues that 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.

PHYSICAL SCIENCE (PHS)

PHS111 PHYSICAL SCIENCE I 3-1-4
PREREQUISITE: As required by program.
This course provides the non-technical student with an introduction to the basic principles of geology, oceanography, meteorology, and astronomy. Laboratory is required.

PSYCHOLOGY (PSY)

PSY200 GENERAL PSYCHOLOGY 3-0-3
PREREQUISITE: As required by program.
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.

SOCIOLOGY (SOC)

SOC200 INTRODUCTION TO SOCIOLOGY 3-0-3
PREREQUISITE: As required by program.
This course is an introduction to the vocabulary, concepts, and theory of sociological perspectives of human behavior.