REID STATE TECHNICAL COLLEGE

2025-26 Catalog

MESSAGE FROM THE PRESIDENT

Welcome to the 2025-2026 academic year at Reid State Technical College!

As we embark on this exciting journey together, I want to extend a heartfelt welcome to all our new students. This year marks a period of growth and opportunity for both you and our institution. We are committed to enhancing your learning experiences and providing the support you need to achieve your academic, athletic, and personal goals.

Our campus is buzzing with new initiatives designed to enrich your educational journey. From expanded programs and state-of-the-art facilities to vibrant student activities, we are focused on creating an environment where you can thrive.

As you navigate through this academic year, I wish you tremendous success in your studies and beyond. Embrace the challenges, engage in all that Reid State has to offer, and know that we are here to support you every step of the way.

Here's to a fantastic year ahead!

Best Wishes,

Dr. Coretta L. Boykin
President
Reid State Technical College

REID STATE TECHNICAL COLLEGE

CATALOG

Established 1963

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Authorized by the
Alabama Community College System Board of Trustees Reid State Technical College is accredited by the Commission of the Council on Occupational Education 7840
Roswell Road, Building 300, Suite 325
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Telephone 770-396-3898/FAX 770-396-3790
www.council.org

Reid State Technical College is a candidate for accreditation by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award the Associate degree. Reid State Technical College also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Reid State Technical College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website.

2025-2026

It is the official policy of the Alabama Community College System, including all postsecondary institutions under the control of the board, that no person in Alabama shall, on the grounds of race, color, disability, gender, religion, creed, national origin, or age, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program, activity, or employment.

Reid State Technical College 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.

The Dean of Student Services serves as the ADA and Section 504 Coordinator and may designate another employee in their department to perform those duties if desired. DEAN OF STUDENT SERVICES AND 504 COORDINATOR Phone: (251) 578-1313.

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GENERAL

This publication shall not be considered a contract between Reid State Technical College and any student or prospective student. Reid State Technical College reserves the right to make changes in the offerings, services, and regulations announced in this publication as circumstances may require. Courses and programs will not normally be continued when enrollment falls below minimum requirements.

COLLEGE LOCATION - AREA SERVED

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.

ALABAMA COMMUNITY COLLEGE SYSTEM

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College Calendar 2025-2026 Academic Year

Reid State Technical College operates on a twelve-month schedule and 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
June: Juneteenth
July: Independence Day
September: Labor Day
November: Veterans Day; Thanksgiving
December: Christmas

FALL SEMESTER 2025: August 18, 2025 -December 31, 2025
78 Instructional Days-10 Faculty Duty Days

Aug. 11	Registration (FDD) (College open; no classes)
Aug. 12-13	Local Professional Development (FDD) (college open; no classes)
Aug. 14	Late Registration (FDD)
Aug. 15	Classes Begin
Aug. 22	Drop/Add period end
Sept. 1	**HOLIDAY/ (Labor Day) (College closed)**
Sept. 2	Financial Aid Freeze Date
Sept. 9	Attendance Verification
Sept. 16	Attendance Verification Appeal Deadline
Oct. 9	Mid-Term
Oct. 15	Financial Aid 60% Date
Oct. 22	Early Registration
Nov.11	**HOLIDAY/ (Veterans Day) (College closed)**
Nov. 20	Last Day to Withdraw without Penalty
Nov. 24-25	State Professional Development (FDD) (College open, no classes
Nov. 26	Local Professional Development (FDD) (College open; no classes
Nov. 27-28	**HOLIDAY/(Thanksgiving) (College closed)**
Dec. 4	Graduate Workshop Reid Campus @ 9 a.m. and Virtual @ 9 a.m.
Dec. 4-5, 8	Final exams
Dec. 9	End of Fall Semester/Grades Due (FDD) (College open; no classes)
Dec. 9-12, 15-16	Faculty Duty Days (College open; no classes)
Dec. 17-23	Duty Day for Non-Instructional Personnel (College open; no classes)
Dec. 24-31	**Winter Break (College closed)**

SPRING SEMESTER 2026: January 1, 2026– May 15, 2026
78 Instructional Days-9 Faculty Duty Days

Jan. 1	**HOLIDAY/ (New Year's) (College closed)**
Jan. 2;5-7	(FDD) (College open; no classes)
Jan. 7	Late Registration
Jan. 8	Class Begin
Jan. 15	Drop/Add period ends
Jan. 19	**HOLIDAY/ (M.L. King/R. E. Lee Birthday) (College Closed)**
Jan. 22	Attendance Verification/Financial Aid Freeze Date
Jan. 29	Attendance Verification Appeal Deadline
March 4	Mid-Term
March 9	Financial Aid 60% Date
March 23-27	Spring Break (College open; no classes)
April 2	Early Registration
April 3	**HOLIDAY/(Good Friday) (College Closed)**
April 6	Classes resume
April 15	Fall 2025 Early Registration
April 16	Graduate Workshop Reid Campus @ 9 a.m. and Virtual @ 9 a.m.
April 20	Last Day to Withdraw without Penalty
May 4-6	Final Exams
May 7	End of Spring Semester/Grades Due (FDD) (College open; no classes)
May 8	Graduation (FDD) (College open; no classes)
May 11-12	Local Professional Development (College open; no classes)
May 13-15	Duty Day for Non-Instructional Personnel (College open; no classes)

SUMMER SEMESTER 2026: MAY 18, 2026-AUGUST 7, 2026
50 Instructional Days-4 Faculty Duty Days

May 18-19	(FDD) (College open; no classes)
May 19	Late Registration
May 20	Class Begin
May 22	Drop/Add period ends
May 25	**HOLIDAY/ (Memorial Day) (College closed)**
June 2	Attendance Verification
June 3	Financial Aid Freeze Date
June 9	Attendance Verification Appeal Deadline
June 19	**HOLIDAY/ (Juneteenth Day) (College closed)**
June 25	Mid-Term
July 1	Financial Aid 60% Date
July 3	**HOLIDAY/ (Independence Day) (College closed)**
July 16	Last Day to Withdraw without Penalty Graduate Workshop Reid Campus @ 9 a.m. and Virtual @ 9 a.m.
July 30-31	Final Exams
Aug. 3	End of Summer Semester/Grades Due (FDD) (College open; no classes)
Aug. 4	Faculty Duty Day (College open; no classes)
Aug. 5-7	Duty Day for Non-Instructional Personnel (College open; no classes)

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 Technical College 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 Technical College, 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 the campus of Jefferson Davis Community College in Atmore which served as a satellite campus. In 2012, the Atmore Practical Nursing classes were moved to 201 Brookwood Road, Atmore, Alabama. In 2014, the Nursing Assistant/Home Health Aide program was also relocated to 201 Brookwood Road in Atmore. And in 2014, the Child Development and Education program was relocated to the main campus.

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 as follows:

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 an associate degree-granting institution that empowers individuals and transforms communities by providing accessible, high-quality academic and technical education that ignites lifelong learning and creates generational change.

(Updated by Alabama Community College System Board of Trustees March 2025)

Vision

Reid State Technical College will be the premiere dynamic and innovative college that empowers learners, transforms lives, and enhances communities in a globally competitive environment.

Strategic Goals

- Goal 1: Enrollment - Reid State Technical College will increase enrollment.
    - Objective 1.1 - Develop efficient and effective enrollment management strategies that maximize and increase student enrollment.
        - Strategy 1.1 - Generate interest and excitement about Reid State Technical College and programs that address the workforce needs of the state and region through aggressive and robust social media and public relations campaigns.
        - Strategy 1.2 - Advance and support relationships with community partners and stakeholders such as K12, Workforce Career Centers, and employers to provide pre-enrollment and career pathways.
        - Strategy 1.3 - Ensure customer service-oriented best practices throughout the pre-enrollment and enrollment process.
        - Strategy 1.4 - Guarantee the best possible onboarding experience by utilizing personal and electronic contact with students.
        - Strategy 1.5 - Anticipate and remove barriers to enrollment for potential and current students.

- Goal 2: Community Engagement / Workforce Development - Reid State Technical College will produce highly qualified, skilled graduates and workers needed by our economic, business, and industry partners.
    - Objective 2.1 - Support community vitality through building economic, business, and industry partnerships.
        - Strategy 2.1 - Increase participation in community events, economic endeavors, and local government activities.
        - Strategy 2.2 - Develop workforce partnerships corresponding to the institutional mission, vision, and theme to enhance graduate placement opportunities and apprenticeships.
    - Objective 2.2 - Strengthen institutional advisory council participation by providing the opportunity for feedback and input beyond regularly scheduled Advisory Council meetings.
        - Strategy 2.3 - Provide the Advisory Council quarterly notices regarding institutional events, programmatic changes, and overall college updates.
    - Objective 2.3 - Develop and promote competitive athletic teams that invoke excitement and pride in RSTC.
        - Strategy 2.4 - Apply to agencies for a minimum of two competitive sports teams by May 2022.
        - Strategy 2.5 - Recruit for three competitive sports teams beginning November 2022.
        - Strategy 2.6 - Begin first competitive sports games in Fall 2023.
        - Strategy 2.7 - Reevaluate/implement athletic handbook/recruiting practices for competitive athletic teams.

- Goal 3: Communication - Reid State Technical College will provide stakeholders with regular and transparent internal and external communications.
    - Objective 3.1 - Enrich internal communications.
        - Strategy 3.1 - Advance transparency and communication through each institutional unit supervisor regarding college updates and changes driven by President's Cabinet, monthly, quarterly, or weekly meetings.
        - Strategy 3.2 - Promote spontaneous collaboration among departments supporting the program's institutional goals, initiatives, and projects.

    - Objective 3.2 - Strengthen communications/connections with Reid State Technical College alumni.
        - Strategy 3.3 - Convey awareness of college activities to the Reid State Technical College Alumni about the College's involvement in community engagement, economic endeavors, and local government activity that shape the future of the college.

    - Objective 3.3 - Strengthen communications/connections with the Reid State College Foundation.
        - Strategy 3.4 - Convey awareness of college activities to the Reid State College Foundation about the College's involvement in community engagement, economic endeavors, and local government activity that shape the future of the college.

    - Objective 3.4 - Enrich external communications.
        - Strategy 3.5 - Generate feedback from the community population and college stakeholders regarding the college's current activities, future plans, news, etc.
        - Strategy 3.6 - Distribute new themed marketing materials and commercials designed to boost awareness of the college.
        - Strategy 3.7 - Cultivate a comprehensive marketing and public relations plan that enhances the College's awareness within the community.
- Goal 4: Teaching and Learning - Reid State Technical College will use benchmarks of accreditation and graduate employer surveys to evaluate and develop strategies for continuous improvement of programs.

- Objective 4.1 - Each teaching and learning benchmark will be evaluated annually during the Fall Institution Annual Report, with additional strategies created based on each program in the annual continuous review cycle.
  - Strategy 4.1 - Each technical and academic program will maintain a minimum graduation/completion rate of 60%.
  - Strategy 4.2 - Each technical and academic program requiring licensure will maintain a minimum licensure rate of 70%.
  - Strategy 4.3 - Each technical and academic program will maintain a minimum placement rate of 70%.

- Objective 4.2 - All Institutional units will develop, submit, and monitor annual institutional effectiveness planning benchmarks with strategies based on each unit's purpose and on an annual continuous review cycle.
  - Strategy 4.4 - Each instructional, academic, and administrative unit will meet its unit planning benchmarks as input into the institutional effectiveness planning system for each academic planning year.
- Objective 4.3 - Each technical and academic program will receive at least an average rating of 70% from program graduate/completer employers in the following areas: Interpersonal/Interaction Skills; Oral and Written Communication Skills; Graduate's/Completer's Work Ethics; Critical Thinking Skills; Entry-Level Occupational Skills; Overall Quality of Education/Skills.
  - Strategy 4.5 - Employer surveys will be sent annually to employers, reported by graduates/completers, and feedback will be given to the Director of Instructional Services/CTE Instructor.

- Goal 5: Campus Development - Reid State Technical College will address deferred maintenance and create a 21st- century teaching, learning, and student-centered environment.
  - Objective 5.1 - Increase internet speeds campus-wide to desktop and mobile devices.
    - Strategy 5.1 - Install new fiber lines on campus for increased internet speeds and update network switches and servers on campus.

  - Objective 5.2 - Increase security on campus.
    - Strategy 5.2 - Install security cameras campus-wide.
    - Strategy 5.3 - Construct new security building more centrally located on campus to provide better monitoring of campus activity.
  - Objective 5.3 - Facilities renewals.
    - Strategy 5.4 - Update all restroom facilities across campus, with some lighting and flooring.
  - Objective 5.4 - Increase stakeholder comfortability in buildings 100, 400, and 600.
    - Strategy 5.5 - Replace passed end-of-life HVAC systems throughout buildings 100, 400, and 600 with environmentally efficient systems based on demand-need programmable systems.

  - Objective 5.5 - Move Bookstore to Library.
    - Strategy 5.6 - Remodel/build out library space to allow for relocation of the bookstore.
  - Objective 5.6 - Move maintenance shop to enable expansion of additional technical/academic programs.
    - Strategy 5.7 - Construct a new workshop building for the maintenance department on available land behind campus away from current campus buildings.

  - Objective 5.7 - Expand existing space for growing technical and future academic programs. ■ Strategy 5.8 - Campus-wide utilization study.
  - Objective 5.8 - Open a Workforce Incubator.
    - Strategy 5.9 - Secure grant funding for the founding of the incubator and incorporate Reid State Technical College program students within the shared services as a work-based learning opportunity.

  - Objective 5.9 - Develop outside sitting areas/landscaping for students to gather between classes and visiting stakeholders.
    - Strategy 5.10 - Work with a contracted architectural firm to create outside sitting areas and landscaping that is inviting to students and visiting stakeholders.
  - Objective 5.10 - Facilities Master plan update.
    - Strategy 5.11 - Work with a contracted architectural firm to create a new and updated facilities master plan.
- Goal 6: Institutional Advancement - Assure the long-term strength and stability of Reid State Technical College by enhancing financial resources.
  - Objective 6.1 - Ensure the non-profit status of Reid State College Foundation. ■ Strategy 6.1 - Seek 501(c) status.

  - Objective 6.2 - Raise awareness and excitement about the Reid State Technical College alumni membership opportunities and Reid State College Foundation.

- Strategy 6.2 - Develop marketing materials aimed at recruiting alumni and informational materials about the purpose of the Reid State College Foundation.

o Objective 6.3 - Increase alumni membership.

- Strategy 6.3 - Regularly scheduled alumni recruitment events.

o Objective 6.4 - Collaborate with Reid State College Foundation to implement fundraising activities.

- Strategy 6.4 - Coordinate regular meetings with Reid State College Foundation members to plan and hold fundraising events that benefit Reid State Technical College and ensure the community is aware of the scheduled events.

o Objective 6.5 - Community benefits for Reid State Technical College alumni.

- Strategy 6.5 - Work with local businesses to offer discounts to Reid State Technical College alumni.

o Objective 6.6 - To enhance financial resources by a level indicated by the College President annually. ■ Strategy 6.6 - Establish annual fundraising goals to be approved by the college President.

o Objective 6.7 - Augment technical and academic programs through supplemented financial resources.

- Strategy 6.7 - Secure grant opportunities for academic and technical programs that allow for expansion and/or support of current programs and creation of new programs, or institutional activities.

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. The Cosmetology program is approved by the Alabama State Board of Cosmetology and Barbering, and all educational programs are approved by the Alabama Community College System Board of Trustees. 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:

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Effective August 26, 2023, the Practical Nursing Program at Reid State Technical College at the Evergreen Campus located in Evergreen, Alabama, is awarded Accreditation from the Accreditation Commission for Education in Nursing (ACEN). This candidacy status expires on August 26, 2028.

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GA 30326
Telephone: (404) 975-5000
Website: http://www.acenursing.com/candidates/candidacy.asp.

Reid State Technical College is a candidate for accreditation by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award the Associate degree. Reid State Technical College also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Reid State Technical College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website.

POLICIES REGARDING ADA, REHAB ACT & STUDENTS WITH DISABILITIES

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 Dean of Student Services, P.O. Box 588, Evergreen, Alabama36401.

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 access 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 needs 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 the following:

- Extended time of exams
- Permission to record 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

ADMISSIONS

Students with disabilities are responsible for informing the respective college about their 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.

ADMISSION REQUIREMENTS

Admission: General

Admission Process: Students must complete the admission application on-line at www.rstc.edu. Students should select the "Apply Now" link to begin the application. First time applicants will need to complete an username and password to be able to log-in and complete the application. Once the student finishes setting up their username and password, students will be able to log-in and begin the application. Former students who need to re-apply can use their established username and password to log-in.

All students must complete an admission application, provide official high school/GED transcript, ALL previous college transcripts (if applicable), and provide other appropriate documentation as required by specific programs to complete their admission file.

For the protection of the public and to assist in maintaining state and local security, persons who are not citizens of the United States may not be admitted to any Alabama Community College System institution for the purpose of enrolling in flight training, or in any segment or portion of a flight training program, until appropriate certification and approval have been received from the Office of the Attorney General of the United States, pursuant to Section 113 of the Aviation Transportation and Security Act, regulations of the Immigration and Naturalization Service, and all other applicable directives.

Admission Classifications & Required Admission Documentation

First Time: A student who has no prior postsecondary experience after graduating high school or completing a GED.

- Admission Application
- Official final high school transcript with proof of graduation or GED®. Students with an associate degree or bachelor's degree are not required to submit a high school transcript.
- Official transcript(s) -all college(s) attended (if applicable) i.e., dual enrollment students

Transfer: A student who previously attended another college or university.

- Admission Application
- Official final high school transcript with proof of graduation or GED®. Students with an associate degree or bachelor's degree are not required to submit a high school transcript.
- Official transcript(s) - all college(s) attended

*Acceptance of transfer credits is based upon local institutional policy.

Dual Enrollment / Dual Credit: A secondary education student who is earning college credit while still in high school. Dual enrollment credit may be applied toward high school AND college.

- Admission Application
- High school transcript
- Students must be rising 10th, 11th, or 12th graders
- Students seeking enrollment in Dual Enrollment for Dual Credit coursework must have a minimum

cumulative (unweighted) high school grade point average of 2.5 on a 4.0 scale

- Written approval from school administrator

Accelerated: A secondary education student who is earning college credit while still in high school. Accelerated credit may not substitute for high school requirements.

- Admission application
- High school transcript
- Student must have completed the 10th grade
- The student has completed the high school prerequisites for the courses in which he/she wants to enroll.
- Written approval from school administrator

Transient: A student enrolled at another college or university who is taking classes at an ACCS institution for the express purpose of transferring credit to the home college or university.

- Transient admission application
- Appropriate transient documentation from home institution

Re-Admit/Returning: A student who has not enrolled in courses at the institution within the last academic year as determined by local institutional calendars.

- Admission Application
- Official final high school transcript with proof of graduation or GED® (if applicable). Students with an associate degree or bachelor's degree are not required to submit a high school transcript.
- Official transcript(s) - all college(s) attended (if applicable)

Special/ Non-Degree Seeking: A student who wishes to enroll but does not wish to pursue a degree or certificate.

- Admission Application
- Official final high school transcript with proof of graduation or GED® (if applicable). Students with an associate degree or bachelor's degree are not required to submit a high school transcript.
- Official transcript(s) - all college(s) attended (if applicable)

International: A student who is a citizen of another country.

- Reid State Technical College does not accept international students

Non-high school graduate and non-GED students:

- Required assessment score (in accordance with current assessment procedures)
- Written consent from the appropriate secondary administrator (if under the age of 17)
- Students may be admitted to non-degree and career pathways programs as defined under the Workforce Innovation and Opportunity Act (WIOA) and by the federal Pell Grant Ability-to-Benefit criteria.

Admission Status:

There are two types of admission status: conditional and unconditional

Conditional status: Students who have applied but not submitted required documentation shall be admitted as conditional status (excluding transient and international students). Failure to provide all required documentation by the end of the first semester, as determined by local institutional calendars, will prevent a student from future registration and official transcript release.

Unconditional status: Students who have applied and submitted all required documentation shall be admitted unconditionally.

Please note: Admission to an ACCS institution does not ensure admission to any individual program or course.

Admission of Ability-to-Benefit Students

Institutions may obtain a written waiver from local superintendents for students seeking enrollment into a non-degree and career pathways programs under the ability-to-benefit program, but have not been out of high school for one complete year. Each student seeking admission under the ability-to-benefit must take the ACCUPLACER Placement Exam.

Admission of International Students

Reid State Technical College does not accept international students.

Admission to a Course Creditable Toward an Associate Degree

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

1. Applicants who hold a diploma (evidenced by an official transcript) issued by a regionally and/or state accredited high school are eligible for admission.

2. Applicants who have attended a non-accredited high school may be admitted upon presentation of a diploma (evidenced by an official transcript) indicating successful completion of courses of study on the secondary level.

3. Applicants who cannot comply with either of the above conditions may be admitted upon presentation of a Certificate of High School Equivalency (GED Certificate) evidenced by an official transcript. Applicant must hold the GED Certificate prior to the term of enrollment.

Students who meet one of these criteria shall be classified as "Degree-Eligible" students. The College may establish additional admission requirements to specific courses or occupational degree programs when student enrollment must be limited or to assure ability to benefit.

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 have specifically documented ability-to-benefit.

The student will have to take the Ability-to-Benefit test and achieve scores set as the qualification for ability-to-benefit to be admitted to the technical programs such as Welding and Cosmetology.

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.

Admission of Ability - to - Benefit Students

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

- Students must be co-enrolled in the Adult Education Program and a program of study.

- The chosen program of study must be defined as an eligible career pathway under the Workforce Innovation and Opportunity Act (WIOA) and by federal Pell Grant Ability to Benefit criteria.

Initial Academic Status of Transfer Students

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

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

3. A transfer student who is admitted on Academic Probation retains that status until having attempted at least twelve (12) credit hours at the institution. If, at the conclusion of the semester in which the student attempted a total of twelve (12) or more credit hours at the institution, their cumulative GPA at the institution is below 1.5, they are suspended for one semester. The transcript will read SUSPENDED-ONE SEMESTER.
   A transfer student's status is clear if at the conclusion of the semester in which he has been admitted on academic probation he has attempted a total of twelve (12) or more credit hours at the institution with a cumulative GPA 1.5 or above.

4. 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

1. Coursework transferred or accepted for credit toward an undergraduate program must represent collegiate coursework relevant to the formal award with course content and level of instruction resulting in student competencies at least equivalent to those of students enrolled in the 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.

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

3. A transfer student from a collegiate institution not accredited by the appropriate regional association or 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.

4. 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.

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

6. 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.

CHANCELLOR'S PROCEDURE FOR POLICY
801.03: Admission: Dual Enrollment/Dual Credit for High School Students

1. Dual Enrollment for Dual Credit

   Dual Enrollment for Dual Credit is an enrichment opportunity allowing eligible high school students to earn high school and college credits for courses taken through an Alabama Community College System (ACCS) institution while still enrolled in high school. Dual Enrollment for Dual Credit is available to students attending public, private, parochial, or church/religious schools pursuant to § 16-28-1 of the Code of Alabama 1975, or who are receiving instruction from a homeschool/private tutor pursuant to § 16-28-5 of the Code of Alabama 1975.

2. To be eligible for admission, Dual Enrollment for Dual Credit Students must meet the following criteria:

   2.1. Students must satisfy the requirements prescribed in Procedure 801.01: Admission: General, with the exception of proof of high school graduation or GED completion.

   2.2. Students must be rising 10th, 11th, or 12th graders as defined by each secondary education entity's promotion/retention policy. An exception may be granted through ACCS waiver requests including but not limited to students documented as gifted under Alabama Administrative Code §290-8-9.12.

   2.3. Students seeking enrollment in Dual Enrollment for Dual Credit coursework must have a minimum cumulative (unweighted) high school grade point average of 2.5 on a 4.0 scale. Exceptions may be granted per program through ACCS waiver requests.

   2.4. Students must have the written approval of a secondary school official. Dual Enrollment for Dual Credit eligibility for students enrolled in private, homeschool/private tutor, parochial, or church/religious secondary educational entities must be documented in writing by an appropriate secondary official. Approval from secondary school officials indicates that the student has demonstrated both academic readiness and social maturity.

   2.5. The ACCS institution has the right to restrict a student's enrollment on the basis of academic readiness, social maturity, health and safety concerns, course availability, and/or local institutional policy.

3. Placement and Pre-Requisites

   Dually enrolled students registering for college-level English or math courses must be placed into courses using the current ACCA-approved placement guidelines. Students who do not register for college-level English or math courses are not required to take any English or math placement test, regardless of their grade levels.

   Students must meet all applicable prerequisites prior to enrolling in courses.

4. Continuous Eligibility for Dual Enrollment for Dual Credit

   Students who meet the criteria for initial admission to a Dual Enrollment for Dual Credit Program, as specified in Section 2, will maintain continuous eligibility so long as they earn a grade of C or better in all attempted college courses.

   Each college shall develop their own continuous eligibility appeal process. Colleges are advised to document justification for individual eligibility decisions.

5. Course Offerings

   Dual Enrollment for Dual Credit courses offered by the postsecondary institution shall be of postsecondary/college level. Students may be exposed to and be involved in discussions of mature subject matter. Course curricula will not be modified. Courses may be offered at approved locations on or off the institution's campus(es). Courses may be canceled at the discretion of the institution for reasons such as, but not limited to, low enrollment or lack of credentialed faculty.

   Courses offered by postsecondary institutions shall be drawn from the respective institution's existing academic inventory of credit courses. Courses below 100 are not eligible for Dual Credit. Co-requisite courses above 100 are eligible.

6. Course Auditing
   Dually enrolled students may not audit courses.

7. Combined Courses

   Dually enrolled and non-dually enrolled secondary students may be concurrently taught in the same course. It is the responsibility of the college to ensure that the instruction is taught at the collegiate level, is in compliance with the syllabus of the college course, and that such compliance is documented and monitored on a regular basis. Prior coordination between the college and the secondary educational entity must be properly conducted to eliminate any issues with this type of course delivery.

8. Adherence to College Policies and Requirements

   Dual Enrollment for Dual Credit programs must operate on the ACCS institution schedule, which may vary greatly from the secondary school schedule. Students must follow the institution's schedule for Dual Enrollment for Dual Credit courses. The institution is not responsible for the supervision of Dual Enrollment for Dual Credit students during non-class times or periods of absence.

   Students must adhere to all institutional policies and requirements including, but not limited to, those outlined in course syllabi, the academic calendar, the college catalog, and the Student Code of Conduct. The institution reserves the right to refuse re-admission to any student who violates institutional policies.

9. Provisions for Disability Services and Accommodations

   ACCS institutions must comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA) which prohibit discrimination against individuals with disabilities who are otherwise qualified for ACCS programs and services.

   Students that submit documentation of qualifying disabilities and meet the prerequisites of ACCS courses will be provided reasonable accommodations that allow equal access. Colleges are not required to provide equivalent accommodations as the secondary educational entity. Modification of curriculum is not permitted.

10. Payment of Tuition, Fees, and Additional Associated Costs

    Students in Dual Enrollment for Dual Credit courses are responsible for the cost of tuition, fees, textbooks, materials, and supplies as required in the syllabus of each course and institutional policy unless covered by the Dual Enrollment Scholarship or alternative funding sources.

    Students must adhere to institutional financial policies and deadlines to avoid being automatically dropped from course rolls.

11. Dual Enrollment for Dual Credit Limitations

    Student enrollment in a combined number of secondary and college courses per term will not exceed that which is educationally sound as determined by the institution and the secondary educational entity.

    ACCS imposes neither semester nor lifetime credit limits for Dual Enrollment students. Credits earned in excess of the secondary educational entity's graduation requirements might not result in dual credit on the secondary school transcript.

12. Dual Enrollment for Dual Credit Agreement

    An institution within the ACCS is authorized to establish Dual Enrollment for Dual Credit agreements with secondary educational entities including local educational agencies (LEAs), private schools, homeschool/private tutors, and parochial or church/religious schools in the institution's service area.

    Establishment of Dual Enrollment for Dual Credit agreements with secondary educational entities outside of an institution's service area must be through written, mutual consent of the respective ACCS institutions' presidents. All out-of-service-area agreements must be filed with the Chancellor's Office and the secondary education entity.

    Secondary educational entities and colleges shall develop and submit a signed Dual Enrollment for Dual Credit Agreement to the Alabama Community College System to be renewed every three years unless changes are required. Agreements will include, but not be limited to, the following:

Admission to Programs with Additional Requirements

RSTC is an open admissions institution and accepts all students who meet the requirements detailed in the General Admission Policies And Procedures section of the Academic Catalog. However, individual programs of study at the College may institute additional requirements which students must fulfill to enter the program. Below are the programs with additional requirements:

NURSING ADMISSION POLICY

ADMISSION REQUIREMENTS

Applicants to the Nursing Program must complete the application procedure, present official documentation of a high school diploma, in accordance with Alabama Community College Board of Trustees 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 programs(s) by deadline.
3. A minimum of 2.50 average GPA on the nursing required general education courses.
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 100
6. Good standing with the college.
7. Meeting the essential functions or technical standards required for nursing.
8. The TEAS (The Test of Essential Academic Skills) testing will be done on all nursing applicants. The cost of the test will be the responsibility of the student. The TEAS test must have been taken prior to application.
9. 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.
10. The TEAS score is good for two (2) years. A student may repeat the TEAS V (or current version) once during any semester admission time frame. The student must wait 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 two-year time frame.
11. Any student who has a minimum of 18 ACT composite score National or Residual will not be required to take the TEAS exam.

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.

For more information please contact:

Ms. Karen Barnes
Director of Nursing
Phone: 251-578-1313, Ext. 145 kbarnes@rstc.edu

PLACEMENT TESTING

Students entering Reid State Technical College can take the ACCUPLACER placement test prior to registration. The placement 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 choosing to take the ACCUPLACER a second time are charged a $10 fee.

The following placement scores are required for freshman enrollment in accordance with the departmental curriculum:

ENGLISH Placement Guidelines

SCREENING LEVEL 1 ACT		SCREENING LEVEL 2 High School GPA and English IV Grade		SCREENING LEVEL 3 ACCUPLACER Placement Test	
Score*	Course Placement	GPA/English IV Grade*	Course Placement	Score*	Course Placement
≥ 18	ENG101	≥ 2.75 GPA and "A" or "B" in English IV	ENG101	5	ENG101
= 17	ENG101 with ENG099	≥ 2.75 GPA and "C" in English IV	ENG101 ENG099	4	ENG101 with ENG099
≤ 16	See SCREENING LEVEL 2	< 2.75 GPA	See SCREENING LEVEL3	0-3	ENR098

*Scores may be used for placement up to five years from the date of test. English IV grade (including Elements of College English) and GPA may be used for placement up to five years from the high school graduation date.

Math Placement Guidelines

SCREENING LEVEL 1 ACT	SCREENING LEVEL 2 High School GPA and Math Grade		SCREENING LEVEL 3 ACCUPLACER Placement Test
Score* Course Placement	GPA/Math Grade*	Course Placement	Score* Course Placement
≤ 16 See SCREENING LEVEL		QAS 200-242 MTH 098	
	≥ 2.75 GPA and "C" in Math		QAS 243-252
17 MTH 100 with MTH 099	MTH 100 with MTH 099		MTH 100 with MTH 099
MTH 110 with support	with support MTH 110		support MTH 110
	≥ 2.75 GPA and "A" or "B" in Math		QAS 253-266
18-19 MTH 100	MTH 100		MTH 100
MTH 110	MTH 110		MTH 110
MTH 112 with support	MTH 112 with support		MTH 112 with support
>20 HS Mathleted Com	Course Placement		QAS 267-300 MTH 110 MTH 112
>20 Algebra I	MTH100 MTH110 with support		
>20 Algebra II	MTH 110	MTH 231	
	MTH 112	MTH 232	
	MTH 113	MTH 265	
	MTH 115		
>20 Pre-Calculus Calculus	MTH 110	MTH 125	
	MTH 112	MTH 231	
	MTH 113	MTH 232	
	MTH 115	MTH 265	
	MTH 120		

*Scores may be used for placement up to five years from the date of test. Math grade and GPA may be used for placement up to five years from the high school graduation date. Math grade must be from Algebra II, Elements of College Math, and Algebra II with Trigonometry, Pre-Calculus, or Calculus.

ACCUPLACER Retest

A student who wishes to challenge placement results may retest once per academic year provided there is evidence the student has completed test preparation activities. Reid State will charge a one-time fee of $10.00 for retesting. Students will be allowed to retest in the deficient subject area: Math, Reading, or Writing. Placement test scores will be valid for three years from the date of the original or retest assessment. Currently enrolled students will not be allowed to retest unless changing majors.

TESTING ACCOMMODATIONS

Students with documented physical, emotional, and learning disabilities may request accommodations by contacting the Dean of Student Services, who serves as the ADA Coordinator, 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 Coordinator to arrange accommodations which may 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 serves as an official GED Testing Center 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. Registration is simple. Simply sign up for MyGED at www.GED.com and you will get information about local policies, how to request modified testing conditions (accommodations), or you'll be able to schedule right then. Seating is limited to 8. The GED Test fee is $120 for the complete battery or $30 per subject; each retest is $24.

Individuals participating in the Adult Education program at Reid State Technical College will be eligible for a fee waiver. The waiver requires the AE student who qualifies to pay $5 per test - 4 tests = $20.

ABILITY-TO-BENEFIT TESTING (ATB)

Students applying to Reid State Technical College who are non-high school graduates and who have not earned a GED may be admitted to selected occupational programs under the Ability-to-Benefit provision. At this time Welding and Cosmetology are the only approved ATB programs at the College. Reid State Technical College will use the ACCUPLACER Test as the assessment instrument for Ability-to- Benefit purposes.

ABILITIY-TO-BENEFIT RETEST PROCEDURES

1. Within any three-month period, ATB candidates may be permitted an initial test and one retest. There must be a two-week waiting period between the initial test and the retest.

2. 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.

3. Under no circumstances will a retest be given on the same day as the original test. Candidates who do not pass the retest MUST wait three months from the date of the initial test.

ATB Passing Scores

Scores set as the qualification for Ability-to-Benefit are one standard deviation below the mean for recent high school graduates. The approved passing scores for ACCUPLACER are:

Reading Test - 233
Writing Test -235
Arithmetic Test-230

ACADEMIC AFFAIRS

GRADES

Regular Programs

At Reid State Technical College, grades are indicated by the following letter grades in all programs except Nursing and Health Sciences:

A - Excellent	90-100
B - Good	80-89
C - Average	70-79
D - Poor	60-69
F - Failure	Below 60

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 as published in the College catalog.

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:

A = 4 quality points per credit hour attempted
B = 3 quality points per credit hour attempted
C = 2 quality points per credit hour attempted
D = 1 quality point per credit hour attempted F = 0 quality points per credit hour attempted W = 0 quality points per credit hour attempted

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 and a grade of "W" will appear on the permanent record. Students adding or dropping classes should follow this procedure:

Step 1: Log into MyRSTC Portal and select the Student Tab

Step 2: Select Registration Add or Drop Classes

Step 3: Under Registration section click on Add or Drop Classes

Step 4: Under Registration Term select the current term

Step 5: Finally, under the Action tab for the class you want to withdraw, select Web Withdrawn Course and click on submit.

Complete Withdrawals

Students who wish to withdraw from all courses must complete the Official Withdrawal form located with their Advisor. The form must be submitted to the Registrar's Office once completed.

After the withdrawal form has been processed, the student will not be allowed to re-register for the course during the term withdrawal. A grade of W will be assigned for classes in which students officially withdraw after drop/add period until the withdrawal deadline.

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 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 Student 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 12 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 12 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 Technical College 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:

Reid State Technical College has partnered with Credential Solutions and is now accepting online transcript orders. Students and Alumni are able to order their official transcripts 24 hours a day, 7 days a week. Transcripts can be sent electronically or mailed in hard copy, depending on the receiving institution or destination. More information can be found on the transcript ordering page.

After the initial complimentary copy, a $5 fee will be assessed for each additional transcript requested which can be paid online using credit or debit cards such as Visa, MasterCard, Discover, and American Express.

If you are unable to place your order via internet (recommended), then you may call Credentials, Inc. at 847-716-3005 to place your order over the telephone. Please note that there is an additional operator surcharge for placing orders over the telephone.

Official College Transcript Requests
Current Students

1. Log into your MyRSTC Account with your email address and password (A01234567@RSTC.EDU) (!RSTC010101)
2. Select "Student" Tab
3. Select "Student Records"
4. Select "Order Official Transcript"
5. Select "Begin Order" and follow instructions on the screen.

Alumni and Former Students

1. No RSTC ID, email, or password required.
2. Visit RSTC's Transcript Ordering Service https://www.credentials-inc.com/cgi-bin/dvcgitp.pgm?ALUMTRO005692 3. Follow instructions on the screen.

Unofficial Transcript

Unofficial transcripts may be obtained through your MyRSTC account at no cost by logging into your account. Follow steps 1 - 3 above and then after selecting "Student Records" select "Unofficial Transcript".

*Please note that all college financial obligations must be satisfied before a transcript can be released.

Standards of Academic Progress

General - All Students

Financial Aid Satisfactory Academic Progress Policy

Federal regulations require that all students receiving federal financial aid (Federal Pell Grant, Federal Work Study or Federal Supplemental Educational Opportunity Grant) must make satisfactory academic progress toward completion of a degree or certificate. Academic progress must be monitored for all terms of enrollment, whether or not financial aid was received. A student's academic progress will be evaluated at the end of each semester. Notices will be sent to all students via email once end of semester processing is complete. The email informs the student if they have met SAP requirements or if they have been placed on Financial Aid Warning or Financial Aid Suspension. The student may also review their eligibility online in their myRSTC account at any time.

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

Qualitative Requirement (GPA): Financial aid recipients must maintain the following grade point averages (GPA) according to the number of hours attempted. This includes all hours attempted at RSTC, whether or not financial aid was received or courses were

successfully completed. Also, grades for developmental courses, and periods when academic bankruptcy was applied shall be factored into the GPA calculation. GPA is only calculated using coursework taken at RSTC.

The following grades earned at RSTC are not considered credit completed but are counted as attempted credit in SAP completion percentage calculations and maximum time frame calculations:

F- Failure

W- Withdrawal

I - Incomplete

Incomplete grades are not counted in the qualitative (GPA) calculation until the grade change form is submitted by the instructor no later than the end of the semester immediately following the term for which the incomplete grade was assigned. If incomplete coursework is not completed by the end of the following term, the incomplete grade will be changed to an F.

GPA requirements for long-term certificate and degree seeking students If the student has attempted 0-21 hours, they must maintain a 1.5 GPA.

- If the student has attempted 22-32 hours, they must maintain a 1.75 GPA.
- If the student has attempted 33 or more hours, they must maintain a 2.0 GPA.

GPA requirements for short-term certificate (24-29 credit hours) students

- If the student has attempted 0-12 hours, they must maintain a 1.5 GPA.
- If the student has attempted 13 or more hours, they must maintain a 2.0 GPA.

Quantitative - Pace of Progression Requirement (PACE): All credit hours attempted by the student will be calculated in the completion rate, which includes: transfer courses accepted by the institution, developmental coursework, incompletes, periods when academic bankruptcy was applied, and forgiven courses.

Completion rate (attempted class hours) required by long-term certificate and degree-seeking students

- If the student has attempted 0-21 hours, they must maintain a 58% completion rate.
- If the student has attempted 22-32 hours, they must maintain a 62% completion rate.
- If the student has attempted 33 or more hours, they must maintain a 67% completion rate.

Completion rate (attempted class hours) required by short-term certificate (24-29 credit hours) students

- If the student has attempted 0-12 hours, they must maintain a 58% completion rate.
- If the student has attempted 13 or more hours, they must maintain a 67% completion rate.

Quantitative - Maximum Timeframe (MAX): The maximum timeframe for the completion of an undergraduate degree program is defined as no more than 150 percent of the normal timeframe required to complete the degree program. Example: For a degree programs that require 64 credit hours to graduate, maximum timeframe is 96 attempted credit hours. RSTC programs are as follows:

Program	Normal Length of Program in Credit Hours	Maximum # of Credit Hours
Associate of Applied Technology in Computer Information Science	64	96
Business Administration Technology	67	100
Childcare Education & Development Degree	65	97
Cosmetology	46	69
Health Sciences-short term certificate	27	40
Industrial Electronics Degree	74	111
Industrial Electronics Short Certificate	56	84
Industrial Maintenance	29	43
Pharmacy Technology	27	40

Practical Nursing, LPN	46	69
Welding Certificate	58	87
Welding Short Certificate	28	42
Welding Degree	76	114

Developmental Courses: A federal financial aid recipient may not receive aid for more than 30 semester hours of developmental course work.

Transfer Courses: All transfer credits accepted by the college will count toward the PACE and maximum timeframe calculation.

Should transcripts be evaluated and accepted credits after financial aid has been processed, the accepted credits will be evaluated at the next evaluation point.

Repeat Courses: A student who has subsequently passed a course with a grade of A, B, C, or D shall be allowed to receive financial aid to repeat that course one time. If a student repeats a course that they have successfully completed, they will only receive credit for one class toward the total number of hours completed, and such a repeat will affect the completion rate. Failing grades, withdrawals, incompletes and/or repeated classes may result in suspension of financial aid because these classes are considered as attempted hours not successfully completed. (These hours are included in the maximum timeframe calculation.)

Financial Aid Warning: Academic progress will be reviewed at the end of each semester. If the student is not making academic progress, notices will be sent to their RSTC email that they are placed on Financial Aid Warning and they are in jeopardy of losing financial aid eligibility. The student may also review their eligibility online in their myRSTC account at any time. If a student fails to meet the Qualitative Standard - Grade Point Average (GPA) and/or the Quantitative Standard - Pace of Progression (PACE) for Satisfactory Academic Progress, they will be placed on a one-semester warning.

Financial Aid Suspension: Academic progress will be reviewed at the end of each semester. If the student has been placed on Financial Aid Warning and is not making academic progress for a second semester, the student will be placed on Financial Aid Suspension. Notices of the suspension will be sent to their RSTC email. This notice shall include how the student may regain eligibility. The student may also review their eligibility online in their myRSTC account at any time. The student will be placed on Failing SAP Status when the Qualitative Requirement - Grade Point Average (GPA) and/or the Quantitative Requirement - Completion Rate (PACE) have not been met. There is no warning semester for Maximum Timeframe (MAX).

If a student is academically suspended and readmitted on an admissions appeal, this does not automatically qualify a student for reinstatement of financial aid. Financial aid will be reinstated when the student attends college at his/her own expense and meets the minimum standards of satisfactory academic progress or if the Financial Aid Appeal Committee reinstates eligibility.

Change in Program: A change of program of study is allowed. However, all credit hours attempted, including transfer credits, attempted by the student in their previous programs will be included in the maximum timeframe calculation. A student may only receive aid up to 150% of the normal timeframe of the new program of study. If a student has reached the maximum timeframe for their new program of study, they may file an appeal for additional hours due to mitigating circumstances.

Lifetime Maximum: Students may receive Pell Grant for up to 6 full years, 12 full semesters, for a total of 600% Lifetime Eligibility Used, as determined by the Department of Education. Once a student has received a Pell Grant for lifetime maximum of 600%, they will no longer be eligible for additional Pell Grants.

Appeals Process: If a student wishes to request consideration for re-instatement of federal financial aid due to mitigating circumstances, the student must complete a Financial Aid Appeal form and provide appropriate documentation. A written explanation regarding the mitigating and/or extenuating circumstances, plan for improvement, academic plan signed off by an advisor, and supporting documentation must be included with the Financial Aid Appeal form. The student should explain what happened when the student previously attended RSTC to prevent them from making academic progress and what has changed in the student's situation to allow them to meet the Satisfactory Academic Progress requirements at the next evaluation. The appeal form and supporting documentation must be submitted to the Financial Aid Office, to be reviewed by the Financial Aid Appeals Committee as soon as possible, but no later than 10 days before the first day of class. The student will be notified by email of the decision by the Financial Aid Appeals Committee. The decision of the Financial Aid Appeals Committee is final and is determined on a case-by-case basis.

Students re-instated on Financial Aid Appeal will be required to follow an academic plan and if eligible, must contact the Director of Financial Aid within the time frame given by the appeals committee. Students must comply with all requirements and recommendations. Documentation must be completed by the student and advisor before the Financial Aid Probation will be removed.

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 Technical College (i.e., as specified in the sub-section General - All Students of this section on Standards of Progress).

Terms Beginning 8/1/2019 and Thereafter (PT 115-407 Sec. 103)
Students utilizing VA education benefits shall not be charged a penalty, including assessment of late fees, denial of access to classes, libraries, or other institutional facilities, or be required to borrow additional funds because of the individual's inability to meet their financial obligations due to the delayed disbursement of a payment to be provided by the Department of Veterans Affairs.

Students receiving Veterans Administration Benefits

The following individuals shall be charged a rate of tuition not to exceed the in-state rate for tuition and fees purposes:

- A Veteran using educational assistance under either chapter 30 (Montgomery G.I. Bill® - Active Duty Program), Chapter 33 (Post-911 G.I. Bill®) or Chapter 35 of Title 38, United States Code, who lives in Alabama while attending a school located in Alabama (regardless of his/her formal state of residence) and enrolls in the school within three years of discharge or release from a period of active duty service of 90 days or more.

- Anyone using transferred Post-911 G.I. Bill® benefits (38 U.S.C. § 3319) who lives in Alabama while attending a school located in Alabama (regardless of his/her formal state of residence) and enrolls in the school within three years of the transferor's discharge or release from a period of active duty service of 90 days or more.

- Anyone described above while he or she remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters, or terms) at the same school. The person so described must have enrolled in the school prior to the expiration of the three-year period following discharge or release as described above and must be using educational benefits under either Chapter 30, Chapter 33 or Chapter 35 of Title 38, United States Code.

- Anyone using benefits under the Marine Gunnery Sergeant John David Fry Scholarship (38 U.S.C. § 3311(b)(9) who lives in Alabama while attending a school located in Alabama (regardless of his/her formal state of residence).

- Anyone using transferred Post-9/11 G.I. Bill® benefits (38 U.S.C. § 3319) who lives in Alabama while attending a school located in Alabama (regardless of his/her formal state of residence) and the transferor is a member of the uniformed service who is serving on active duty.

- The policy shall be read to be amended as necessary to be compliant with the requirements of (38 U.S.C. 3679 (c)(2)(A) as amended.

For students receiving VA education benefits, any complaint against the school should be routed through the VA GI Bill® Feedback System by going to the following link: http://www.benefits.va.gov/GIBILL/Feedback.asp. The VA will then follow up through the appropriate channels to investigate the complaint and resolve it satisfactorily.

'GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at https://www.benefits.va.gov/gibill."

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 Technical College may choose to assign grades other than those generating quality points to institutional credit courses. The approved grades are Excellent (A), Good (B), Average (C), Poor (D), Failure (F).

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 "I" for one semester may not take the course a second semester until he/she receives special academic advising.

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 Division Chairperson, Admissions/Enrollment/Student Affairs Committee, or Dean of Student 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 Coordinator. The Testing Coordinator 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 Coordinator 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 Student Services, in consultation with the appropriate Division 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 Student Services or the Testing Coordinator.
11. Once notified by the Dean of Student Services or the Testing Coordinator, 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 Division 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 Director of Instructional Services/CTE Instructor. 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); and
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 and Nursing) or which are regulated by federal, or state statute (veterans' benefits) may be different from the policy set forthherein.

TUITION

TUITION POLICY

Tuition is charged at the rate of $129 (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 Admissions 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 in either Part 1 or Part 2 shall be eligible for "In-State" tuition rates:

Resident Students

A "resident student" is a person who meets the following criteria:

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 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)

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 meets the following criteria:

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 Alabama Community College System.

*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 $131.00* (subject to change) per credit hour.

   b. Out-of-state students $254.00* (subject to change) per credit hour

2. Fees:

Facilities Renewal fee	$ 15.00* per credit hour
Technology fee	$ 15.00* per credit hour
Special Building fee	$20.00* per credit hour
Bond Surety fee	$ 1.00* per credit hour
ACCS Enhancement fee	$10.00* per credit hour

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

4. Student accident insurance $ 5.12 ** per Fall/Spring semester & $3.41 per Summer semester

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

6. Returned check charge $30.00 *

7. Parking/traffic fines $ 5.00 *

*Tuition and fees are subject to change.
**Non-refundable and amount may vary if change in cost to college occurs.

All major credit cards are accepted. No out-of-state checks are accepted.

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.

REFUND POLICY

Administrative Fee

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

Books/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.

Refund for Partial Withdrawal

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

NOTE: THE STUDENT IS RESPONSIBLE FOR COMPLETING DROP/ADD FORM AND SUBMITTING IT TO THE REGISTRAR.

Financial Aid Payment Procedures

The Pell Grant is disbursed through electronic transmission to the Business Office. After subtracting tuition and other eligible outstanding charges the Business Office processes the financial aid refunds. Financial aid refunds are mailed to the student's address in the admissions records.

Students are paid based on enrollment status as of the end of the published drop and add period. The Pell Recalculation Date (PRD) shall be the day after drop/add for the full-term. Students who officially withdraw from/or cease attending all classes are subject to the Financial Aid Return of Title IV Funds Policy. Students are not eligible for financial aid for classes they never attend. Financial Aid funds will be disbursed to student accounts after attendance is verified for all classes. Students may charge their estimated expenses (tuition/fees, books, and supplies) to their authorized Pell grant award which is shown on their myRSTC Student portal. The Business Office will send the balance of all remaining student Pell grant funds within 14 days of the date the amount is posted to the student accounts. If a student is re-enrolled in a course that they were dropped for nonattendance, their aid will be re-adjusted to include the hours the student was dropped.

Financial Aid payments are scheduled every 14 days after the initial payroll of the semester.

Students who are withdrawn by the College for disciplinary reasons, excessive absences, nonpayment of charges, or other similar reasons are subject to the Financial Aid Return of Title IV Funds Policy.

In the event of an over-award, the student's account is placed on hold until such time that the over-payment is rectified.

Refund in Compliance with State Refund Policy

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

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

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

4. Withdrawal after the third week of the semester, 0% refund.

RETURN IN COMPLIANCE FOR FEDERAL FINANCIAL AID RETURN OF TITLE IV FUNDS POLICY

In accordance with Federal regulations, those students who receive a disbursement of Title IV funds, Pell Grant and/or Supplemental Educational Opportunity Grant (FSEOG) officially withdraws or ceases attendance prior to the 60% point in the payment period, RSTC will determine whether the student must repay a portion of the net disbursement. Federal Work-Study is excluded from the calculation. This process is called a Return of Title IV Calculation.

Title IV funds must be disbursed within 14 days of the aid being posted on the students financial account, however aid is earned as student attends throughout the semester.

If the student does not complete 60% of the semester, RSTC is required to perform a calculation to determine if funds must be returned to the Department of Education. This date of withdrawal is determined in two different ways for official and unofficial withdrawals.

Official Withdrawal: The official withdrawal date is determined by the date the student started the withdrawal process or the date of the last academic related activity.

Unofficial Withdrawal: The unofficial withdrawal date is determined by the date the instructors report as the last documented academic related activity when a grade of "F" is posted at the end of the semester or payment period. The return of funds calculation shall be based on the midpoint of the term for students who unofficially withdraw and cease attending before completing 60% of the term, unless it can be determined that the last documented academic related activity/engagement is after the 50% date, at which time that date will be used to the benefit of the student.

The percentage formula is as follows: total number of calendar days completed in the payment period divided by the total number of calendar days in the payment period equals the percentage of Title IV funds earned. Scheduled break days of 5 or more are excluded from the calculation.

Funds shall be returned in the following order:

1. Federal Pell Grants
2. FSEOG

Any remaining credit, (post-withdrawal disbursements), shall be posted to the student's account within 45 days of the date it was determined that the student withdrew. If there is a remaining credit after all expenses are paid, the balance shall be refunded to the student within 14 days.

Calculations and returns must be made 45 days from the date of determination for official withdrawals and 30 days from the end of the semester (or payment period) for unofficial withdrawals.

The student may be required to return or repay the remaining unearned Title IV funds to the Department of Education. RSTC will notify the student in writing of the amount they owe, the procedure for repayment and consequences of non-payment within 30 days. Any student who does not return or repay unearned Title IV funds as required by law will be reported to the Department of Education and will not be eligible to receive Title IV funds at RSTC or any other college participating in the Title IV Program until overpayment is paid in full.

RSTC requires the student to repay any funds that the school was required to return to the Department of Education as a result of the students' failure to complete 60% of the term. RSTC will notify the student by email informing them of the amount due to the school and why the amount is owed giving the student a day for the amount to be repaid. The student's account will be placed on hold and the student will not be able to register or receive an official transcript until said amount is paid in full.

If the student owes RSTC funds and fails to pay by the demanded date, their record will be turned over to Williams & Fudge, Inc. for collection, then if not paid will be sent to SSS Recovery for further collections.

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, there is a possibility the check will be resubmitted to the student's banking institution before the College is notified the check did not clear. 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 processing 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.

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 Tuesdays and Thursdays from 8:00 a.m. until 11:00 a.m., with the exception of the first week of the semester at which time the bookstore is open Monday through Thursday from 8:00 a.m. until 3:30 p.m. Additional hours will be posted during periods of day and evening registration. The financial aid coverage ending date will be posted at the appropriate time.

STUDENT COMPLAINT AND GRIEVANCE PROCEDURES

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. The name and institutional address and phone number of any College officials referred to herein may be obtained from the Office of the Dean of Students.

This grievance procedure is not intended to be used by a student who wishes to appeal the final grade awarded in a course. Any student of RSTC who wishes to appeal the final grade in a course may do so by virtue of the grade appeal procedure, which can be found in the academic section of this document and will be handled by the Dean of Instruction. All other types of complaints shall be reported to the Dean of Students. If the complaint is strictly academic in nature, the Dean of Students will review it and may involve the Dean of Instruction in the review and resolution of the complaint. If the complaint is about a specific occurrence, the complaint must be made within 10 business days after the occurrence or after the student becomes aware of the occurrence. A student with a complaint shall begin his/her attempt to resolve the situation by bringing it to the attention of the appropriate College official or representative as stated above. If, after a discussion between the student and the respective College official or representative, it is determined that the complaint is valid and can be resolved immediately, the College official or representative will take appropriate action to resolve the complaint. If the matter at issue involves an allegation of sexual harassment, sexual assault, dating violence, or stalking, please consult the Title IX policy and procedure manual. If the matter at issue involves an allegation of physical abuse, racial, gender or other discrimination, harassment, complaint related to a disability, or matter involving theft or any other act of dishonesty, the respective College official shall submit a written report within 10 working days of the filing of the complaint to the Dean of Students, Division Chair, and Title IX Officer describing both the complaint and how it was resolved, or how it will be resolved through a "plan of resolution."

GRIEVANCE PROCESS

If a student's complaint cannot be resolved in the manner described above, such an unresolved complaint shall be termed a "grievance." A student who submits a complaint to the appropriate college official or representative in the manner described above and who is not informed of a satisfactory resolution or plan of resolution of the complaint within fourteen business days after the

complaint's submission shall have the right to file, within the following ten business days, with the Dean of Students a written statement detailing the grievance. The written grievance statement shall be and include the following information:

1. Date the original complaint was reported;
2. Name of person to whom the original complaint was reported;
3. Facts of the complaint; and,
4. Action taken, if any, by the receiving official to resolve the complaint.

The grievance statement shall also contain any other information relevant to the grievance that the Grievant wants to be considered by the Dean of Students. If the grievance involves a claim of discrimination based on sex, race, national origin, religion, age, handicap, or disability, the complaining party should state with particularity the nature of the discrimination and reference any statute, regulation, or policy that the Grievant believes to have been violated. The Grievant shall file any grievance involving alleged discrimination within forty-five calendar days of the occurrence of the alleged discriminatory act or the date on which the Grievant became aware that the alleged discriminatory act took place. This deadline shall be in addition to all other applicable reporting deadlines. The College shall have thirty (30) calendar days from the date of receipt by the Dean of Students and Title IX Officer of the grievance to conduct an investigation of the allegation(s), hold a hearing (if requested) on the grievance, and submit a written report to the Grievant of the findings arising from the hearing.

Investigation Procedure

The Dean of Students or President's Designee, either personally or with the assistance of such other person(s) as the President may designate, shall conduct a factual investigation of the grievance allegations and shall research each applicable statute, regulation, and/or policy, if any. The Dean of Students or President's Designee shall determine, after completion of the investigation, whether or not there is substantial evidence to support the grievance. The factual findings in the investigation and the conclusion of the grievance officer shall be stated in the written report which shall be submitted to the Grievant and to the party or parties against whom the complaint was made (the "Respondent or Respondents") and shall be made a part of the hearing record, if a hearing is requested by the Grievant. Each of the parties shall have the opportunity to file written objections to any of the factual findings, and, if there is a hearing, to make their objections part of the hearing records. Publications or verified photocopies containing relevant statutes, regulations, and policies shall also be prepared by the Dean of Students or President's Designee for the grievance record. If the Dean of Students or President's Designee finds the grievance is supported by substantial evidence, he or she shall make a recommendation in the report as to how the grievance should be resolved. Upon the receipt by the Grievant of the Dean of Students or President's Designee report, the Grievant and Respondent(s) shall have three business days to notify the Dean of Students or President's Designee whether or not the Grievant or Respondent(s) demand(s) a hearing on the grievance. The failure by the Grievant or Respondent(s), respectively, to request a hearing by the end of the third business day shall constitute a waiver of the opportunity for a hearing. However, the Dean of Students or President's Designee may, nevertheless, at his or her discretion, schedule a hearing on the grievance if to do so would appear to be in the best interest of the College. In the event that no hearing is to be conducted, the Dean of Students or President's Designee report shall be filed with the President, with a copy to be provided to the Grievant and each Respondent.

Hearing Procedure

In the event that the Dean of Students or President's Designee schedules a hearing, the President shall designate a qualified, threeperson committee to conduct the grievance hearing. The hearing committee members will generally be employees of RSTC. However, the President shall have the discretion to select persons other than RSTC employees to serve as committee members. The committee shall notify the Grievant and each Respondent of the time, place, and subject matter of the hearing at least seventytwo hours prior to the scheduled beginning of the hearing. The hearing shall be conducted in a fair and impartial manner and shall not be open to the public unless both parties agree in writing for the hearing to be public.

At the hearing, the Grievant and the Respondent(s) shall be read the grievance statement. After the grievance is read into the record, the Grievant shall have the opportunity to present such oral testimony and offer such other supporting evidence as he/she shall deem appropriate to his/her claim. Each Respondent shall then be given the opportunity to present such oral testimony and offer such other evidence as he/she deems appropriate to the Respondent's defense against the charges. In the event that the College, or the administration of the College at large, is the party against whom the grievance is filed, the President shall designate a representative to appear at the hearing on behalf of the College.

Any party to a grievance hearing shall have the right to retain, at the respective party's own cost, the assistance of legal counsel or other personal representative. However, the respective attorney or personal representative, if any, shall act in an advisory role only, and shall not be allowed to address the hearing body or question any witness. In the event that the College or its administration at large is the Respondent, the College representative shall not be an attorney or use an attorney unless the Grievant is also assisted by an attorney or other personal representative. The hearing shall be recorded by either a court reporter or on audio or videotape or by other electronic recording medium. In addition, all items offered into evidence by the parties, whether admitted into evidence or not, shall be marked and preserved as part of the hearing record.

Rules of Evidence

The hearing committee shall make the participants aware that the rules relating to the admissibility of evidence for the hearing will be similar to, but less stringent than, those which apply to civil trials in the courts of Alabama. Generally speaking, irrelevant or immaterial evidence and privileged information (such as personal medical information or attorney-client communications) shall be excluded. However, hearsay evidence and unauthenticated documentary evidence may be admitted if the hearing chairperson determines that the evidence offered is of the type and nature commonly relied upon or taken into consideration by a responsible prudent person in conducting his/her affairs.
In the event of an objection by any party to any testimony or other evidence offered at the hearing, the hearing committee chairperson shall have the authority to rule on the admissibility of the evidence, and this ruling shall be final and binding on the parties.

Report of Findings and Conclusions

Within seven working days following the hearing, there shall be a written report given to the Dean of Students or President's Designee (with a copy to the President, the Grievant, and each Respondent) of the findings of the Chairperson of the Hearing Committee, and the report shall contain at least the following:

1. Date and place of the hearing;
2. The name of each member of the Hearing Committee;
3. A list of all witnesses for all parties to the grievance;
4. Findings of facts relevant to the grievance;
5. Conclusions of law, regulations, or policy relevant to the grievance; and
6. Recommendation(s) arising from the grievance and the hearing thereon.

Resolution of Grievance

In the event of a finding by the hearing officer/committee that the grievance was unfounded or was not supported by the evidence presented, the Dean of Students or President's Designee shall notify the Grievant of any appeal that may be available to the Grievant. In the event of a finding that the grievance was supported, in whole or in part, by the evidence presented, the Dean of Students or President's Designee shall meet with the Grievant, the Respondent(s), and the appropriate College representative(s) and attempt to bring about a reasonable agreed-upon resolution of the grievance. If there is not a mutual resolution within a reasonable amount of time, the President shall impose a resolution of the grievance which shall be final and binding, except where the decision may be subject to an appeal to the Chancellor as discussed below.

Available Appeal

If the grievance does not involve a claim of illegal discrimination or a claim relating to a disability, the findings of the Hearing Committee shall be final and shall be non-appealable. If the grievance involves a claim of illegal discrimination or a claim relating to a disability, the Grievant and each Respondent shall have the right to appeal the decision of the Hearing Committee to the President of RSTC, provided that:

1. A notice of appeal is filed, using Grievance Form B, with the College Grievance Officer and the President within fifteen calendar days following the party's receipt of the hearing report; and
2. The notice of appeal contains clear and specific objection(s) to the finding(s), conclusion(s), or recommendation(s), of the hearing committee.

If the appeal is not filed by the close of business on the fifteenth day following the party's receipt of the report, the party's opportunity to appeal shall have been waived. If the appeal does not contain clear and specific objections to the hearing report, it shall be denied by the President.

President's Review

If an appeal is accepted by the President, the President shall have thirty calendar days from his/her receipt of the notice of appeal to review and investigate the allegations contained in the grievance, review the hearing record, to hold an appellant hearing (if deemed appropriate by the President), and to produce a report of the President's findings of fact and conclusions of law. The President shall have the authority to (1) affirm, (2) reverse, or (3) affirm in part or reverse in part the findings, conclusions, and recommendations of the Hearing Committee. The President's report shall be served to the Hearing Committee members, Grievant, and the Respondent(s) by personal service or by certified mail, return receipt requested, at their respective home addresses.

Appeal to the Chancellor

Except in cases involving a claim alleging a violation of Title IX of the Civil Rights Act of 1964, as amended, the President's findings and conclusions will not be appealable. However, pursuant to applicable Alabama Community College System Board of Trustees policy, a Grievant who is alleging a claim of illegal discrimination based on a violation of Title IX may file an appeal to the Chancellor of the Alabama Community College System for a review of the President's decision and the findings arising from the College grievance hearing. A Grievant who has grounds for appealing the findings of the President by the Chancellor may do so by:
1. Filing a notice of appeal, using Grievance Form C, to the Chancellor and the President of RSTC, within fifteen calendar days following the Grievant' s receipt of the report of the President's findings; and 2. Specifying in the notice of appeal clear and specific objections(s) to the findings;

If the appeal is not filed with the Chancellor by the close of business on the fifteenth day following the Grievant's receipt of the President's report, the Grievant's opportunity to appeal shall have been waived. If the appeal does not contain clear and specific objections to the President's report, it shall be denied by the Chancellor.

Review by the Chancellor

If an appeal is accepted by the Chancellor, the Chancellor shall have thirty (30) calendar days from his/her receipt of the Grievant's notice of appeal to investigate and review the allegations contained in the agreement, to review the report of the President and the Hearing Committee, to hold an appellant hearing (if he/she deems such appropriate), and to issue a report of his/her findings of fact and conclusions of law. The Chancellor shall have the authority to (1) affirm, (2) reverse, or, (3) affirm in part or reverse in part the findings, conclusions, and recommendations of the President and/or Hearing Committee. The report of the Chancellor shall be served to the Grievant and the Respondent(s) by personal service or certified mail, return receipt requested, to the respective home addresses of the parties. The report of the Chancellor shall not be further appealable except as allowed by the policies of the Alabama Community College System. However, the Grievant shall not be precluded from filing a grievance with an appropriate court or administrative agency.

General Rule on Filing Deadlines

If the last date for filing a document under this procedure falls on a Saturday, Sunday, or legal holiday, the date of the first business day following the respective Saturday, Sunday, or legal holiday shall be considered the deadline date.

ACCS Formal Complaint Process
**This process should not be used to initiate an ADA complaint. Complaints of this nature should be filed with the designated local ADA representative at the local college.
**This process should not be used to initiate harassment or discrimination complaints. Complaints of this nature should be filed with the designated representative at the local college.
**This process should not be used to initiate an additional level of appeal. If a complainant has exhausted their administrative remedies, or if they have failed to pursue all administrative remedies, this process is not the appropriate forum. If the administrative remedies included an opportunity to address your issue with the Chancellor's Office, this process is not the appropriate forum.
**This process should not be used to initiate an employee grievance. Employees must initiate employee grievances at the local level. Employees must exhaust all avenues available at the local level prior to filing an ACCS Formal Complaint. **This process is not an avenue to file student complaints. Students seeking to file complaints against an ACCS institution must follow the student complaint process. The form for filing student complaints may be located on the ACCS website under the Academic and Student Affairs section.
The Alabama Community College System (ACCS) Board of Trustees and Chancellor provide oversight of the State's public twoyear community and technical colleges, Marion Military Institute (MMI) and the Alabama Technology Network (ATN).
While most complaints should be handled at the local college level, or with the applicable entity, the ACCS System Office, through the Legal Division, also renders assistance to resolve complaints after all local avenues of resolution have been fully exhausted. If the local avenue of resolution included appeal rights to the ACCS Chancellor, then the Chancellor's decision is deemed final and a complainant may not file a complaint using this process. Each college, MMI and the ATN are charged with providing effective and efficient avenues for employees, community members, and other interested parties to address complaints. The ACCS Formal Complaint Process is not intended to supersede or replace existing processes in place at the local college level. Complainants seeking to file a report of noncompliance of federal or state law, or system policy should first address the problem by utilizing the local complaint process prior to initiating the ACCS Formal Complaint Process. Complaints of allegation of fraud, malfeasance, presidential misconduct, or other case specific instances, where the local grievance process may not result in an unbiased evaluation, may be filed using the ACCS Formal Complaint Form and will not be required to follow the local complaint process stated above.
Complainants may submit a formal complaint using this process if there is dissatisfaction with the results at the local level, or the complaint deals with allegations of fraud, malfeasance, presidential misconduct, or other case specific instances that necessitate a direct filing through this process. Formal complaints must be submitted on the required ACCS Formal Complaint Form. Complaints may be mailed to:

Alabama Community College System
Legal Division-Confidential Formal Complaint
Post Office Box 302130
Montgomery, AL 36130-2130

The Legal Division will only review completed, signed and dated complaint forms. The Legal Division will issue a written response within a reasonable time usually between 30-45 business days. The identity of the complainant will be kept confidential and will be withheld from any information submitted to the ACCS entity identified in the complaint.

NON-DISCRIMINATION AND COLLEGE GRIEVANCE PROCEDURES

Non-discrimination

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 901 of Title IX of the Education Amendments of 1972 which provides that "no person in the United States shall, on the basis of gender, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational 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 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 Dean of Student Services, 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 Dean of Student Services.

GRADE APPEAL

It is preferred that all grade appeals be handled in an informal manner between the student and the instructor. If the discussion between the two does not result in a resolution, a formal grade appeal may be initiated.

The grade appeal procedure must be initiated by the end of the drop/add period of the term following the term in which the grade was awarded. There can be no formal grade appeal for any grade other than a final grade; however, lab grades, project grades, tests, and other assignments which may adversely affect the final grade may be appealed by the student.

Since the first level of appeal is between the student and the instructor of the course, it is necessary that the student confer with the instructor to gain understanding of the procedure used in awarding the grade. Preferably any disagreement will be resolved at this level. If a resolution is impossible at this level, the student may make a formal grade appeal to the Division Chairperson. The student should obtain a form from the Dean of Instruction’s Office to formally request a grade appeal.

Upon completion of the Grade Appeal form, the student should return the form to the Dean of Instruction’s Office. The Dean of Instruction’s Office will then inform the Division Chairperson of the appeal and will request that the Chairperson meet with the student to discuss the problem. If the matter can be resolved at this level, it should be done in writing on the Grade Appeal form. If no resolution is reached, the student will meet with the Grade Appeal Committee. This committee is selected by the Division Chairperson to hear this appeal only. (If the Division Chairperson is the instructor of the course, the Dean of Instruction will appoint another Division Chairperson to handle the Grade Appeal Committee.)

The committee will be headed by the Division Chairperson or his/her designee and will consist, if possible, of at least one faculty member from the discipline of the course in dispute. All committees should consist of no fewer than three faculty members. The committee will be objective and even-handed as it reviews the grade appeal.

The committee may request any documentation necessary from the student and/or the instructor. The committee will interview the student and may wish to interview the instructor. Based on the findings from the information and the interview, the committee will make a formal recommendation to the Dean of Instruction.

The Dean of Instruction's office may accept the recommendation, request further information, or reject the committee's recommendation. In all cases, the Dean of Instruction's office will inform the student in writing of the findings.

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 take one of the following actions:

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 Student 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 Dean of Student 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 Student Services.

The appeal must be filed with the Dean of Student 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 the following:

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 Dean of Student Services the act of academic dishonesty and proposing an alternative sanction or denying that academic dishonesty has been committed. The Dean of Student Services shall, within 15 working days after receipt of the appeal, issue a report by which the Executive Director will:

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

The Dean of Student 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 Student 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 Student 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 College Judiciary Committee.

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

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 administrators, 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: Dean of Students, (251) 578-1313.

Sexual Harassment Compliance Officer: Dean of Students, (251) 578-1313.

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: Dean of Students, (251) 578-1313.

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: Dean of Students, (251) 578-1313.

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 students 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, staff, 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 Collegeofficial. 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 quowhen:

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. 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 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 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 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 will direct student(s) to the appropriate contact person. For students receiving VA education benefits, any complaint against the school should be routed through the VA GI Bill Feedback System by going to the following link: http://www.benefits.va.gov/GIBILL/Feedback.asp. The VA will then follow up through the appropriate channels to investigate the complaint and resolve it satisfactorily.

"GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at https://www.benefits.va.gov/gibill."

Alabama's Two-Year Institutions Of Higher Education Student Complaint Process

In 2015, the Alabama Legislature vested oversight of the state's public two-year institutions of higher education (known as the Alabama Community College System (ACCS)) with the Alabama Community College System Board of Trustees. The Alabama Legislature further directed the Board of Trustees to delegate to the System's Chancellor the authority to act and make decisions concerning the management and operation of the community and technical colleges. The Chancellor is assisted in these duties by

the staff of the System Office, formerly known as the Alabama Department of Postsecondary Education. Consumer and student complaints that are not resolved at the institutional level are thus arbitrated at the state level by the ACCS System Office.

The ACCS is committed to respecting and supporting the work of its member institutions and to providing a quality educational

experience for all students. The objective of the student complaint process is to ensure that the concerns and complaints of students are addressed fairly and are resolved promptly. The Alabama Community College System requires each institution to establish its own procedures to address student grievances and complaints. A student must exhaust his/her rights under the institution's official complaint/grievance policy before advancing any complaint to the System Office of Alabama Community College System. Students may file consumer/student complaints with the Alabama Community College System by following these procedures:

a) If, after exhausting all available institutional processes, a student's complaint remains unresolved, the student may appeal to the Alabama Community College System using the System's official Student Complaint Form, which is contained in this document and also available online at the ACCS website (www.accs.edu). Students may submit completed complaint forms by printing the form, signing it, and then either (1) scanning it and emailing it to complaints@accs.edu or (2) mailing it to:

   Alabama Community College System
   Attention: Division of Academic and Student Affairs
   P.O. Box 302130
   Montgomery, AL 36130-2130 Phone: 334.293.4500 Fax: 334.293.4504

b) The Division of Academic and Student Affairs will investigate the complaint within 30 days ofreceipt.
c) The institution which is the subject of complaint has 30 days to provide a written response to questions and/or concerns raised during the investigation. Such response may or may not contain a resolution.
d) The Division of Academic and Student Affairs will adjudicate the matter and write a report or letter to the institution and student detailing corrective action, if any is necessary, or stating that the school has no violation of policies.
e) If corrective action is needed the institution will have 30 days to comply or develop a plan to comply with the corrective action.
f) The System Office will monitor the institution's compliance to ensure the completion of any required corrective action.

ALABAMA COMMUNITY COLLEGE SYSTEM

Student Complaint Form

Complainant _____

Address _____

_____

City State Zip Code

Phone _____ Alternate Phone _____

E-mail _____

Institution Name _____

Address _____

City State Zip Code

Phone Number _____

Program of Study _____

Last Date of Attendance _____

Did you follow the Institution's grievance procedure to resolve your complaint?

☐ No

If no, stop here and refer back to the institution's complaint/grievance process. Please exhaust all steps in the institution's complaint/grievance process before filing a complaint with the System Office of the Alabama Community College System.

☐ Yes

Please continue with this form.

How did you contact the Institution? Please specify who was contacted and on what date(s), if possible.

☐ Phone Call _____ Date _____

☐ In Person Date _____

☐ Letter Date _____

☐ E-mail _____ Date _____

☐ Other _____

What outcome did you seek from the Institution?

(Continue to next page)

Have you contacted another agency or organization about the matter?

□ Yes □

No

If yes, please give name of agency. _____

Have you contacted an attorney?

□ No

□ Yes

If yes, please give name of attorney. _____

Describe your complaint in detail. Specify any dates, staff you dealt with, monies owed, balances due, etc. Use additional paper/space as necessary. Attach any documentation which will help describe the problem and substantiate your allegations, such as an enrollment contract, correspondence with or from the institution, etc. Do not submit original documents as they may not be returned.

Certification

I certify that the above information is true and correct to the best of my knowledge and grant the ACCS permission to release my name and complaint details to the System Office investigating officer and the institution for response.

_____ _____

Signature of Complainant Date

Also complete the following FERPA Consent Form and mail both forms to Alabama Community College System, Attention: Division of Academic and Student Affairs, P.O. Box 302130, Montgomery, AL 36130-2130 or e-mail to complaints@accs.edu.

(Continue to next page)

FERPA (Federal Educational Rights and Privacy Act)

Consent to Release Student Information

I,_____, am a student at, or a former student of, _____

(Institution). I have submitted a complaint concerning the above institution to the Alabama Community College System.

I hereby consent to the institution's release of any of my educational records, including personally identifiable information that the institution determines is relevant and necessary to provide to the ACCS System Office in response to my complaint. I also authorize representatives of the institution to discuss the details of my complaint with representatives of the ACCS System Office.

Signature_____Date _____

For grievances not settled at the institutional and system office you may contact:

Council on Occupational Education
7840 Roswell Road, Building 300, Suite 325
Atlanta, GA 30350
Telephone 770-396-3898/FAX 770-396-3790
www.council.org

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-leve lwork

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 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 degree 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 Alabama Community College System Board of Trustees.

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 Registrar shall approve the formal award when the student meets all the 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 Alabama Community College System Board of Trustees. 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 Registrar shall approve the formal award when the student meets all requirements for graduation satisfactorily.

LIVE WORK POLICES

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 Alabama Community College System Board of Trustees 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 any of the following:

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 the following criteria are met:

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 comply with the following:

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 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 first floor also 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

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.

Career Pathway Programs

Career Pathway is a series of connected education and training programs and student support services that enable individuals to secure a job or advance in a demand industry or occupation. Career Pathways focus on easing and facilitating student transition from Adult Education to community college or employment; from high school to community college; from pre-college courses to credit postsecondary programs; and from community college to university or employment. Students enrolled in this program will gain certificates, stackable credentials, and degrees in demand occupations.

Training for Business and Industry

At the request of area business and industrial firms, RSTC's Training for Business and Industry services arrange a wide variety of appropriate educational experiences for the employees of these firms. By marshaling the best institutional and other community resources available, these services can offer innovative training projects. For more information, contact the Workforce Development representative at (251) 578-1313.

Office of Workforce Development

The Office of Workforce Development provides a specialized approach to increase the preparedness, productivity, and professionalism of the Region 7 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 Workforce Development office 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 & Continuing Education

Community Enrichment/Continuing Education courses are primarily special interest classes designed to expand one's horizons and create new interests. Interested persons may contact the Workforce Development Training representative at (251) 578-1313. Courses offered vary from semester to semester and include a variety of topics.

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.

Registration Policy

Registration may be done in online or in person. The early registration deadline for each course is the end of drop/add each semester.

Tuition/Payment of Fees

Fees for non-credit courses are based on course requirements for each special instructional program. Tuition must be paid in prior to the first class meeting. No one is officially enrolled until course tuition, fees and registration is complete. Payments can be made in the form of cash, check, money order, or credit card.

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

Textbooks

Some courses for special instructional programs 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.

Bad Weather or Emergency Policy

All College programs and instructors abide 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.

INSTRUCTIONAL DIVISION

Mission

The mission and purpose of the instructional division is to provide postsecondary occupational education on a non-discriminatory 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 Objectives

1. Each technical and academic program will maintain a minimum graduation rate of 60%.
2. Each technical and academic program requiring licensure will maintain a minimum licensure rate of 70%.
3. Each technical and academic program will maintain a minimum placement rate of 70%.
4. Each technical and academic program will receive at least an average rating (70%) from program graduate employers in the following areas:

    a. Interpersonal/Interaction Skills
    b. Oral and Written Communication Skills
    c. Graduate's Work Ethics
    d. Critical Thinking Skills
    e. Entry Level Occupational Skills
    f. Overall Quality of Graduate Education/Skills

General Education

Mission

Reid State Technical College is an associate 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 ethics.

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.

ALABAMA COMMUNITY COLLEGE SYSTEM DEGREE REQUIREMENTS

Associate in Applied Technology (AAT) Degree			
Award Description	Degree Requirements by Area		Credit Hours
Designed for students attending Council on Occupational Education (COE) accredited technical colleges, the AAT provides specialization in technical, business, or semi-professional fields leading to employment upon graduation.	Area I	Written Composition I and II	3 - 6
	Area II	Humanities and Fine Arts	3 - 6
	Area III	Natural Science and Mathematics	6
	Area IV	History, Social, and Behavioral Sciences	3
	Areas I - IV	General Education Requirements	15 - 21
	Area V	Technical Core, Technical Concentration, and Electives	39 - 61
	Areas I - V	Total Semester Hours for Award	60 - 76

NOTES:

Area II: 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, Theater and Dance.

Note: Colleges planning to transition from COE to SACSCOC accreditation should design degree plans accordingly. See the requirements for the AAS degree for more information.

Area III: 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: A minimum of 3 hours in Mathematics required.

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

Area V: Area V courses are courses appropriate to the degree requirements, occupational or technical specialty requirements, core courses, and electives.

Associate in Occupational Technologies (AOT) Degree			
Award Description	Degree Requirements by Area		Credit Hours
Designed for students seeking to become multi-skilled technicians, the AOT includes both a Primary	Area I	Written Composition I and II	3 - 6
	Area II	Humanities and Fine Arts	3 - 6
	Area III	Natural Science and Mathematics	6
	Area IV	History, Social, and Behavioral Sciences	3
	Areas I - IV	General Education Requirements	15 - 21

Technical Specialty and a Secondary Technical Specialty.	Area V	Primary* and Secondary** Technical Specialties	39 - 61
	Areas I - V	Total Hours Required	60 - 76

NOTES:

Area I

Area II: 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, Theater and Dance.

Note: For purposes of SACSCOC accreditation, courses in basic composition that do not contain a literature component, courses in oral communication (Speech), and introductory foreign language courses are considered skills courses and may NOT be the one course designated to fulfill SACSCOC Core Requirement 2.7.3 for a humanities/fine arts course. Colleges planning to transition from COE to SACSCOC accreditation should design degree plans accordingly. See the SACSCOC Resource Manual for the Principles of Accreditation for complete information on this restriction.

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

A minimum of 3 hours in Mathematics is required. One Computer Science 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: In addition to History, the Social and Behavioral Sciences include, but are not limited to: Anthropology, Economics, Geography, Political Science, Psychology, and Sociology.

Area V: Area V courses are courses appropriate to the degree requirements, occupational or technical specialty requirements, core courses, and electives.

*Primary Technical Specialty (Major): A minimum of 27 credit hours in a single content area.

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

Certificate			
Award Description	Degree Requirements by Area		Credit hours
Designed for students seeking a specialized set of skills for employment or professional advancement.	Area I	Written Composition	3 - 6
	Area II	Humanities and Fine Arts	0 - 6
	Area III	Natural Science and Mathematics	3 - 7
	Area IV	History, Social, and Behavioral Sciences	0
	Areas I - IV	General Education Requirements	6 - 19
	Area V	Technical Core, Technical Concentration and Electives	11 - 54
	Areas I - V	Total Hours Required	30 - 60

NOTES:

Area I: Requirements Prescribe: A minimum of one written composition course which may have a discipline specific prefix other than COM or ENG or the integration of written communication proficiencies within a required discipline-specific course(s).

Area III: Requirements Prescribe: A minimum of one mathematics course which may have a discipline specific prefix other than MAH or MTH or the integration of mathematics proficiencies within a required discipline-specific course(s).

CTE Short-Term Certificate			
Award	Degree Requirements by Area		Credit hours
Designed to equip the student with a focused set of skills for an entry-level position in business or industry.	Area I	Written Composition	0 - 3
	Area II	Humanities and Fine Arts	0
	Area III	Natural Science and Mathematics	0 - 3
	Area IV	History, Social, and Behavioral Sciences	0
	Areas I - IV	General Education Requirements	0 - 6*
	Area V	Technical Core, Technical Concentration and Electives	9 - 29
	Areas I - V	Total Hours Required	9 - 29

NOTES:

*for certificates with 6 hours of general education credits, the minimum total credit hours will be 15 credit hours.

Estimated Program Cost Sheet

Tuition Rate $129 per credit hour; institutional fees total $44 per credit hour

Program	Credit Hours/Program Length	Books	Materials/ Supplies/ Tools	Uniforms	Test/Exam Costs	Program Credit Hours (Tuition)	Fees Costs	Insurance Rate	Other Program Costs	Estimated Total Program Costs
Associate in Applied Science in Computer Science	64 Credit Hours-4 Semesters (full-time attendance)	$381.23	$100.00	$	$	$8,256.00	$2,816.00	$18.77	$	$11,572.00
Business Administration Technology	67 Credit Hours-4-5 Semesters (full-time attendance)	$1,000.00	$30.00	$	$30.00	$8,643.00	$2,948.00	$23.89	$	$12,674.89
Childcare Education and Development	65 Credit Hours 5-6 Semesters (full-time attendance)	$330.00	$100.00	$	$	$8,385.00	$2,860.00	$27.30	$	$11,702.30
Commercial Truck Driving	8 Weeks	$	$	$	$135.00	$3,365.00	$	$	$	$3,500.00
Cosmetology (Long-Term	46 Credit Hours-3 Semesters	$299.33	$590.59	$40.00	$	$5,934.00	$2,024.00	$13.65	$	$8,901.57
Cosmetology Instructor	28 Credit Hours-2 Semesters	$300.00	$117.26	$40.00	$	$3,612.00	$1,232.00	$10.24	$	$5,311.50
Diesel Technology-Diesel	28 Credit Hours-2 Semester	$400.00	$125.00	$	$	$3,612.00	$1,232.00	$5.12	$	$5,374.12
Health Sciences (HPS) (Short- Term Certificate)	27 Credit Hours-2 Semesters (full-time attendance)	$500.00	$496.24	Included in material and supplies	$	$3,483.00	$1,188.00	$10.24	$1,314.00	$6,991.48
Industrial Electricity/Electronics (CER)	56 Credit Hours-4-5 Semesters (full-time attendance)	$343.77	$475.00	$	$	$7,224.00	$2,464.00	$23.89	$	$10,530.66
Industrial	74 Credit Hours-6 Semesters (full-time attendance)	$343.77	$475.00	$	$	$9,546.00	$2,960.00	$27.30	$	$13,648.07
Industrial Maintenance	29 Credit Hours-2 Semesters (full-time attendance)	$343.77	$369.35	$	$	$3,741.00	$1,276.00	$10.24	$	$5,740.36
Pharmacy Technology	27 Credit Hours-2 Semesters (full-time attendance)	$359.00	$300.00	$	$	$3,483.00	$1,188.00	$10.24	$1,154.00	$6,494.24
Practical Nursing	46 Credit Hours-3 Semesters (full-time attendance)	$500.00	$500.00	Included in materials and supplies	$	$5,934.00	$2,024.00	$13.65	$3,279.00	$12,250.65
Welding Technology (Short- Term Certificate)	28 Credit Hours-2 Semesters (full-time attendance)	$240.87	$326.86	$	$	$3,612.00	$1,232.00	$10.24	$	$5,421.97
Welding (Long-Term Certificate)	58 Credit Hours-4 Semesters (full-time attendance)	$521.44	$326.86	$	$	$7,482.00	$2,552.00	$18.77	$	$10,901.07
Welding (Degree)	76 Credit Hours-6 Semesters (full-time attendance)	$1,226.88	$326.86	$	$	$9,804.00	$3,344.00	$27.30	$	$14,729.04

ASSOCIATE OF APPLIED TECHNOLOGY IN COMPUTER INFORMATION SCIENCE

Program Purpose

The purpose of the Associate of Applied Technology in Computer Information Science 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 Science profession.

The associate degree program is 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 Science. The occupational skill preparation should meet the recognized skill standards.

The philosophy and purpose of the Associate of Applied Technology in Computer Information Science program are consistent with that of the governing institution.

Occupational Data

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, the firm 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. According to the Alabama Department of Labor, Computer User Support Specialists in Alabama earn an annual median salary of $47,880 and an annual median salary of $52,690 nationally. Computer Network Support Specialists in Alabama earn an annual median salary of $59,570 and an annual median salary of $65,450 nationally. Web Developers in Alabama earn an annual salary of $63,560 and an annual salary of $77,200 nationally.

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 ACCS Board of Trustees policy, or GED.

Program Certification

Computer Information Science 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.

ASSOCIATE OF APPLIED TECHNOLOGY IN COMPUTER INFORMATION SCIENCE

MINIMUM CREDITS REQUIRED: 64 Semester Credit Hours

Length of Program: 4 Semesters of full-time attendance

GENERAL EDUCATION CORE: 19 Semester Credit Hours			Theory	Lab	Contact	Credit
ORT	100	Orientation	1	0	1	1
AREA I: WRITTEN COMPOSITION						
ENG	101	English Composition I	3	0	3	3
AREA II: HUMANITIES AND FINE ARTS						
ART	100	Art Appreciation	3	0	3	3
AREA III: NATURAL SCIENCE AND MATHEMATICS						
Students are required to complete one three-hour mathematics course and may either complete an additional mathematics course or one natural science course as listed below.						
MTH	100	Intermediate College Algebra	3	0	3	3
MTH	116	Mathematical Applications	3	0	3	3
BIO	113	History of Biology	3	0	3	3
AREA IV: HISTORY, SOCIAL, AND BEHAVIORAL SCIENCES						
PSY	200	General Psychology	3	0	3	3
PRIMARY TECHNICAL CONCENTRATION: 45 Semester Credit Hours						
CIS	117	Database Management Software Applications	3	0	3	3
CIS	149	Digital Literacy	3	0	3	3
CIS	150	Introduction to Computer Logic and Programming	3	0	3	3
CIS	161	Intro to Network Communications	3	0	3	3
CIS	199	Network Communications	3	0	3	3
CIS	207	Web Development	3	0	3	3
CIS	249	Microcomputer Operating Systems	3	0	3	3
CIS	268	Software Support	3	0	3	3
CIS	269	Hardware Support	3	0	3	3
CIS	275	Workstation Administration	3	0	3	3
CIS	276	Server Administration	3	0	3	3
CIS	277	Network Services Administration	3	0	3	3
CIS	278	Directory Services Administration	3	0	3	3
CIS	279	Network Infrastructure Design	3	0	3	3
CIS	280	Network Security	3	0	3	3

BUSINESS ADMINISTRATION TECHNOLOGY

Program Purpose

The purpose of the Business Administration Technology Program is to provide accessible, quality educational opportunities that will provide individuals with the skills, knowledge, and abilities necessary to obtain entry-level employment in the general, medical, and information technology professions.

This associate degree program is intended to produce graduates who are prepared for employment as office administrative assistants, clerical clerks, office managers, receptionists, medical administrative assistants, and information technology assistants. Program graduates are to be competent in the academic areas of communication, mathematics, computer literacy, and human relations, and in the technical areas of office management, information management, records management, and basic 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 business administration. The College will ensure program quality by the acquisition of a certification of graduate competencies through Office Proficiency Assessment Certification (OPAC) or another certification method.

Occupational Data

Graduates of the Business Administration Technology program work in the office setting where they use their skills which are grouped under the classification of business administrator personnel. According to the U.S. Bureau of Labor Statistics Occupational Employment and Wage Statistics, the national median wage for business administrator personnel was $21.90/hr. in 2022.

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 Requirements

Applicants to this program must complete the application procedures. Additionally, applicants must present official documentation of a high school diploma, or GED in accordance with the Alabama Community College System Board of Trustees policy.

Office Proficiency Assessment and Certification Requirements

Students are required to obtain certification in at least one area of business prior to graduation through The Office Proficiency Assessment and Certification (OPAC) System or another certification method. Proof of certification is required, and a fee may be assessed to obtain a certificate of certification.

Requirements for success in the Program:

1. Knowledge and skills in English, spelling, business mathematics, composing and proofing business correspondence, records management, accounting, office procedures, comprehensive Microsoft Office software application, and/or other software applications.

2. Desirable soft skills: the ability to get along with others, helpful and pleasant attitude, genuine friendliness, pleasant voice, honesty and integrity, reliability, neatness, self-control, efficiency, and punctuality.

BUSINESS ADMINISTRATION TECHNOLOGY
Associate of Applied Technology (AAT)

MINIMUM CREDITS REQUIRED: 67 Semester Credit Hours

Length of Program: 5 - 6 Semesters of full-time attendance

GENERAL EDUCATION CORE: 19 Semester Credit Hours			Theory	Lab	Internship	Contact	Credit
ORT	100	Orientation	1	0		1	1
AREA I: WRITTEN COMPOSITION							
ENG	101	English Composition I	3	0		3	3
AREA II: HUMANITIES AND FINE ARTS							
ART	100	Art Appreciation	3	0		3	3
SPH 106 OR SPH 107		Fundamentals of Oral Communications Fundamentals of Public Speaking	3	0		3	3
AREA III: NATURAL SCIENCE AND MATHEMATICS							
Students are required to complete one three-hour mathematics course and may either complete an additional mathematics course or one natural science course as listed below.							
MTH	116	Mathematical Applications	3	0		3	3
BIO	113	History of Biology	3	0		3	3
AREA IV: HISTORY, SOCIAL, AND BEHAVIORAL SCIENCES							
PSY 200 OR PSY 210		General Psychology Human Growth and Development	3	0		3	3
TECHNICAL CONCENTRATION: 48 Semester Credit Hours							
BUS	100	Introduction to Business	3	0		3	3
BUS	105	Customer Services	3	0		3	3
BUS	151	Modern Business Mathematics with Excel	3	0		3	3
BUS	190	Introduction to Business Grant Writing	3	0		3	3
BUS	210	Introduction to Accounting	3	0		3	3
BUS	215	Business Communication	3	0		3	3
BUS	245	Accounting with QuickBooks	3	0		3	3
BUS	263	The Legal and Social Environment of Business	3	0		3	3
BUS	275	Principles of Management	3	0		3	3
BUS	279	Small Business Management	3	0		3	3
BUS	285	Principles of Marketing	3	0		3	3
BUS	296	Business Internship	3	0		3	3
OAD	138	Records Information Management	3	0		3	3
OAD	218	Office Procedures	3	0		3	3
OAD	232	The Computerized Office	3	0		3	3
OAD	240	CPS/CAP Review	3	0		3	3

BUSINESS ADMINISTRATION TECHNOLOGY
Associate of Applied Technology (AAT)
(Medical Administrative Assistant concentration)

MINIMUM CREDITS REQUIRED: 67 Semester Credit Hours

Length of Program: 5 - 6 Semesters of full-time attendance

GENERAL EDUCATION CORE: 19 Semester Credit Hours			Theory	Lab	Internship	Contact	Credit
ORT	100	Orientation	1	0		1	1
AREA I: WRITTEN COMPOSITION							
ENG	101	English Composition I	3	0		3	3
AREA II: HUMANITIES AND FINE ARTS							
ART	100	Art Appreciation	3	0		3	3
SPH OR SPH	106 107	Fundamentals of Oral Communications Fundamentals of Public Speaking	3	0		3	3
AREA III: NATURAL SCIENCE AND MATHEMATICS							
Students are required to complete one three-hour mathematics course and may either complete an additional mathematics course or one natural science course as listed below.							
MTH	116	Mathematical Applications	3	0		3	3
BIO	113	History of Biology	3	0		3	3
AREA IV: HISTORY, SOCIAL, AND BEHAVIORAL SCIENCES							
PSY OR PSY	200 210	General Psychology Human Growth and Development	3	0		3	3
TECHNICAL CONCENTRATION: 48 Semester Credit Hours							
BUS	100	Introduction to Business	3	0		3	3
BUS	105	Customer Services	3	0		3	3
BUS	151	Modern Business Mathematics with Excel	3	0		3	3
OAD	211	Medical Terminology	3	0		3	3
BUS	210	Introduction to Accounting	3	0		3	3
BUS	215	Business Communication	3	0		3	3
BUS	245	Accounting with QuickBooks	3	0		3	3
BUS	263	The Legal and Social Environment of Business	3	0		3	3
BUS	275	Principles of Management	3	0		3	3
BUS	279	Small Business Management	3	0		3	3
BUS	285	Principles of Marketing	3	0		3	3
BUS	296	Business Internship	3	0		3	3
OAD	214	Medical Office Procedures	3	0		3	3
OAD	215	Health Information Management	3	0		3	3
OAD	232	The Computerized Office	3	0		3	3
OAD	240	CPS/CAP Review	3	0		3	3

BUSINESS ADMINISTRATION TECHNOLOGY
Associate of Applied Technology (AAT)
(Computer Information Science concentration)

MINIMUM CREDITS REQUIRED: 67 Semester Credit Hours

Length of Program: 5 - 6 Semesters of full-time attendance

GENERAL EDUCATION CORE: 19 Semester Credit Hours			Theory	Lab	Internship	Contact	Credit
ORT	100	Orientation	1	0		1	1
AREA I: WRITTEN COMPOSITION							
ENG	101	English Composition I	3	0		3	3
AREA II: HUMANITIES AND FINE ARTS							
ART	100	Art Appreciation	3	0		3	3
SPH 106 OR SPH 107		Fundamentals of Oral Communications Fundamentals of Public Speaking	3	0		3	3
AREA III: NATURAL SCIENCE AND MATHEMATICS							
Students are required to complete one three-hour mathematics course and may either complete an additional mathematics course or one natural science course as listed below.							
MTH	116	Mathematical Applications	3	0		3	3
BIO	113	History of Biology	3	0		3	3
AREA IV: HISTORY, SOCIAL, AND BEHAVIORAL SCIENCES							
PSY 200 OR PSY 210		General Psychology Human Growth and Development	3	0		3	3
		TECHNICAL CONCENTRATION: 48 Semester Credit Hours					
BUS	100	Introduction to Business	3	0		3	3
BUS	105	Customer Services	3	0		3	3
BUS	151	Modern Business Mathematics with Excel	3	0		3	3
CIS	134	IT Fundamentals	2	1		4	3
BUS	210	Introduction to Accounting	3	0		3	3
BUS	215	Business Communication	3	0		3	3
BUS	245	Accounting with QuickBooks	3	0		3	3
BUS	263	Legal and Social Environment of Business	3	0		3	3
BUS	275	Principles of Management	3	0		3	3
BUS	279	Small Business Management	3	0		3	3
BUS	285	Principles of Marketing	3	0		3	3
BUS	296	Business Internship	3	0		3	3
OAD	138	Records Information Management	3	0		3	3
CIS	146	Microcomputer Applications	3	0		3	3
CIS	147	Advanced Micro Applications	3	0		3	3
OAD	240	CPS/CAP Review	3	0		3	3

CHILDCARE EDUCATION AND DEVELOPMENT

Program Purpose

The purpose of the Childcare Education and Development 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, teachers, Head Start teachers or assistants, and teacher's aides. Programs 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 comprehensive general education and technical training in the core area of Childcare Education and Development. The occupational skill preparation should meet the Child Development Association's (CDA) recognized skill standards. The philosophy and purpose of the Childcare Education and Development program are consistent with that of the governing institution. The Childcare Education and Development program is located at the main campus.

Occupational Data

Graduates of the Childcare Education and Development program work as childcare workers in an education or childcare setting. According to the U. S. Bureau of Labor Statistics, Occupational Employment and Wage Statistics, the national median for childcare workers was $27.70/hr. in 2022.

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.

Admissions Requirements

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

CHILDCARE EDUCATION AND DEVELOPMENT
Associate of Applied Technology (AAT)

MINIMUM CREDITS REQUIRED: 65 Semester Credit Hours

Length of Program: 5-6 Semesters of full-time attendance

GENERAL EDUCATION CORE: 19 Semester Credit Hours			Theory	Lab/Clinical	Contact	Credit
ORT	100	Orientation	1	0	1	1
AREA I: WRITTEN COMPOSITION						
ENG	101	English Composition I	3	0	3	3
AREA II: HUMANITIES AND FINE ARTS						
ART	100	Art Appreciation	3	0	3	3
SPH 106 OR SPH 107		Fundamentals of Oral Communications Fundamentals of Public Speaking	3	0	3	3
AREA III: NATURAL SCIENCE AND MATHEMATICS						
Students are required to complete one three-hour mathematics course and may either complete an additional mathematics course or one natural science course as listed below						
MTH	116	Mathematical Applications	3	0	3	3
BIO	113	History of Biology	3	0	3	3
AREA IV: HISTORY, SOCIAL, AND BEHAVIORAL SCIENCES						
PSY	200	General Psychology	3	0	3	3
TECHNICAL CONCENTRATION: 46 Semester Credit Hours						
CHD	100	Introduction of Early Care and Education of Children	3	0	3	3
CHD	201	Child Growth and Development Principles	3	0	3	3
CHD	202	Children's Creative Experiences	3	0	3	3
CHD	203	Children's Literature and Language Development	3	0	3	3
CHD	204	Methods and Materials for Teaching Children	3	0	3	3
CHD	205	Program Planning for Educating Young Children	3	0	3	3
CHD	206	Children's Health and Safety	3	0	3	3
CHD	208	Administration of Child Development Programs	3	0	3	3
CHD	209	Infant and Toddler Education Programs	3	0	3	3
CHD	210	Educating Exceptional Children	3	0	3	3
CHD	211	Child Development Seminar	1	0	1	1
CHD	214	Families and Communities in Early Care and Education Programs	3	0	3	3
CHD	215	Supervised Practical Experience in Child Development	0	3	6	3
CHD	217	Math and Science for Young Children	3	0	3	3
CHD	221	Family Child Care	3	0	3	3
CHD	224	School Age Childcare	3	0	3	3

COMMERCIAL TRUCK DRIVING

Program 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. This 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, 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 Alabama Law Enforcement Agency standards and the American Association of Motor Vehicle Administration recognized skill standards. The College will ensure program quality through internal certification of graduate competencies and external licensure of graduates by the Alabama Law Enforcement Agency Department of Public Safety.

Occupational data

Graduates of the Commercial Truck Driving program work in the transportation industry where they use their skills which are grouped under the classification of commercial truck driver personnel. According to the U.S. Bureau of Labor Statistics Occupational Employment and Wage Statistics, the national median wage for commercial truck driver personnel was $25.52/hr. in 2022.

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 Requirements

Applicants to this program must complete the Commercial Truck Driving admission application, the TABE assessment through RSTC's Adult Education Program, and be 18 years of age. 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 Permit (CLP) - A CLP is required for someone to legally drive on the highway if they do not currently possess a CDL. A state learner permit, valid for up to one year, shall be considered a valid commercial driver's license for purposes of behind-the-wheel training on public roads or highways.

Program Cost Estimate

Tuition, Fees, and Insurance $3,500.00

Other costs for this program are out-of-pocket expenses to the student.

- Drug Screen and DOT Physical (Estimated) $200.00
- Motor Vehicle Record fee (MVR) $5.75
- Commercial Knowledge Test $25.00

- CDL Permit $36.25

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 received a satisfactory (S) rating in the overall program. The student would also be required to seek employment with a minimum of two truck-driving employers. Evaluation/Grading

Student MUST receive a satisfactory (S) in all seven content areas to take the CDL final examination.

P- Pass
F- Fail

COMMERCIAL TRUCK DRIVING

MINIMUM HOURS REQUIRED: 200 Hours

Length of Program: (5 Weeks)

Classes Meet: Monday - Friday 7:00 a.m. - 3:00 p.m.

COURSE CONTENT
Basic Vehicle Operation
Safe Operating Practices
Non-Vehicle Activities
Vehicle Maintenance
Advanced Operating Practices
Proficiency Development
Commercial Driver's License

VA Student Class Attendance

Minimum attendance requirement for students enrolled in a NCD program is 80%. Attendance will be monitored every 30 days. If attendance falls below 80%, the student will be placed on attendance probation for one month. Exception: There is no probation period allowed for programs less than 30 days in length. If the student has not returned to satisfactory attendance at the end of the one- month attendance probation period+, VA education benefits will be terminated. Certification to VA for payment will not be resumed until satisfactory attendance is regained. Students whose absences result from authorized mitigating circumstances, as determined by the school Director/Owner, will not be counted against the student. Appropriate documentation for mitigating circumstances will be kept in the file.

COSMETOLOGY
(Long-Term Certificate)

Program 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 and Barbering Licensure Exam and to obtain entry-level employment in the cosmetology and personal appearance profession. The philosophy and purpose of the Cosmetology Program are 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, natural hairstylist, 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, and other careers in the beauty industry. 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 cutting/shaping, hair color, skincare, manicuring and pedicuring, permanent waving, facials, facial makeup, hair removal, and chemical 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 the skills and knowledge required for the Alabama Board of Cosmetology and Barbering Licensure Examination. The occupational skill preparation should meet the Alabama Board of Cosmetology and Barbering recognized skill standards. The college will ensure program quality through internal certification of graduate competencies, external licensure of graduates, and program approval by the Alabama Board of Cosmetology and Barbering.

Occupational Data

Graduates of the Cosmetology program work in the salon setting where they use their skills which are grouped under the classification of cosmetologist personnel. According to the U.S. Bureau of Labor Statistics, Occupational Employment and Wages, the national median wage for cosmetologist personnel was $18.71/hr. in 2022.

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 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 Placement 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 10^{th} grade and promotion to the 11^{th} 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 before graduation.

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

Grading Scale for Cosmetology

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

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

Licensure Requirements

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

1. Fee: $75.00 Non-Refundable (No personal checks or cash)
2. Cosmetology Student Written Exam Application
3. Copy of current driver's license and social security card.
4. One current 2" x 2" Color Professional Passport Photo (No Glamour or Snapshots) 5. Proof of the program's Record of Completion (transcripts) 6. Must be at least 16 years old.

A student who has completed 70 percent of the required school instructional hours may receive a permit to work in a cosmetology salon when school is not in session. Within 120 days after a student completes the required school hours and training, the appropriate instructor shall certify a record of completion for the student to the board.

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 promotion to the 12th may enroll in classes being offered during the summer semester.

COSMETOLOGY

(Long-Term Certificate)

MINIMUM CREDITS REQUIRED: 46 Semester Credit Hours

Length of Program: 3 Semesters of full-time attendance

GENERAL EDUCATION CORE: 7 Semester Credit Hours			Theory	Lab	Contact	Credit
ORT	100	Orientation	1	0	1	1
AREA I: WRITTEN COMPOSITION						
ENG	100	Vocational Technical English I	3	0	3	3
AREA III: NATURAL SCIENCE AND MATHEMATICS						
MAH	101	Introductory Mathematics I	3	0	3	3
TECHNICAL CONCENTRATION: 39 Semester Credit Hours						
COS	111	Introduction to Cosmetology	3	0	3	3
COS	112	Introduction to Cosmetology Lab	0	3	9	3
COS	113	Theory of Chemical Services	3	0	3	3
COS	114	Chemical Services Lab	0	3	9	3
COS	115	Hair Coloring Theory	3	0	3	3
COS	116	Hair Coloring Lab	0	3	9	3
COS	117	Basic Spa Techniques	3	0	3	3
COS	118	Basic Spa Techniques Lab	0	3	9	3
COS	119	Business of Cosmetology	3	0	3	3
COS	123	Cosmetology Salon Practices	0	3	9	3
COS	144	Hair Shaping and Design	1	2	7	3
COS	152	Nail Care Applications	0	3	9	3
COS	167	State Board Review	1	2	7	3

ELECTIVE:						
COS	182	Special Topics	0	3	9	3

COSMETOLOGY INSTRUCTOR TRAINING
(Short-Term Certificate)

Program Purpose

The Cosmetology Instructor Training Program aims 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 that will promote personal and economic growth, contribute to community stability, and improve quality of life.

The short-certificate program is intended to produce graduates prepared for employment as entry-level cosmetology instructors. Additional education beyond the cosmetology instructor licensure, specifically a bachelor's or master's degree, is required for employment in Alabama's two-year college system. Program graduates are to be competent in the academic areas of communications, computer literacy, and human relations and in the technical areas of curriculum development, lesson planning and presentation, instructional methods, and classroom 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 Cosmetology Instructor Training. The occupational skill preparation should meet the Alabama State Board of Cosmetology and Barbering 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 and Barbering.

Occupational Data

Graduates of the Cosmetology Instructor Training program work in the education setting where they use their skills which are grouped under the classification of post-secondary education training personnel. According to the U.S. Bureau of Labor Statistics Occupational Employment and Wages, the national median wage for all post-secondary and career/technical education training personnel was $31.49/hr. in 2022.

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 Requirements

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, Fall and Spring semesters only. A maximum of two students may be enrolled at the same time. This program does not lend itself to a classroom lecture situation. The cosmetology instructor training student will participate in cosmetology classes as a student instructor. It is the student instructor's responsibility to prepare coursework and prepare for exams as outside assignments.

Grading Scale for Cosmetology Instructor Training

The Alabama Board of Cosmetology and Barbering requires a grade of at least 80% to pass licensure examinations.

90 - 100 = A
80 - 89 = B 79-Below = F 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 and Barbering Instructor Written Examination. The ABOC requires:

1. Fee: $75.00 Non-Refundable (No personal checks or cash)
2. Instructor Written Exam Application
3. Copy of current driver's license and social security card.
4. One current 2" x 2" Color Professional Passport Photo (No Glamour or Snapshots)
5. Proof of the program's Record of Completion (transcripts)

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/school. Within 120 days after a student completes the required school hours and training, the appropriate instructor shall certify a record of completion for the student to the board.

COSMETOLOGY INSTRUCTOR TRAINING
(Short-Term Certificate)

MINIMUM CREDITS REQUIRED: 28 Semester Credit Hours

Length of Program: 2 Semesters of full-time attendance

GENERAL EDUCATION COURSES: 4 semester Credit Hours			Theory	Lab	Contact	Credit
ORT	100	Orientation	1	0	1	1
AREA I: WRITTEN COMPOSITION						
ENG	101	English Composition I	3	0	3	3
TECHNICAL CONCENTRATION: 24 Semester Credit Hours						
CIT	211	Teaching and Curriculum Development	3	0	3	3
CIT	212	Teacher Mentorship	0	3	9	3
CIT	213	Cosmetology Instructor Co-Op	0	3	9	3
CIT	214	Lesson Plan Methods and Development	1	2	7	3
CIT	221	Lesson Plan Implementation	0	3	9	3
CIT	222	Audio Visual Materials and Methods	3	0	3	3
CIT	223	Audio Visual Materials & Methods Applications	0	3	9	3
CIT	225	Special Topics in Cosmetology Instruction	0	3	9	3

DIESEL TECHNOLOGY - Diesel Engine Specialist

Program Purpose

The purpose of the Diesel Technology program is to prepare individuals to apply technical knowledge and skills to repair, service, and maintain diesel engines in vehicles such as automobiles, buses, ships, trucks, railroad locomotives, and construction equipment; as well as stationary diesel engines in electrical generators and related equipment.

Occupational Data

Graduates in the diesel technology program can be employed as diesel technicians in the automotive or transportation industries. Employment for diesel technicians is projected to grow by 8% from 2020 to 2030. The median pay for diesel technicians is $48,960 per year or $23.41 per hour) according to the Occupational Outlook Handbook 2021.

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.

Admissions Requirements

Applicants to this program must complete the application procedures. While a high school diploma, in accordance with ACCS Board of Trustees 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.

DIESEL TECHNOLOGY- DIESEL ENGINE SPECIALIST

MINIMUM CREDITS REQUIRED: 28 Semester Credit Hours

LENGTH OF PROGRAM: 2 Semester of full-time attendance

GENERAL EDUCATION CORE: 1 Semester Credit Hour			Theory	Lab	Contact	Credit
ORT	100	Orientation	1	0	1	1
TECHNICAL CONCENTRATION: 27 Semester Credit Hours						
DEM	104	Basic Engines	1	2	7	3
DEM	105	Preventative Maintenance	1	2	7	3
DEM	170	Heavy Vehicle Air Brakes	1	2	7	3
DEM	123	Pneumatics and Hydraulics	1	2	7	3
DEM	124	Electronic Engine Systems	1	2	7	3
DEM	135	Heavy Vehicle Steering and Suspension System	1	2	7	3
DEM	127	Fuel Systems	1	2	7	3
DEM	130	Electrical/Electronic Fundamentals	1	2	7	3
DEM	136	Trailer Electrical Systems	1	2	7	3

HEALTH SCIENCES (HPS)
(Short-Term Certificate)

Program Purpose

The primary intent of a short-term certificate in Health Sciences is to fulfill basic occupational objectives, prepare the graduate, or provide specialty training/competencies for students who wish to enter a health field. The prescribed program of study is included in the College catalog. All health sciences clinical are supervised practicums within the clinical setting that provides laboratory practice, medication administration assistance, and basic nursing care in health sciences. Emphasis is placed on collection techniques, specimen processing, workflow practices, referrals, utilizing information systems, medication administration providing activities of daily living care and basic nursing care. Math, English, asepsis, and are also included courses.

In addition to CPR Certification, the graduate will be eligible to sit for the Phlebotomist Certification Examination, Medication Aide Certification Examination, and Certified Nurse Aide Certification 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 Certification (BOC), Nurse Aide Certification Examination (certified by Alabama Department of Public Health) and Medication Aide Certification Exam (Certified by Alabama Board of Nursing and National Council State Board of Nursing).

The Health Sciences Short Certificate (Phlebotomy) 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 healthcare personnel, patients, and the public.

NAS-100 Long Term Care Nursing Assistant course fulfills the seventy-five-hour Omnibus Budget Reconciliation Act (OBRA) requirements for training long-term care nursing assistants in preparation for certification through competency evaluation. Emphasis is placed on the development of knowledge, attitudes, and skills required of the long-term care nursing assistant. Upon completion of this course, the student should demonstrate satisfactory performance on written examinations and clinical skills.

NAS-102 Medication Assistant course fulfills the National Council of State Boards of Nursing (NCSBN) one hundred (100) hour Medication Assistant-Certified (MA-C) Curriculum requirements for training of nursing assistants in preparation for medication assistant certification (MA-C) through competency evaluation. Emphasis is placed on the development of the knowledge, attitudes, and skills required of the medication assistant. Upon completion of this course, the student should demonstrate satisfactory performance on written examinations, practical lab, and clinical skills. Completion of this course is satisfactory for candidacy for the Medication Assistant Certification Exam (MACE) through NCSBN and The Alabama Board of Nursing.

Occupational Data

Graduates of the Health Sciences program work in the healthcare industry where they use their skills which are grouped under the classification of phlebotomist personnel. According to the U.S. Bureau of Labor Statistics Occupational Employment and Wages, the national median wage for phlebotomist personnel was $19.51/hr. in 2022.

Graduates of the Certified Nursing Assistant program work in the healthcare industry where they use their skills which are grouped under the classification of nursing assistant personnel. According to the U.S. Bureau of Labor Statistics Occupational Employment and Wages, the national median wage for nursing assistant personnel was $17.41/hr. in 2022.

According to the U.S. Bureau of Labor and Statistics, nursing assistants with a Medication Aide certification should have even better prospects. According to the United States Bureau of Statistics, the hourly pay for medication aides is $14.15 in 2022.

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 Requirements

Applicants to this course must possess a GED or high school diploma, complete all general application requirements, and pass the admissions exam. 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 a 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, the student will be referred to the Medical Review Officer. If the second drug screen is still positive, 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 of 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 career 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 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 an 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 (for 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 (For 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 or a "70" or better in general education courses (English and 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 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	D = 60-74	AU = Audit
B = 80 - 89	F = 59 and below	I = Incomplete
C = 75 - 79		W = Withdrawn

General Education Courses:

A = 90 - 100	C = 70-79	F = 59 and below
B = 80 - 89	D = 60-69	

HEALTH SCIENCES (HPS)
(Short-Term Certificate)

MINIMUM CREDITS REQUIRED: 27 Semester Credit Hours

Length of Program: 2 semesters of full-time attendance

GENERAL EDUCATION CORE: 7 Semester Credit Hours			Theory	Lab	Clinical	Contact	Credit Hours
ORT	100	Orientation	1	0	0	1	1
AREA I: WRITTEN COMPOSITION							
ENG	101	English Composition I	3	0	0	3	3
AREA III: NATURAL SCIENCE AND MATHEMATICS							
MTH 116 OR MTH 100		Mathematical Applications Intermediate College Algebra	3	0	0	3	3
TECHNICAL CONCENTRATION: 20 Semester credit hours							
NAS	100	Long-Term Care Nursing Assistant	3	0	1	3	4
NAS	102	Medication Assistant	4	1	1	10	6
HPS	109	Asepsis	0	1	0	3	1
HPS	118	Fundamentals of Phlebotomy	1	4	0	13	5
HPS	119	Phlebotomy Clinical	0	0	4	12	4

INDUSTRIAL ELECTRICITY/ELECTRONICS TECHNOLOGY (Deg)

Program Purpose

The purpose of the Associate of Applied Technology in Industrial Electricity/Electronics 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 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, and 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. Reid State Technical College 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.

Occupational Data

Graduates of the Industrial Electronics/Electricity program work in the electronic/electrical industry where they use their skills which are grouped under the classification of industrial electronic/electrical maintenance/technician personnel. According to Economic Modeling, the national median wage for industrial electronic/electricity maintenance/technician personnel was $35.02/hr. in 2022.

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 Requirements

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 ACCS Board of Trustees Policy, or GED. If the ACCUPLACER score is between 200-242 the student will be required to enroll in MTH 098. With a score of 243-252 the student must take MTH 100+MTH 099.

INDUSTRIAL ELECTRICITY/ELECTRONICS TECHNOLOGY (Deg)

Associate of Applied Technology

MINIMUM CREDITS REQUIRED: 74 Semester Credit Hours

Length : 6 Semesters of full-time attendance

GENERAL EDUCATION CORE: 19 Semester Credit Hours			Theory	Lab	Contact	Credit
ORT	100	Orientation	1	0	1	1
AREA I: WRITTEN COMPOSITION						
ENG	101	English Composition I	3	0	3	3
AREA II: HUMANITIES AND FINE ARTS						
ART	100	Art Appreciation	3	0	3	3
AREA III: NATURAL SCIENCE AND MATHEMATICS						
Students are required to complete one three-hour mathematics course and may either complete an additional mathematics course or one natural science course as listed below						
MTH	100	Intermediate College Algebra	3	0	3	3
MTH	116	Mathematical Applications	3	0	3	3
BIO	113	History of Biology	3	0	3	3
AREA IV: HISTORY, SOCIAL, AND BEHAVIORAL SCIENCES						
PSY	200	General Psychology	3	0	3	3
TECHNICAL CONCENTRATION: 55 Semester Credit Hours						
ILT	104	Industrial Instrumentation	2	1	4	3
ILT	105	Industrial Instrumentation Lab	0	2	4	2
ILT	117	Principles of Construction Wiring	1	2	5	3
ILT	160	DC Fundamentals	1	2	5	3
ILT	161	AC Fundamentals	1	2	5	3
ILT	169	Hydraulics/Pneumatics	2	1	4	3
ILT	194	Introduction to Programmable Logic Controllers	2	1	4	3
ILT	195	Troubleshooting Techniques I	2	1	4	3
ILT	216	Industrial Robotics	3	0	3	3
ILT	217	Industrial Robotics Lab	0	2	4	2
INT	113	Industrial Motor Control I	1	2	5	3
INT	213	Industrial Motor Control II	1	2	5	3
WKO	110	NCCER Core	2	1	5	3
INT	112	Industrial Maintenance Safety Procedures	3	0	3	3
WKO	142	MSSC Quality Practices and Measurement Course	1	2	5	3
ELT	241	National Electric Code	3	0	3	3
WKO	144	MSSC Maintenance Awareness Course	1	2	5	3
INT	161	Blueprint Reading for Industrial Technology	3	0	3	3
ILT	196	Advanced Programmable Logic Controllers	2	1	4	3
TECHNICAL ELECTIVES:						

INDUSTRIAL ELECTRICITY/ELECTRONICS TECHNOLOGY (CER)

Program Purpose

The purpose of the Industrial Electricity/Electronics Technology (CER) 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 Industrial Electricity/Electronic (CER) 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, and 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. Reid State Technical College 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.

Occupational Data

Completers of the Industrial Electronics/Electricity (CER) work in the electronic/electrical industry where they use their skills which are grouped under the classification of industrial electronic/electrical maintenance/technician personnel. According to Economic Modeling, the national median wage for industrial electronic/electricity maintenance/technician personnel was $35.02/hr. in 202022.

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 Requirements

Applicants to the Industrial Electricity/Electronics (CER) 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 ACCS Board of Trustees Policy, or GED. If the ACCUPLACER score is between 200-242 the student will be required to enroll in MTH 098. With a score of 243-252 the student must take MTH 100+MTH 099.

INDUSTRIAL ELECTRICITY/ELECTRONICS (CER)

MINIMUM CREDITS REQUIRED: 56 Semester Credit Hours

Length of Program: 4-5 Semesters of full-time attendance

GENERAL EDUCATION CORE: 7 Semester Credit Hours			Theory	Lab	Contact	Credit
ORT	100	Orientation	1	0	1	1
AREA I: WRITTEN COMPOSITION						
ENG	101	English Composition I	3	0	3	3
AREA III: NATURAL SCIENCE AND MATHEMATICS						
MTH	116	Mathematical Applications	3	0	3	3
TECHNICAL CONCENTRATION: 49 Semester Credit Hours						
ILT	104	Industrial Instrumentation	2	1	4	3
ILT	105	Industrial Instrumentation Lab	0	2	4	2
ILT	117	Principles of Construction Wiring	1	2	5	3
ILT	160	DC Fundamentals	1	2	5	3
ILT	161	AC Fundamentals	1	2	5	3
ILT	169	Hydraulics/Pneumatics	2	1	4	3
ILT	194	Introduction to Programmable Logic Controllers	2	1	4	3
ILT	195	Troubleshooting Techniques I	2	1	4	3
ILT	216	Industrial Robotics	3	0	3	3
ILT	217	Industrial Robotics Lab	0	2	4	2
INT	113	Industrial Motor Control I	1	2	5	3
INT	213	Industrial Motor Control II	1	2	5	3
WKO	110	NCCER Core	2	1	5	3
INT	112	Industrial Maintenance Safety Procedures	3	0	3	3
WKO	142	MSSC Quality Practices and Measurement Course	1	2	5	3
ELT	241	National Electric Code	3	0	3	3
WKO	144	MSSC Maintenance Awareness Course	1	2	5	3
ELECTIVES:						

INDUSTRIAL MAINTENANCE TECHNOLOGY (Short-Term Certificate)

Program Purpose

The Industrial Maintenance Technology program aims 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 to apply this knowledge in the industrial environment to preserve and maintain industrial systems. Providing an available labor pool to the industry in Region 7 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 a comprehensive general education and 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 Industrial Maintenance Technology program's philosophy and purpose are consistent with that of the governing institution.

Occupational Data

Graduates of the Industrial Maintenance Technology program work in the industrial maintenance setting where they use their skills grouped under the classification of industrial maintenance/technician personnel. According to the U.S Bureau of Labor Statistics Occupational Employment and Wages, the national median wage for industrial maintenance/technician personnel was $29.32/hr. in 2022.

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 Requirements

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 ACCS Board of Trustees Policy, or GED.

INDUSTRIAL MAINTENANCE TECHNOLOGY
(Short-Term Certificate)

MINIMUM CREDITS REQUIRED: 28 Semester Credit Hours

Length of Program: 2 Semesters of full-time attendance

GENERAL EDUCATION CORE: 1 Semester Credit Hour			Theory	Lab	Contact	Credit
ORT	100	Orientation	1	0	1	1
TECHNICAL CONCENTRATION: 28 Semester Credit Hours						
INT	101	DC Fundamentals	2	1	5	3
INT	103	AC Fundamentals	2	1	5	3
INT	113	Industrial Motor Control I	1	2	5	3
INT	117	Principles of Industrial Mechanics	2	1	4	3
INT	118	Fundamentals of Industrial Hydraulics and Pneumatics	2	1	4	3
INT	158	Industrial Wiring I	1	2	5	3
WKO	110	NCCER CORE	2	1	5	3
WKO	141	MSSC Safety Course	1	2	5	3
WKO	142	MSSC Quality Practices and Measurement Course	1	2	5	3
ELECTIVES:						

NURSING ASSISTANT COURSE

Course Purpose

The purpose of the Nursing Assistant Course is to prepare students as a long-term care nursing assistant in preparation for certification through competency evaluation. Emphasis is placed on the development of the knowledge, attitudes, and skills required of the long-term care nursing assistant. Upon completion of this course, the student should demonstrate satisfactory performance on written examinations and clinical skills.

Occupational Data

Graduates of the Certified Nursing Assistant course work in the healthcare industry where they use their skills which are grouped under the classification of nursing assistant personnel. According to Economic Modeling, the national median wage for nursing assistant personnel was $14.26/hr. in 2019.

VA Student Class Attendance

Minimum attendance requirement for students enrolled in a NCD program is 80%. Attendance will be monitored every 30 days. If attendance falls below 80%, the student will be placed on attendance probation for one month. Exception: There is no probation period allowed for programs less than 30 days in length. If the student has not returned to satisfactory attendance at the end of the one-month attendance probation period, VA education benefits will be terminated. Certification to VA for payment will not be resumed until satisfactory attendance is regained. Students whose absences result from authorized mitigating circumstances, as determined by the school Director/Owner, will not be counted.

Reid State Technical College offers two training options for nursing assistant. Students must follow admission requirements based on the training option.

Course Options:

OPTION 1 (Non-Credit):

Reid State offers a non-credit training option for nursing assistants. Students can train through the College's Workforce Development Training for Business and Industry (TBI) division in collaboration with a nursing facility.

Non-Credit Length of Course:

This option is offered in a 3-week format in collaboration with a health facility. The College also offers nursing assistance as a 6-week non-credit course in collaboration with the adult education department.

Non-Credit Admissions Requirements

Applicants entering the non-credit or TBI track must complete the non-credit Nursing Assistant admission application and provide a valid photo ID. Additionally, all applicants must submit a drug screen and background check to register.

Course Cost/Fees TBI/Non-Credit

Books	$200.00
Materials/Supplies/Tools	$426.00
Uniforms	$225.00
Test/Exam Costs	$125.00
Program Tuition Costs & Fees	$644.00
Insurance Fees ($5.12 for Fall and Spring, $3.41)	$5.12
Other Program Costs	$875.00
Overall Course Estimated Costs	$2,500.12

Additional Course Expenses

Drug Screen and Background Check $69.00
Urine Drug Screen Collection Up to $25.00

OPTION 2 (For Credit)

Reid State Technical College offers Nursing Assistance in a four-credit hour course during the fall, spring and summer semesters based on availability. Students taking this option can seamlessly transfer course to the Health Science Program. The course option is NAS 100 (see course description in RSTC Catalog).

For Credit Length of Course:

Students can complete NAS 100 during a 15-week course offered in the fall and spring Semesters or in a 10-week course offered during the summer semester.

For-Credit Admissions Requirements

1. Must be at least 16 years of age as documented by birth certificate, school records or driver's license.

2. Complete an online admissions application (undeclared program option).

3. Official high school transcript or GED and college transcript(s).

4. Applicants are required to take the Placement 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 be obtained the GED prior to graduation.

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

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 94 positive drug screen, then the student will be dismissed from the program immediately.

PHARMACY TECHNOLOGY

Program Purpose

The Pharmacy Technology program is designed to prepare students to assume positions in both institutional and retail pharmacies. The program curriculum consists of theory courses, lab activities, and supervised clinical internships. Program coursework includes pharmacology, medical terminology, pharmacy laws, and regulations, and pharmaceutical calculations. Clinical Internships are utilized to enable students to take the knowledge and skills they have obtained and apply them in a working pharmacy environment.

Occupational Data

Pharmacy Technicians prepare medications under the supervision of a pharmacist. They may measure, mix, count out, label, and record amounts and dosages of medication according to prescription orders. According to the U.S. Bureau of Labor Statistics, the national median wage for pharmacy personnel was $19.35/hr. in 2022.

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 Requirements

1. Applicants must complete the online Application for Admission at www.rstc.edu or obtain the most current application upon request from the Admissions Office of the College. Applicants should submit their application to the Office of Admissions, Reid State Technical College, P.O. Box 588 Evergreen, AL 36401, as early as possible prior to the semester in which they plan to enroll.

2. All applicants are to submit an official, sealed high school transcript or GED and college transcript(s) prior to final acceptance. Mail to Admissions, P.O. Box 588, Evergreen, AL 36401, or send via electronic submission through Parchment or National Student Clearinghouse. Proof of registration for Selective Service for males 18-26 years of age and proof of in-state residency is required.

3. Pell Grants should be submitted electronically by the student at www.FAFSA.ed.gov. Students planning to apply for financial aid should make an appointment with the Financial Aid Director if assistance is needed.

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 ACCUPLACER placement exam or some other placement exam prior to registration for more than four credit hours, unless the student scored 20 or above on the ACT exam in Reading and Math, and 18 in English/Writing. An exam schedule can be obtained from the Testing Coordinator or online at 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.

7. A student who does not have a high school diploma or GED may enroll in selected programs. Reid State Technical College utilizes the ACCUPLACER Test as the assessment instrument for purposes of the exception to standard admission cases. A student must meet the following cut scores prior to being admitted to the college. Testing placement and schedules may be obtained from the Testing office.

Selection, Notification, and Admission Criteria for the program:

1. Students will be selected based on their completion of admissions requirements and the college application.

2. Upon acceptance into the Pharmacy Technology Program, the student must submit:
    a. A completed physical form certifying that the student is in good health and is able to meet clinical.
    b. Evidence of Hepatitis B immunization and other vaccinations.
    c. Proof of Health Insurance
    d. A drug and alcohol screen and background check are 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.
    e. Submit an immunization record showing that a 2-step TB test has been completed, proof of Measles, mumps, and rubella (MMR), tetanus, proof of varicella, and during flu season a current influenza immunization.
    f. Submit proof of CPR certification before they will be allowed into clinical facilities.
    g. Obtain an Alabama Pharmacy Technician Registration.

Certification Requirements

Certification as a Pharmacy Technician (CPhT) is achieved upon successful completion of the Pharmacy Technician Certification Exam (PTCE). In addition, pharmacy technicians are required to register with the Alabama Board of Pharmacy prior to attending clinical rotation.

PHARMACY TECHNOLOGY

MINIMUM CREDITS REQUIRED: 27 Semester Credit Hours

LENGTH OF PROGRAM: 2 Semesters of full-time attendance

GENERAL EDUCATION CORE: 1 Semester Credit Hour			Theory	Lab	Clinical	Contact	Credit
ORT	100	Orientation	1	0	0	1	1
TECHNICAL CONCENTRATION: 26 Semester Credit Hours							
PHM	100	Introduction to Pharmacy	2	0	0	2	2
PHM	102	Pharmacology 1	3	0	0	3	3
PHM	205	Billings and Computers	2	1	0	5	3
PHM	207	Institutional Pharmacy	3	0	0	3	3
PHM	210	Pharmacy Practice	1	2	0	7	3
PHM	112	Pharmacology II	3	0	0	3	3
PHM	113	Drugs and Health	3	0	0	3	3
PHM	211	Pharmacy Technician Practicum I	1	0	2	7	3
PHM	212	Pharmacy Technician Practicum II	0	0	3	9	3

PRACTICAL NURSING

The Reid State Technical College Practical Nursing program, established in 1966, offers a full-time program leading to a practical nursing certificate. The Alabama Board of Nursing (ABN) approves the program, and functions as a single nursing program with two sites. The practical nursing program is offered on Evergreen, Alabama's main campus, and an off-campus instructional site in Greenville, Alabama, at Lurleen B. Wallace Community College. The College's Greenville Instructional Site is 38 miles north of the main campus and only offers practical nursing.

The Practical Nursing program is a three-semester course that demands full-time attendance during the day. Upon satisfactory completion of the 46-credit-hour, students will receive a certificate. The program provides training that prepares students for nursing licensure and enables graduates to successfully perform tasks as entry-level nurses.

History

The first practical nursing class graduated from the program in 1967, with 12 students completing the 12-month, quarterly based course. Since then, the program has been based primarily at the Evergreen campus. In 1974, nursing classes were introduced at D.W. McMillan Hospital in Brewton, Alabama, and at the Regional Medical Center of Central Alabama Hospital in Greenville, Alabama. While the College no longer offers nursing courses at these locations, it partners with them to provide clinical experiences through agency clinical agreements. In 1981, an Atmore Instructional Site was opened, and the first practical nursing off-site program was implemented there. However, the Atmore site was closed in the fall of 2021.In 2017, the nursing program transitioned from a standardized curriculum to a concept-based curriculum. The change was in collaboration with the Alabama Board of Nursing and nursing programs within the Alabama Community College System

Purpose

The practical nursing program strives to offer accessible and high-quality education to equip individuals with the necessary knowledge and technical skills to pass the National Council Licensure Examination- Practical Nurse (NCLEX-PN) and enter the practical nursing profession at an entry level. At the completion of the program, practical nursing graduates are capable of providing safe care to individuals and or groups with typical health issues. Program graduates are competent the academic subjects, including communication, mathematics, computer literacy, biology, anatomy, English, and human relations. Additionally, completers are knowledgeable in technical areas such as maternity, pediatrics, geriatrics, and adult health. Overall, the graduates have the foundation to function as a practical nurse in surgery, outpatient departments, intensive care units, community health centers, and general nursing care units. Reid State Technical College ensures program quality through internal certification of graduate competencies, external licensure of graduates, and program approval by the Alabama Board of Nursing.

Mission

The mission of Reid State Practical Nursing Program is to provide quality nursing education that will empower students from diverse backgrounds to become life-long learners, committed to meeting the complex healthcare needs of individuals their families, and the community within an ever-changing healthcare system.

ACCS/ College Mission

The mission of the nursing programs of the Alabama Community College System is to prepare graduates to practice safe, competent, patient-centered care in an increasingly complex and rapidly changing healthcare system. We seek to provide full and equal access to opportunities for educational success to meet the community's needs.

Philosophy

We believe that nursing is a dynamic profession, blending science with the use of evidence-based practice and clinical reasoning and the art of caring and compassion to provide quality, patient-centered care.

We believe learning is an interactive process in which faculty and students share responsibility to meet program outcomes. We believe in using educational methods that are current and supportive of students in the teaching and learning environment, with the presentation of information from simple to complex.

Competencies

Practical Nurse Student End of Program Student Learning Outcomes/Program Outcomes and Graduate Competencies: RSTC Practical Nursing Program's End of Program Student Learning Outcomes (EPSLO's) are used to guide instruction and direct learning activities, as outlined in each nursing course syllabi. The curriculum plan guides the student from simple to complex, from basic to more complex concepts, and from individual patients to multiple patients throughout the program. Theoretical concepts increase in complexity each

semester. Laboratory time allows the demonstration, practice, and validation of psychomotor skills. Clinical practice assignments correlate with theoretical and skills content.

The nursing Concept-Based Curriculum was established by the ACCS, nursing deans, chairs, directors, and faculty. The curriculum includes plans of instruction for every course and each POI has clearly written student learning objectives and outcomes. The professional nursing standards and guidelines established by the National League of Nursing (NLN) and the Quality and Safety Education for Nurses (QSEN) guided the development of the curriculum and the end-of-program student learning outcomes (EPSLO).

Nursing is guided by standards of practice and competencies of professional performance. Standards reflect the values and priorities of the nursing profession. Therefore, we have integrated competencies from the Quality and Safety Education for Nurses (QSEN) and National League of Nursing (NLN) into our philosophy as part of our core values.

Reid State Technical College: Practical Nursing End-of-Program Student Learning Outcomes

Human Flourishing
Promote the human dignity, integrity, self-determination, and personal growth of patients, oneself, and members of the health care team (NLN, 2010).

Patient-Centered Care
Advocate for the patient and family in the provision of compassionate and coordinated care to support the health, safety, and well-being of patients and families (QSEN, 2012).

Nursing Judgement
Provide a rationale for judgments used in the provision of safe, quality care and for decisions that promote the health of patients within a family context (NLN, 2010).

Safety
Demonstrate effective strategies to reduce risk of harm to self or others (QSEN, 2012).

Informatics
Incorporate information and technology within own scope of practice to support safe processes of care (QSEN,2012).

Professional Identity
Demonstrate awareness of good practice, boundaries of practice, and professional identity formation including knowledge and attitudes derived from self-understanding and empathy, ethical questions and choices that are gleaned from a situation, awareness of patient needs, and other contextual knowing (NLN, 2014).

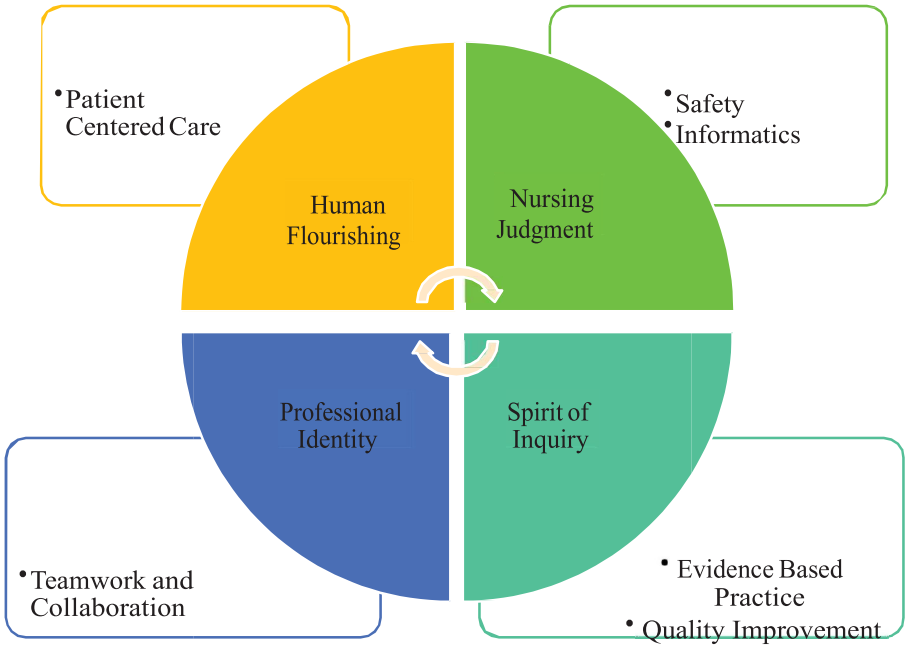
Teamwork and Collaboration
Function competently within own scope of practice as a member of the health care team (QSEN, 2012).

Spirit of Inquiry
By collaborating with health care team members, utilize evidence, tradition, and patient preferences in predictable patient care situations to promote optimal health status (NLN, 2014).

Evidence-Based Practice
Implement evidence-based practice in the provision of individualized health care (QSEN, 2012)

Quality Improvement
Utilize various sources of information to review outcomes of care identifying potential areas for improvement of the quality and safety of care (QSEN, 2012).

CONCEPTUAL FRAMEWORK



The conceptual framework derived from the philosophy forms a basis for the organization and structure of the nursing curriculum. This framework serves as a guide for nursing instruction in the attainment of student learning outcomes. The framework consists of concepts that encompass the qualities of a successful graduate nurse. NLN competencies were chosen because they specifically define the competencies of the graduate Associate Degree Nurse. QSEN competencies reflect current contemporary practice.

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 most recent annual licensure examination pass rate will be at least 80% for all first-time test takers during the same 12-month period.
- Program Completion-Sixty percent (60 %) of the practical nursing students who start the program in the fall and spring semesters will complete 100% on time. Beginning the first day of NUR 112, the first nursing course through completion of NUR 114 and NUR 115, which are required for conferral of the practical nursing certificate in the fall and summer as delineated in three semesters.
- 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. Evidence-Based Practice

Synthesize current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.

Occupational Data

Graduates of the Licensed Practical Nursing program work in the healthcare setting where they use their skills which are grouped under the classification of practical nursing personnel. According to the U.S. Bureau of Labor Statistics Occupational Employment and Wages, the national median wage for practical nursing personnel was $26.86/hr. in 2022.

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 Requirements

Applicants to this program must complete the application procedure, present official documentation of a high school diploma, in accordance with Alabama Community College Board of Trustees 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 nursing required general education courses.
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, Biology 201, and Math 100 as determined by college policy
6. Good standing with the college.
7. Meeting the essential functions or technical standards required for nursing.
8. The TEAS (The Test of Essential Academic Skills) testing will be done on all nursing applicants. The cost of the test will be the responsibility of the student. The TEAS test must have been taken prior to application.
9. 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.
10. The TEAS score is good for two (2) 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 two-year time frame.
11. Any student who has a minimum of 18 ACT composite scores National or Residual will not be required to take the TEAS exam.

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 reserves 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 Technical College 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 of the following:

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 the fine print in varying levels of light
      4) Read for prolonged periods of time
      5) Read cursive writing
      6) Read at varying distances
      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 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 and 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 safeand 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 the client, self, or others
g. Stand, bend, walk, and/or sit for 6-12 hours in a clinical setting performing physical activities require 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 relation 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 clinical and remain for 6-12 hours in 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

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-progression 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 who have been out of the program for more than one semester, seeking reinstatement, must pass a written validation exam on material with courses completed prior to the non-progression and successfully validate skills required by program.
4. Students must apply for readmission to the College if not currently enrolled. College readmission must be accomplished by published deadlines.
5. 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

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	AU = Audit
D = 60 - 74	I = Incomplete
F = 59 and below	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

PRACTICAL NURSING

MINIMUM CREDITS REQUIRED: 46 Semester Credit Hours

Length of Program: 3 semesters of full-time attendance

GENERAL EDUCATION CORE: 21 Semester Credit Hours			Theory	Lab	Clinical	Contact	Credit
ORT	100	Orientation	1	0		1	1
AREA I: WRITTEN COMPOSITION							
ENG	101	English Composition I	3	0		3	3
AREA II: HUMANITIES AND FINE ARTS*							
SPH 106 OR SPH 107		Fundamentals of Oral Communication Fundamentals of Speaking	3	0		3	3
AREA III: NATURAL SCIENCE AND MATHEMATICS							
MTH	100	Intermediate College Algebra	3	0		3	3
BIO	201	Human Anatomy & Physiology I	3	1		5	4
BIO	202	Human Anatomy & Physiology II	3	1		5	4
AREA IV: HISTORY, SOCIAL, AND BEHAVORIAL SCIENCES							
PSY	210	Human Growth and Development	3	0		3	3
TECHNICAL CONCENTRATION CORE: 25 Semester Credit Hours							
NUR	112	Fundamental Concepts of Nursing	4	2	1	13	7
NUR	113	Nursing Concepts I	4	1	3	16	8
NUR	114	Nursing Concepts II	5	0	3	14	8
NUR	115	Evidence Based Clinical Reasoning	1	0	1	4	2

*Practical Nursing follows an ACCS is a certificate program and follows an Alabama Community College System designed curriculum; therefore, it is not required to have a humanities course in Area II.

WELDING (Degree)

Program Purpose

The Associate of Occupational Technology in Welding program aims 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 AOT program is intended to produce graduates who are prepared for employment as structural and/or pipe welders with a concentration in Industrial Electricity/Electronics and Industrial Maintenance. 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 FCAW structural welding, SMAW and GTAW pipe welding, construction wiring, DC and AC fundamentals and industrial motor controls 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 and the concentration of Industrial Electricity/Electronics and Industrial Maintenance 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 through written exams and performance evaluations to applicable welding and industrial electricity/electronics and industrial maintenance technology codes.

Occupational Data

Graduates of the Welding Technology program work in the structural iron and steel working industry where they use their skills which are grouped under the classification of welder/pipefitter personnel. According to the U.S. Bureau of Labor Statistics Occupational Employment and Wages, the national median wage for welder/pipefitter personnel was $24.26/hr. in 2022.

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 Requirements

Applicants to this program must complete the application procedures. While a high school diploma, in accordance with ACCS Board of Trustees 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 the ATB provision must obtain the GED prior to graduation.

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.

Primary Technical Specialty: Welding Technology
Secondary Technical Specialty: Industrial Electricity/Electronics Technology

WELDING (Degree)
Associate of Occupational Technology

MINIMUM CREDITS REQUIRED: 76 Semester Credit Hours

Length of Program: 6 Semesters of full-time attendance

GENERAL EDUCATION CORE: 19 Semester Credit Hours			Theory	Lab	Contact	Credit
ORT	100	Orientation	1	0	1	1
AREA I: WRITTEN COMPOSITION						
ENG	101	English Composition I	3	0	3	3
AREA II: HUMANITIES AND FINE ARTS						
ART	100	Art Appreciation	3	0	3	3
AREA III: NATURAL SCIENCE AND MATHEMATICS						
Students are required to complete one three-hour mathematics course and may either complete an additional mathematics course or one natural science course as listed below						
MTH	100	Intermediate College Algebra	3	0	3	3
MTH	116	Mathematical Applications	3	0	3	3
BIO	113	History of Biology	3	0	3	3
AREA IV: HISTORY, SOCIAL, AND BEHAVIORAL SCIENCES						
PSY 200 OR PSY 210		General Psychology Human Growth and Development	3	0	3	3
PRIMARY TECHNICAL CONCENTRATION: 45 Semester Credit Hours						
WDT	108	SMAW Fillet/OFC	2	1	5	3
WDT	109	SMAW Fillet/PAC/CAC	2	1	5	3
WDT	110	Industrial Blueprint Reading	3	0	3	3
WDT	115	GTAW Carbon Pipe	1	2	5	3
WDT	116	GTAW Stainless Pipe	1	2	5	3
WDT	119	Gas Metal Arc/Flux Cored Arc Welding Theory	2	1	5	3
WDT	120	Shielded Metal Arc Welding Grooves	2	1	5	3
WDT	122	SMAW Fillet/OFC Lab	0	3	9	3
WDT	123	SMAW Filet/PAC/CAC Lab	0	3	9	3
WDT	124	Gas Metal Arc/Flux Cored Arc Welding Lab	0	3	9	3
WDT	125	Shielded Metal Arc Welding Grooves Lab	0	3	9	3
WDT	155	GTAW Carbon Pipe Lab	0	3	9	3
WDT	156	GTAW Stainless Pipe Lab	0	3	9	3
WDT	217	SMAW Carbon Pipe	1	2	7	3
WDT	257	SMAW Carbon Lab	0	3	9	3
SECONDARY TECHNICAL SPECIALTY: 12 Semester Credit Hours						
INDUSTRIAL ELECTRICITY/ELECTRONICS TECHNOLOGY:						
ILT	117	Principles of Construction Wiring	1	2	5	3
ILT	160	DC Fundamentals	1	2	5	3
ILT	161	AC Fundamentals	1	2	5	3
INT	113	Industrial Motor Controls 1	1	2	5	3

WELDING
(Long-Term Certificate)

Program Purpose

The purpose of the Welding (Long-Term Certificate) 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 long-term certificate program is intended to produce graduates who are prepared for employment as structural and/or pipe welders. Welding (Long-Term Certificate) 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 FCAW structural welding, and SMAW and GTAW pipe welding to applicable codes.

Reid State Technical College will accomplish its objectives by providing students with a comprehensive general education and technical training in the core area of Welding. 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 through written exams and performance evaluations to applicable welding codes.

Occupational Data

Completers of the long-term certificate work in the structural iron and steel working industry where they use their skills which are grouped under the classification of welder/pipefitter personnel. According to the U.S. Bureau of Labor Statistics Occupational Employment and Wages, the national median wage for welder/pipefitter personnel was $24.26/hr. in 2022.

Program Outcome Objectives

6. Program graduates will be proficient in communication, computation, and interpersonal skills.
7. Program graduates will be technically proficient.
8. Program graduates will be able to obtain industry certification.
9. Program graduates will be successfully employed in the field.
10. Employers of program graduates will be satisfied with their education and training.

Admission Requirements

Applicants to the Welding (Long-Term Certificate) must complete the application procedures. While a high school diploma, in accordance with ACCS Board of Trustees 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 the ATB provision must obtain the GED prior to graduation.

Certification Requirements

Students who complete the long-term certificate 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.

WELDING (Long-Term Certificate)

MINIMUM CREDITS REQUIRED: 58 Semester Credit Hours

LENGTH OF PROGRAM: 4 Semesters of full-time attendance

GENERAL EDUCATION CORE: 10 Semest er Credit Hours			Theory	Lab	Contact	Credit
ORT	100	Orientation	1	0	1	1
AREA I: WRITTEN COMPOSITION						
*ENG	100	Vocational Technical Englis ı I	3	0	3	3
AREA II: Humanities and Fine Arts						
ART	100	Art Appreciation	3	0	3	3
AREA III: NATURAL SCIENCE AND MA `HEMATICS						
*MAH	101	Introductory Mathematics I	3	0	3	3
TECHNICAL CONCENTRATION: 48 Sem ster Credit Hours						
WDT	108	SMAW Fillet/OFC	2	1	5	3
WDT	109	SMAW Fillet/PAC/CAC	2	1	5	3
WDT	110	Industrial Blueprint Reading	3	0	3	3
WDT	115	GTAW Carbon Pipe	1	2	5	3
WDT	116	GTAW Stainless Pipe	1	2	5	3
WDT	119	Gas Metal Arc/Flux Cored .rc Welding Theory	2	1	5	3
WDT	120	Shielded Metal Arc Weldin ; Grooves	2	1	5	3
WDT	122	SMAW Fillet/OFC Lab	0	3	9	3
WDT	123	SMAW Filet/PAC/CAC Lab	0	3	9	3
WDT	124	Gas Metal Arc/Flux Cored .rc Welding Lab	0	3	9	3
WDT	125	Shielded Metal Arc Weldin ; Grooves Lab	0	3	9	3
WDT	155	GTAW Carbon Pipe Lab	0	3	9	3
WDT	156	GTAW Stainless Pipe Lab	0	3	9	3
WDT	217	SMAW Carbon Pipe	1	2	7	3
WDT	257	SMAW Carbon Lab or WD ` 281 Special Topics in Welding	0	3	9	3
WKO	110	NCCER Core	2	1	5	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, or MTH116 or other courses approved by their advisor or Dean of Instruction.

WELDING TECHNOLOGY
(Short-Term Certificate)

Program Purpose

The Welding Technology (Short-Term Certificate) aims 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 short-term certificate is intended to produce graduates who are prepared for employment as structural welders. Program graduates are to be competent in the technical areas of cutting processes, SMAW, GMAW and FCAW structural welding, to applicable codes.

Reid State Technical College will accomplish its objectives by providing students with a comprehensive general education and technical training in the core area of Welding. 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 through written exams and performance evaluations to applicable welding codes.

Occupational Data

Completers of the short-term certificate work in the structural iron and steel working industry where they use their skills which are grouped under the classification of welder personnel. According to the U.S. Bureau of Labor Statistics Occupational Employment and Wages, the national median wage for welder personnel was $24.26/hr. in 2022.

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 Requirements

Applicants to the Welding Technology (Short-Term Certificate) must complete the application procedures. While a high school diploma, in accordance with ACCS Board of Trustees 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 the ATB provision must obtain the GED prior to graduation.

Certification Requirements

Students who complete the short-term certificate may receive voluntary certification through the National Center for Construction Education and Research or through the American Welding Society. Completer 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.

WELDING TECHNOLOGY
(Short-Term Certificate)

MINIMUM CREDITS REQUIRED: 28 Semester Credit Hours

LENGTH OF PROGRAM: 2 Semesters of full-time attendance

GENERAL EDUCATION CORE: 1 Semester Credit Hour			Theory	Lab	Contact	Credit
ORT	100	Orientation	1	0	1	1
TECHNICAL CONCENTRATION: 27 Semester Credit Hours						
WDT	108	SMAW Fillet/OFC	2	1	5	3
WDT	109	SMAW Fillet/PAC/CAC	2	1	5	3
WDT	119	Gas Metal Arc/Flux Cored Arc Welding	2	1	5	3
WDT	120	Shielded Metal Arc Welding Grooves	2	1	5	3
WDT	122	SMAW Fillet/OFC/Lab	0	3	9	3
WDT	123	SMAW Fillet/PAC/CAC Lab	0	3	9	3
WDT	124	Gas Metal Arc/Flux Cored Arc Welding Lab	0	3	9	3
WDT	125	Shielded Metal Arc Welding Groove Lab	0	3	9	3
WKO	110	NCCER Core	2	1	5	3

COURSE DESCRIPTIONS

BUSINESS ADMINISTRATION TECHNOLOGY

BUS 100 INTRODUCTION TO BUSINESS (3-0-3) PREREQUISITE:
As required by the program.
This is a survey course designed to familiarize the student with the fundamentals of American business in a global setting.

BUS 105 CUSTOMER SERVICES (3-0-3)
PREREQUISITE: As required by the program.
This course presents the foundations required for developing skills and knowledge to work effectively with internal and external customers. The students will gain an understanding of the skills, attitudes, and thinking patterns needed to win customer satisfaction and loyalty.

BUS 151 MODERN BUSINESS MATHEMATICS WITH EXCEL (3-0-3) PREREQUISITE:
CIS 146
This course applies mathematics to solve common business problems using Microsoft Excel. Topics include basic mathematical concepts and applications such as percentages, decimals and basic arithmetic operations; markup, markdown and discounts; financial computations including simple and compound interest amortization, depreciation methods, liquidity ratios and present value; accounting computations such as payroll ad tax calculations and management of complex business problems. Emphasis is placed on the use of Microsoft Excel as a computational and problem-solving tool.

BUS 190 INTRODUCTION TO BUSINESS GRANT WRITING (3-0-3)
PREREQUISITE: As required by the program. This course provides instruction on researching and developing various types of grants for use in the business community.

BUS 210 INTRODUCTION TO ACCOUNTING (3-0-3)
PREREQUISITE: As required by the program. This course is an introduction to accounting and financial reporting concepts and the use of accounting information for financial and managerial decisions. Information is presented from a financial statement user approach.

BUS 215 BUSINESS COMMUNICATION (3-0-3)
PREREQUISITE: As required by the program. This course covers written, oral and nonverbal communications. Topics include the application of communication principles to the production of clear, correct, and logically organized business communications.

BUS 245 ACCOUNTING WITH QUICKBOOKS (3-0-3)
PREREQUISITE: As required by the program. This course will introduce students to computerized accounting systems using QuickBooks. Students will set up and perform routine tasks such as recording business transactions, maintaining customer and vendor files, vouchering, controlling inventory, processing sales, maintaining fixed asset and depreciation schedules, and preparing payroll. Additional procedures covered include setting up a chart of accounts, summarizing data, generating financial reports and banking transactions.

BUS 263 THE LEGAL AND SOCIAL ENVIRONMENT OF BUSINESS (3-0-3)
PREREQUISITE: As required by the program. This course provides an overview of the legal and social environment for business operations. Topics include the Constitution, the Bill of Rights, court systems, alternative dispute resolution, civil and criminal law, administrative agencies, contracts, employment law, property interests and rights, and intellectual property, business organizations, and ethics.

BUS 275 PRINCIPLES OF MANAGEMENT (3-0-3)
PREREQUISITE: As required by the program. This course provides a basic study of the principles of management. Topics include planning, organizing, leading, and controlling with emphasis on practical business applications.

BUS 279 SMALL BUSINESS MANAGEMENT (3-0-3)
PREREQUISITE: As required by the program. This course provides an overview of the creation and operation of a small business. Topics include buying a franchise, starting a business, identifying capital resources, understanding markets, managing customer credit, managing accounting systems, budgeting systems, inventory systems, purchasing insurance, and the importance of appropriate legal counsel.

BUS 285 PRINCIPLES OF MARKETING (3-0-3)
PREREQUISITE: As required by the program. This course provides a general overview of the field of marketing. Topics include marketing strategies, channels of distribution, marketing research, and consumer behavior.

BUS 296 BUSINESS INTERNSHIP (3-0-3)
PREREQUISITE: As required by the program. This course allows the student to apply knowledge and skills in a real-world workplace. Evaluation is based upon a well- developed portfolio, job-site visits by the instructor, the employer's evaluation of the student, and the development and assessment by the student of a learning contract.

OAD 138 RECORDS INFORMATION MANAGEMENT (3-0-3)
PREREQUISITE: None.
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.

OAD 211 MEDICAL TERMINOLOGY (3-0-3) PREREQUISITE:
As required by college.
NOTE: There is an approved standardized plan-of-instruction for this course.
This course is designed to familiarize the student with medical terminology. Emphasis is on the spelling, definition, pronunciation, and usage of medical terms. Upon completion, the student should be able to communicate effectively using medical terminology.

OAD 214 MEDICAL OFFICE PROCEDURES (3-0-3) PREREQUISITE:
None.
This course focuses on the responsibilities of professional support personnel in a medical environment. Emphasis is on medical terms, the production of appropriate forms and reports, and office procedures and practices. Upon completion, the student should be able to perform office support tasks required for employment in a medical environment.

OAD 215 HEALTH INFORMATION MANAGEMENT (3-0-3) PREREQUISITE:
None.
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.

OAD 218 OFFICE PROCEDURES (3-0-3) PREREQUISITE:
None.
This course is designed to develop an awareness of the responsibilities and opportunities of the office professional through classroom instruction. Emphasis is on current operating functions, practices and procedures, work habits, attitudes, oral and written communications, and professionalism. Upon completion, the student should be able to demonstrate the ability to effectively function in an office support role.

OAD 232 THE COMPUTERIZED OFFICE (3-0-3) PREREQUISITE:
None.
This course is designed to enable the student to develop skill in the use of integrated software through classroom instruction and lab exercises. Emphasis is on the use of computerized equipment, software, and communications technology. Upon completion, the student should be able to satisfactorily perform a variety of office tasks using current technology.

OAD 240 CPS/CAP REVIEW (3-0-3)
PREREQUISITE: OAD135, OAD136, OAD138, OAD232.
This course, Certified Professional Secretary/Certified Administrative Professional Review, is designed to provide skills and knowledge in office systems technology, 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.

CHILDCARE EDUCATION AND DEVELOPMENT

CHD 100 INTRODUCTION OF EARLY CARE AND EDUCATION OF CHILDREN (3-0-3)
PREREQUISITE: As required by College.
This course introduces students to the child education and care profession. It is designed to increase understanding of the basic concepts of child development and the developmental characteristics of children from birth through age 8/9 years, including infant and toddler and pre- school years. This course is the foundation for planning appropriate activities for children and establishing appropriate expectations of young children. This class also offers an opportunity to study the developmental domains (social, emotional, cognitive/language and physical). Course includes observations of the young child in early childhood settings.

CHD 201 CHILD GROWTH AND DEVELOPMENT PRINCIPLES (3-0-3)
PREREQUISITE: As required by College.

This course is a systematic study of child growth and development from conception through early childhood, with focus on infant and toddler. Emphasis is on principles underlying physical, mental, emotional and social development, and methods of child study and practical implications. Upon completion, students will be able to use knowledge of how young children differ in development and approaches to learning to provide opportunities that supports physical, social, emotional, language, cognitive, and aesthetic development. PSY 210 or PSY 211 may be used as a suitable substitute for this course for AAT and AAS degree programs at the discretion of the college.

CHD 202 CHILDREN'S CREATIVE EXPERIENCES (3-0-3) PREREQUISITE:
As required by 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. On completion, student will be able to select and implement creative and age-appropriate experiences for young children.

CHD 203 CHILDREN'S LITERATURE AND LANGUAGE DEVELOPMENT (3-0-3)
PREREQUISITE: As required by 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.

CHD 204 METHODS AND MATERIALS FOR TEACHING CHILDREN (3-0-3)
PREREQUISITE: As required by 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 will be able to demonstrate basic methods of creating learning experiences using developmental appropriate techniques, materials, and realistic expectations, including infant and toddler and pre-school. Course includes observations of young children in a variety of childcare environments. NOTE: CGM must teach this as a 2-1-3 configuration of theory/lab hours.

CHD 205 PROGRAM PLANNING FOR EDUCATING YOUNG CHILDREN (3-0-3)
PREREQUISITE: As required by 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.

CHD 206 CHILDREN'S HEALTH AND SAFETY (3-0-3)
PREREQUISITE: As required by College
This course introduces basic health, nutrition and safety management practices for young children. Emphasis is placed on how to set up and maintaining safe, healthy environments for young children including specific procedures for infants and toddlers and procedures regarding childhood illnesses and communicable diseases.

CHD 208 ADMINISTRATION OF CHILD DEVELOPMENT PROGRAMS (3-0-3)
PREREQUISITE: As required by 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. On completion, students should be able to identify elements of a sound business plan, develop familiarity basic record-keeping techniques, and identify elements of a developmentally appropriate program.

CHD 209 INFANT AND TODDLER EDUCATION PROGRAMS (3-0-3)
PREREQUISITE: As required by College
This course focuses on child development from infancy through thirty-five months of age with emphasis on planning programs using developmentally appropriate materials. Emphasis is placed on positive ways to support an infant or toddler's social, emotional, physical and intellectual development. Upon completion, the students should be able to plan an infant-toddler program and environment that is appropriate and supportive of the families and the children.

CHD 210 EDUCATING EXCEPTIONAL CHILDREN (3-0-3)
PREREQUISITE: As required by 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.

CHD 211 CHILD DEVELOPMENT SEMINAR (1-0-1) Code
C
PREREQUISITE: As required by 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.

CHD 214 FAMILIES AND COMMUNITIES IN EARLY CARE AND EDUCATION PROGRAMS (3-0-3)
PREREQUISITE: As required by College
This course provides students with information about working with diverse families and communities. Students will be introduced to family and community settings, the importance of relationships with children, and the pressing needs of today's society. Students will study and practice techniques for developing these important relationships and effective communication skills.

CHD 215 SUPERVISED PRACTICAL EXPERIENCE IN CHILD DEVELOPMENT (0-3-3)
PREREQUISITE: As required by 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. NOTE: If students are pursuing a certificate in Infant and Toddler, placement must be in an infant and toddler environment.
CHD 217 MATH AND SCIENCE FOR YOUNG CHILDREN (3-0-3)
PREREQUISITE: As required by 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.

CHD 221 FAMILY CHILD CARE (3-0-3)
PREREQUISITE: As required by College
This course introduces methods for providing a developmentally appropriate childcare 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. Special instruction addresses family care as a small business operation with emphasis being placed on budgeting and tax requirements.

CHD 224 SCHOOL AGE CHILDCARE (3-0-3)
PREREQUISITE: As required by College
This course is designed for caregivers/teachers providing programs for children age 5-12 in their before and after school care and summer programs. The course provides information on developmental profiles, discusses family concerns, and includes a variety of activities that caregivers can adopt to provide an educational and stimulating program.

COMPUTER INFORMATION SCIENCE

CIS 117 DATABASE MANAGEMENT SOFTWARE APPLICATIONS (3-0-3)
PREREQUISITE: As required by the program.
This course provides students with hands-on experience using database management software. Students will develop skills common to most database management software by developing a wide variety of databases. Emphasis is on planning, developing, and editing functions associated with database management.

CIS 134 IT FUNDAMENTALS (2-1-3)
PREREQUISITE: None
Corequisites: None
This is an introductory level course that covers the fundamentals of software, hardware, security, and networking, as well as basic IT skills such as workstation set-up, operating system navigation, simple support services, backup protocols, and safety. Upon completion of the course, students will understand the essential functions of IT professionals and be better positioned to make decisions about a career in information technology. This course prepares students to earn the CompTIA certification in IT Fundamentals.

CIS 146 COMPUTER APPLICATIONS (3-0-3) PREREQUISITE:
As required by college.
This course is an introduction to computer software applications, including word processing, spreadsheets, database management, and presentation software. This course will introduce students to concepts associated with professional certifications.

CIS 147 ADVANCED COMPUTER APPLICATION (3-0-3)
CODE: B
PREREQUISITE: As required by program.

NOTE: There is an approved standardized plan-of-instruction for this course.
This course will demonstrate advanced functions and integration of word processing, spreadsheet, database, and presentation software. Upon completion, students should be able to apply advanced features of the selected software to typical problems found in society and business. This course will prepare students for Microsoft Office Specialist (MOS) certification.

CIS 149 INTRODUCTION TO COMPUTERS (3-0-3) PREREQUISITE:
As required by college.
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.

CIS 150 INTRODUCTION TO COMPUTER LOGIC AND PROGRAMMING (3-0-3)
PREREQUISITE: As required by College.
This course includes logic, design and problem-solving techniques used by programmers and analysts in addressing and solving common programming and computing problems. The most commonly used techniques of flowcharts, structure charts, and pseudocode will be covered, and students will be expected to apply the techniques to designated situations and problems.

CIS 161 INTRODUCTION TO NETWORKING COMMUNICATIONS (3-0-3)
PREREQUISITE: As required by the program.
This course is designed to introduce students to basic concepts of computer networks. Emphasis is placed on terminology and technology involved in implementing selected networked systems. The course covers various network models, topologies, communications protocols, transmission media, networking hardware and software, and network troubleshooting. Students gain hands-on experience in basic networking. This course further helps prepare students for certification. NOTE: This course is a suitable substitute for CIS 199. Additionally, CIS 270 may be used as a suitable substitute for this course. However, CIS 161 will not substitute for CIS 270.

CIS 199 NETWORK COMMUNICATIONS (3-0-3)
PREREQUISITE: As required by the program.
This course is designed to introduce students to the basic concepts of computer networks. Emphasis is placed on gaining an understanding of the terminology and technology involved in implementing networked systems. The course will cover the OSI and TCP/IP network models, communications protocols, transmission media, networking hardware and software, LANs (Local Area Networks) and WANs (Wide Area Networks), Client/Server technology, the Internet, Intranets and network troubleshooting. Upon completion of the course, students will be able to design and implement a computer network. Students will create network shares, user accounts, and install print devices while ensuring basic network security. They will receive hands-on experience building a mock network in the classroom. CIS 161 or CIS 272 may be used as a suitable substitute for this course. This is a CORE course for the AAT, AAS CIS.

CIS 207 WEB DEVELOPMENT (3-0-3)
PREREQUISITE: As required by the program.
This course provides students with opportunities to learn Hypertext Markup Language, cascading style sheets, and Java Script. At the conclusion of this course, students will be able to use specified markup languages to develop basic Web pages.

CIS 249 MICROCOMPUTER OPERATING SYSTEMS (3-0-3)
PREREQUISITE: As required by college.
This course introduces microcomputer operating systems. Topics include a description of the operating system, system commands, and effective and efficient use of the microcomputer with aid of its system programs. Upon completion, students should understand the function and role operating systems, its operational characteristics, its configuration, how to execute programs, and efficient disk and file management.

CIS 268 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 CIS 239, Networking Software.

CIS 269 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 CIS 240, Networking Hardware.

CIS 275 WORKSTATION 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 shared resources. Students gain hands-on experience in client operating system installation and basic administration of network workstations.

CIS 276 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.

CIS 277 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.

CIS 278 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.
CIS 279 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.

CIS 280 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 appropriate counter measures.

COSMETOLOGY

COS 111 INTRODUCTION TO COSMETOLOGY (3-0-3) PREREQUISITE:
None.
COREQUISITE: COS112 0 Introduction to Cosmetology Lab.
This course is designed to provide students with an overview of the history and development of cosmetology and standards of professional behavior. Students receive basic information regarding principles and practices of infection control, diseases, and disorders. Additionally, students receive introductory information regarding hair design. The information presented in this course is enhanced by hands-on application performed in a controlled lab environment. Upon completion, students should be able to apply safety rules and regulations and write procedures for skills identified in this course. This is a CORE course.

COS 112 INTRODUCTION TO COSMETOLOGY LAB (0-3-3) PREREQUISITE:
None.
COREQUISITE: COS111 - Introduction to Cosmetology. In this course, students are provided the practical experience for sanitation, shampooing, hair shaping, and hairstyling. Emphasis is placed on sterilization, shampooing, hair shaping, and 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.

COS 113 THEORY OF CHEMICAL SERVICES (3-0-3) PREREQUISITE:
None.
COREQUISITE: COS114 - Chemical Services Lab.

During this course student 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.

COS 114 CHEMICAL SERVICES LAB (0-3-3) PREREQUISITE:
None.
COREQUISITE: COS113 - Theory of Chemical Services.
During this course student 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.

COS 115 HAIR COLORING THEORY (3-0-3) PREREQUISITE:
None.
COREQUISITE: COS116 - Hair Coloring Lab.
In this course, students learn the techniques of hair coloring and hair lightening. Emphasis is placed on color application, laws, levels, and classifications of color and problem solving. Upon completion, the student should be able to identify all classifications of hair coloring and the effects of the hair. This is a CORE course.

COS 116 HAIRCOLORING LAB (0-3-3) PREREQUISITE:
None.
COREQUISITE: COS115 - Hair Coloring Theory.
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.

COS 117 BASICS SPA TECHNIQUES (3-0-3) PREREQUISITE:
None.
COREQUISITE: COS118 - Basic Spa Techniques Lab.
This course is the study of cosmetic products, massage, skin care, and hair removal, as well as identifying the structure and function of various systems of the body. Topics include massage skin analysis, skin structure, disease and disorder, light therapy, facials, 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.

COS 118 BASICS SPA TECHNIQUES LAB (0-3-3) PREREQUISITE:
None.
COREQUISITE: COS117 - Basic Spa Techniques.
This course provides practical applications related to the care of the skin and related structure. Emphasis is placed on facial treatments, product application, skin analysis, massage techniques, facial make-up, hair removal and nail care. Upon completion, the student should be able to prepare clients, assemble sanitized materials, follow procedures for product application, recognize skin disorders, demonstrate facial massage movement, cosmetic application, and hair removal using safety and sanitary precautions, and nail care. This is a CORE course.

COS 119 BUSINESS OF COSMETOLOGY (3-0-3) PREREQUISITE:
None.
This course is designed to develop job-seeking and entry- level management skills for the beauty industry. Topics include job seeking, leader and entrepreneurship development, business principles, business laws, insurance marketing, and technology issues in the workplace. Upon completion, the student should be able to list job-seeking and management skills and the technology that is available for use in the salon.

COS 123 COSMETOLOGY SALON PRACTICES (0-3- 3) PREREQUISITE:
None.
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.

COS 144 HAIR SHAPING AND DESIGN (1-2-3)
PREREQUISITE: None.
In this course, students learn the art and techniques of hair shaping. Topics include hair sectioning, correct use of hair shaping implements, and elevations used to create design lines. Upon completion, the student should be able to demonstrate the techniques and procedures for creating hair designs.

COS 152 NAIL CARE APPLICATION (0-3-3) PREREQUISITE:
None.
This course provides practice in all aspects of nail care. Topics include salon conduct, professional ethics, bacteriology, sanitation, and safety, manicuring and pedicuring. Upon completion, the student should be able to perform nail care procedures.

COS 167 STATE BOARD REVIEW (1-2-3) PREREQUISITE:
None.
Students are provided a complete review of all procedures and practical skills pertaining to their training in the program. Upon completion, the student should be able to demonstrate the practical skills necessary to complete successfully the required State Board of Cosmetology examination and entry-level employment.

COS 182 SPECIAL TOPICS (0-3-3) PREREQUISITE:
None.
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.

COSMETOLOGY INSTRUCTOR TRAINING

CIT211 TEACHING AND CURRICULUM DEVELOPMENT (3-0-3) PREREQUISITE:
None.
This course focuses on principles of teaching, teaching maturity, personality conduct, and the development of cosmetology curriculum. Emphasis is placed on teacher roles, teaching styles, teacher challenges, aspects of curriculum development, and designing individual courses. Upon completion, the student should be able to describe the role of teacher, identify means of motivating students, develop a course outline, and develop lesson plans.

CIT212 TEACHER MENTORSHIP (0-3-3) PREREQUISITE:
None.
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:
None.
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: None.
During this course student 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:
None.
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:
None.
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 APPLICATIONS (0-3-3) PREREQUISITE:
None.
This course is designed to provide practice in preparing and using visual and audio aids and materials. Emphasis is place 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.

CIT225 SPECIAL TOPICS IN COSMETOLOGY INSTRUCTION PREREQUISITE:
None.
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.

DEM 104 BASIC ENGINES (1-2-3)
PREREQUISITE: None.
This course is designed to give the student knowledge of the diesel engine components and auxiliary systems, the proper way to maintain them, and the proper procedures for testing and rebuilding components. Emphasis is placed on safety, theory of operation, inspection, and measuring and rebuilding diesel engines according to factory specifications. Upon completion students should be able to measure, diagnose problems, and repair diesel engines.

DEM 105 PREVENTIVE MAINTENANCE (1-2-3) PREREQUISITE:
None.
This course provides instruction on how to plan, develop and install equipment surveillance and reliability strategies. Descriptions of various maintenance techniques for specialized preventive programs are discussed and computerized parts and equipment inventories and fleet management systems software are emphasized. Upon completion, students should be able to set up and follow a preventive maintenance schedule as directed by manufacturers.

DEM 121 TRAILER AIR BRAKES AND SUSPENSION (1-2-3) PREREQUISITE:
None.
This course covers the theory and repair of trailer air brake and suspension systems. Topics include trailer air brake systems, ABS system diagnosis and repair, multi-leaf and air ride suspension systems. Upon completion, students should be able to troubleshoot, adjust, repair and replace braking and suspension components on Class 8 trailers.

DEM 123 PNEUMATICS AND HYDRAULICS (1) PREREQUISITE:
None.
This course provides instruction in the identification and repair of components found in hydraulic and pneumatic systems. Topics include schematics and symbols used in fluid power transmission and the troubleshooting of components in these systems. Upon completion, students should be able to diagnose, adjust, and repair hydraulic and pneumatic system components.

DEM 124 ELECTRONIC ENGINE SYSTEMS (1-2-3) PREREQUISITE:
None.
This course introduces the principles of electronically controlled diesel engines. Emphasis is placed on testing and adjusting diesel engines in accordance with manufacturers' specifications. Upon completion, students should be able to diagnose, test, and calibrate electronically controlled diesel engines.
DEM 126 ADVANCED ENGINES (1-2-3) PREREQUISITE:
None.
This course provides instruction in the disassembly, inspection, and rebuilding of diesel and heavy-duty gas engines. Emphasis is placed on the manufacturer's standards and factory recommended service tools and equipment. Upon completion, students should be able to disassemble, inspect, and rebuild engines according to the manufacturer's specifications.

DEM 127 FUEL SYSTEMS (1-2-3)
PREREQUISITE: None.
This course is designed to provide practice in troubleshooting, fault code diagnosis, information retrieval, calibration, repair and replacement of fuel injectors, nozzles, and pumps. Emphasis is placed on test equipment, component functions, and theory. Upon completion, students should be able to diagnose, service, and repair fuel systems and governors.

DEM 130 ELECTRICAL/ELECTRONIC FUNDAMENTALS (1-2-3) PREREQUISITE:
None.
This course introduces the student to basic Electrical / Electronic concepts and fundamentals. It provides the principles of electricity, magnetism, and Ohm's Law. Emphasis is placed on batteries, starting, charging, and lighting circuits, which include series, parallel, and series-parallel circuits. Troubleshooting and repair of wiring harnesses, starting motors, charging systems, and accessories are included along with the computerized monitoring of vehicle systems. Upon completion, students should be able to identify components, test systems, and repair minor electrical problems according to manufacturer's literature.

DEM 135 HEAVY VEHICLE STEERING AND SUSPENSION SYSTEMS (1-2-3) PREREQUISITE: As required by college.
NOTE: There is an approved standardized plan-of-instruction for this course.
This course introduces the theory and principles of medium and heavy duty steering and suspension systems. Topics include wheel and tire problems, frame members, fifth wheel, bearings, and coupling systems. Upon completion, students should be able to troubleshoot,

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

DEM 136 TRAILER ELECTRICAL SYSTEMS (1-2-3) PREREQUISITE:
None.
This course introduces the student to basic Electrical / Electronic concepts and fundamentals. It provides the principles of electricity, magnetism, and Ohm's Law. Emphasis is placed on lighting circuits, which include series, parallel, and series-parallel circuits. Troubleshooting and repair of wiring harnesses, lights and electronic circuits on Trailers. Upon completion, students should be able to identify components, test systems, and repair electrical issues on trailers.

DEM 170 HEAVY VEHICLE AIR BRAKES (1-2-3) PREREQUISITE:
As required by college.
NOTE: There is an approved standardized plan-of-instruction for this course.
This course covers the theory and repair of air braking systems used in medium and heavy duty vehicles. Topics include air, and ABS system diagnosis and repair. Upon completion, students should be able to troubleshoot, adjust, and repair air braking systems on medium and heavy duty vehicles.

HEALTH SCIENCES

HPS 109 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 settings.

HPS 118 FUNDAMENTALS OF PHLEBOTOMY (1-6-7) PREREQUISITE:
None.
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.

HPS 119 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, workflow practices, referrals, and utilizing laboratory information systems. This course along with Fundamentals of Phlebotomy will prepare individuals to write the Phlebotomist Certification
Examination.

NAS 100 LONG TERM CARE NURSING ASSISTANT (3-0-1)
PREREQUISITE: As determined by the college
This course fulfills the seventy-five hour (75) Omnibus Budget Reconciliation Act (OBRA) requirements for training of long-term care nursing assistants in preparation for certification through competency evaluation. Emphasis is placed on the development of knowledge, attitudes, and skills required of the long-term care nursing assistant. Upon completion of this course, the student should demonstrate satisfactory performance on written examinations and clinical skills.

NAS 102 MEDICATION ASSISTANT (4-1-1)
PREREQUISITE: None
This course fulfills the National Council of State Boards of Nursing (NCSBN) one hundred (100) hour Medication Assistant Certified (MA-C) Curriculum requirements for training of nursing assistants in preparation for medication assistant certification (MA-C) through competency evaluation. Emphasis is placed on the development of the knowledge, attitudes, and skills required of the medication assistant. Upon completion of this course, the student should demonstrate satisfactory performance on written examinations, practical lab, and clinical skills. Completion of this course is satisfactory for candidacy for the Medication Assistant Certification Exam (MACE) through NCSBN.

INDUSTRIAL ELECTRICITY/ELECTRONICS

ILT 104 INDUSTRIAL INSTRUMENTATION (2-1-3)

PREREQUISITE: None.
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.

ILT 105 INDUSTRIAL INSTRUMENTATION LAB (0- 2-2) PREREQUISITE:
None.
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.

ILT 117 PRINCIPLES OF CONSTRUCTION WIRING (1-2-3) PREREQUISITE:
None.
This course provides a study of the technical skills required to safely perform electrical wiring installations. Topics include methods of wiring residential, commercial, and industrial locations. Upon completion, students should be able to apply safe wiring skills to residential, commercial, and industrial applications.

ILT 160 DC FUNDAMENTALS (1-2-3) PREREQUISITE:
None.
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.

ILT 161 AC FUNDAMENTALS (1-2-3) PREREQUISITE:
None.
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.

ILT 162 SOLID STATE FUNDAMENTALS (1-2-3) PREREQUISITE:
None.
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.

ILT 163 DIGITAL FUNDAMENTALS (1-2-3) PREREQUISITE:
None.
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.

ILT 169 HYDRAULICS/PNEUMATICS (2-1-3) PREREQUISITE:
None.
This course provides an introduction to hydraulics/pneumatics. Topics include hydraulic pumps, pneumatic compressors work and system components such as valves, filters, regulators, actuators, accumulators, and lubricators. The lab enables students to test, troubleshoot, and repair hydraulic pumps, pneumatic compressors work, and system components such as valves, filters, regulators, actuators, accumulators, and lubricators. Upon completion, students will be able to apply principles of hydraulic/pneumatics.

ILT 194 INTRODUCTION TO PROGRAMMABLE LOGIC CONTROLLERS I (2-1-3) PREREQUISITE:
None.
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.

ILT 195 TROUBLESHOOTING TECHNIQUES I (2-1-3) PREREQUISITE:
None.
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.

ILT 196 ADVANCED PROGRAMMABLE LOGIC CONTROLLERS (2-1-3) PREREQUISITE:
ILT194.
This course includes the advanced principals of PLC's including hardware, programming, and troubleshooting. Emphasis is placed on developing advanced working programs and troubleshooting hardware and software communication problems. Upon completion, students should be able to demonstrate their ability in developing programs and troubleshooting the system.

ILT 216 INDUSTRIAL ROBOTICS (3-0-3) PREREQUISITE:
None.
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.

ILT 217 INDUSTRIAL ROBOTICS LAB (0-2-2) PREREQUISITE:
None.
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 electro-mechanical devices.

ILT 241 ELECTRICAL GROUNDING SYSTEMS (3-0-3) PREREQUISITE:
None.
This course provides the knowledge to understand how to properly ground an electrical system. Emphasis is placed on, but not limited to the following: residential installations, commercial installations, and the function of independent grounding elements. Upon completion, the students should be able to explain and design a simple grounding system.

INT 103 AC FUNDAMENTALS (2-1-3) PREREQUISITE:
None.
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.

INT 112 INDUSTRIAL MAINTENCE SAFETY PROCEDURES (3-0-3) PREREQUISITE:
As required by college.
NOTE: There is an approved standardized plan-of-instruction for this course.
This course is an in-depth study of the health and safety practices required for maintenance of industrial production equipment. Topics include traffic, ladder, electrical, and fire safety, safe work in confined spaces, electrical and mechanical lock-out procedures, emergency procedures, OSHA regulations, MSDS Right-to-Know law, hazardous materials safety, and safety equipment use and care. Upon course completion, students will be able to implement health and safety practices in an industrial production setting.

INT 113 INDUSTRIAL MOTOR CONTROL I (1-2-3) PREREQUISITE:
None.

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.

INT 117 PRINCIPLES OF INDUSTRIAL MECHANICS (2-1-3) PREREQUISITE:
As required by college.
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.

INT 127 PRINCIPLES OF INDUSTRIAL PUMPS AND PIPING SYSTEMS (2-1-3) PREREQUISITE: As required by college.
NOTE: There is an approved standardized plan-of-instruction for this course.
This course provides instruction in the fundamental concepts of industrial pumps and piping systems. Topics include pump identification, operation, and installation, maintenance and troubleshooting, and piping systems, and their installation. Upon course completion, students will be able to install, maintain, and troubleshoot industrial pumps and piping systems.

INDUSTRIAL MAINTENANCE TECHNOLOGY

INT 101 DC FUNDAMENTALS (2-1-3)
PREREQUISITE: None.
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.

INT 109 COMPONENTS OF MATERIAL HANDLING (2-1-3)
PREREQUISITE:As required by college
Note: There is an approved standardized plan-of-instruction for this course.
This course focuses on the different modes of handling manufactured goods or products. Topics include the installation, operation, and maintenance of the material handling process components. Emphasis is placed on determining control limits, performing scheduled maintenance, and troubleshooting performance or function failures. Upon completion, students should be able to install, operate, monitor, maintain and troubleshoot a simulated material handling system.

INT 118 FUNDAMENTALS OF INDUSTRIAL HYDRAULICS AND PNEUMATICS (2-1-3) PREREQUISITE:
None.
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.

INT 119 PRINCIPLES OF MECHANICAL MEASUREMENT AND TECHNICAL DRAWING (1-2-3)
PREREQUISITE: As required by college
NOTE: There is an approved standardized plan-of-instruction for this course.
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.

INT 158 INDUSTRIAL WIRING I (1-2-3) PREREQUISITE: As required by college.
NOTE: There is an approved standardized plan-of-instruction for this course.
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.

INT 213 INDUSTRIAL MOTOR CONTROL II (1-2-3)
PREREQUISITE: INT113
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 soft start 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.

INT 161 BLUEPRINT READING FOR INDUSTRIAL TECHNICIANS (3-0-3)
PREREQUISITE: As required by college.
NOTE: There is an approved standardized plan-of-instruction for this course.
This course is designed to provide the student a comprehensive understanding of blueprint reading. Topics include identifying types of lines and symbols used in mechanical drawings; recognition and interpretation of various types of views, tolerance, and dimensions

ELT 241 NATIONAL ELECTRIC CODE (3-0-3)
PREREQUISITE: As required by program
NOTE: There is an approved standardized plan-of-instruction for this course.
This course introduces the students to the National Electric Code and text and teaches the student how to find needed information within this manual. Emphasis is placed on locating and interpreting needed information within the NEC code manual. Upon completion, students should be able to locate, with the NEC code requirements for a specific electrical installation.

WKO 110 NCCER CORE (2-1-3) PREREQUISITE:
None.
This course is designed to provide students with knowledge and skills related to multi-craft technicians in a variety of fields. Information in this course is based on the National Center for Construction Education and Research (NCCER) core curriculum and prepares students to test for the NCCER credential.

WKO 141 MSSC SAFETY COURSE (1-2-3) PREREQUISITE:
This course is designed to provide students with knowledge and skills related to safety in a manufacturing environment. Topics covered include:

- Work in a safe and productive manufacturing workplace
- Perform safety and environmental inspections
- Perform emergency drills and participate in emergency teams
- Identify unsafe conditions and take corrective action
- Provide safety orientation for all employees
- Train personnel to use equipment safely
- Suggest process and procedures that support safety of work environment
- Fulfill safety and health requirements for maintenance, installation and repair
- Monitor safe equipment and operator performance
- Utilize effective, safety-enhancing workplace practices

This course is equivalent to AUT 102.
Students completing this course will receive an MSSC certificate in Safety. Students completing courses WKO 141, 142, 143 and 144 will receive the Certified Production Technician credential.

WKO 142 MSSC QUALITY PRACTICES AND MEASUREMENT COURSE (1-2-3)
PREREQUISITE: WKO 141 MSSC SAFETY COURSE
This course is designed to provide students with knowledge and skills related to quality practices and measurement in a manufacturing environment. Topics covered include:

- Participate in periodic internal quality audit activities
- Check calibration of gages and other data collection equipment
- Suggest continuous improvements
- Inspect materials and product/process at all stages to ensure they meet specifications
- Document the results of quality problems
- Communicate quality problems
- Take corrective actions to restore or maintain quality
- Record process outcomes and trends
- Identify fundamentals of blueprint reading
- Use common measurement systems and precision measurement tools

This course is equivalent to ADM 106.
Students completing this course will receive an MSSC certificate in quality practices and measurement. Students completing courses WKO 141, 142, 143 and 144 will receive the Certified Production Technician credential.

WKO 143 MSSC MANUFACTURING PROCESSES AND PRODUCTION COURSE (1-2-3)

PREREQUISITE: WKO 141 MSSC SAFETY COURSE
This course is designed to provide students with knowledge and skills related to manufacturing processes and production in a manufacturing environment. Topics covered include:

- Identify customer needs
- Determine resources available for the production process
- Set up equipment for the production process
- Set team production goals
- Make job assignments
- Coordinate work flow with team members and other work groups
- Communicate production and material requirements and product specifications
- Preform and monitor the process to make the product
- Document product and process compliance with customer requirements ■ Prepare final product for shipping or distribution

Students completing this course will receive an MSSC certificate in manufacturing processes and production. Students completing courses WKO 141, 142, 143 and 144 will receive the Certified Production Technician credential.

WKO 144 MSSC MAINTENANCE AWARENESS COURSE (1-2-3)
PREREQUISITE: WKO 141 MSSC SAFETY COURSE
This course is designed to provide students with knowledge and skills related to maintenance awareness in a manufacturing environment. Topics covered include:

- Prepare preventative maintenance and routine repair
- Monitor indicators to ensure correct operations
- Perform all housekeeping to maintain production schedule
- Recognize potential maintenance issues with basic production systems, including knowledge of when to inform maintenance personnel about problems with:
- electrical systems;
- pneumatic systems
- hydraulic systems;
- machine automation systems
- lubrication systems
- bearings and couplings

Students completing this course will receive an MSSC certificate in maintenance awareness. Students completing courses WKO 141, 142, 143 and 144 will receive the Certified Production Technician credential.

PHARMACY TECHNICIAN

PHM 100 INTRODUCTION TO PHARMACY (2-0-2) PREREQUISITE:
None.
This course introduces the student to the role of the Pharmacy Technician in providing patient care services. Topics include pharmaceutical terms, abbreviations and symbols used in the prescribing and charting of medication, dosage forms, routes of administration of drugs, patient variables with regard to drug therapy, and equipment and systems used in parenteral administration of drugs. Upon completion, students should be able to explain the role of pharmacy technician assistants, read and interpret drug orders, describe quality assurance, and utilize pharmacy references.

PHM 102 PHARMACOLOGY I (3-0-3) PREREQUISITE:
None.
This course is an introduction to drug categories and usage as well as side effects of drugs. Also, prescription terminology and the top two hundred drugs, by category and name (trade and generic), are covered. Upon completion, students should be able to place major drugs into correct therapeutic categories and identify indications, side effects, and trade and generic names.

PHM 205 BILLINGS AND COMPUTERS (2-1-3) PREREQUISITE:
None.
This course introduces students to the design, control, and planning of electronic information systems used to implement medication orders, to manage the medication distribution system, and to handle the billing for medications. Upon completion, students should be able to prepare patient charges, distribute medications, and efficiently operate computers.
PHM 207 INSTITUTIONAL PHARMACY (3-0-3) PREREQUISITE:
None.

This course covers the development of hospitals, their place in society, and the importance and place of pharmacy in hospitals and nursing homes. Topics covered include the organization, staffing, services, legal requirements, development of institutional pharmacy departments, and interdepartmental relationships to provide comprehensive pharmacy services. Upon completion, students should be able to demonstrate a basic knowledge of the topic discussed.

PHM 210 PHARMACY PRACTICE (1-2-3) PREREQUISITE:
None.
This course considers all aspects of pharmacy, from retail, inpatient, and ordering, to manufacturing. Emphasis is on those aspects of pharmacy that hospital technicians would be required to perform. Topics covered include: theory and practice behind the dispensing of drugs to hospitals, in-patients and ambulatory patients; demonstrating accuracy in preparing and dispensing of drugs or simulations; and aseptic technique and equipment used in a laboratory setting. Upon completion, students should be able to demonstrate proficiency in performing these tasks.

PHM 112 PHARMACOLOGY II (3-0-3)
PREREQUISITE: PHM102
This course is a continuation of PHM 102. Additional drug groups are introduced, and their uses, side effects, and mechanisms of action are discussed. Upon completion, students should be able to place major drugs into correct therapeutic categories and identify indications, side effects, and trade and generic names.

PHM 113 DRUGS AND HEALTH (3-0-3) PREREQUISITE:
None.
This course emphasizes rational use of prescription and nonprescription medications. Topics include how to use licit drugs and chemical substances appropriately; development of drugs; economic factors which impact on health care; drugs and pregnancy, children, and the elderly; and the use of self-help medications for a variety of conditions. Upon completion, students should be able to perform basic supervised dispensing techniques in a variety of pharmacy settings.

PHM 211 CLINICAL PRACTICUM I (1-2-3) PREREQUISITE:
None.
This course provides the student's first exposure to pharmacies and hospitals. Lecture and demonstrations in laboratory settings are utilized to acquaint the student with standard operating procedures at participating facilities. Both retail and pharmacy situations and job skills are addressed. Upon completion, students should be able to apply technical skills and organization knowledge in support of pharmacists in these settings.

PHM 212 CLINICAL PRACTICUM II (0-3-3)
PREREQUISITE: PHM211
This course continues PHM 211 and goes one step further to take the student out of the theoretical laboratory and into the actual job experience. Additional experience under the supervision of pharmacists will demonstrate accuracy through clinical evaluation in the hospital and retail pharmacy settings in pouring, compounding, packaging, and labeling and dispensing of drugs to patients. Upon completion, students should be able to provide technical assistance and support to retail and hospital pharmacists.

PRACTICAL NURSING

NUR 112 FUNDAMENTAL CONCEPTS OF NURSING (4-2-1-0-7)
PREREQUISITE COURSES: ADMISSION TO THE PROGRAM
COREQUISITE: BIO 201, MTH 100 or HIGHER
This course teaches foundational knowledge of nursing concepts and clinical decision making to provide evidence- based nursing care. Content includes but is not limited to: healthcare delivery systems, professionalism, health promotion, psychosocial well-being, functional ability, gas exchange, safety, pharmacology, and coordinator/manager of care.

NUR 113 NURSING CONCEPTS I 8 hrs. (4-1-3-0-8)
PREREQUISITE COURSE: NUR 112, BIO 201, MTH 100 OR HIGHER LEVEL MATH
COREQUISITE: BIO 202, ENG 101, PSY 210
This course teaches foundational knowledge of nursing concepts and clinical decision making to provide evidence- based nursing care. Content includes but is not limited to: coordinator/manager of care, perfusion, oxygenation, infection, inflammation, tissue integrity, nutrition, elimination, mobility/immobility, cellular regulation, acid/base balance, and fluid/electrolyte balance.

NUR 114 NURSING CONCEPTS II 8 hrs. (5-0-3-0-8)
PREREQUISITE COURSE: NUR 113, BIO 202, ENG 101, PSY 210
COREQUISITE: NUR 115, SPH 106 OR 107.

This course teaches foundational knowledge of nursing concepts and clinical decision making to provide evidence- based nursing care. Content includes but is not limited to: coordinator/manager of care, sexuality, reproduction and childbearing, infection, inflammation, sensory perception, perfusion, cellular regulation, mood disorders and affect, renal fluid/electrolyte balance, and medical emergencies.

NUR 115 EVIDENCE BASED CLINICAL REASONING (1-0-1-0-2)
PREREQUISITE COURSE: NUR 113, BIO 202, ENG 101, PSY 210
COREQUISITE: SPH 106 OR 107, NUR 114.
This course provides students with opportunities to collaborate with various members of the health care team in a family and community context. Students utilize clinical reasoning to assimilate concepts within the individual, health, and nursing domains.

WELDING TECHNOLOGY

WDT 108 SMAW FILLET / OFC (2-1-3) PREREQUISITE:
None.
This course provides the student with instruction on safety practices and terminology in the Shielded Metal Arc Welding (SMAW) process. Emphasis is placed on safety, welding terminology, equipment identification, set-up and operation, and related information in the SMAW process. This course also covers the rules of basic safety and identification of shop equipment and provides the student with the skills and knowledge necessary for the safe operation of oxy fuel cutting.

WDT 109 SMAW FILLET/ PAC/ CAC (2-1-3)
PREREQUISITE: None.
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.

WDT 110 INDUSTRIAL BLUEPRINT READING (3-0-3)
PREREQUISITE: None.
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.

WKO 110 NCCER CORE (2-1-3) PREREQUISITE:
None.
This course is designed to provide students with knowledge and skills related to multi-craft technicians in a variety of fields. Information in this course is based on the National Center for Construction Education and Research (NCCER) core curriculum and prepares students to test for the NCCER credential.

WDT 115 GTAW CARBON PIPE THEORY
(1-2-3)
PREREQUISITE: None.
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.

WDT 116 GTAW STAINLESS PIPE THEORY (1-2-3)
PREREQUISITE: None.
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.

WDT 119 GAS METAL ARC/FLUX CORED ARC WELDING (2-1-3) PREREQUISITE:
None.
This course introduces the student to the gas metal arc and flux cored arc welding process. Emphasis is placed on safe operating practices, handling and storage of
compressed gasses, process principles, component identification, various welding techniques and base and filler metal identification.

WDT 120 SHEILDED METAL ARC WELDING GROOVE THEORY (2-1-3) PREREQUISITE:
None.
This course provides the student with instruction on joint design, joint preparation, and fit-up of groove welds in accordance with applicable welding codes. Emphasis is placed on safe operation, joint design, joint preparation, and fit-up. Upon completion, students should be able to identify the proper joint design, joint preparation and fit-up of groove welds in accordance with applicable welding codes.

WDT 122 SMAW FILLET/OFC LAB (0-3-3)
PREREQUISITE: None.
This course is designed to introduce the student to the proper set-up and operation of the shielded metal arc welding equipment. Emphasis is placed on striking and controlling the arc, and proper fit up of fillet joints. This course is also designed to instruct students in the safe operation of oxy fuel cutting. Upon completion, students should be able to make fillet welds in all positions using electrodes in the F-3 groups in accordance with applicable welding codes and be able to safely operate oxy-fuel equipment and perform those operations as per the applicable welding code. This is a CORE course.

WDT 123 SMAW FILLET/PAC/CAC LAB (0-3-3)
PREREQUISITE: None.
This course is designed to introduce the student to the proper set-up and operation of the shielded metal arc welding equipment. Emphasis is placed on striking and controlling the arc, and proper fit up of fillet joints. This course is also designed to instruct students in the safe operations of plasma arc and carbon arc cutting. Upon completion, students should be able to make fillet welds in all positions using electrodes in the F-4 groups in accordance with applicable welding code and be able to safely operate plasma arc and carbon arc equipment and perform those operations as per applicable welding code.

WDT 124 GAS METAL ARC/FLUX CORED ARC WELDING LAB (0-3-3) PREREQUISITE:
None.
This course provides instruction and demonstration using the various transfer methods and techniques to gas metal arc and flux cored arc welds. Topics included are safety, equipment set-up, joint design and preparation, and gases.

WDT 125 SHIELDED METAL ARC WELDING GROOVE LAB (0-3-3) PREREQUISITE:
None.
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.

WDT 155 GTAW CARBON PIPE LAB (0-3-3)
PREREQUISITE: None.
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 are welding on carbon steel pipe with the prescribed filler metals in various positions in accordance with the applicable code.

WDT 156 GTAW STAINLESS PIPE LAB (0-3-3)
PREREQUISITE: None.
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.

WDT 217 SMAW CARBON PIPE THEORY (1-2-3)
PREREQUISITE: None.
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.

WDT 229 BOILER TUBE THEORY (1-2-3)
PREREQUISITE: None.
This course is designed to provide the student with the practices and procedures of welding boiler tubes using the gas tungsten arc and shielded metal arc welding process to the applicable code. Emphasis is placed on tube fit-up, tube welding technique, and code requirements. Upon completion, students should be able to identify code requirements and tube welding technique.

WDT 257 SMAW CARBON PIPE LAB (0-3-3)
PREREQUISITE: None.

This course is designed to provide the student with skills in welding carbon steel pipe with shielded metal arc welding techniques in various pope 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.

WDT 269 BOILER TUBE LAB 0-3-3 PREREQUISITE:
None.
This course is designed to provide the student with the skills in welding boiler tubes using the gas tungsten arc and shielded metal arc welding process using filler metals in the F6 and F4 groups to applicable code.
Emphasis is placed on welding boiler tubes using the gas tungsten arc and shielded metal arc welding process in the 2G and 6G positions in accordance with the applicable code. Upon completion, students should be able to perform gas tungsten arc and shielded metal arc welding on boiler tubes with the prescribed filler metals in the 2G and 6G positions to the applicable code.
WDT 281 SPECIAL TOPICS IN WELDING (0-3-3) PREREQUISITE:
None.
This course provides specialized instruction in various areas related to the welding industry. Emphasis is placed on meeting student's needs.

WKO 110 NCCER CORE (2-1-3) PREREQUISITE:
None.
Note: There is an approved plan of instruction for this course. This course is designed to provide students with knowledge and skills related to multi-craft technicians in a variety of fields. Information in this course is based on the National Center for Construction Education and Research (NCCER) core curriculum and prepares students to test for the NCCER credential.

ORIENTATION NON-DEGREE

ORT 100 ORIENTATION FOR CAREER STUDENTS (1-0-1) PREREQUISITE:
None.
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.

ORT 105 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.

ORT 111 WORKING STUDENTS SUCCESS (1-0-1) PREREQUISITE:
None.
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, childcare 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 090 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 contest.

COLLEGE STUDY SKILLS/PERSONAL DEVELOPMENT

BSS 090 COLLEGE STUDY SKILLS (3-0-3) PREREQUISITE:
None.
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 103 PRINCIPLES OF BIOLOGY I (3-1-4) PREREQUISITE:
None.
This is an introductory course for science and non-science majors. It covers physical, chemical, and biological principles common to all organisms. These principles are explained through a study of cell structure and function, cellular reproduction, basic biochemistry, cell energetics, the process of photosynthesis, and Mendelian and molecular genetics. Also included are the scientific method, basic principles of evolution, and an overview of the diversity of life with emphasis on viruses, prokaryotes, and protists. A 120-minute laboratory is required.

BIO 113 HISTORY OF BIOLOGY I (3-0-3)
CODE-C
PREREQUISITE: As required by program.
This course, for the non-science major, is a survey of the events and ideas which contributed to the development of modern biology. No laboratory is required.

BIO 201 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.

BIO 202 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.

BIO 220 GENERAL MICROBIOLOGY (2-2-4) PREREQUISITE:
None.
This course includes historical perspectives, cell structure and function, microbial genetics, infectious diseases, immunology, distribution, physiology, culture, identification, classification, and disease control of microorganisms. The laboratory experience includes micro- techniques, distribution, culture identification, and control. Two 120-minute laboratories are required.

ENGLISH

ENG 098 WRITING AND READING FOR COLLEGE (4-0-4)
PREREQUISITE: None
This course integrates reading and writing skills students need to comprehend and interact with college-level texts and to produce original college-level writing. Reading skills will center on processes for literal and critical comprehension, as well as the development of vocabulary skills. Writing skills will focus on using an effective writing process including generating ideas, drafting, organizing, revising and editing to produce competent essays using standard written English. This course may include a one-hour lab component.

ENG 099 INTRODUCTION TO COLLEGE WRITING (1-0-1) PREREQUISITE:
None COREQUISITE: English 101
This course places emphasis on providing students with additional academic and non-cognitive support with the goal of success in the students' paired ENG 101 class. The material covered or practiced in the ENG 099 course is complementary to and supportive of material taught in ENG 101 and the needs of the ENG 099 student.

ENG 100 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.

ENG 101 ENGLISH COMPOSITION I (3-0-3)
PREREQUISITE: ENR 098 or appropriate English placement score
This course provides instruction and practice in the writing of at least four extended compositions and the development of rhetorical strategies, 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 and information literacy.

ENG 102 ENGLISH COMPOSITION II (3-0-3)
PREREQUISITE: A grade of "C" or better in ENG101 or the equivalent.
English Composition II provides continued instruction and practice in the writing of at least four extended compositions or equivalent assignments of which at least one is a research project using outside sources and/or references effectively and legally. Additionally, English Composition II provides instruction in the development of analytical and critical reading skills in the composition process. English Composition II may include instruction and practice in library usage and information literacy.

HISTORY

HIS 101 WESTERN CIVILIZATION I (3-0-3) PREREQUISITE:
None.
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 AND FINE ARTS

ART 100 ART APPRECIATION (3-0-3) PREREQUISITE:
None.
This course is designed to help the student find personal meaning in works of art and develop a better understanding of the nature and validity of art. Emphasis is on the diversity of form and content in original artwork. Upon completion, students should understand the fundamentals of art; the materials used and have a basic overview of the history of art.

HUM 100 HUMANITIES FORUM (1-0-1) PREREQUISITE:
None.
In this course, credit is given for participation in lectures, concerts, and other events, which have relevance to the study of the humanities. The course may be repeated for credit.

HUM 101 INTRODUCTION TO HUMANITIES I (3-0-3) PREREQUISITE:
None.
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.

HUM 102 INTRODUCTION TO HUMANITIES II (3-0-3) PREREQUISITE:
HUM 101.
This course is a continuation of HUM101.

SPEECH

SPH 106 FUNDAMENTALS OF ORAL COMMUNICATIONS (3-0-3) PREREQUISITE:
None.
This is a performance course that includes the principles of human communication: intrapersonal, interpersonal, and public. The course surveys current communication theory and provides practical application for workforce readiness.

SPH 107 FUNDAMENTALS OF PUBLIC SPEAKING (3-0-3) PREREQUISITE:
None.

This course explores principles of audience and environment analysis as well as the actual planning, rehearsing and presenting of formal speeches to specific audiences. Historical foundations, communication theories and student performances are emphasized.

MATHEMATICS

MAH 101 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.

MTH 090 BASIC MATHEMATICS (3-0-3) PREREQUISITE:
None.
This is a developmental course reviewing arithmetical principles and computations designed to help the student's mathematical proficiency for selected curriculum entrance.

MTH 098 ELEMENTARY ALGEBRA (4-0-4)
PREREQUISITE: None
This course provides a study of the fundamentals of algebra. Topics include the real number system, linear equations and inequalities, graphing linear equations and inequalities in two variables and systems of equations. This course does not apply toward the general core requirement for mathematics.

MTH 099 SUPPORT FOR INTERMEDIATE COLLEGE ALGEBRA (1-0-1)
PREREQUISITE: MTH098 or appropriate mathematics placement score.
This Learning Support course provides co-requisite support in mathematics for students enrolled in MTH100. The material covered in this course is parallel to and supportive of the material taught in MTH100. Emphasis is placed on providing students with additional academic and non-cognitive support with the goal of success in the students' paired MTH100 class. This course does not apply toward the general core requirement for mathematics

MTH 100 INTERMEDIATE COLLEGE ALGEBRA (3- 0-3)
PREREQUISITE: 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.

MTH 116 MATHEMATICAL APPLICATIONS (3-0-3)
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 206 ETHICS AND SOCIETY (3-0-3) PREREQUISITE:
None.
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 111 PHYSICAL SCIENCE I (3-1-4) PREREQUISITE:
None.
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 200 GENERAL PSYCHOLOGY (3-0-3) PREREQUISITE:
None.
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.

PSY 210 HUMAN GROWTH AND DEVELOPMENT (3-0-3)
PREREQUISITE: PSY200
This course is the study of the psychological, social, and physical factors that affect human behavior from conception to death.

SOCIOLOGY

SOC 200 INTRODUCTION TO SOCIOLOGY (3-0-3) PREREQUISITE:
None.
This course is an introduction to the vocabulary, concepts, and theory of sociological perspectives of human behavior.

REID STATE COMMUNITY COLLEGE

2025-26 Catalog Addendum

Academic Program and Course Directory Updates

Revision Date: February 05, 2026

Catalog Addendum Notice

This addendum is issued for the Reid State Community College 2025-26 Catalog. The addendum updates the catalog to include academic program information and revised course directory language as approved for publication.

The information included below supersedes or supplements the corresponding sections of the 2025-26 Catalog upon publication. All other catalog provisions remain in effect unless expressly modified by this or another approved catalog addendum.

This document should be posted with the online catalog and retained with official catalog records.

Catalog Year	2025-26
Catalog Section(s) Affected	Academic Programs; Course Directory
Action	Publish the academic program and course directory updates included in this addendum.
Applicability	Applies to students and catalog users as stated in the published 2025-26 Catalog and this addendum.
Publication Note	This addendum should be posted with the online catalog and retained with official catalog records.

Approval / Publication Record

Approved by:	Academic Council
Approval body/title:	Academic Council
Date approved:	10/16/2025
Date published:	

Associate in Arts-Liberal Arts (AA-LIB)

Program Purpose

The Associate in Arts degree is awarded to students completing a planned university-parallel program to meet the requirements of the first two years of a Bachelor of Arts or Bachelor of Science degree. Since Area V requirements vary with individual four-year institutions, students must obtain approved university parallel degree plans from the appropriate academic division advisors and/or Alabama Transfers. The primary purpose of Alabama Transfers (formerly STARS) is to simplify and streamline the transfer process for students moving between Alabama's public two-year and four-year colleges and universities. It ensures that students do not lose credit when transferring and helps them plan their coursework effectively. Associate in Arts degrees contain general education core requirements. Since not all courses will satisfy these requirements in all programs, courses should be chosen from an approved degree plan to ensure they meet the requirements. The degree plan will also indicate the courses needed in addition to the general education core to complete the degree. Reid State utilizes DegreeWorks to monitor student degree plans. DegreeWorks is a web-based tool designed to help students and their advisors track academic progress toward degree completion. It provides a visual, interactive audit of a student's academic record, showing completed, in-progress, and outstanding requirements for their degree, major, minor, or certificate. The Planner function allows a student to work with an academic advisor to build a semester-by-semester plan for graduation.

Students in the Associate in Arts in Liberal Arts degree program usually transfer to a four-year institution in such fields as Art, Elementary or Secondary Education, Health, Physical Education and Recreation, Music, or Theater.

Program Goals and Outcome Objective

Goals

- Prepare students for successful transfer to four-year institutions.
- Provide a solid foundation in general education.

Outcomes

- Area I: Demonstrate effective communication skills.
- Area II and IV: Form reasoned judgments through analyzing, evaluating, interpreting, and synthesizing information.
- Area III: Apply quantitative and scientific reasoning to problem-solve.

Admission Requirements

Applicants to this program must complete the application procedures. Additionally, applicants must present official documentation of a high school diploma, or GED in accordance with the Alabama Community College System Board of Trustees policy.

Associate in Arts-Liberal Arts (AA-LIB)

MINIMUM CREDITS REQUIRED: 60-64 Semester Credit Hours

Length of Program: 6 Semesters of full-time attendance

		Theory	Lab	Internship	Contact	Credit
AREA I: WRITTEN COMPOSITION 6 hours						
ENG 101	English Composition I AND	3			3	3
ENG 102	English Composition II	3			3	3
AREA II: HUMANITIES 9 hours *						
Students must complete at least 3 semester hours in Literature and at least three semester hours in the Arts.*						
** Students must complete a 6-semester-hour sequence either in Literature or in History. The sequences in Area II and IV in Literature and History need to follow the sequence requirements according to the student's major and transfer plans.*						
ENG 251	American Literature I AND/OR	3			3	3
ENG 252	American Literature II OR	3			3	3
ENG 262	English Literature I AND/OR	3			3	3
ENG 262	English Literature II OR	3			3	3
ENG 271	World Literature I AND/OR	3			3	3
ENG 272	World Literature II	3			3	3
REL 151	Survey of the Old Testament OR	3			3	3
REL 152	Survey of the New Testament OR	3			3	3
PHL 206	Ethics and Society	3			3	3
AREA II: FINE ARTS 3 hours						
ART 100	Art Appreciation OR	3			3	3
MUS 101	Music Appreciation OR	3			3	3
THR 120	Theatre Appreciation	3			3	3
AREA III: NATURAL SCIENCE AND MATHEMATICS 11 hours						
Students are required to complete one three-hour mathematics course and two natural science classes. Be sure to check the ALABAMA TRANSFERS site to determine if the transfer institution requires a Natural Science course sequence for the 8 hours.						
MTH 110	Finite Mathematics OR	3			3	3
MTH@	*Any MTH course above MTH112*	3			3	3
BIO 101	Introduction to Biology I AND/OR	3	1		5	4
BIO 102	Introduction to Biology II OR	3	1		5	4
BIO 103	Principles of Biology AND/OR	3	1		5	4
BIO 104	Principles of Biology II OR	3	1		6	4
PHS 111	Physical Science I AND/OR	3	1		5	4
PHS 112	Physical Science II	3	1		5	4
AREA IV: HISTORY, SOCIAL, AND BEHAVIORAL SCIENCES 12 hours*						
Students must complete at least three semester hours in History and at least six semester hours in other disciplines in the Social and Behavioral Sciences. Social and Behavioral Sciences include, but are not limited to: Anthropology, Economics, Geography, Political Science, Psychology, and Sociology.*						
** Students must complete a 6-semester-hour sequence either in Literature or in History. The sequences in Area II and IV in Literature and History need to follow the sequence requirements according to the student's major and transfer plans.*						
HIS 101	Western Civilization I AND/OR	3			3	3
HIS 102	Western Civilization II OR	3			3	3
HIS 121	World History I AND/OR	3			3	3
HIS 122	World History II OR	3			3	3
HIS 201	United States History I AND/OR	3			3	3
HIS 202	United States History II	3			3	3
PSY 200	General Psychology	3			3	3
PSY 210	Human Growth and Development	3			3	3
SOC 200	Introduction to Sociology	3			3	3
SOC 210	Social Problems	3			3	3
AREA V: Pre-professional, Pre-major, and Elective Courses 19-23 Hours*						
Courses appropriate to the degree requirements and major of the individual student and electives. *Students completing courses that have been approved for transfer by the AGSC and are appropriate to their major and/or degree program may transfer these courses with credit applicable to their degree program among two-year and four-year colleges and universities. Students must have 1-3 hours in an Orientation course and 3 hours in a Speech course.*						
REQUIRED COURSES 6 hours						
ORI 101	Orientation to College OR	2			1	1
ORI 105	Orientation and Student Success	3			3	3

SPH 106	Fundamentals of Oral Communication OR	3			3	3
SPH 107	Fundamentals of Public Speaking	3			3	3
Students should select remaining hours from courses below or those approved for transfer by Alabama Transfers, Reid State Articulation Agreements, or the student's Transfer Guide from Alabama Transfers.						
ART 100	Art Appreciation	3			3	3
ART 203	Art History I	3			3	3
ART 204	Art History II	3			3	3
BIO 101	Introduction to Biology I	3			5	4
BIO 102	Introduction to Biology II	3	1		5	4
BIO 103	Principles of Biology	3	1		5	4
BIO 104	Principles of Biology II	3	1		6	4
BIO 120	Medical Terminology	3	1		3	3
BIO 201	Human Anatomy and Physiology I	3			5	4
BIO 202	Human Anatomy and Physiology II	3	1		5	4
BIO 220	General Microbiology	2	1		6	4
ENG 251	American Literature I	3	2		3	3
ENG 252	American Literature II	3			3	3
ENG 262	English Literature I	3			3	3
ENG 262	English Literature II	3			3	3
ENG 271	World Literature I	3			3	3
ENG 272	World Literature II	3			3	3
HIS 101	Western Civilization I	3			3	3
HIS 102	Western Civilization II	3			3	3
HIS 121	World History I	3			3	3
HIS 122	World History II	3			3	3
HIS 201	United States History I	3			3	3
HIS 202	United States History II	3			3	3
HUM 299	PTK Honors Course	1			1	1
MTH100	College Algebra	3			3	3
MTH 110	Finite Mathematics	3			3	3
MTH 112	Precalculus Algebra	3			3	3
MTH@	*Any MTH course level 100 or above*	1-4			1-4	1-4
MUS 101	Music Appreciation	3			3	3
PED 100	Fundamentals of Fitness	3			3	3
PHS 111	Physical Science I	3			5	4
PHS 112	Physical Science II	3			5	4
POL 211	American National Government	3	1		3	3
PSY 200	General Psychology	3	1		3	3
PSY 210	Human Growth and Development	3			3	3
REL 151	Survey of the Old Testament	3			3	3
REL152	Survey of the New Testament	3			3	3
SOC 200	Introduction to Sociology	3			3	3
SOC 210	Social Problems	3			3	3
SPH 116	Introduction to Personal Communication	3			3	3
THR 120	Theatre Appreciation	3			3	3
Electives for Varsity Athletes Only						
PED 103	Weight Training (Beginning)		1		2	1
PED 104	Weight Training (Intermediate)		1		2	1
PED 118	General Conditioning (Beginning)		1		2	1
PED 119	General Conditioning (Intermediate)		1		2	1
PED 248	Varsity Basketball I		1		2	1
PED 249	Varsity Basketball II		1		2	1
PED 250	Varsity Basketball III		1		2	1
PED 251	Varsity Basketball IV		1		2	1
PED 252	Varsity Baseball I		1		2	1
PED 261	Varsity Baseball II		1		2	1
PED 262	Varsity Baseball III		1		2	1
PED 263	Varsity Baseball IV		1		2	1
PED 253	Varsity Golf I		1		2	1
PED 268	Varsity Golf II		1		2	1
PED 269	Varsity Golf III		1		2	1
PED 270	Varsity Golf IV		1		2	1
PED 254	Varsity Softball I		1		2	1
PED 271	Varsity Softball II		1		2	1
PED 272	Varsity Softball III		1		2	1
PED 273	Varsity Softball IV		1		2	1
PED 257	Varsity Cheerleading I		1		2	1
PED 280	Varsity Cheerleading II		1		2	1
PED 281	Varsity Cheerleading III		1		2	1
PED 282	Varsity Cheerleading IV		1		2	1
PED 258	Varsity Volleyball I		1		2	1
PED 283	Varsity Volleyball II		1		2	1
PED 284	Varsity Volleyball III		1		2	1

PED 285	Varsity Volleyball IV		1		2	1
PED 292	Varsity E-Sports		1		2	1

Associate in Science-General Studies (AS-GEN)

Program Purpose

The Associate in Science degree is awarded to students completing a planned university-parallel program to meet the requirements of the first two years of a Bachelor of Science degree. Since Area V requirements vary with individual four-year institutions, students must obtain approved university parallel degree plans from the appropriate academic division advisors and/or Alabama Transfers. The primary purpose of Alabama Transfers (formerly STARS) is to simplify and streamline the transfer process for students moving between Alabama's public two-year and four-year colleges and universities. It ensures that students do not lose credit when transferring and helps them plan their coursework effectively. Associate in Science degrees contain general education core requirements. Since not all courses will satisfy these requirements in all programs, courses should be chosen from an approved degree plan to ensure they meet the requirements. The degree plan will also indicate the courses needed in addition to the general education core to complete the degree. Reid State utilizes DegreeWorks to monitor student degree plans. DegreeWorks is a web-based tool designed to help students and their advisors track academic progress toward degree completion. It provides a visual, interactive audit of a student's academic record, showing completed, in-progress, and outstanding requirements for their degree, major, minor, or certificate. The Planner function allows a student to work with an academic advisor to build a semester-by-semester plan for graduation.

Students in the Associate in Science in General Studies degree program usually transfer to a four-year institution in the Natural Sciences, the Professional Sciences, Mathematics, Computer Science, Business Administration, Nursing or other health-related fields.

Program Goals and Outcome Objectives

Goals

- Prepare students for successful transfer to four-year institutions.
- Provide a solid foundation in general education.

Outcomes

- Area I: Demonstrate effective communication skills.
- Area II and IV: Form reasoned judgments through analyzing, evaluating, interpreting, and synthesizing information.
- Area III: Apply quantitative and scientific reasoning to problem-solve.

Admission Requirements

Applicants to this program must complete the application procedures. Additionally, applicants must present official documentation of a high school diploma, or GED in accordance with the Alabama Community College System Board of Trustees policy.

Associate in Science-General Studies (AS-GST)

MINIMUM CREDITS REQUIRED: 60-64 Semester Credit Hours

Length of Program: 6 Semesters of full-time attendance

		Theory	Lab	Internship	Contact	Credit
AREA I: WRITTEN COMPOSITION 6 hours						
ENG 101	English Composition I AND	3			3	3
ENG 102	English Composition II	3			3	3
AREA II: HUMANITIES 9 hours *						
Students must complete at least 3 semester hours in Literature and at least three semester hours in the Arts.*						
** Students must complete a 6-semester-hour sequence either in Literature or in History. The sequences in Area II and IV in Literature and History need to follow the sequence requirements according to the student's major and transfer plans.*						
ENG 251	American Literature I AND/OR	3			3	3
ENG 252	American Literature II OR	3			3	3
ENG 262	English Literature I AND/OR	3			3	3
ENG 262	English Literature II OR	3			3	3
ENG 271	World Literature I AND/OR	3			3	3
ENG 272	World Literature II	3			3	3
REL 151	Survey of the Old Testament OR	3			3	3
REL 152	Survey of the New Testament OR	3			3	3
PHL 206	Ethics and Society	3			3	3
AREA II: FINE ARTS 3 hours						
ART 100	Art Appreciation OR	3			3	3
MUS 101	Music Appreciation OR	3			3	3
THR 120	Theatre Appreciation	3			3	3
AREA III: NATURAL SCIENCE AND MATHEMATICS 11 hours						
Students are required to complete one three-hour mathematics course and two natural science classes. Be sure to check the ALABAMA TRANSFERS site to determine if the transfer institution requires a Natural Science course sequence for the 8 hours.						
MTH 112	Precalculus Algebra OR	3			3	3
MTH@	*Any MTH course above MTH112*	3			3	3
BIO 101	Introduction to Biology I AND/OR	3	1		5	4
BIO 102	Introduction to Biology II OR	3	1		5	4
BIO 103	Principles of Biology AND/OR	3	1		5	4
BIO 104	Principles of Biology II OR	3	1		6	4
PHS 111	Physical Science I AND/ OR	3	1		5	4
PHS 112	Physical Science II	3	1		5	4
AREA IV: HISTORY, SOCIAL, AND BEHAVIORAL SCIENCES 12 hours*						
Students must complete at least three semester hours in History and at least six semester hours in other disciplines in the Social and Behavioral Sciences. Social and Behavioral Sciences include, but are not limited to: Anthropology, Economics, Geography, Political Science, Psychology, and Sociology.*						
** Students must complete a 6-semester-hour sequence either in Literature or in History. The sequences in Area II and IV in Literature and History need to follow the sequence requirements according to the student's major and transfer plans.*						
HIS 101	Western Civilization I AND/OR	3			3	3
HIS 102	Western Civilization II OR	3			3	3
HIS 121	World History I AND/OR	3			3	3
HIS 122	World History II OR	3			3	3
HIS 201	United States History I AND/OR	3			3	3
HIS 202	United States History II	3			3	3
PSY 200	General Psychology	3			3	3
PSY 210	Human Growth and Development	3			3	3
SOC 200	Introduction to Sociology	3			3	3
SOC 210	Social Problems	3			3	3
AREA V: Pre-professional, Pre-major, and Elective Courses 19-23 Hours*						
Courses appropriate to the degree requirements and major of the individual student and electives.						
Students completing courses that have been approved for transfer by the AGSC and are appropriate to their major and/or degree program may transfer these courses with credit applicable to their degree program among two-year and four-year colleges and universities. Students must have 1-3 hours in an Orientation course and 3 hours in a Speech course.						
REQUIRED COURSES 6 hours						
ORI 101	Orientation to College OR	2			1	1
ORI 105	Orientation and Student Success	3			3	3

SPH 106	Fundamentals of Oral Communication OR	3			3	3
SPH 107	Fundamentals of Public Speaking	3			3	3
Students should select remaining elective hours from courses below or those approved for transfer by Alabama Transfers, Reid State Articulation Agreements, or the student's Transfer Guide from Alabama Transfers.						
ART 100	Art Appreciation	3			3	3
ART 203	Art History I	3			3	3
ART 204	Art History II	3			3	3
BIO 101	Introduction to Biology I	3			5	4
BIO 102	Introduction to Biology II	3			5	4
BIO 103	Principles of Biology	3	1		5	4
BIO 104	Principles of Biology II	3	1		6	4
BIO 120	Medical Terminology	3	1		3	3
BIO 201	Human Anatomy and Physiology I	3			5	4
BIO 202	Human Anatomy and Physiology II	3	1		5	4
BIO 220	General Microbiology	2	1		6	4
ENG 251	American Literature I	3	2		3	3
ENG 252	American Literature II	3			3	3
ENG 262	English Literature I	3			3	3
ENG 262	English Literature II	3			3	3
ENG 271	World Literature I	3			3	3
ENG 272	World Literature II	3			3	3
HIS 101	Western Civilization I	3			3	3
HIS 102	Western Civilization II	3			3	3
HIS 121	World History I	3			3	3
HIS 122	World History II	3			3	3
HIS 201	United States History I	3			3	3
HIS 202	United States History II	3			3	3
HUM 299	PTK Honors Course	1			1	1
MTH100	College Algebra	3			3	3
MTH 110	Finite Mathematics	3			3	3
MTH 112	Precalculus Algebra	3			3	3
MTH@	*Any MTH course level 100 or above*	1-4			1-4	1-4
MUS 101	Music Appreciation	3			3	3
PED 100	Fundamentals of Fitness	3			3	3
PHS 111	Physical Science I	3			5	4
PHS 112	Physical Science II	3			5	4
POL 211	American National Government	3	1		3	3
PSY 200	General Psychology	3	1		3	3
PSY 210	Human Growth and Development	3			3	3
REL 151	Survey of the Old Testament	3			3	3
REL152	Survey of the New Testament	3			3	3
SOC 200	Introduction to Sociology	3			3	3
SOC 210	Social Problems	3			3	3
SPH 116	Introduction to Personal Communication	3			3	3
THR 120	Theatre Appreciation	3			3	3
Electives for Varsity Athletes Only						
PED 103	Weight Training (Beginning)		1		2	1
PED 104	Weight Training (Intermediate)		1		2	1
PED 118	General Conditioning (Beginning)		1		2	1
PED 119	General Conditioning (Intermediate)		1		2	1
PED 248	Varsity Basketball I		1		2	1
PED 249	Varsity Basketball II		1		2	1
PED 250	Varsity Basketball III		1		2	1
PED 251	Varsity Basketball IV		1		2	1
PED 252	Varsity Baseball I		1		2	1
PED 261	Varsity Baseball II		1		2	1
PED 262	Varsity Baseball III		1		2	1
PED 263	Varsity Baseball IV		1		2	1
PED 253	Varsity Golf I		1		2	1
PED 268	Varsity Golf II		1		2	1
PED 269	Varsity Golf III		1		2	1
PED 270	Varsity Golf IV		1		2	1
PED 254	Varsity Softball I		1		2	1
PED 271	Varsity Softball II		1		2	1
PED 272	Varsity Softball III		1		2	1
PED 273	Varsity Softball IV		1		2	1
PED 257	Varsity Cheerleading I		1		2	1
PED 280	Varsity Cheerleading II		1		2	1
PED 281	Varsity Cheerleading III		1		2	1
PED 282	Varsity Cheerleading IV		1		2	1
PED 258	Varsity Volleyball I		1		2	1
PED 283	Varsity Volleyball II		1		2	1
PED 284	Varsity Volleyball III		1		2	1

PED 285	Varsity Volleyball IV		1		2	1
PED 292	Varsity E-Sports		1		2	1

*ENGINEERING EXCEPTIONS: For all engineering majors, the AGSC voted to allow the hour requirements in Area II to be reduced from 12 SH to 9 SH and in Area IV to be reduced from 12 SH to 9 SH. This reduction allowed for additional hours (6 semester hours) to be added to Area V for engineering majors so that required math and science courses could be taken prior to transfer that would meet national engineering accreditation standards (ABET). The ACCS has adopted this exception. Engineering students may take 9 hours in Area II, 9 hours in Area IV, and 25 to 29 hours in Area V

Reid State Community College
2025-2026 Catalog Course Directory

Revised February 05, 2026

ART Courses

ART 100: Art Appreciation

Credits: 3 | Contact Hours: 3

This course is an introduction to the appreciation of art through an examination of the themes and purposes of art, the exploration of visual arts media and methods, and culturally significant works of art from the past and present. The course informs students about the language of art and its relevance in everyday life.

ART 203: Art History I

Credits: 3 | Contact Hours: 3

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

ART 204: Art History II

Credits: 3 | Contact Hours: 3

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

BIO Courses

BIO 101: Introduction To Biology I

Credits: 4 | Contact Hours: 4

This is an introductory course designed for non-science majors. It includes physical, chemical, and biological principles common to all organisms. These principles are explained through a study of the scientific method, biological organization, cellular structure, bioenergetics of a cell, cell reproduction, gene theory, inheritance, and evolution. A 120-minute laboratory per week is required.

BIO 102: Introduction To Biology II

Credits: 4 | Contact Hours: 4

Prerequisite: BIO 101 Introduction to Biology II is the second of a two-course sequence for non-science majors. It covers evolutionary principles and relationships, environmental and ecological topics, classification, and a survey of biodiversity. A 120-minute laboratory is required.

BIO 103: Principles Of Biology I

Credits: 4 | Contact Hours: 5

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

BIO 104: Principles Of Biology II

Credits: 3 | Contact Hours: 6

The introductory course synthesizes basic ecological and evolutionary relationships while surveying plant, fungi, and animal diversity, comparing classification, morphology, physiology, and reproduction. A 180-minute laboratory per week is required.

BIO 113: History of Biology

Credits: 3 | Contact Hours: 3

This course, for the non-science major, is a survey of the events and ideas which contributed to the development of modern biology. No laboratory is required.

BIO 201: Human Anatomy & Physiology I

Credits: 4 | Contact Hours: 5

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, gross anatomy, and physiology are featured in the laboratory experience. Laboratory is required.

BIO 202: Human Anatomy & Physiology II

Credits: 4 | Contact Hours: 5

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

BIO 220: General Microbiology

Credits: 4 | Contact Hours: 6

This course covers the fundamental principles of microbiology, which includes the characteristics of bacteria, archaea, eukaryotes, and viruses; cell functions and microbial genetics; chemical and physical control methods of microbial growth; and interactions between microbes and humans in relation to pathology, immunology, and the role of normal biota. The laboratory experience focuses on microbiological techniques including culturing, microscopy, staining, identification, and control of microorganisms. This course requires 240 of laboratory per week

BUS Courses

BUS 100: Introduction To Business

Credits: 3 | Contact Hours: 3

This is a survey course designed to acquaint the student with American business as a dynamic process in a global setting. Topics include the private enterprise system, forms of business ownership, marketing, factors of production, personnel, labor, finance, and taxation.

BUS 105: Customer Services

Credits: 3 | Contact Hours: 3

PREREQUISITE: As required by program. This course presents the foundations required for developing skills and knowledge to work effectively with internal and external customers. The students will gain an understanding of the skills, attitudes, and thinking patterns needed to win customer satisfaction and loyalty.

BUS 151: Modern Bus Math With Excel

Credits: 3 | Contact Hours: 3

This course applies mathematics to solve common business problems using Microsoft Excel. Topics include basic mathematical concepts and applications such as percentages, decimals, and basic arithmetic operations; markup, markdown and discounts; financial computations including simple and compound interest amortization, depreciation methods, liquidity ratios and present value; accounting computations such as payroll ad tax calculations and management of complex business problems. Emphasis is placed on the use of Microsoft Excel as a computational and problem-solving tool.

BUS 190: Intro To Business Grant Writing

Credits: 3 | Contact Hours: 3

This course is a part of a series of workshops wherein current topics of interest are presented. They are offered upon demand and can be tailored to the needs of individuals, business and industry.

BUS 210: Introduction To Accounting

Credits: 3 | Contact Hours: 3

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

BUS 215: Business Communication

Credits: 3 | Contact Hours: 3

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

BUS 245: Accounting With Quickbooks

Credits: 3 | Contact Hours: 3

This course will introduce students to computerized accounting systems using QuickBooks. Students will set up and perform routine tasks such as recording business transactions, maintaining customer and vendor files, vouchering, controlling inventory, processing sales, maintaining fixed assets and depreciation schedules, and preparing payroll. Additional procedures covered include setting up a chart of accounts summarizing data, generating financial reports, and banking transactions.

BUS 263: The Legal & Social Environment

Credits: 3 | Contact Hours: 3

This course provides an overview of the legal and social environment for business operations with emphasis on contemporary issues and their subsequent impact on business. Topics include the Constitution, the Bill of Rights, the legislative process, civil and criminal law, administrative agencies, trade regulations, consumer protection, contracts, employment and personal property.

BUS 275: Principles Of Management

Credits: 3 | Contact Hours: 3

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

BUS 279: Small Business Management

Credits: 3 | Contact Hours: 3

This course provides an overview of the creation and operation of a small business. Topics include buying a franchise, starting a business, identifying capital resources, understanding markets, managing customer credit, managing accounting systems, budgeting systems, inventory systems, purchasing insurance, and the importance of appropriate legal counsel.

BUS 285: Principles Of Marketing

Credits: 3 | Contact Hours: 3

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

BUS 296: Business Internship

Credits: 3 | Contact Hours: 3

This course allows the student to apply knowledge and skills in a real-world work place. Evaluation is based upon a well-developed portfolio, job-site visits by the instructor, the employer's evaluation of the student, and the development and assessment by the student of a learning contract.

CHD Courses

CHD 100: Introduction of Early Care and Education of Children

Credits: 3 | Contact Hours: 3

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

CHD 201: Childgrowth and Development Principles

Credits: 3 | Contact Hours: 3

This course is a systematic study of child growth and development from conception through early childhood, with focus on infant and toddler. Emphasis is on principles underlying physical, mental, emotional and social development, and methods of child study and practical implications. Upon completion, students will be able to use knowledge of how young children differ in development and approaches to learning to provide opportunities that supports physical, social, emotional, language, cognitive, and aesthetic development. PSY 210 or PSY 211 may be used as a suitable substitute for this course for AAT and AAS degree programs at the discretion of the college.

CHD 202: Children's Creative Experience

Credits: 3 | Contact Hours: 3

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

CHD 203: Children's Literature and Lang

Credits: 3 | Contact Hours: 3

This course surveys appropriate literature and language arts activities designed to enhance young children's speaking, listening, pre-reading and writing skills. Emphasis is placed on developmental appropriateness as related to language. Upon completion, students should be able to create, evaluate and demonstrate activities which support a language-rich environment for young children.

CHD 204: Methods and Materials for Teaching Young Children

Credits: 3 | Contact Hours: 3

This course introduces basic methods and materials used in teaching young children. Emphasis is placed on students compiling a professional resource file of activities used for teaching math, language arts, science, and social studies concepts. Upon completion students will be able to demonstrate basic methods of creating learning experiences using developmental appropriate techniques, materials, and realistic expectations, including infant and toddler and pre-school. Course includes observations of young children in a variety of childcare environments. NOTE: CGM must teach this as a 2-1-3 configuration of theory/lab hours.

CHD 205: Program Planning for Educating Young Children

Credits: 3 | Contact Hours: 3

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

CHD 206: Children's Health and Safety

Credits: 3 | Contact Hours: 3

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

CHD 208: Administration of Child Development Programs

Credits: 3 | Contact Hours: 3

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

CHD 209: Infant and Toddler Education Programs

Credits: 3 | Contact Hours: 3

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

CHD 210: Educating Exceptional Children

Credits: 3 | Contact Hours: 3

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

CHD 211: Child Development Seminar

Credits: 1 | Contact Hours: 1

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.

CHD 214: Families and Communities in Early Care and Education Programs

Credits: 3 | Contact Hours: 3

This course provides students with information about working with diverse families and communities. Students will be introduced to family and community settings, the importance of relationships with children, and the pressing needs of todayâ€ ™s society. Students will study and practice techniques for developing these important relationships and effective communication skills.

CHD 215: Supervised Practical Experience in Child Development

Credits: 3 | Contact Hours: 6

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. NOTE: If students are pursuing a certificate in Infant and Toddler, placement must be in an infant and toddler environment.

CHD 217: Math and Science for Young Children

Credits: 3 | Contact Hours: 3

This course provides students with information on childrenâ€ ™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.

CHD 221: Family Child Care

Credits: 3 | Contact Hours: 3

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. Special instruction addresses family care as a small business operation with emphasis being placed on budgeting and tax requirements.

CHD 224: School Age Childcare

Credits: 3 | Contact Hours: 3

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

CIS Courses

CIS 117: Database Management Software Applications

Credits: 3 | Contact Hours: 3

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

CIS 134: IT Fundamentals

Credits: 3 | Contact Hours: 4

This is an introductory level course that covers the fundamentals of software, hardware, security, and networking, as well as basic IT skills such as workstation set-up, operating system navigation, simple support services, backup protocols, and safety. Upon completion of this course, students will understand the essential functions of IT professionals and be better positioned to make decisions about a career in information technology. This course prepares students to earn the CompTIA certification in IT Fundamentals.

CIS 146: Microcomputer Applications

Credits: 3 | Contact Hours: 3

This course is an introduction to the most common microcomputer software applications. These software packages should include typical features of applications, such as word processing, spreadsheets, database management, and presentation software. Upon completion, students will be able to utilize selected features of these packages. This course will help prepare students for the MCAS and IC3 certification.

CIS 147: Advanced Computer Applications

Credits: 3 | Contact Hours: 3

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

CIS 149: Digital Literacy

Credits: 3 | Contact Hours: 3

This course is an introduction to computers and their impact on society. The course covers the development of computers, their impact on society, as well as future implications of development of computer and related communication technologies. This course introduces programming and computer operating systems. Upon completion, students will have basic knowledge of computer technology and will be able to perform basic functions with a computer system. The course will help prepare students for the IC3 certification.

CIS 150: Introduction to Computer Logic and Programming

Credits: 3 | Contact Hours: 3

This course includes logic, design and problem solving techniques used by programmers and analysts in addressing and solving common programming and computing problems. The most commonly used techniques of flowcharts, structure charts, and pseudocode will be covered and students will be expected to apply the techniques to designated situations and problems.

CIS 161: Introduction to Networking Communications

Credits: 3 | Contact Hours: 3

This course is designed to introduce students to basic concepts of computer networks. Emphasis is placed on terminology and technology involved in implementing selected networked systems. The course covers various network models, topologies, communications protocols, transmission media, networking hardware and software, and network troubleshooting. Students gain hands-on experience in basic networking. This course further helps prepare students for certification. NOTE: This course is a suitable substitute for CIS 199. Additionally, CIS 270 may be used as a suitable substitute for this course. However, CIS 161 will not substitute for CIS 270.

CIS 199: Network Communications

Credits: 3 | Contact Hours: 3

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

CIS 207: Web Development

Credits: 3 | Contact Hours: 3

This course provides students with opportunities to learn Hypertext Markup Language, cascading style sheets, and Java Script. At the conclusion of this course, students will be able to use specified markup languages to develop basic Web pages.

CIS 249: Microcomputer Operating System

Credits: 3 | Contact Hours: 3

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

CIS 268: Software Support

Credits: 3 | Contact Hours: 3

This course provides students with hands-on practical experience in installing computer software, operating systems, and trouble-shooting. The class will help to prepare participants for the A+ Certification sponsored by CompTIA.

CIS 269: Hardware Support

Credits: 3 | Contact Hours: 3

This course provides students with hands-on practical experience in installation and troubleshooting computer hardware. The class will help to prepare participants for the A+ Certification sponsored by CompTIA.

CIS 275: Workstation Administration

Credits: 3 | Contact Hours: 3

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 shared resources. Students gain hands-on experience in client operating system installation and basic administration of network workstations.

CIS 276: Server Administration

Credits: 3 | Contact Hours: 3

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.

CIS 277: Network Services Administration

Credits: 3 | Contact Hours: 3

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.

CIS 278: Directory Services Administration

Credits: 3 | Contact Hours: 3

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.

CIS 279: Network Infrastructure Design

Credits: 3 | Contact Hours: 3

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 success, and network security. Students gain experience by designing plans for implementing common network infrastructure and protocols.

CIS 280: Network Security

Credits: 3 | Contact Hours: 3

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, Web access, and wired and wireless network communications. Upon completion, students will be able to identify security risks and appropriate counter measures. This course further helps prepare students for certification.

CIT Courses

CIT 211: Teaching & Curriculum Development

Credits: 3 | Contact Hours: 3

This course focuses on the principles of teaching, teaching maturity, personality conduct, and the development of a cosmetology curriculum. Emphasis is placed on teacher roles, teaching styles, teacher challenges, aspects of curriculum development, and designing individual courses. Upon completion, the student should be able to describe the role of teacher, identify means of motivating students, develop a course outline, and develop lesson plans.

CIT 212: Teacher Mentorship

Credits: 3 | Contact Hours: 9

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.

CIT 213: Cosmetology Instructor Co-op

Credits: 3 | Contact Hours: 9

The course introduces students to methods for developing lesson plans. Emphasis is placed on writing lesson plans and on the four-step teaching plan. Upon completion, students should be able to write daily lesson plans and demonstrate the four-step teaching method.

CIT 214: Lesson Plan Methonds And Development

Credits: 3 | Contact Hours: 7

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.

CIT 221: Lesson Plan Implementation

Credits: 3 | Contact Hours: 9

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.

CIT 222: Audio Visual Materials/methods

Credits: 3 | Contact Hours: 3

This course focuses on visual and audio aids and materials. Emphasis is placed on the use and characteristics of instructional aids. Upon completion, the student should be able to prepare teaching aids and determine their most effective use.

CIT 223: Instructional Materials/methods Application

Credits: 3 | Contact Hours: 9

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.

CIT 225: Special Topics In Cosmetology

Credits: 3 | Contact Hours: 9

This course is designed to allow students to further develop their knowledge and skills as cosmetology instructors. Topics will be assigned based on individual student professional needs.

COS Courses

COS 111: Introduction To Cosmetology

Credits: 3 | Contact Hours: 3

This course is designed to provide students with an overview of the history and development of cosmetology and standards of professional behavior. Students receive basic information regarding principles and practices of infection control, diseases, and disorders. Additionally, students receive introductory information regarding hair design. The information presented in this course is enhanced by hands-on application performed in a controlled lab environment. Upon completion, students should be able to apply safety rules and regulations and write procedures for skills identified in this course.

COS 112: Introduction To Cosmetology Lab

Credits: 3 | Contact Hours: 9

In this course, students are provided the practical experience for sanitation, shampooing, hair shaping, and hairstyling. Emphasis is placed on disinfection, shampooing, hair shaping, and hairstyling for various types of hair for men and women. This course offers opportunities for students to put into practice concepts learned in the theory component from COS 111.

COS 113: Theory Of Chemical Services

Credits: 3 | Contact Hours: 3

During this course students learn concepts of theory of chemical services related to 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.

COS 114: Chemical Services Lab

Credits: 3 | Contact Hours: 9

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.

COS 115: Hair Color Theory

Credits: 3 | Contact Hours: 3

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

COS 116: Haircoloring Lab

Credits: 3 | Contact Hours: 9

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

COS 117: Basic Spa Techniques

Credits: 3 | Contact Hours: 3

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

COS 118: Basic Spa Techniques Lab

Credits: 3 | Contact Hours: 9

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

COS 119: Business Of Cosmetology

Credits: 3 | Contact Hours: 3

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

COS 123: Cosmetology Salon Practice

Credits: 3 | Contact Hours: 9

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

COS 144: Hair Shaping And Design

Credits: 3 | Contact Hours: 7

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

COS 152: Nail Care Applications

Credits: 3 | Contact Hours: 9

This course provides practice in all aspects of nail care. Topics include salon conduct, professional ethics, bacteriology, sanitation and safety, manicuring and pedicuring. Upon completion, the student should be able to perform nail care procedures.

COS 167: State Board Review

Credits: 3 | Contact Hours: 7

Students are provided a complete review of all procedures and practical skills pertaining to their training in the program. Upon completion, the student should be able to demonstrate the practical skills necessary to complete successfully the required State Board of Cosmetology examination and entry-level employment.

COS 182: Special Topics/Natural Hair

Credits: 3 | Contact Hours: 6

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.

CRJ Courses

CRJ 100: Introduction to Criminal Justice

Credits: 3 | Contact Hours: 3

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

CRJ 130: Introduction To Law and Judicial Process

Credits: 3 | Contact Hours: 3

This course provides an introduction to the basic elements of substantive and procedural law, and the stages in the judicial process. It includes an overview of state and federal court structure.

DEM Courses

DEM 104: Basic Engines

Credits: 3 | Contact Hours: 7

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

DEM 105: Preventive Maintenance

Credits: 3 | Contact Hours: 7

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

DEM 121: Trailer Air Brakes and Suspension

Credits: 3 | Contact Hours: 5

This course covers the theory and repair of trailer air brake and suspension systems. Topics include trailer air brake systems, ABS system diagnosis and repair, multi-leaf and air ride suspension systems. Upon completion, students should be able to troubleshoot, adjust repair and replace braking and suspension components on Class 8 trailers.

DEM 123: Pneumatics and Hydraulics

Credits: 3 | Contact Hours: 7

This course provides instruction in the identification and repair of components found in hydraulic and pneumatic systems. Topics include schematics and symbols used in fluid power transmission and the troubleshooting of components in these systems. Upon completion, students should be able to diagnose, adjust, and repair hydraulic and pneumatic system components.

DEM 124: Electronic Engine Systems

Credits: 3 | Contact Hours: 7

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

DEM 126: Advance Engines

Credits: 3 | Contact Hours: 5

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

DEM 127: Fuel Systems

Credits: 3 | Contact Hours: 7

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

DEM 130: Electrical / Electronic Fundamentals

Credits: 3 | Contact Hours: 7

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

DEM 135: Heavy Vehicle Steering and Suspension Systems

Credits: 3 | Contact Hours: 7

This course introduces the theory and principles of medium and heavy duty steering and suspension systems. Topics include wheel and tire problems, frame members, fifth wheel, bearings, and coupling systems. Upon completion, students should be able to troubleshoot, adjust, and repair suspension and steering components, and perform front and rear wheel alignments on medium and heavy duty vehicles.

DEM 136: Trailer Electrical Systems

Credits: 3 | Contact Hours: 7

This course introduces the student to basic Electrical / Electronic concepts and fundamentals. It provides the principles of electricity, magnetism, and Ohm's Law. Emphasis is placed on lighting circuits, which include series, parallel, and series-parallel circuits. Troubleshooting and repair of wiring harnesses, lights and electronic circuits on Trailers. Upon completion, students should be able to identify components, test systems, and repair electrical issues on trailers.

DEM 154: Vehicle Maintenance and Safe Operation

Credits: 3 | Contact Hours: 3

This course provides instruction in basic entry level driving skills relating to the maintenance and safe operation of a commercial motor vehicle. . Topics include preventative maintenance and safe vehicle operations. Upon successful completion, students will have the skill and knowledge to safely operate a commercial motor vehicle.

DEM 156: CDL License Test Preparation

Credits: 3 | Contact Hours: 3

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

DEM 170: Heavy Vehicle Air Brakes

Credits: 3 | Contact Hours: 7

This course covers the theory and repair of air braking systems used in medium and heavy duty vehicles. Topics include air, and ABS system diagnosis and repair. Upon completion, students should be able to troubleshoot, adjust, and repair air braking systems on medium and heavy duty vehicles.

DEM 220: Heavy Utility Vehicle Safety

Credits: 3 | Contact Hours: 7

This course provides instruction on the safety aspects when heavy utility vehicle service and repairs are performed in the shop or in the field. Upon completion, students should be able to identify heavy utility vehicles, their components (as related to safety concerns), and safety concerns when dealing with repairs in the field and the shop. Students will be able to identify the tools associated with heavy utility vehicle repairs and the proper use of these tools. Students will perform lab tasks safely in the shop environment. Students will have an understanding of the operation of a heavy utility vehicle and the safety concerns associated with the operation of these types of vehicles and the repairs when failures occur on heavy utility vehicles.

ELT Courses

ELT 241: National Electric Code

Credits: 3 | Contact Hours: 3

This course introduces students to the National Electric Code. Emphasis is placed on locating and interpreting needed information within the NEC code manual. Upon completion, students should be able to locate code requirements for a specific electrical installation.

ENG Courses

ENG 99: Intro To College Writing

Credits: 1 | Contact Hours: 1

This course places emphasis on providing students with additional academic and noncognitive support with the goal of success in the students? paired ENG 101 class. The material covered or practiced in the ENG 099 course is complementary to and supportive of material taught in ENG 101 and the needs of the ENG 099 student.

ENG 100: Vocational Technical English

Credits: 3 | Contact Hours: 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

ENG 101: English Composition I

Credits: 3 | Contact Hours: 3

English Composition I provides instruction and practice in the writing of at least six (6) extended compositions and the development of analytical and critical reading skills and basic reference and documentation skills in the composition process. English Composition I may include instruction and practice in library usage.

ENG 102: English Composition II

Credits: 3 | Contact Hours: 3

English Composition II provides instruction and practice in the writing of six (6) formal, analytical essays, at least one of which is a research project using outside sources and/or references effectively and legally. Additionally, English Composition II provides instruction in the development of analytical and critical reading skills in the composition process. English Composition II may include instruction and practice in library usage.

ENG 251: American Literature I

Credits: 3 | Contact Hours: 3

This course is a survey of American Literature from its beginnings to the mid-nineteenth century. Emphasis is place on representative works and writers of this period and on the literary, cultural, historical, and philosophical forces that shaped these works and that are reflected in them.

ENG 252: American Literature II

Credits: 3 | Contact Hours: 3

This course is a survey of American literature from the mid-nineteenth century to the present. Emphasis is placed on representative works and writers of this period and on the library, cultural, historical, and philosophical forces that shaped these works and that are reflected in them.

ENG 261: English Literature I

Credits: 3 | Contact Hours: 3

This course is a survey of English/British literature from its inception to the end of the eighteenth century. Emphasis is placed on representative works and writers of this period and on the literary, cultural, historical, and philosophical forces that shaped these works and that are reflected in them.

ENG 262: English Literature II

Credits: 3 | Contact Hours: 3

This course is a survey of English/British literature from the late eighteenth century to the present. Emphasis is placed on representative works and writers of this period and on the literary, cultural, historical, and philosophical forces that shaped these works and that are reflected in them.

ENG 271: World Literature I

Credits: 3 | Contact Hours: 3

This course is a survey of world literature from its inception to the mid-seventeenth century. Emphasis is placed on representative works and writers of this period and on the literary, cultural, historical, and philosophical forces that shaped these works and that are reflected in them.

ENG 272: World Literature II

Credits: 3 | Contact Hours: 3

This course is a survey of world literature from the mid-seventeenth century to the present. Emphasis is placed on representative works and writers of this period Emphasis is placed on representative works and writers of this period and on the literary, cultural, historical, and philosophical forces that shaped these works and that are reflected in them.

ENR Courses

ENR 98: Writing & Reading For College

Credits: 4 | Contact Hours: 4

This course integrates reading and writing skills students need to comprehend and interact with college-level texts and to produce original college-level writing. Reading skills will center on processes for literal and critical comprehension, as well as the development of vocabulary skills. Writing skills will focus on using an effective writing process including generating ideas, drafting, organizing, revising and editing to produce competent essays using standard written English. This course may include a one-hour lab component.

HED Courses

HED 222: Community Health

Credits: 3 | Contact Hours: 3

This course introduces principles and practices of community health. It includes drug use and abuse, communicable diseases, cardiovascular diseases, cancer, consumer health, health organization, and environmental concerns.

HED 226: Wellness

Credits: 1 | Contact Hours: 3

This course provides health-related education to those individuals seeking advancement in the area of personal wellness. This course has 5 major components: (1) fitness and health assessment, (2) physical work capacity, (3) education, (4) reassessment and (5) retesting.

HED 230: Safety And First Aid

Credits: 3 | Contact Hours: 3

HED 230 is divided into two parts. The first part concerns itself with the development of a safety education program within an organization (i.e. school, office, shop, etc.). The second part deals with physical injuries, emergency care, and treatment of those injuries. CPR certification and Standard Red Cross and/or American Heart Association cards are given upon successful completion of American Red Cross requirements.

HED 266: Introduction To Health Occupations

Credits: 3 | Contact Hours: 3

This course is designed to give students a general introduction to health occupations. Major emphasis is on the specialization area of each student enrolled.

HED 267: Drug Education

Credits: 3 | Contact Hours: 3

This course provides an examination of the drug scene with emphasis on the following: pharmacological, and sociological aspects of drug use; rehabilitation and treatment resources; and the law enforcement procedures.

HED 299: Special Topics In Health Education

Credits: 3 | Contact Hours: 3

This course will permit the student to focus on, examine, and address current specific issues and topics in the general area of health and disease. Stress management techniques will be described and evaluated, and the relationship between stress and disease will be discussed.

HIS Courses

HIS 101: Western Civilization I

Credits: 3 | Contact Hours: 3

This course is a survey of social, intellectual, economic, and political developments, which have molded the modern western world. This course covers the ancient and medieval periods and concludes in the era of the Renaissance and Reformation.

HIS 102: Western Civilization II

Credits: 3 | Contact Hours: 3

This survey course examines the social, intellectual, economic, cultural, and political developments which have shaped the modern Western world. It covers the history of the West from the early modern era to the present.

HIS 121: World History I

Credits: 3 | Contact Hours: 3

This course surveys social, intellectual, cultural, economic, and political developments which have molded the modern world. Focus is on both non-western and western civilizations from the prehistoric to the early modern era.

HIS 122: World History II

Credits: 3 | Contact Hours: 3

The course surveys social, intellectual, cultural, economic, and political developments which have molded the modern world. It covers world history, both western and nonwestern, from the Early Modern Era through the Post-Modern Era.

HIS 201: United States History I

Credits: 3 | Contact Hours: 3

This course surveys United States history during colonial, Revolutionary, early national, and antebellum periods. It concludes with the Civil War.

HIS 202: United States History Ii

Credits: 3 | Contact Hours: 3

This course is a continuation of HIS 201; it surveys United States history from the Reconstruction era to the present.

HPS Courses

HPS 101: Cardiopulmonary Resuscitation

Credits: 1 | Contact Hours: 1

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.

HPS 108: First Aid

Credits: 2 | Contact Hours: 2

This course provides instruction in the administration of emergency assistance to individuals who have been injured or otherwise disabled prior to transport or medical care. Topics include basic life support and first aid care for use with bleeding, wounds, poisoning, soft tissue and bone injuries, fractures, insect stings, animal bites, minor burns, cold and heat-related injuries, and select medical emergencies. Upon completion of this course, the student should be able to render basic first aid care required with common injuries or illnesses.

HPS 109: Asepsis

Credits: 1 | Contact Hours: 3

This interdisciplinary course provides the student 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, the student should be able to apply these principles in a variety of clinical settings. Prerequisite(s): Regular admission status

HPS 110: Introduction To Health Care

Credits: 2 | Contact Hours: 2

This interdisciplinary course focuses on topics in health care which are common to health care disciplines. Emphasis is placed on communication, client/employee safety, psychosocial aspects of health care, health care delivery systems, professionalism, ethical/legal issues in health care, historical perspectives of various health care professions, and medical terminology.

HPS 112: Medical Terminology for Health

Credits: 3 | Contact Hours: 3

This course is an introduction to medical terminology used in health sciences. Emphasis is placed on terminology associated with health care, spelling, pronunciation, and meaning associated with prefixes, suffixes, and roots as they relate to anatomical body systems. Upon completion of this course, the student should be able to correctly abbreviate medical terms and appropriately use medical terminology in verbal and written communication.

HPS 118: Fundamentals Of Phlebotomy

Credits: 5 | Contact Hours: 13

The 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.

HPS 119: Phlebotomy Clinical

Credits: 4 | Contact Hours: 12

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.

HUM Courses

HUM 100: Humanities Forum

Credits: 1 | Contact Hours: 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.

HUM 101: Introduction To Humanities II

Credits: 3 | Contact Hours: 3

This is the first course in a two-semester sequence which offers the student an introduction to the humanities using selections from art, music, literature, history, and philosophy which relates to a unifying theme.

HUM 299: PTK Honors Course

Credits: 1 | Contact Hours: 1

It provides an opportunity for the student to study selected topics in the area of the humanities under the supervision of a qualified instructor. The topics selected will be broad in scope and content rather than specific, and will reference important cultural works from a variety of areas, which may include literature, religious studies, speech foreign languages, art, music, theatre, and dance. This course may be repeated for credit up to a total of three credit hours.

ILT Courses

ILT 104: Industrial Instrumentation

Credits: 3 | Contact Hours: 4

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.

ILT 105: Industrial Instrumentation Lab

Credits: 2 | Contact Hours: 4

A companion to ILT 104, this lab includes the use of transducers, detectors, actuators, and/or other devices and equipment in industrial application. Upon completion of the course, the student should be able to apply principles of instrumentation circuits and systems.

ILT 117: Principles Of Construction Wiring

Credits: 3 | Contact Hours: 5

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

ILT 160: DC Fundamentals

Credits: 3 | Contact Hours: 5

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. CORE Note: This course is also taught as AUT 110, CCT 111, ELT 108, ETC 101, IAT 141.

ILT 161: AC Fundamentals

Credits: 3 | Contact Hours: 5

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. Note: This course is also taught as AUT 111, CCT 121, ELT 109, ETC 102, IAT 145.

ILT 169: Hydraulics/pneumatics

Credits: 3 | Contact Hours: 4

This course provides an introduction to hydraulics/pneumatics. Topics include hydraulic pumps, pneumatic compressors work and system components such as valves, filters, regulators, actuators, accumulators, and lubricators. The lab enables students to test, troubleshoot and repair hydraulic pumps, pneumatic compressors work and system components such as valves, filters, regulators, actuators, accumulators, and lubricators. Upon completion, students will be able to apply principles of hydraulic/pneumatics.

ILT 194: Programmable Logic Control I

Credits: 3 | Contact Hours: 4

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

ILT 195: Troubleshooting Techniques I

Credits: 3 | Contact Hours: 4

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.

ILT 196: Advanced Programmable Logic Controllers

Credits: 3 | Contact Hours: 5

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

ILT 216: Industrial Robotics

Credits: 3 | Contact Hours: 3

his is an introductory course for robotics including the history of robotics, social implications, and reasons for implementing. Robot classification, associated terminology, power systems, control systems, and end-of-arm tooling will be covered. Upon completion, students should be able to explain the basic systems and operation of a simple robot.

ILT 217: Industrial Robotics Lab

Credits: 2 | Contact Hours: 4

This lab covers 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.

ILT 286: Co-op

Credits: 1 | Contact Hours: 2

These courses constitute a series wherein the student works on a part-time basis in a job directly related to industrial electronics. In these courses the employer evaluates the student's productivity and the student submits a descriptive report of his work experiences. Upon completion, the student will demonstrate skills learned in an employment setting.

INT Courses

INT 101: DC Fundametals

Credits: 3 | Contact Hours: 4

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. This course is also taught as ATM 103, BET 200, EET 103, ELM 200, ENT 108, IET 111, and MNT 142.

INT 103: AC Fundamentals

Credits: 3 | Contact Hours: 4

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. This course is also taught as ATM 104, AUT 112, BET 201, EET 104, ELM 201, ENT 109, IET 143, ILT 143, and MNT 144.

INT 109: Components Of Material Handling

Credits: 3 | Contact Hours: 4

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

INT 112: Industrial Maintenance Safety Procedures

Credits: 3 | Contact Hours: 5

This course is an in-depth study of the health and safety practices required for maintenance of industrial production equipment. Topics include traffic, ladder, electrical, and fire safety, safe work in confined spaces, electrical and mechanical lock-out procedures, emergency procedures, OSHA regulations, MSDS Right-to-Know law, hazardous materials safety, and safety equipment use and care. Upon course completion, students will be able to implement health and safety practices in an industrial production setting.

INT 113: Industrial Motors Controls I

Credits: 3 | Contact Hours: 5

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. Prerequisite(s): As determined by College.

INT 117: Principles of Industrial Mechanics

Credits: 3 | Contact Hours: 4

This course provides instruction in basic physics concepts applicable to mechanics of industrial production equipment. Topics include the basic application of mechanical principles with emphasis on power transmission, specific mechanical components, alignment, and tension. Upon completion, students will be able to perform basic troubleshooting, repair and maintenance functions on industrial production equipment.

INT 118: Fundamentals of Industrial Hydraulics and Pneumatics

Credits: 3 | Contact Hours: 4

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.

INT 158: Indurtrial Wiring I

Credits: 3 | Contact Hours: 5

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.

INT 161: Blueprint Reading For Industrial Technicians

Credits: 3 | Contact Hours: 3

This course is designed to provide the student a comprehensive understanding of blueprint reading. Topics include identifying types of lines and symbols used in mechanical drawings; recognition and interpretation of various types of views, tolerance, and dimensions.

INT 213: Industrial Motor Control II

Credits: 3 | Contact Hours: 5

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.

MAH Courses

MAH 101: Introductory Mathematics I

Credits: 3 | Contact Hours: 3

This course is a comprehensive review of arithmetic with basic algebra designed to meet the needs of certificate and diploma programs. Topics include business- and industry-related arithmetic and geometric skills used in measurement, ratio and proportion, exponents and roots, applications of percent, linear equations, formulas, and statistics. Upon completion, students should be able to solve practical problems in their specific occupational areas of study. Prerequisite(s): A grade of ?C? (75 or above required within the Division of Mathematics) or higher (S if taken as pass/fail) in MTH 090 (Basic Mathematics) or appropriate mathematics placement score. This course does not satisfy the general education components for a degree.

MTH Courses

MTH 98: Elementary Algebra

Credits: 4 | Contact Hours: 4

This course provides a study of the fundamentals of algebra. Topics include the real number system, linear equations and inequalities, graphing linear equaitons and inequalities in two variables and systems of equations. This course does not apply toward the general core requirement for mathematics.

MTH 99: Support For Intermeidate College Algebra

Credits: 1 | Contact Hours: 1

This learning support course provides co-requisite support in mathematics for students enrolled in MTH 100. The material covered in this course is parallel to and supportive of the material taught in MTH 100. Emphasis is placed on providing students with additional academic and noncognitive support with the goal of success in the students? paired MTH 100 class. This class does not serve as the general core requirement for mathematics.

MTH 100: Intermediate College Algebra

Credits: 3 | Contact Hours: 3

This course provides a study of algebraic concepts such as laws of exponents, polynomial operations, factoring polynomials, radical and rational expressions and equations and quadratic equations. Functions and relations are introducing and graphed. This course does not apply toward the general core requirement for mathematics.

MTH 109: Support For Finite Mathematics

Credits: 1 | Contact Hours: 1

This Learning Support course provides co-requisite support in mathematics for students enrolled in MTH 100. The material covered in this course is parallel to and supportive of the material taught in MTH 110. Emphasis is placed on providing students with additional academic and noncognitive support with the goal of success in the students' paired MTH 110 class. This course does not apply toward the general core requirement for mathematics.

MTH 110: Finite Mathematics

Credits: 3 | Contact Hours: 3

This course provides and overview of topics in finite mathematics together with their applications and is intended for students who are not majoring in science, engineering, commerce, or mathematics (i.e., students who are not required to take calculus). The course introduces logic, set theory, counting techniques, basic probability, statistics, and personal finance.

MTH 111: Support For Precalculus Algebra

Credits: 1 | Contact Hours: 1

This Learning Support course provides co-requisite support in mathematics for students enrolled in MTH 112. The material covered in this course is parallel to and supportive of the material taught in MTH 112. Emphasis is placed on providing students with additional academic and noncognitive support with the goal of success in the students' paired MTH 112 class. This course does not apply toward the general core requirements for mathematics.

MTH 112: Precalculus Algebra

Credits: 3 | Contact Hours: 3

This course emphasizes the algebra of functions-including polynomial, rational, exponential, and logarithmic functions. In addition, the course covers non-linear inequalities as well as systems of linear and non-linear equations and inequalities.

MTH 113: Precalculus Trigonometry

Credits: 3 | Contact Hours: 3

This course includes the study of trigonometric (circular) functions and inverse trigonometric functions as well as extensive work with trigonometric identities, equations, and formulas. The course also covers vectors, complex numbers, DeMoivre's Theorem, and polar graphs. Additional topics may include conic sections and product-sum formulas.

MTH 116: Mathematical Applications

Credits: 3 | Contact Hours: 3

This course provides practical applications of mathematics and includes selected topics from consumer math and algebra. Some topics included are integers, percent, interest, ratio and proportion, metric system, probability, linear equations, and problem solving.

MTH 125: Calculus I

Credits: 3 | Contact Hours: 3

This is the first of three courses in the basic calculus sequence taken primarily by students in science, engineering, and mathematics. Topics include the limit of a function; the derivate of algebraic, trigonometric, exponential, and logarithmic functions; and the definite integral and its basic applications to area problems. Applications of the derivative are covered in detail, including approximations of error using differentials, maximum and minimum problems, and curve sketching using calculus.

MTH 126: Calculus II

Credits: 4 | Contact Hours: 4

This is the second of three courses in the basic calculus sequence. Topics include applications of integration, techniques of integration, infinite series, polar coordinates, and parametric equations, lines and planes in space, and vectors in the plane and in space.

MTH 246: Mathematics Of Finance

Credits: 3 | Contact Hours: 3

This course explores mathematical applications relevant to business practices. Types covered include simple and compound interest, credits, trade and bank discounts, annuities, amortization, depreciation, stocks and bonds, insurance, capitalization, and perpetuities. This course does not meet the general core requirement for mathematics. PREREQUISITE: MTH 092 or MTH 098 or appropriate mathematics placement score.

MUS Courses

MUS 101: Music Appreciation

Credits: 3 | Contact Hours: 3

This is a survey course that requires no previous musical skills. The course covers a minimum of three stylistic periods of music, provides a multicultural perspective, and includes both vocal and instrumental genres. It includes the aesthetic/stylistic characteristics of historical periods and an aural perception of the elements of music.

NAS Courses

NAS 100: Long Term Care Nursing Assistant

Credits: 4 | Contact Hours: 6

This course fulfills the seventy-five (75) hour Omnibus Budget Reconciliation Act (OBRA) requirements for training of long-term care nursing assistants in preparation for certification through competency evaluation. Emphasis is placed on the development of the knowledge, attitudes, and skills required of the long-term care nursing assistant. Upon completion of this course, the student should demonstrate satisfactory performance on written examinations and clinical skills.

NAS 102: Medication Assistant

Credits: 6 | Contact Hours: 10

This course fulfills the National Council of State Boards of Nursing (NCSBN) one hundred (100) hour Medication Assistant Certified (MA-C) Curriculum requirements for training of nursing assistants in preparation for medication assistant certification (MA-C) through competency evaluation. Emphasis is placed on the development of the knowledge, attitudes, and skills required of the medication assistant. Upon completion of this course, the student should demonstrate satisfactory performance on written examinations, practical lab, and clinical skills. Completion of this course is satisfactory for candidacy for the Medication Assistant Certification Exam (MACE) through NCSBN.

NAS 115: CPR Basic First Aid

Credits: 2 | Contact Hours: 4

This course is designed to help the student feel more confident and act appropriately in an emergency situation. Emphasis is placed on providing the student with theoretical concepts to develop skills in basic first aid and cardiopulmonary resuscitation. Upon successful course completion, which includes specific competencies in basic life support, the student will receive appropriate course completion documentation.

NUR Courses

NUR 112: Fundamental Concepts of Nursing

Credits: 7 | Contact Hours: 13

This course teaches foundational knowledge of nursing concepts and clinical decision making to provide evidence-based nursing care. Content includes, but is not limited to, healthcare delivery systems, professionalism, health promotion, psychosocial well-being, functional ability, gas exchange, safety, pharmacology, and coordinator/manager of care.

NUR 113: Nursing Concepts I

Credits: 8 | Contact Hours: 16

This course teaches foundational knowledge of nursing concepts and clinical decision making to provide evidence-based nursing care. Content includes, but is not limited to, coordinator/manager of care, perfusion, oxygenation, infection, inflammation, tissue integrity, nutrition, elimination, mobility/immobility, cellular regulation, acid/base balance, and fluid/electrolyte balance.

NUR 114: Nursing Concepts II

Credits: 8 | Contact Hours: 14

This course teaches foundational knowledge of nursing concepts and clinical decision making provide evidence-based nursing care. Content includes but is not limited to: coordinator/manager of care, sexuality, reproduction and childbearing, infection, inflammation, sensory perception, perfusion, celluar regular, mood disorders and affect, renal fluid/electrolyte balance, and medical emergencies.

NUR 115: Evidence Based Clinical Reasoning

Credits: 2 | Contact Hours: 4

The course provides students with opportunities to collaborate with various members of the health care team in a family and community context. Students utilize clinical reasoning to assimilate concepts within the individual health and nursing domains.

OAD Courses

OAD 138: Records and Info Management

Credits: 3 | Contact Hours: 3

This course is designed to give the student knowledge about managing office records and information. Emphasis is on basic filing procedures, methods, systems, supplies, equipment, and modern technology used in the creation, protection, and disposition of records stored in a variety of forms. Upon completion, the student should be able to perform basic filing procedures. This is a CORE course.

OAD 211: Medical Terminology

Credits: 3 | Contact Hours: 3

This course is designed to familiarize the student with medical terminology. Emphasis is on the spelling, definition, pronunciation, and usage of medical terms. Upon completion, the student should be able to communicate effectively using medical terminology.

OAD 214: Medical Office Procedures

Credits: 3 | Contact Hours: 3

This course focuses on the responsibilities of professional support personnel in a medical environment. Emphasis is on medical terms, the production of appropriate forms and reports, and office procedures and practices. Upon completion, the student should be able to perform office support tasks required for employment in a medical environment.

OAD 215: Health Information Management

Credits: 3 | Contact Hours: 3

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.

OAD 218: Office Procedures

Credits: 3 | Contact Hours: 3

This course is designed to develop an awareness of the responsibilities and opportunities of the office professional through classroom instruction. Emphasis is on current operating functions, practices and procedures, work habits, attitudes, oral and written communications, and professionalism. Upon completion, the student should be able to demonstrate the ability to effectively function in an office support role.

OAD 232: The Computerized Office

Credits: 3 | Contact Hours: 3

This course is designed to enable the student to develop skill in the use of integrated software through classroom instruction and lab exercises. Emphasis is on the use of computerized equipment, software, and communications technology. Upon completion, the student should be able to satisfactorily perform a variety of office tasks using current technology.

OAD 240: CPS/CAP Review

Credits: 3 | Contact Hours: 3

This course, Certified Professional Secretary/Certified Adminisrative 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 demonstate knowledge and successful performance of skills in a variety of business-related subjects.

ORI Courses

ORI 101: Orientation To College

Credits: 2 | Contact Hours: 2

This course aids new students in their transition to the institution; exposes new students to the broad educational opportunities of the institution, and integrates new students into the life of institution.

ORI 105: Orientation And Student Succes

Credits: 3 | Contact Hours: 3

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 and 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.

ORT Courses

ORT 100: Orientation For Career Student

Credits: 1 | Contact Hours: 1

This course is a graduation requirement for all non-degree eligible students who are not allowed to enroll in any course creditable toward an associate degree, and it should be completed during a student's first semester enrolled at GADSDEN STATE. The course emphasizes personal responsibility through the exploration of GADSDEN STATE regulations, campus facilities, and student services. It is also designed to help students develop effective study skills, library skills, critical thinking, and career goals. Upon completion

of this course, students should be prepared to successfully manage learning experiences to meet educational and career goals.

PED Courses

PED 100: Fundamentals of Fitness

Credits: 3 | Contact Hours: 3

This lecture course includes the basic principles of physical education and physical fitness. It explores psychological and physiological effects of exercise and physical fitness, including effects on the human skeleton, muscle development, respiration, and coordination. It is viewed as an introduction to such laboratory courses as slimnastics, weight training, and conditioning. The course may also include fitness evaluation, development of individual fitness programs, and participation in fitness activities.

PED 103: Weight Training (Beginning)

Credits: 1 | Contact Hours: 1

This course introduces the basics of weigh training. Emphasis is placed on developing muscular strength, muscular endurance, and muscle tone. Upon completion, students should be able to establish and implement a personal weight training program.

PED 104: Weight Training (Intermediate)

Credits: 1 | Contact Hours: 1

This course covers advanced levels of weight training. Emphasis is placed on meeting individual training goals and addressing weight training needs and interests. Upon completion, students should be able to establish and implement an individualized advanced weight training program.

PED 118: General Conditioning (Beginnin

Credits: 1 | Contact Hours: 1

This course provides an individualized approach to general conditioning utilizing the five major components. Emphasis is placed on the scientific basis for setting up an engaging in personalized physical fitness and conditioning programs. Upon completion, students should be able to set up and implement an individualized physical fitness and conditioning program.

PED 119: General Conditioning (Intermed

Credits: 1 | Contact Hours: 1

This course is an intermediate-level fitness and conditioning program class. Topics include specific exercises contributing to fitness and the role exercise plays in developing body systems. Upon completion, students should be able to implement and evaluate an individualized physical fitness and conditioning program.

PED 248: Varsity Basketball

Credits: 1 | Contact Hours: 1

This course covers advanced fundamentals of basketball. Emphasis is placed on skill development, knowledge of the rules, and basic game strategy. Upon completion, students should be able to participate in competitive basketball.

PED 249: Varsity Basketball II

Credits: 1 | Contact Hours: 1

This course covers advanced fundamentals of basketball. Emphasis is placed on skill development, knowledge of the rules, and basic game strategy. This course builds upon previous instruction and provides additional opportunities to develop skills. Upon completion, students should be able to participate in competitive basketball.

PED 250: Varsity Basketball III

Credits: 1 | Contact Hours: 1

This course covers advanced fundamentals of basketball. Emphasis is placed on skill development, knowledge of the rules, and basic game strategy. This course builds upon previous instruction and provides additional opportunities to develop skills. Upon completion, students should be able to participate in competitive basketball.

PED 251: Varsity Basketball IV

Credits: 1 | Contact Hours: 1

This course covers advanced fundamentals of basketball. Emphasis is placed on skill development, knowledge of the rules, and basic game strategy. This course builds upon previous instruction and provides additional opportunities to develop skills. Upon completion, students should be able to participate in competitive basketball.

PED 252: Varsity Baseball I

Credits: 1 | Contact Hours: 1

This course covers advanced baseball techniques. Emphasis is placed on refining skills and developing more advanced strategies and techniques. Upon completion, students should be able to play baseball at a competitive basketball.

PED 253: Varsity Golf I

Credits: 1 | Contact Hours: 1

This course covers the more advanced phases of golf. Emphasis is placed on refining the fundamental skills and learning more advanced phases of the games such as club selection, trouble shots, and course management. Upon completion, students should be able to demonstrate the knowledge and ability to play competitive golf.

PED 254: Varsity Softball I

Credits: 1 | Contact Hours: 1

This course introduces the fundamental skills and rules of softball. Emphasis is placed on proper techniques and strategies for playing softball. Upon completion, students should be able to play competitive softball

PED 257: Varsity Cheerleading I

Credits: 1 | Contact Hours: 1

This course covers advanced co-ed cheerleading techniques. Emphasis is placed on refining skills and improving all areas related to co-ed cheerleading including: knowledge of safety techniques, partner stunts, tumbling, basket tosses, pyramids, motions, physical conditioning, and mental preparation. Upon completion of this program, students should be able to participate in a competitive program at the university level.

PED 258: Varsity Volleyball I

Credits: 1 | Contact Hours: 1

This course covers more advanced volleyball techniques. Emphasis is placed on refining skills and developing more advanced strategies and techniques. Upon completion, students should be able to participate in competitive volleyball.

PED 261: Varsity Baseball II

Credits: 1 | Contact Hours: 1

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

PED 262: Varsity Baseball III

Credits: 1 | Contact Hours: 1

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

PED 263: Varsity Baseball IV

Credits: 1 | Contact Hours: 1

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

PED 268: Varsity Golf II

Credits: 1 | Contact Hours: 1

This course covers the more advanced phases of golf. Emphasis is placed on refining the fundamental skills and learning more advanced phases of the games such as club selection, trouble shots, and course management. This course builds upon previous instruction and provides additional opportunities to develop skills. Upon completion, students should be able to demonstrate the knowledge and ability to play competitive golf.

PED 269: Varsity Golf III

Credits: 1 | Contact Hours: 1

This course covers the more advanced phases of golf. Emphasis is placed on refining the fundamental skills and learning more advanced phases of the games such as club selection, trouble shots, and course management. This course builds upon previous instruction and provides additional opportunities to develop skills. Upon completion, students should be able to demonstrate the knowledge and ability to play competitive golf.

PED 270: Varsity Golf IV

Credits: 1 | Contact Hours: 1

This course covers the more advanced phases of golf. Emphasis is placed on refining the fundamental skills and learning more advanced phases of the games such as club selection, trouble shots, and course management. This course builds upon previous instruction and provides additional opportunities to develop skills. Upon completion, students should be able to demonstrate the knowledge and ability to play competitive golf.

PED 271: Varsity Softball II

Credits: 1 | Contact Hours: 1

This course introduces the fundamentals skills and rules of softball. Emphasis is placed on proper techniques and strategies for playing softball. This course builds upon previous instruction and provides additional opportunities to develop skills. Upon completion, students should be able to play competitive softball.

PED 272: Varsity Softball III

Credits: 1 | Contact Hours: 1

This course introduces the fundamental skills and rules of softball. Emphasis is placed on proper techniques and strategies of playing softball. This course builds upon previous instruction and provides additional opportunities to develop skills. Upon completion, students should be able to play competitive softball.

PED 273: Varsity Softball IV

Credits: 1 | Contact Hours: 1

This course introduces the fundamentals skills and rules of softball. Emphasis is placed on proper techniques and strategies for playing softball. This course builds upon previous instruction and provides additional opportunities to develop skills. Upon completion, students should be able to play competitive softball.

PED 280: Varsity Cheerleading II

Credits: 1 | Contact Hours: 1

This course covers more advanced co-ed cheerleading techniques. Emphasis is placed on refining skills and improving all areas related to co-ed cheerleading including: knowledge of safety techniques, partner stunts, tumbling, basket tosses, pyramids, motions, physical conditioning, and mental preparation. This course builds upon previous instruction and provides additional opportunities to develop skills. Upon completion of this program, students should be able to participate in a competitive program at the university level.

PED 281: Varsity Cheerleading III

Credits: 1 | Contact Hours: 1

This course covers advanced co-ed cheerleading techniques. Emphasis is placed on refining skills and improving all areas related to co-ed cheerleading including: knowledge of safety techniques, partner stunts, tumbling, basket tosses, pyramids, motions, physical conditioning, and mental preparation. This course builds upon previous instruction and provides additional opportunities to develop skills. Upon completion of this program, students should be able to participate in a competitive program at the university level.

PED 282: Varsity Cheerleading IV

Credits: 1 | Contact Hours: 1

This course covers advanced co-ed cheerleading techniques. Emphasis is placed on refining skills and improving all areas related to co-ed cheerleading including: knowledge of safety techniques, partner stunts, tumbling, basket tosses, pyramids, motions, physical conditioning, and mental preparation. This course builds upon previous instruction and provides additional opportunities to develop skills. Upon completion of this program, students should be able to participate in a competitive program at the university level.

PED 283: Varsity Volleyball II

Credits: 1 | Contact Hours: 1

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

PED 284: Varsity Volleyball III

Credits: 1 | Contact Hours: 1

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

PED 285: Varsity Volleyball IV

Credits: 1 | Contact Hours: 1

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

PED 292: Varsity E-Sports

Credits: 1 | Contact Hours: 1

This course covers training, and techniques involved in E-sports competition. Emphasis is placed on refining skills and developing more advanced strategies in E-sport competitive gaming. Upon completion, students should be able to effectively engage in E-sport competition at an intercollegiate level. This course may be repeated for credit.

PHL Courses

PHL 200: Ethics In The Workplace

Credits: 3 | Contact Hours: 3

This course is a survey of the ethical principals involved in the workplace with emphasis on common modern problems. The perspectives of workers, supervisors, management, owners, and consumers are considered. The student should have an understanding of the ethical issues unique to the work environment.

PHL 206: Ethics And Society

Credits: 3 | Contact Hours: 3

This course involves the study of ethical issues which confront individuals in the course of their daily lives. The focus is on the fundamental questions of right and wrong, of human rights, and of conflicting obligations. The student should be able to understand and be prepared to make decisions in life regarding ethical issues.

PHM Courses

PHM 100: Introduction to Pharmacy

Credits: 2 | Contact Hours: 2

This course introduces the student to the role of the Pharmacy Technician in providing patient care services. Topics include pharmaceutical terms, abbreviations and symbols used in the prescribing and charting of medication, dosage forms, routes of administration of drugs, patient variables with regard to drug therapy, and equipment and systems used in parenteral administration of drugs. Upon completion, students should be able to explain the role of pharmacy technician assistants, read and interpret drug orders, describe quality assurance, and utilize pharmacy references.

PHM 102: Pharmacology I

Credits: 3 | Contact Hours: 3

This course is an introduction to drug categories and usage as well as side effects of drugs. Also, prescription terminology and the top two hundred drugs, by category and name (trade and generic), are covered. Upon completion, students should be able to place major drugs into correct therapeutic categories and identify indications, side effects, and trade and generic names.

PHM 112: Pharmacology II

Credits: 3 | Contact Hours: 3

This course is a continuation of PHM 102. Additional drug groups are introduced, and their uses, side effects, and mechanisms of action are discussed. Upon completion, students should be able to place major drugs into correct therapeutic categories and identify indications, side effects, and trade and generic names.

PHM 113: Drugs and Health

Credits: 3 | Contact Hours: 3

This course emphasizes rational use of prescription and nonprescription medications. Topics include how to use licit drugs and chemical substances appropriately; development of drugs; economic factors which impact on health care; drugs and pregnancy, children, and the elderly; and the use of self-help medications for a variety of conditions. Upon completion, students should be able to perform basic supervised dispensing techniques in a variety of pharmacy settings.

PHM 205: Computers and Billing

Credits: 3 | Contact Hours: 5

This course introduces students to the design, control, and planning of electronic information systems used to implement medication orders, to manage the medication distribution system, and to handle the billing for medications. Upon completion, students should be able to prepare patient charges, distribute medications, and efficiently operate computers.

PHM 207: Institutional Pharmacy

Credits: 3 | Contact Hours: 3

This course covers the development of hospitals, their place in society, and the importance and place of pharmacy in hospitals and nursing homes. Topics covered include the organization, staffing, services, legal requirements, development of institutional pharmacy departments, and interdepartmental relationships to provide comprehensive pharmacy services. Upon completion, students should be able to demonstrate a basic knowledge of the topic discussed.

PHM 210: Pharmacy Practice

Credits: 3 | Contact Hours: 7

This course considers all aspects of pharmacy, from retail, inpatient, and ordering, to manufacturing. Emphasis is on those aspects of pharmacy that hospital technicians would be required to perform. Topics covered include: theory and practice behind the dispensing of drugs to hospitals, in-patients and ambulatory patients; demonstrating accuracy in preparing and dispensing of drugs or simulations; and aseptic technique and equipment used in a laboratory setting. Upon completion, students should be able to demonstrate proficiency in performing these tasks.

PHM 211: Clinical Practicum I

Credits: 3 | Contact Hours: 7

This course provides the studentâ€ ™s first exposure to pharmacies and hospitals. Lecture and demonstrations in laboratory settings are utilized to acquaint the student with standard operating procedures at participating facilities. Both retail and
pharmacy situations and job skills are addressed. Upon
completion, students should be able to apply technical skills
and organization knowledge in support of pharmacists in these
settings.

PHM 212: Clinical Practicum II

Credits: 3 | Contact Hours: 9

This course continues PHM 211 and goes one step further to take the student out of the theoretical laboratory and into the actual job experience. Additional experience under the supervision of pharmacists will demonstrate accuracy through clinical evaluation in the hospital and retail pharmacy settings in pouring, compounding, packaging, and labeling and dispensing of drugs to patients. Upon completion, students should be able to provide technical assistance and support to retail and hospital pharmacists.

PHS Courses

PHS 111: Physical Science

Credits: 4 | Contact Hours: 5

This course provides an introduction to the basic principles of geology, oceanography, meteorology, and astronomy for students who do not intend to major in science or engineering. Laboratory is required.

PHS 112: Physical Science II

Credits: 3 | Contact Hours: 3

This course provides an introduction to the basic principles of chemistry and physics. Laboratory is required.

PHY Courses

PHY 120: Introduction To Physics

Credits: 4 | Contact Hours: 5

This course provides an introduction to general physics for non-science majors. Topics include fundamentals of mechanics, properties of matter, heat and temperature, simple harmonic motion, SHM, waves and sound, electricity and magnetism, optics and modern physics.

POL Courses

POL 211: American National Government

Credits: 3 | Contact Hours: 3

This course surveys the background, constitutional principles, organization, and operation of the American political system. Topics include the U.S. Constitution, federalism, civil liberties, civil rights, political parties, interest groups, political campaigns, voting behavior, elections, the presidency, bureaucracy, Congress, and the justice system. Upon completion, students should be able to identify and explain relationships among the basic elements of American government and function as more informed participants of the American political system.

PSY Courses

PSY 200: General Psychology

Credits: 3 | Contact Hours: 3

This course is a survey of behavior with an emphasis on psychological processes. This course includes the biological bases for behavior, thinking, emotion, motivation, and the nature and development of personality.

PSY 210: Human Growth And Development

Credits: 3 | Contact Hours: 3

This course is a study of the psychological, social and physical factors that affect human behavior from conception to death.

PSY 270: Business And Inductrial Psycho

Credits: 3 | Contact Hours: 3

This course is a study of interpersonal relations in the working environment, interpersonal communications, and techniques for selection and supervision of personnel.

REL Courses

REL 151: Survey Of The Old Testament

Credits: 3 | Contact Hours: 3

This course is an introduction to the content of the Old Testament with emphasis on the historical context and contemporary theological and cultural signature of the Old Testament. The student should have an understanding of the significance of the Old Testament writing upon completion of this course.

REL 152: Survey Of The New Testament

Credits: 3 | Contact Hours: 3

This course is a survey of the books of the New Testament with special attention focused on the historical and geographical setting. The student should have an understanding of the books of the New Testament and the cultural and historical events associated with these writings.

SOC Courses

SOC 200: Introduction To Sociology

Credits: 3 | Contact Hours: 3

This course is an introduction to vocabulary, concepts, and theoretical perspectives of sociology.

SOC 210: Social Problems

Credits: 3 | Contact Hours: 3

This course examines the social and cultural aspects, influences, incidences, and characteristics of current social problems in light of sociological theory and research.

SPH Courses

SPH 106: Fundamentals of Oral Communication

Credits: 3 | Contact Hours: 3

Fundamentals of Oral Communication is a performance course that includes the principles of human communication: intrapersonal, interpersonal, and public. It surveys current communication theory and provides practical application.

SPH 107: Fundamentals of Public Speaking

Credits: 3 | Contact Hours: 3

This course explores principles of audience and environment analysis as well as the actual planning, rehearsing and presenting of formal speeches to specific audiences. Historical foundations, communication theories and student performances are emphasized. Students prepare and deliver short speeches, practice analytical listening, and engage in various communication exercises.

THR Courses

THR 120: Theatre Appreciation

Credits: 3 | Contact Hours: 3

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

TRK Courses

TRK 111: Basic Operation

Credits: 3 | Contact Hours: 6

This course introduces students the fundamentals of becoming a professional commercial motor vehicle driver. Topics include orientation, control systems, vehicle inspections and reporting, basic control, shifting, backing, coupling and uncoupling, proficiency development, and special rigs. Upon completion, the student should demonstrate proficiency in skill field tasks and pre-trip inspections to Commercial Driver License standards. Students must obtain a Commercial Learner Driver License before being allowed to operate a vehicle. Contact the instructor for requirements for obtaining this license. CORE

TRK 112: Safe Operating Practices

Credits: 3 | Contact Hours: 5

This course offers proper defensive driving techniques applicable to the commercial motor vehicle driver and involves the interaction between the student/vehicle and the highway traffic environment. Topics include visual search, communication, speed and space management, night operation, extreme driving conditions, and proficiency development. Upon completion, the student should demonstrate basic operating skills that ensure safety of the driver and other vehicle operators to Commercial Drivers License standards. CORE

TRK 113: Nonvehicle Activities

Credits: 2 | Contact Hours: 3

This course focuses on activities not directly related to the vehicle itself, but that are related to the potential job performance of the commercial motor vehicle driver. Topics include handling cargo, cargo documentation, hours of service requirements, accident procedures, personal health and safety, trip planning, employability skills, and public and employer relations. Upon completion, the student will demonstrate performance of these activities to Commercial Drivers License standards to ensure safety to the driver, vehicle, cargo, and other motorists. CORE

TRK 114: Vehicle Maintenance

Credits: 2 | Contact Hours: 3

This course introduces students to the various components of the vehicle and how they work in order that malfunctions and safety hazards may be recognized before serious damages or accidents occur. Topics include vehicle systems, preventive maintenance and servicing, and diagnosing and reporting malfunctions. Upon completion, the student should be able to perform routine service functions and simple maintenance tasks and recognize when a vehicle needs repairs. CORE

TRK 115: Advanced Operating Practices

Credits: 1 | Contact Hours: 3

This course is designed for extended high level skills training for coping with hazards of the roadway-traffic environment. Topics include hazard perception, emergency maneuvers, and skid control and recovery. Upon completion the student should demonstrate perceptual skills for recognition of potential hazards as well as the manipulative skills needed to handle the vehicle in an emergency. CORE

TRK 116: Proficiency Development

Credits: 1 | Contact Hours: 1

This course provides an opportunity to refine and polish, within the highway traffic environment, vehicle handling skills, and the safe and fuel efficient operating practices. Student performance IS closely monitored by instructors to ensure that student progress toward the level of proficiency required for attainment of the Commercial Drivers License.

TRK 117: Commercial Drivers License

Credits: 1 | Contact Hours: 2

This course is a review of information and requirements for obtaining a Commercial Drivers License (CDL). Upon completion, the student should demonstrate preparedness for passing the Commercial Drivers License examination with CDL endorsements.

WDT Courses

WDT 108: Smaw Fillet/OFC

Credits: 3 | Contact Hours: 5

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. This is a CORE course.

WDT 109: Smaw Fillet/PAC/CAC

Credits: 3 | Contact Hours: 5

This course provides the student with instruction on safety practices and terminology in the Shielded Metal Arc Welding (SMAW) process. Emphasis is placed on safety, welding terminology, equipment identification, set-up and operation, and related information in the SMAW process. This course also covers the rules of basic safety and identification of shop equipment and provides the student with the skills and knowledge necessary for the safe operation of carbon and plasma arc cutting. This is a CORE course.

WDT 110: Industrial Blueprint Reading

Credits: 3 | Contact Hours: 3

This course provides students with the understanding and fundamentals of industrial blueprint reading. Emphasis is placed on reading and interpreting lines, views, dimensions, weld joint configurations and weld symbols. Upon completion, students should be able to interpret welding symbols and blueprints as they apply to welding and fabrication. This is a CORE course.

WDT 115: GTAWCarbon Pipe

Credits: 3 | Contact Hours: 5

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

WDT 116: GTAW Stainless Pipe

Credits: 3 | Contact Hours: 5

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

WDT 119: Gas Metal Arc Filled Welding

Credits: 3 | Contact Hours: 5

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.

WDT 120: Shielded Metal Arc Welding (SMAW) Groove

Credits: 3 | Contact Hours: 5

This course provides the student with instruction on joint design, joint preparation, and fit-up of groove welds in accordance with applicable welding codes. Emphasis is placed on safe operation, joint design, joint preparation, and fit-up. Upon completion, students should be able to identify the proper joint design, joint preparation and fit-up groove welds in accordance with applicable welding codes. This is a CORE course.

WDT 122: Smaw Fillet/OFC Lab

Credits: 3 | Contact Hours: 9

This course is designed to introduce the student to the proper set-up and operation of the shielded metal arc welding equipment. Emphasis is placed on striking and controlling the arc and proper fit-up of fillet joints. This course is also designed to instruct students in the safe operation of oxy-fuel cutting. Upon completion, students should be able to make fillet welds in all positions using electrodes in the F-3 groups in accordance with applicable welding code, be able to safely operate oxy-fuel equipment and perform those operations as per the applicable welding code.

WDT 123: Smaw Fillet/PAC/CAC Lab

Credits: 3 | Contact Hours: 9

This course is designed to introduce the students to the proper set-up and operation of the shielded metal arc welding equipment. Emphasis is placed on striking and controlling the arc and proper fit-up of fillet joints. This course is also designed to instruct students in the safe operation of plasma and carbon arc cutting. Upon completion, students should be able to make fillet welds in all positions using electrodes in the F-4 groups In accordance with applicable welding code and be able to safely operate plasma and carbon arc equipment and perform those operations as per applicable welding code.

WDT 124: Gas Metal Arc Fillet Lab

Credits: 3 | Contact Hours: 9

This course provides Instruction and demonstration using the various transfer methods and techniques to gas metal arc and flux cored arc welds. Topics included are safety, equipment set-up, joint design and preparation, and gases.

WDT 125: Shielded Metal Arc Welding Groove Lab

Credits: 3 | Contact Hours: 9

This course provides instruction and demonstrations in the shielded metal arc welding process on carbon steel plate and 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.

WDT 155: GTAW Carbon Pipe Lab

Credits: 3 | Contact Hours: 9

This course is designed to provide the student with the sills in welding carbon steel pipe with gas tungsten arc welding techniques in various pipe weld positions. Upon completion, students should be able to perform gas tungsten arc welding on carbon steel pipe with the prescribed filler metals in various positions in accordance with the applicable code.

WDT 156: GTAW Stainless Pipe Lab

Credits: 3 | Contact Hours: 9

This course is designed to provide the student with the skills in welding stainless steel pipe with gas tungsten arc welding techniques in various pipe weld positions. Upon completion, students should be able to perform gas tungsten arc welding on stainless steel pipe with the prescribed filler metals in various positions in accordance with the applicable code.

WDT 217: SMAW Carbon Pipe

Credits: 3 | Contact Hours: 7

This course introduces the student to the practices and procedures of welding carbon steel pipe using the shielded metal arc weld (SMAW) process. Emphasis is placed on pipe positions, electrode selection, joint geometry, joint preparation and fit -up. Upon completion, students should be able to identify pipe positions, electrodes, proper joint geometry, joint preparation, and fit-up in accordance with applicable codes.

WDT 229: Boiler Tube

Credits: 3 | Contact Hours: 4

This course is designed to provide the student with the practices and procedures of welding boiler tubes using GTAW and SMAW to the applicable code. Emphasis is placed on fit-up, welding technique, and code requirements. Upon completion students should be able to identify code requirements and tube welding technique. Prerequisite(s): As required by College

WDT 257: SMAWCarbon Pipe Lab

Credits: 3 | Contact Hours: 9

This course is designed to provide the student with the skills in welding carbon steel pipe with shielded metal arc welding techniques in various pipe welding positions. Upon completion, students should be able to perform shielded metal arc welding on carbon steel pipe with the prescribed electrodes in various positions in accordance with the applicable codes.

WDT 281: Special Topics In Welding

Credits: 3 | Contact Hours: 9

This course provides specialized instruction in various areas related to the welding industry. Emphasis is placed on meeting students' needs.

WDT 286: Co-op

Credits: 1 | Contact Hours: 2

These courses constitute a series wherein the student works on a part-time basis in a job directly related to welding. In these courses the employer evaluates the student's productivity and the student submits a descriptive report of his work experiences. Upon completion, the student will demonstrate skills learned in an employment setting.

WKO Courses

WKO 110: NCCER Core

Credits: 3 | Contact Hours: 5

This course is designed to provide students with knowledge and skills related to multi-craft technicians in a variety of fields. Information in this course is based on the National Center for Construction Education and Research (NCCER) core curriculum and prepares students to test for the NCCER credential.

WKO 141: MSSC Safety Course

Credits: 3 | Contact Hours: 5

This course is designed to provide students with knowledge and skills related to safety in a manufacturing environment. Topics covered include

- Work in a safe an productive manufacturing workplace
- Perform safety and environmental inspections
- Perform emergency drills and participate in emergency teams
- Identify unsafe conditions and take corrective action
- Provide safety orientation for all employees
- Train personnel to use equipment safely

- Suggest process and procedures that support safety of work environment
- Fulfill safety and health requirements for maintenance, installation and repair
- Monitor safe equipment and operator performance
- Utilize effective, safety-enhancing workplace practices

This course is equivalent to AUT 102. Students completing this course will receive an MSSC certificate in Safety. Students completing courses WKO 141, 142, 143 and 144 will receive the Certified Production Technician credential.

WKO 142: MSSC Quality Practicum & Measurements

Credits: 3 | Contact Hours: 5

This course is designed to provide students with knowledge and skills related to quality practices and measurement in a manufacturing environment. Topics covered include

- Participate in periodic internal quality audit activities
- Check calibration of gages and other data collection equipment
- Suggest continuous improvements
- Inspect materials and product/process at all stages to ensure they meet specifications
- Document the results of quality problems
- Communicate quality problems
- Take corrective actions to restore or maintain quality
- Record process outcomes and trends
- Identify fundamentals of blueprint reading
- Use common measurement systems and precision measurement tools

Students completing this course will receive an MSSC certificate in quality practices and measurement.

WKO 144: MSSC Maintenance Awareness Course

Credits: 3 | Contact Hours: 5

This course is designed to provide students with knowledge and skills related to maintenance awareness in a manufacturing environment. Topics covered include

- Prepare preventative maintenance and routine repair
- Monitor indicators to ensure correct operations
- Perform all housekeeping to maintain production schedule
- Recognize potential maintenance issues with basic production systems, including knowledge of when to inform maintenance personnel about problems with:
  electrical systems; pneumatic systems; hydraulic systems; machine automation systems; lubrication systems; and couplings

Students completing this course will receive an MSSC certificate in maintenance awareness.