
2011-2012 CATALOG



CHIPOLA COLLEGE

A Level II baccalaureate degree granting institution and a comprehensive public community college supported by the State of Florida and Calhoun, Holmes, Jackson, Liberty, and Washington Counties.

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

NOTICE REGARDING CHANGES TO POLICIES

The provisions of this publication are not to be construed as a contract between the student and Chipola College. The College reserves the right to change any provision or requirement when such action becomes necessary. The student is advised to work closely with an advisor to verify the appropriateness of the courses for which to register.

The student is expected to be familiar with all rules and regulations of the College, including official announcements listed in the Class Schedule. The student will be held responsible for the observance of all rules and regulations.

AN EQUAL ACCESS/EQUAL OPPORTUNITY INSTITUTION

This publication is available in alternative format upon request.

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Chipola provides excellent opportunities for its students

Over half a century ago, a few visionary educators and citizens dreamed of a new kind of higher education opportunity for the people of North Florida. Their dream became a reality with the creation of Chipola College.

In sixty years of continuous operation, the college has become known for its high academic standards, excellent teaching, small classes, reasonable fees, beautiful campus, and friendly hometown atmosphere.

Chipola was recently named a State College of Florida, one of Florida's community colleges which offer both two-year and four-year degrees.

The one constant that has made Chipola great is its emphasis on excellence in academic and extracurricular programs. Chipola has a high percentage of full-time faculty. This provides small class sections with professional teachers who willingly work with individual students to help them succeed in their academic careers.

Chipola utilizes a Writing Center, Tech Center, and Academic Center for Excellence (ACE) with faculty and student tutors to

help students outside of regular class time. Students also have Internet access in the college's state-of-the-art computer labs. These services are available for the bachelor's degree program, academic transfer program, and the occupational degree and certificate programs.

In addition to academic excellence, Chipola has established a center of excellence in the fine and performing arts. The arts program is recognized as outstanding through star-quality drama productions, instrumental music, show choir, chorus, and visual arts presentations.

Chipola's athletic teams have a strong tradition of winning in men's and women's basketball, baseball, softball and women's cross country. The college also supports a wide range of academic and extracurricular clubs and activities.

Chipola is understandably proud of its heritage and looks forward to continued success during its future as a state college.

Gene Prough, President



About Chipola

"I could not have chosen a more accommodating college to attend. By far, top of the line, and provides a very down-to-earth environment."

2011 Graduating Student Survey

"Great school to start at!"

2011 Graduating Student Survey

"Chipola is overall just an excellent college."

2011 Graduating Student Survey

"Every college credit I have ever taken has been on Chipola's campus. I'll feel strange not to be there every day. I thank Chipola College for the opportunity to get my degree! I encourage anyone who is interested in going back to college to give Chipola a chance."

Paige White, 2010 BAS Graduate

"I am very much in debt for the educational opportunity provided me by Chipola. Without that opportunity, higher education would probably not have been an option for me."

Dr. Malcolm Gillis, Former President, Rice University and Outstanding Alumnus

History

Documented Performance of Chipola and Its Students

Vision, Mission & Goals

CHIPOLA COLLEGE

History

Chipola College is a public, open-admissions institution in Marianna, Florida, serving the five Florida panhandle counties of Calhoun, Holmes, Jackson, Liberty, and Washington. Located in the Florida Panhandle, 70 miles west of Tallahassee, 60 miles from the Gulf of Mexico, and 30 miles from the Alabama state line, Chipola was established as the third oldest of Florida's 28 state-supported community colleges. The institution's name was changed from Chipola *Junior* College in 2003, after the Florida Legislature granted permission for Chipola to offer selected baccalaureate degrees to address documented workforce needs in the region. Chipola opened its doors in 1946 as a private institution with six full-time teachers and 65 students. The college served 3212 students in its regular degree and certificate programs in 2008-09 and about 2000 through Continuing Education and Public Service training.

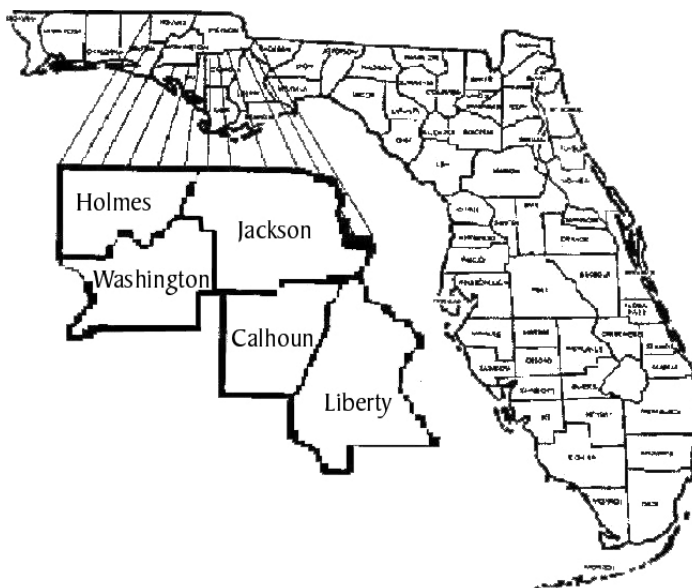
Chipola was brought under state control and financing in 1947 when Florida's Minimum Foundation Law initiated a plan to place two years of college education within commuting distance of every Florida citizen. The original district of Calhoun, Jackson and Washington Counties was expanded later to include Holmes and Liberty Counties.

A milestone in the college's history occurred in 1953 when the campus moved from its original location at the former Graham Army Air Base to the present location near the banks of the Chipola River. The first permanent buildings were completed and occupied in 1954. Additions through the years have created a complex of 31 buildings arranged on a wooded campus, on about 50 acres of a 120-acre tract. The remainder is in its natural state—covered with pines, cedars and hardwoods. The campus also includes outdoor athletics fields and a pool. There are six buildings at off-campus sites.

Programs in workforce education began in 1967-68. Bachelor's degrees were added in 2003. Chipola was named a State College in 2008.

Chipola operates under a nine-member District Board of Trustees appointed by the governor for four-year terms. All operations are governed by the Florida Department of Education and policies set forth by the District Board of Trustees. The college was accredited in 1957 by the Southern Association of Colleges and Schools (SACS) and has maintained continuous accreditation since that time. The most recent reaffirmation of accreditation of all programs occurred in 2008.

Chipola's Teacher Education Program allows students to earn the Bachelor of Science Degree in Secondary Education with emphasis in math, science or English. Chipola continues to prepare math and science teachers for area middle and high schools. Elementary Education and Exceptional Student Education were added in 2006. The college initiated the Bachelor of Applied Science in Business Management in 2007, and the Bachelor of Science in Nursing in 2008. In December 2010, Chipola was approved to offer the Bachelor of Science in English Education and to replace the BAS in Business Management with the Bachelor of Science in Business Administration with concentrations in Accounting and Management. After 64 years, Chipola continues its efforts to meet the challenge of its own mission by addressing the postsecondary educational needs of local citizens.



"Chipola College promotes learning and student achievement through excellence, opportunity, diversity, and progress."

Chipola College Vision

Chipola Named a State College

In June 2008, Chipola officially became a State College in Florida. The new Florida College System consists of community colleges where 2-year and 4-year academic degrees are granted. This means more students in the college district will be able to access Baccalaureate degrees in academic areas where the demand for educated workers is exceeding the supply.

Chipola's programs are more affordable and cost-effective than those at the state university level—and that's another benefit to both taxpayers and students.



Chipola now offers ten Bachelor of Science degrees in teacher education, nursing and business administration.

Ten Bachelor's Degrees Offered at Chipola College

Teacher Education

- **Bachelor of Science in Elementary Education (grades K-5)**
- **Bachelor of Science in Exceptional Student Education (grades K-12)**
- **Bachelor of Science in English Education (grades 6-12)**
- **Bachelor of Science in Middle School Mathematics Education (grades 5-9)**
- **Bachelor of Science in Mathematics Education (grades 6-12)**
- **Bachelor of Science in Middle School Science Education (grades 5-9)**
- **Bachelor of Science in Biology Education (grades 6-12)**

Chipola has established a Teacher Education Program to offer Bachelor of Science Education degrees. These degrees train middle and high school teachers to address the critical shortage of qualified teachers in math, science, and English.

The Florida State Board of Education also approved three additional Bachelor of Science degrees: Elementary Education, Exceptional Student Education, and English Education.

Bachelor of Science in Nursing (RN to BSN)

The RN to BSN degree program began in Fall 2008. Applicants for the BS in Nursing must have earned the AA degree and AS degree in Nursing, be licensed Registered Nurses, and have completed all required prerequisite courses.

Bachelor of Science in Business Administration

- **Bachelor of Science in Business Administration with an Accounting Concentration**
- **Bachelor of Science in Business Administration with a Management Concentration**

Chipola College's Bachelor of Science in Business Administration (BSBA) began in May of 2011. The concentrations are in Accounting and Management. An AA degree is required with all of the prerequisites for the Business program. Contact the Business and Technology Department at 718-2441 for more information.

Documented Performance of Chipola and Its Students

Chipola is respected among post secondary institutions in Florida because of the success of its students. Shown below are highlights of success on a variety of indicators. Similar results have been achieved by Chipola each year since the identification of the college's success factors and expected outcomes.

Five Chipola scholars were awarded the prestigious Guistwhite Scholarship in the last four years. Only 20 are awarded worldwide annually.

Chipola's advising program was a finalist for the League for Innovation's Terry O'Banion "Shared Journey" Award.

Graduates of Chipola's Teacher Education Program are certified and placed in jobs at a rate of 90-100%.

Graduates of Chipola's nursing and corrections programs are employed and placed in jobs at a rate of 90-95%.

• **Florida Bright Futures Scholars:** State reports have ranked Chipola first in the percent of Florida's Bright Futures Scholarship recipients. During a recent year, over 19% of the total degree-seeking student population were on these prestigious scholarships; 43% of entering freshmen were Bright Futures Scholars. Many of these students will transfer to professional schools in medicine, law, pharmacy, engineering, and business, but the fact that so many of these scholars receive their general education at Chipola speaks well for the college's reputation for high standards and quality instruction.

• **Outstanding Instruction at All Levels:** There are many other indicators of instructional quality. State accountability reports consistently rank Chipola among the top colleges in Florida on reports of GPAs among transfers to state universities. Licensure passing rates and job placement rates are consistently above 80%. Among the underprepared students who are placed in college-prep/remedial courses on entry, Chipola has unprecedented success. According to the state's accountability report, 82% of the students who take college prep/remedial reading go on to pass their required college-level reading course, compared to the statewide rate of only 63.4%. The grade point average of Chipola's AA graduates who transferred three years ago to the State University System (all universities/all students) was 3.04, compared to the state average of only 2.92.

• **CAAP Performance:** Chipola's graduating sophomores consistently exceed the national mean for public two-year college sophomores on every test and subtest of the Collegiate Assessment of Academic Proficiency Exam (CAAP). This includes a recent Critical Thinking score of 61.7, compared to the national average of 60.5.

• **Chipola Honors Program:** The Chipola Honors Program is a member of the National Collegiate Honors Council. The Honors Program at Chipola offers weekly seminars for the brightest and best students. Teachers of honors classes guide students through research projects, beyond the regular course requirements. Honors students often serve as tutors in the Academic Center for Excellence (ACE).

Nationally Recognized Scholars

Phi Theta Kappa and Phi Beta Lambda Chapters

Chipola's students and academic organizations have earned state and national recognition, including Christiana Prichard, a former student named the number one college student among all students in Florida's colleges and universities according to *Florida Leader Magazine*. Prichard was selected from hundreds of nominees from public and private colleges and universities in Florida. In 2011, two more students were honored. Caitlyn Pritchard was named First Team All-USA Academic Team and a Guistwhite Scholar and MaryBeth Alderman was named to the All-USA Academic Team and the Coca Cola Academic Scholars All-American Academic Gold Team.

Campus organizations such as Phi Theta Kappa, Brain Bowl, Mu Alpha Theta, and Phi Beta Lambda reflect Chipola College's commitment to academic growth among students both inside and outside the classroom. The college nurtures and guides the students in these organizations, expanding their educational opportunities into regional and national arenas. Student members are

encouraged to interact and sometimes compete with their peers at colleges nationwide. Through membership, students are exposed to new experiences through conferences in Florida and in distant locations like Los Angeles, Dallas, Boston, Denver, Nashville, Minneapolis, and Seattle.

The Chipola College chapter of Phi Theta Kappa, an honor society for community college students, maintains a legacy of excellence. Chipola students and Phi Theta Kappa members have been named New Century Scholars for the state of Florida, members of the All USA Academic Team, recipients of the coveted \$5,000 Guistwhite Scholarship, and the Coca Cola Scholarship. Among other awards, the chapter has been recognized as the Most Distinguished chapter in the state and nation.

Chipola College holds its Phi Theta Kappa members in high esteem and has created a wall of honor in the Literature/Language Building to recognize the most outstanding accomplishments earned by individual students throughout the chapter's history. The chapter offers opportunities in scholarship, leadership, and service. Through the society, students learn to understand commitment to community. Although membership is restricted by GPA, the organization involves non-members in campus and community events.

· **Academic Center for Excellence (ACE):** In 2006, Chipola received a coveted Title III - Strengthening Institutions Grant through the U. S. Department of Education. This provided funds to establish the ACE for instructional support. The ACE features a comfortable learning environment for on-demand tutoring, Supplemental Instruction (SI), group study, "Exam Cram" sessions, and computer access to instructional software. Hundreds of students attend the ACE each week to receive free individual tutoring upon request and participate in Supplemental Instruction sessions.

· **Fine and Performing Arts:** Chipola College serves as the cultural arts center for five counties by bringing outstanding musical and theatre performances and art exhibits to the area.

Chipola sponsors an annual Artist Series that brings visiting artists of national and international reputation to the campus each year.

The Theatre Department's 2010-11 student productions were *Dearly Departed* and *Little Shop of Horrors*. *Dearly Departed* and last year's hit comedy *Little Shop of Horrors* both received Superior Awards for acting and choreography from the Florida Community College Activities Association. Chipola also received four superior acting and technical acknowledgments for the spring musical, *Little Shop of Horrors*.

Each summer the department buses in thousands of area school children to witness live theatre, many for the first time. This past summer Chipola presented *Aesop's (Oh-So-Slightly Updated) Fables*.

Theatre majors and director Charles Sirmon toured New York City and Broadway in 2010. Students participated in master's class at Shelter Studios—in the heart of New York's theatre district, attended Broadway and off-Broadway performances, and toured backstage at NBC Studios and The New Amsterdam Theatre.

In the last twelve years, sixteen Chipola scholars have been named to the USA Today/Coca-Cola – All American team and recognized at the AACC Convention.

Chipola is a Rural Cultural Arts Center with outstanding drama and music programs.

In the last nine years, Chipola's theatre productions have received "superior" ratings by the Florida Community College Activities Association (FCCAA).



Congratulations

Caitlyn Prichard and MaryBeth Alderman
Chipola College's 2011 Academic All-Americans

Caitlyn Prichard of Chipley was named First Team All-USA Academic Team and a 2011 Guistwhite Scholar.

MaryBeth Alderman of Chipley was named to the All-USA Academic Team and a Coca-Cola Gold Scholar.

"To have two students from the college named Academic All Americans is tremendous. When you consider that these students are ranked out of 11 million community college students, the magnitude of the honor is even more impressive," states Pam Rentz, Phi Theta Kappa advisor.

The Chipola Baseball team won the 2011 state championship and finished fifth in the national championship. The team won the national title in baseball in 2007.

The Chipola Softball team won the 2010 state championship and finished fifth in the national championship. The team won the college's first national championship title in softball in 2007.

In 2009 Chipola's Men's and Women's Basketball teams won state championship titles and advanced to place third in their respective national tournaments.

Chipola's six-member Women's Cross-Country Team was named a 2008-09 Academic All-American Team by the National Junior College Athletics Association (NJCAA).

Chipola College made FCCAA state history by garnering four 2007 state championship titles in Men's Basketball, Women's Basketball, Softball and Baseball.

The college's three musical ensembles, Chamber Chorus, Rock and Jazz Ensemble, and Show Choir, perform throughout the Southeast. The Show Choir's annual "Jazzmatazz" concerts are consistently performed to sold-out audiences. As one of the finest college show choirs in the Southeast, Chipola's Show Choir routinely performs aboard cruise ships and at Walt Disney World in Orlando. Chipola's Chamber Chorus performs major classical works and standard choral literature.

In affiliation with the Chipola Regional Arts Association (CRAA), the college hosts over a thousand students for musicals, operas, or plays. The CRAA annually funds programs for children, contributes to the Artist Series, provides mini-grants to area art, music, and theatre teachers, sponsors art exhibits, and offers scholarships for students in the arts at Chipola.

· **Emphasis on Instructional Programs and Student Outcomes:** Throughout Florida, Chipola is recognized for the quality of its instructional programs, all of which undergo annual program assessments according to specific student outcomes. A rigorous Program Viability Review helps deans, department chairs, and lead faculty determine program strengths and weaknesses. All academic departments require common course syllabi, departmental final exams, use of the same textbooks, and access to appropriate labs and instructional materials.

Many indicators confirm Chipola's outstanding scholarship, not the least of which is that Chipola's graduates in biology, chemistry, and physics are recruited as lab assistants in state universities, and engineering students consistently earn top honors in colleges of engineering.

· **College-Level Competencies:**

Faculty have identified college-level competencies taught in the general education core courses of Associate degrees. Multiple measures are used to evaluate how well students learn to do the following:

- ♦ Evaluate Societal and Ethical Issues, Problems, and Values
- ♦ Understand the History, Nature, Methods, and Limits of Science
- ♦ Demonstrate Basic Mathematical Skills and Knowledge
- ♦ Comprehend and Articulate Effectively in English (Reading, Writing, and Oral Communication)
- ♦ Interpret, Evaluate, and Appreciate Works of Human Culture
- ♦ Evaluate and Use Information Technology Effectively

· **Excellent Advising and Orientation:** Chipola's students get a good start during one-on-one advising sessions with faculty members and Student Affairs advisors. Academic plans and other aids in educational planning are available on the college's website. Additional academic and career planning tools are also available for students from kindergarten through graduate school via the Florida Academic Counseling and Tracking for Students (FACTS). Entering freshmen learn college survival skills during an orientation course. Recent Graduating Student Surveys show that 93% of the graduates were satisfied with academic advising. Over 88.6% felt that SLS 1101-Orientation had helped them "learn about programs and services," and 91% felt that the course had helped them "learn about transferring to a state university."

· **Athletics:** Chipola College marked its 60th anniversary in grand style by picking up two national championships—baseball and softball—and four state championships in all four of the college's intercollegiate sports, which include men's and women's basketball.

The feat put Chipola in the Florida record books as the only team from the state ever to win four state championships in one year.

While Chipola is recognized for its excellent academic program, sports have always been a big part of the college community.

Chipola athletes have played men's basketball and baseball since the college's inception and even fielded a football team for a couple of years. Chipola hosted the first-ever combined men's and women's state basketball tournament in 1997, and has hosted every state tournament since then.

Athletics at Chipola enjoy one of the highest transfer rates of student/athletes to Division One schools. Many former players have also advanced to the professional ranks.

The Chipola Appreciation Club is one of the most active athletic booster groups in the nation.

The entire focus of athletics at Chipola is to make student athletes successful on the playing court or field while also ensuring success in the classroom.

For the last two decades, Chipola has competed in men's and women's basketball, men's baseball and women's fast-pitch softball. A women's cross-country team was started in Fall 2007.

Course Offerings

Some of the most popular majors among AA/Transfer students are Business, Engineering, Education, Computer Science, Criminal Justice, Social Work, and Psychology. Popular AS degree programs are Nursing, Computer Science, Child Care, and Recreation Technology. Popular certificate programs are Automotive Technology, Computer Electronics, Fire Science, Corrections, Cosmetology and Law Enforcement.

At the request of current students, most classes are now scheduled from 7:00 a.m.-2:00 p.m., Monday through Thursday. To meet the needs of employed, commuting students with family responsibilities, all departments schedule evening and on-line classes. Several Friday-only classes are also available.

Training programs are changed or continued as dictated by documented need because needs assessments precede all major program changes. Program Reviews are based on indicators of student learning, cost effectiveness, faculty qualifications, and community impact. The college fosters training partnerships with area businesses and agencies. Responses to community training needs include: (1) establishing the Academic Center for Excellence (ACE) to provide tutoring and Supplemental Instruction (SI); (2) offering high school Dual-Enrollment classes in district high schools at the request of parents, students, and school officials; (3) beginning a Child Care Training Program to provide the Florida Child Care Credential; (4) increasing enrollment for RN and CNA programs and the creation of bridge programs for LPN and Paramedic to RN; (5) establishing a University Center to bring university master's degrees to Chipola in response to a community needs assessment; (6) delivering Teacher Education programs to help address Florida's shortage of qualified teachers; and (7) delivering a Bachelor of Science in Business Administration program with concentrations in Accounting and Management and (8) delivering a Bachelor of Science in Nursing degree.

Outstanding Faculty

One of Chipola's greatest assets is its outstanding faculty. Of the full-time faculty members, about 82% are tenured. About 24% hold doctorates; 63% hold Master's or Education Specialist degrees. At least 10% of these are completing course work toward the doctorate.

Several instructors have received prestigious teaching awards and won state and regional recognition for instructional projects at Chipola. Faculty also regularly participate at state meetings and conduct in-service activities for public school teachers in the college district. When available, adjunct faculty are also engaged to teach classes, mostly in the arts, social sciences, criminology, and corrections.

Over 75% of student contact hours are taught by full-time faculty. Highly qualified instructors are hired in full-time positions. This has prevented fragmented approaches to instruction that are frequently reported in schools with high percentages of adjunct teachers. Inherent in the college's philosophy is the belief that full-time teachers have a full-time commitment to teaching and that interaction in the workplace creates a willingness to learn from each other, share departmental resources, and gain expertise.



Chipola's Automotive Technology program has been a finalist in the Chicago Pneumatic & Tomorrow's Technician Top 20 School-of-the-Year competition.

Chipola's Cosmetology program is now a Pivot Point Member School Program encompassing an all-inclusive cosmetology curriculum, delivered through a systematic, step-by-step, hands-on approach utilizing the most contemporary and innovative delivery methods available.

Faculty and Staff Accomplishments

Professional Presentations and Appearances

- Boehmer, Kelly. Fine and Performing Arts – Exhibition: “Cute and Creepy,” Florida State University Museum of Fine Arts, Curated by Carrie Ann Baade, Tallahassee, FL. 2011.
- Boehmer, Kelly. Fine and Performing Arts – Exhibition: “Dispensibility and Good Intentions,” 621 Gallery, Tallahassee, FL. 2011.
- Boehmer, Kelly. Fine and Performing Arts – Co-Director, “Project Art-Reach.” Capital City Youth Services. Tallahassee, FL. 2011.
- Boehmer, Kelly. Fine and Performing Arts – Co-Curator, Florida State University Department of Fine Arts Adjunct Faculty Show, 2011.
- Bush, Casey. Teacher Education – Presenter, “Sailing Into Success: Strategies for Teachers – Dynamic Writing Instruction 3-5.” Summer Professional Development Conference. Bay District Teachers, Panama City, FL. June 2010.
- Carbia, Charles. Fine and Performing Arts – Co-Director, “Project Art-Reach.” Capital City Youth Services. Tallahassee, FL. 2011.
- Carbia, Charles. Fine and Performing Arts – “Ribbon of Darkness,” the Front Gallery, New Orleans, LA., and 621 Gallery, Tallahassee, FL.
- DeFelix, Geraldine. Literature and Language – Presenter, “The Forgiveness Factor in the Lives of Various Literary Characters,” Oxford Round Table Symposium on God in Politics and Literature, Lincoln College, Oxford University, Oxford, England. March 31, 2010.
- DeFelix, Geraldine. Literature and Language – “Christianity and the Liberal Arts Forum,” University of Mobile. September 24, 2010.
- Ebel, Mark. Literature and Language – Paper Presenter, “Answering Hemingway’s Call to Adventure,” International Hemingway Society Meeting, Lausanne, Switzerland. June 27, 2010.
- Ebel, Mark. Literature and Language – “Risk Taking Activities in the Life and Literature of Ernest Hemingway. Hemingway/Twain Lecture Series. Chipola College, Spring 2011.
- Hartzog, Gail. Development and Planning – Co-Presenter (with Dr. Angela Oriano-Darnall), “They Can’t Succeed if They Don’t Come Back.” Annual Meeting, Southeastern Association for Community College Research (SACCR). Savannah, GA. July 2010
- Hopkins, Renee Scott. Library – Co-Presenter, “They Don’t Know What They Think They Know,” Joint Commissions Spring Conference, Association of Florida Colleges. St. Augustine, FL. May 2011.
- Lipford, Karen. Health Sciences – Co-Presenter, “Today’s Students - Tomorrow’s Mentors,” Human Patient Simulation Network (HPSN) Conference, Tampa, FL. February 2011.
- Martin, Josh. Fine and Performing Arts – Student Artist Accompanist, Winter Music Symposium. Florida Atlantic University. January 2011.
- Mathis, Vicki. Development and Planning – Co-Presenter, “Effective Organizational Planning to Support the Integration of External Funding,” Southeast Evaluation Association (SEA) Annual Conference. Tallahassee, FL. February 23, 2010.
- Powell, Daniel. Fine and Performing Arts – Director and Featured Soloist, Jazz Festival, Troy University, Troy, AL. April, 2011.
- Powell, Daniel. Fine and Performing Arts – Director and Featured Soloist, Florida Banmasters Association (FBA), District 2. Chipley High School, Chipley, FL. February 2010
- Powell, Daniel. Fine and Performing Arts – Principal Saxophonist, blue Lake Festival Band. William Stewart Memorial Shell. Twin Lakes, MI. June/July 2010-2011.
- Powell, Daniel. Fine and Performing Arts – Principal Saxophonist, Blue Lake Faculty Winds, Dogwood Center for the Arts, Fremount, MI. July 2010.
- Powell, Daniel. Fine and Performing Arts – Principal Saxophonist, Panama City Pops Orchestra, Panama City, FL. May 2010.
- Powell, Daniel. Fine and Performing Arts – Solo Honors Recital, Florida League for the Arts, Niceville, FL. January 2010.
- Sampson, Amy. Health Sciences – Co-Presenter, “Today’s Students - Tomorrow’s Mentors,” Human Patient Simulation Network (HPSN) Conference, Tampa, FL. February 2011.
- Stephens, Vickie. Health Sciences – Co-Presenter, “Today’s Students - Tomorrow’s Mentors,” Human Patient Simulation Network (HPSN) Conference, Tampa, FL. February 2011.

Professional Publications

- DeFelix, Geraldine. Literature and Language – “The Forgiveness Factor in the Lives of Two Literary Grandmothers,” *Forum on Public Policy: A Journal of the Oxford Round Table* (online publication), vol. 2010: no. 2.
- Rentz, Pam. Literature and Language – Published (with Dr. Shelbie Witte) “Bringing the Outside In: Grammar in Popular Culture,” *The Florida Journal*. May 2010.
- Rentz, Pam. Literature and Language – Featured in *Literacy Instruction for Today’s Classroom: Implementation Strategies Based on 20 Scholars and Their Ideas* by Wood, Susan Nelson, Steadman, Sharilyn C., Simmons, John S. Christopher-Gordon Publishers, 2010.

Awards and Recognition

- DeFelix, Geraldine. Literature and Language – Recipient, Cornet Award for Professional Development. Southeast Writing Center Association Conference. University of Alabama. February 2011.
- Hilton, David. Science – Recipient, 2010 Distinguished Service Award. Elected by Student Body of Chipola College.
- Ivey, Robert. Social and Behavioral Sciences – Recipient, 2011 Kirkland Teaching Excellence Award.
- Milton, Vicki. Business and Technology – Named, Florida (State) Adviser of the Year. Phi Beta Lambda .
- Shook, Lee. Business. – Recipient, 2010 Kirkland Teaching Excellence Award.
- Shook, Lee. Business. – Recipient, 2010 Faculty/Administrator/Professional Employee of the Year Award.
- Sirmon, Charles. Fine and Performing Arts – Adjudicator, Florida Community College Activities Association, Theatre Division, 2010-2011.
- Sirmon, Charles. Fine and Performing Arts – Respondent for American College Theatre Festival, 2010-2011.
- Smith, Bonnie. Academic Center for Excellence – Recipient, 2010 Distinguished Administrator Service Award. Elected by Student Body of Chipola College.
- Vlieg, Chase. Automotive Technology – Recipient, ASE Certification, National Institute for Automotive Service Excellence.
- Ward, Evelyn. Public Relations – Judge, 2011 Community College Futures Assembly Bellwether Awards Competition, January 2011.
- Ward, Pat. Physical Plant – Recipient, 2009-10 Career Employee of the Year.
- West, Rachel. Literature and Language – Recipient, 2011 Distinguished Faculty Service Award. Elected by Student Body of Chipola College.

State, Regional, and National Leadership

- Barfield, Pat. Development and Planning – 2011, Vice President-Elect of Chapters and Regions, Association of Florida Colleges.
- Cruz-White, Irma. Mathematics – Named, Board of Program Reviewers (BoPR), Mathematics Teacher Education Programs, National Council for Accreditation of Teacher Education (NCATE), 2007-2011.
- Cruz-White, Irma. Mathematics – Selected as a reviewer for the National Science Foundation (NSF) in Scholarships in the Science, Technology, Engineering, and Mathematics (S-STEM) Program, December 2010.
- DeFelix, Geraldine. Literature and Language – 2010 District I Director, Mu State (Florida), Delta Kappa Gamma Society International.
- DeFelix, Geraldine. Literature and Language – 2011 Chairman, Education and Interpretation. Marianna/Panama City District of Alabama-West Florida United Methodist Women.
- Powell, Daniel. Fine and Performing Arts – Division Chair, Florida Bands. Florida Community College Activities Association, 2010-2011.
- Powell, Daniel. Fine and Performing Arts – Board Member, Florida League of the Arts, 2010.
- Riviere, Marion C. “Bud.” Workforce Development – Member, Florida FFA Foundation Board of Directors.
- Riviere, Marion C. “Bud.” Workforce Development – Advisory Board, University of Florida College of Agricultural and Life Sciences Alumni and Friends.
- Sirmon, Charles. Fine and Performing Arts – Participant, NYC Masters Acting with James Hallet, New York City, NY.
- Traynom, Joyce. President’s Office – Board Member, Association of Florida Colleges Foundation, 2011.
- Ward, Evelyn. Public Relations – 2011 State President; Association of Florida Colleges.
- Ward, Evelyn. Public Relations – Board Member, Association of Florida Colleges Foundation, 2011.
- White, Matt. Information Systems – 2011, Parliamentarian. State Board, Association of Florida Colleges.

The Chipola College Center for the Arts is currently under construction. The 56,000 square foot center will house a new 650-seat proscenium theatre, black box theatre, recital hall, and art galleries. The center is scheduled to be completed in 2012.

The new Center for the Arts is to be constructed on the college's new access road off River Forest Road.

Growth of Facilities and Technology

During the last five years, the college has received over \$20 million in funds to build or renovate 200,000 square feet. Over 90 percent of the classrooms are equipped with "smart" classroom technology. Chipola has student computer labs in every classroom building and a state-of-the-art library, which houses the student Technology Center and provides numerous databases as part of the Florida LINCC system. The new Academic Center for Excellence provides on-demand tutoring and additional academic support.

The new century ushered in a new age of technological integration into the curriculum. Automotive Service Technology students and Electronics Technology students now have some of the most advanced, computer-assisted diagnostic equipment available. Instructors have the capability to simulate equipment failures and track students' progress toward diagnosing the failure. Students receive valuable "hands-on" training supplemented by expert instruction.

Shortages in the technology industry have not gone unnoticed by Chipola. Because of the college's two software contracts with Microsoft Corporation, students are ensured of access to the latest releases of industry-leading software. Curricula in programming, networking, office applications, and business applications are all available at Chipola.

Credits and Official Standing Accreditation & Affiliations

Chipola College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Baccalaureate degrees, Associate in Arts degrees, Associate in Science degrees, Associate in Applied Science degrees, and Certificates of Training. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Chipola College. This accreditation was most recently reaffirmed in 2008.

The college is also a member of the American Association of Community and Junior Colleges, the Southern Association of Junior-Technical Colleges, the Florida Association of Colleges and Universities, the American Council on Education, Council for Resource Development, and other professional organizations for institutions of higher learning.

The college is also accredited by the Florida Board of Nursing, Criminal Justice Standards and Training Commission, Florida Department of Law Enforcement (FDLE), Florida Department of Children and Family Services, Bureau of Emergency Medical Services, Bureau of Fire Standards and Training, National Auto Technicians Education Foundation (NATEF), and International Conference on Automotive Collision Repair (I-CAR).

Being affiliated with these organizations means that credits earned at Chipola are recognized by other colleges and universities and employers throughout the United States. Students planning to earn advanced degrees at four-year colleges and universities may transfer work completed at Chipola, generally with no loss of credit.



Chipola College Vision, Mission, and Goals

Vision

Chipola College promotes learning and student achievement through excellence, opportunity, diversity, and progress.

Mission

Chipola is a comprehensive public college whose mission is to provide accessible, affordable, quality educational opportunities to the residents of Calhoun, Holmes, Jackson, Liberty and Washington counties and to all others who choose to attend. The college creates a student-oriented atmosphere of educational excellence and maintains an intellectual environment which inspires the full development of each individual's goals, abilities, and interests. Because there is no substitute for quality instruction, the college empowers faculty members to establish and achieve the highest possible standards. The college also promotes a strong working relationship with communities, businesses, state agencies, and other educational institutions. Chipola provides the following

- Educational programs which include general and pre-professional classes leading to the Associate in Arts degree for transfer into baccalaureate degree programs;
- Baccalaureate degree programs which produce educated and capable professionals prepared for successful careers or advancement to graduate degree programs;
- Workforce Development programs leading to Associate in Science degrees and Certificates of Training to prepare students for careers;
- Continuing education opportunities for professional and personal development; and
- A broad range of enrollment and student services and instructional and administrative support to facilitate student success.

—Adopted September 21, 2010

College Motto
*“A Higher Degree
of Success”*

Success Factors and Institutional Goals

Success Factor 1: Quality Educational Programs

Institutional Goal 1: Provide quality instruction in academic, workforce development, and continuing education programs, including sufficient instructional support to meet the needs of students.

Success Factor 2: Effective Marketing, Recruitment, and Enrollment

Institutional Goal 2: Present the college and its programs in positive ways, making every effort to attract and enroll as many students as possible by marketing the college in a variety of methods and enrolling students in efficient and customer-oriented ways.

Success Factor 3: Student Retention, Satisfaction, and Completion

Institutional Goal 3: Provide a wide-range of academic, developmental and support services to help retain students in programs by increasing the percentage of students who remain continuously enrolled through completion of a degree or certificate.

Success Factor 4: Responsible Resource Management

Institutional Goal 4: Promote the responsible management of resources by maintaining sound fiscal operations, seeking additional resources, improving college facilities, and providing an environment conducive to progressive implementation of technology.

Success Factor 5: Staff and Organizational Development

Institutional Goal 5: Encourage staff and organizational development by supporting an efficient and productive work environment where employees demonstrate competence, integrity, and professional excellence.

Success Factor 6: Community Involvement and Development

Institutional Goal 6: Foster strong community involvement and workforce development by supporting local and state economic growth and encouraging intellectual, civic, cultural, recreational, and service activities.

Success Factor 7: Post-Chipola Student Satisfaction and Success

Institutional Goal 7: Maintain a strong reputation for promoting student satisfaction and long-term success by equipping students with the knowledge and skills necessary to pursue their goals and become more productive citizens.

Success Factors are
“the things that must go
right for an organization to
flourish and achieve its goals.”
DeAnza College





Student Affairs: Enrollment

"I feel I received a quality education here at Chipola."

2011 Graduating Student Survey

"Overall, I enjoyed my experience at Chipola College."

2011 Graduating Student Survey

"Attending Chipola provided the critical academic foundation upon which I built. [My] involvement in activities at Chipola provided the quality background necessary for my acceptance into Officer Training School. I thought I was just having a good time enjoying college life, but the Air Force thought I was demonstrating something called leadership and organizational management."

Colonel Westanna Harvey Bobbitt, Retired US Air Force and Outstanding Alumnus

Equity
Admissions
Transfer Credit
Special Categories
Enrollment Policies
Testing
Fees
Financial Aid
Grading System
Standards of Academic Progress
Graduation Requirements
Student Records

STUDENT AFFAIRS

Equity

Civil Rights Compliance

Chipola College subscribes fully to a policy of non-discrimination with regard to all employees, students, and services to the community. Specifically, the college has given assurance of compliance with the provisions of the Civil Rights Act of 1964 and of Executive Order 11246, as amended. All members of the college faculty, staff, and student body are expected to subscribe to this assurance of compliance and to assist in making such assurance valid in fact.

Chipola is dedicated to the concept of equal opportunity. The college will not discriminate on the basis of race, color, creed, national origin, age, sex, veteran's status, disability, or marital status in its employment practices or in the admission and treatment of students. Inquiries regarding the college's Equal Opportunity Policies may be directed to Karan Davis, Associate Vice President of Human Resources, Building A, Room 184B, 850-718-2205.

Admissions

Chipola College does not discriminate on the basis of race, color, creed, national origin, age, sex, veteran's status, disability, or marital status in its employment practices or in the admission and treatment of students in any of its educational programs or other programs and practices. Limited Access Programs select students from the applicant pool and consider only the criteria outlined in the program's additional application information.

Any applicant may be denied admission or be admitted with restrictions if evidence indicates that the applicant has participated in activities that violate standards provided in the Code of Conduct. (See Student Governance)

Any Admission Application or residency statement submitted by or on behalf of the student that contains false, fraudulent or incomplete statements may result in denial of admission or dismissal. Decisions concerning admission rests with the Vice President of Student Affairs. Applicants who are denied admission may appeal to the Admissions Committee within 10 days of denial.

Chipola College requests that you provide your Social Security Number on the Application for Admission. This number will be kept confidential and will be used only for state and federal reporting as required. Your SSN will not be provided to any other office at Chipola College unless you choose to provide it. You are not required to disclose your SSN in accordance with US Public Law 90-579. However, the SSN is required of all students seeking federal financial aid and must be provided in order to obtain the IRS deduction for college attendance.

Open Door Policy

Chipola has an Open Door Admissions Policy which provides educational opportunities to all students 18 years of age or older

or high school graduates who are interested in participating in the degree programs, courses, and services offered by the college. However, state placement rules determine the level of classes a student may enter, depending upon his or her scores on certain standardized tests.

Applicants should understand that admission to the college does not imply admission to any particular program or course. They should also understand that admission to specific academic programs may be limited by state law, state and federal regulations, or by policies of the District Board of Trustees.

Application Procedure

1. Students should visit Chipola College's website at www.chipola.edu for admissions information or call, visit, or write Admissions and Records, Chipola College, 3094 Indian Circle, Marianna, FL 32446-2053, for an Application Packet for general admission and/or for the Baccalaureate Program. Application and financial aid deadlines are published in the Calendar found inside the front cover of this catalog. Students who want to apply for financial aid also should request a financial aid packet from the Financial Aid Office.

2. All students should fill out the application form and complete the residency section. Alabama and Georgia residents should request the Residency Classification for Alabama/Georgia Out-of-State Differential Tuition Plan form. Please note that two documents are required to establish residency.

3. Students applying to the Baccalaureate Program should complete the application to Chipola College and the Baccalaureate Supplemental Application. Students are responsible for submitting all admission requirements prior to enrolling in the Baccalaureate Program. Please see the section on Degree Programs for more information.

4. All students should request that high school and all previously attended college transcripts be forwarded to Admissions and Records directly from previous school(s) after completion of all grades and/or graduation.

5. As soon as the college receives the application and the other required documents, students will be sent a notice of acceptance.

6. Degree-seeking applicants who did not take the ACT or SAT in high school must come to the college for a placement test. Florida regulations require a placement exam score before registration for all students who intend to take college credit courses. Scores are valid for two years. Applicants for Workforce Development Certificate Programs may also be asked to come to the college for an interview or testing.

7. Upon acceptance to the college, an appointment time for advising and registration will be sent by Student Affairs. Students should make every effort to keep the advising and registration appointment.

Meningococcal Meningitis and Hepatitis B

Florida Statutes require that a postsecondary institution provide information concerning the risks associated with meningococcal meningitis and hepatitis B to every student who has been accepted for admission.

Meningitis is a serious disease that affects the brain and spinal cord. Because bacterial meningitis is a grave illness and can rapidly progress to death, it requires early diagnosis and treatment. This is often difficult because the symptoms closely resemble those of the flu and the highest incidence of meningitis occurs during late winter and early spring (flu-season). When not fatal, bacteria meningitis can lead to permanent disabilities such as hearing loss, brain damage or loss of limbs.

Hepatitis B is a serious infectious disease caused by a virus that attacks the liver. The hepatitis B virus (HBV) can cause life-long infection that leads to cirrhosis (scarring) of the liver, liver cancer, or liver failure. There is no cure for hepatitis B, but the infection can be prevented by vaccination. Each year, about 200,000 people are infected with the virus and 5,000 die.

Although there have been no reported cases of meningitis or hepatitis B at Chipola College, we are taking the proactive steps towards informing and protecting our students.

This same law requires students who live in an on-campus residence hall to provide documentation of vaccinations against meningococcal meningitis and hepatitis B unless the student declines the vaccination. If the student is a minor, the student's parent(s) must decline the vaccinations. If a student or the parent of a minor student declines the vaccinations, a separate waiver for each of these vaccines must be signed. The waiver forms are available in the Admissions and Records Office and on the College web site. The signed waiver form will acknowledge the receipt and review of information concerning meningococcal meningitis and hepatitis B. This law does not require the College to provide or pay for vaccinations against meningococcal meningitis and hepatitis B.

Check the College website at www.chipola.edu for links to the Center for Disease Control. This link will provide detailed information about the availability, effectiveness, and known contraindications of any required or recommended vaccine.

Admission Standards

Baccalaureate Degree Programs

Bachelor of Science Degrees in Education to include: Elementary, Exceptional Student, English, Mathematics (middle and secondary), Science (middle) and Biology (middle and secondary)

Submit the following to the Admissions and Records Office:

- New Students:
Submit a completed Chipola College general application for admission.
- Returning Students:
Submit a completed Chipola College general application for admission if you were not enrolled within the last year at Chipola.

- New and Returning Students:
 - a) Submit a completed Baccalaureate Supplemental Application.
 - b) Request official transcripts from high school(s) or official GED scores be sent directly to Chipola College.
 - c) Request official transcripts from all colleges/universities attended (except Chipola).

Applicants to any of the Bachelor of Science Degree programs in education must complete an AA degree or at least 60 semester credit hours to include completion of the Chipola College general studies requirement; complete three Education prerequisite courses to include EDF 1005, EDF 2085, and EME 2040; possess a cumulative grade point average of 2.5 on all lower division coursework; pass all parts of the General Knowledge portion of the FTCE; complete a satisfactory background check by the Florida Department of Law Enforcement (FDLE) and the Federal Bureau of Investigation (FBI); submit a satisfactory brief narrative that includes a request for admission to the program, factors influencing the applicant's decision to teach, the applicant's philosophy of education, and previous teaching or related experiences which demonstrate the applicant's potential as an educator; and submit written recommendations from three (3) individuals familiar with the applicant's academic work, personal character, and/or ability to work with children and/or youth. Check college website for more information.

Bachelor of Science in Nursing

Submit the following to the Admissions and Records Office:

- New Students:
Submit a completed Chipola College general application for admission.
- Returning Students:
Submit a completed Chipola College general application for admission if you were not enrolled within the last year at Chipola.
- New and Returning Students:
 - a) Submit a completed Baccalaureate Supplemental Application.
 - b) Request official transcripts from high school(s) or official GED scores be sent directly to Chipola College.
 - c) Request official transcripts from all colleges/universities attended (except Chipola).

Applicants to the BSN program should hold an AA degree and AS degree in Nursing from a regionally accredited institution; submit a copy of a valid Florida, Georgia, or Alabama RN License; possess a cumulative grade point average of 2.5 on all college coursework and complete all prerequisite courses. Check college website for more information.

Bachelor of Science in Business Administration

- New Students:
Submit a completed Chipola College general application for admission.
- Returning Students:
Submit a completed Chipola College general application for admission if you were not enrolled within the last year at Chipola.
- New and Returning Students:
 - a) Submit a completed Baccalaureate Supplemental Application.
 - b) Request official transcripts from high school(s) or official GED scores be sent directly to Chipola College.
 - c) Request official transcripts from all colleges/universities attended (except Chipola College).

Applicants to the BSBA program should hold an Associate in Science or an Associate in Arts Degree from a regionally accredited institution, possess a cumulative grade point average of 2.0 on a 4.0 scale in all postsecondary coursework, have completed Chipola's general education requirements, and completed the state-mandated business common prerequisites courses.

For the Accounting Concentration:

Students must earn a "C" or better in each of the lower-level business prerequisites and earn a "B" or higher in ACG 2021 and ACG 2071. All of these courses must be completed prior to admission to the BSBA program or have approval of Vice President of Student Affairs.

For the Management Concentration:

Students must earn a "C" or better in each of the lower-level business prerequisites. All of these courses must be completed prior to admission to the BSBA program or have approval of Vice President of Student Affairs.

See college website for more information.

Associate in Arts and Associate in Science

No student is officially accepted into the college until all transcripts are on file. All transcripts should be on file by the end of the first term. A student will be placed on a registration restriction if transcripts are not received by the end of the first term of enrollment. **A student who has not been officially accepted into the college is not eligible for financial aid.**

The following are eligible for entry into any college program:

1. High school graduates.
2. Transfer students from postsecondary education institutions.
3. International students with education equivalent to U.S. secondary school education who meet the requirements listed below under "Special Categories of Admissions."
4. Programs offered in Health Science have special admissions criteria established by state agencies.

Associate in Arts Degree Requirements

- SLS 1101, Orientation
- The Gordon Rule

- The Collegiate Assessment of Academic Proficiency (CAAP)
- Sixty hours of transferable college credit courses, including 36 hours of General Education courses
- Minimum GPA of 2.0

Each student is advised to secure an Academic Plan for his major and transfer institution, and to take the courses recommended in the guide. Guides are available in Advising (A-112) and on the college website.

Modern Language Requirement

Although Chipola does not require a modern language for completion of the AA Degree, all state colleges and universities in Florida have a modern language requirement for the Bachelor's Degree. The modern language requirement should be fulfilled by taking two years of the same modern language at the high school level or 8-10 hours of the same language at the college level. Some Florida colleges and universities will admit AA Degree holders without a modern language; however, the student must complete the requirement before earning the Bachelor's Degree. The University of Florida and Florida State University require students to meet the modern language requirement before admission. Students are responsible for checking with transfer school concerning this requirement.

Orientation Course Requirement (SLS 1101)

To ensure the success of its students, Chipola requires them to take an orientation course (SLS 1101) during their first semester, whether enrolled full-time on campus or coming to campus after being enrolled as a high school dual enrollment student. This is a one-semester-hour course.



High School Credits

Florida law (1003.43) provides that students graduating from a Florida public high school after August 1, 1987, must meet specific general high school graduation requirements.

Workforce Development Certificate Programs

The admission or entrance requirements for Workforce Development certificate students depend upon the program of study to be pursued. Students 18 years of age or high school/GED graduates may be admitted to any Workforce Development Program if it can be shown that they could benefit by enrollment and attendance.

A personal interview is required for admission to certain programs, and testing is necessary to determine eligibility for some courses.

Programs offered in Automotive, Cosmetology and Public Service have limited enrollments. Additionally, Public Service programs have special admission criteria established by state agencies.

Transfer Credit

BS/AA/AS Degrees

A student who has attended another college or university is considered a transfer student. These students must submit official transcripts from all colleges previously attended prior to registration. Chipola College welcomes transfer students from other accredited colleges and universities; however, at least 25% of the semester hours of the degree or college certificate must be earned at Chipola College (excluding CLEP or credit by exam). The Vice President of Student Affairs has the institutional authority to administer the college's transfer policy. The amount of credit allowed will not exceed the amount the student earned at the original institution. Quarter-hour credits will be converted to semester hours.

According to Section 1007.24(7), Florida Statutes, any student who transfers among postsecondary institutions that are fully accredited by a regional or national accrediting agency recognized by the United States Department of Education and that participate in the statewide course numbering system shall be awarded credit by Chipola College for courses satisfactorily completed by the student at the previous institutions.

Students may request an evaluation of credit from non-regionally accredited institutions they have attended. However, should the quality of the educational program of the institution attended appear mediocre or unsatisfactory, the Vice President of Student Affairs has the prerogative not to accept all or any part of the previously earned credit. Appeals for evaluation should be addressed to the Vice President of Student Affairs. During the appeal process, it is the student's responsibility to provide an official transcript from the non-regionally accredited college, a copy of the college's catalog, and a course description and/or syllabus with faculty credentials for each class the student is requesting credit. Students with college credit from colleges outside the U.S. must have their documents evaluated by an approved commercial evaluating company. Information is available in the office of the Vice President of Student Affairs.

All credit is granted only for courses with a grade of "C" or higher, except for grades in college credit English and math courses. Credit is granted only for grades of "C" or higher in college English and math courses. Courses with a grade of "D" or lower may be repeated under the provisions of Chipola College's Forgiveness Policy. Courses with a grade of C or higher may not be repeated.

Failing grades from other colleges are used in computing grade point averages. Students on academic probation at a previous college may be admitted to Chipola in a similar status.

Students under suspension/dismissal from another college or university will not be considered for admission during the period of their suspension. In exceptional cases, students may petition the Vice President of Student Affairs.

Workforce Development Certificate

A student who has previously attended or been enrolled in an area technical center will be considered a transfer student upon admission to a Chipola Workforce Development Certificate Program. Such students must meet regular admission requirements, plus present proof of honorable dismissal and eligibility to return to the last institution attended. Transcripts or competency verification lists are required from institutions previously attended. Workforce Development course credit will be awarded by the instructor of the program, based on the documented competencies previously achieved. Work may be wholly accepted, partially accepted, or not accepted. Students who enroll for a specific competency or to participate in supplemental or technical updating classes are exempt from this agreement.

Armed Forces Education Experience

The college will grant credit for military education for specific fields of study under the following conditions: if it applies to the major field of study, and the credit has been evaluated and recommended as suitable for postsecondary credit by the American Council on Education's Guide to the Evaluation of Educational Experiences in the Armed Services. College credits will be treated as transfer credits to Chipola, provided the student is eligible for admission. Credit will be accepted and posted to the student transcript only after enrollment at Chipola College and completion of at least 12 semester hours of college-level courses with a 2.0 GPA or better. It is the responsibility of the student to initiate this process at Admissions and Records after enrolling at Chipola.

Experiential Learning

Students may be awarded college or workforce development credit based on special training, work experience, and/or demonstrated skills obtained outside the traditional classroom. Credits will be awarded for skills and knowledge directly related to a particular program of study, not simply for years of work experience. Training, experience, and/or skills must be evaluated and documented before credit is awarded; therefore, tests may be administered for verification purposes. Students may attempt tests no more than one time.

A maximum of 25% of college credit or workforce development hours may be awarded. Students will not have experiential learning credit posted on their transcript until they have completed 12 college credit semester hours or 360 workforce development hours at Chipola, have earned a 2.0 GPA, and are currently enrolled. All experiential learning students must complete the last 15-college credit semester hours or the last 450 workforce development hours at Chipola College. For degree completion, at least 25 percent of semester credit hours, or the equivalent workforce development hours, must be earned through instruction at Chipola College.

Interested students should contact Admissions and Records for information on the process and to request an evaluation. A nonrefundable fee will be charged for each examination.

Workforce Development Programs

Chipola provides students who have completed Workforce Development course work the opportunity to transfer Workforce Development course work toward their AS Degree in specific programs. The courses are treated like transfer credit. Students will not have the Workforce Development credit posted to their permanent record until they have completed 12 college credit semester hours, have earned a 2.0 GPA, and are currently enrolled at Chipola College. For degree completion, at least 25 percent of the college semester hours must be earned through instruction in the academic instruction of Chipola College. This provision currently applies to the Associate in Science Degree in Fire Science Technology. Interested applicants must initiate this process through Admissions and Records. Fees apply for the transfer process.

Special Categories

International Students

For admission purposes an applicant is classified as an international student only if the college has to issue papers required by the Immigration and Naturalization Service. Applicants who have been admitted to the United States as immigrants and have been issued resident alien numbers will not be classified as international students for admission purposes.

International students seeking admission on an F-1 visa must submit the following:

1. A completed application for admission as a degree-seeking student.
2. Proof of education as follows:
 - a. A certified English translation of the school record if the student is a high school graduate or equivalent and has never attended college.
 - b. A certified English translation, when applicable, of records from all colleges previously attended.
3. Scores on the Test of English as a Foreign Language (TOEFL). The college will accept the following minimum scores on the TOEFL as proof of sufficient knowledge of the English Language: 525 on the pencil/paper exam, 195 on the computerized exam, and 70 on the Internet exam. The test is available through the Educational Testing Service, Box 6151, Princeton, New Jersey 08541.

4. A notarized form showing that financial resources are available for travel, tuition, books, and living expenses while the student is attending college in the USA. The amount of funds required is \$15,000 per year; a total of \$30,000 for the normal two-year program. This evidence is also required by the American Embassy or Consulate when applying for a student visa to enter the United States. Financial Aid is not available to students on visa; students must have these funds available when they register for their classes.

5. A certificate of proof that the student is covered by standard health, accident insurance, and evacuation/repatriation insurance must be provided before the term of intended enrollment. This insurance coverage must continue for the entire period of enrollment at the college.

6. The completed forms returned to the Vice President of Student Affairs with a one-time fee of \$100 that must be included with application.

As soon as all of the above official items are received by the college, a Certificate of Eligibility (Form I-20 A-B or M-N) will be issued to the student.

Transient Students

A. Transient students from another college

A transient student is one who preserves uninterrupted residency status with the home college while attending Chipola College. Students who wish to attend Chipola College on a transient basis may substitute a Transient Form approved by the home college in lieu of an official transcript. The Transient Form or official transcript must be forwarded along with the Application for Admission to the Admissions and Records Office.

B. Transient students from Chipola College

Permission to attend another institution on a transient basis will be granted only to currently enrolled students who have at least a 2.0 "C" average or better at Chipola College. Eligibility for transient status and acceptability of courses is determined by the Vice President of Student Affairs. The student is urged to bring course descriptions of each course to determine their transferability and equivalency. Transient permission is not usually given to any student for consecutive sessions. A student who requests transient permission and meets the requirement of a 2.0 "C" average is furnished with a Transient Form. Courses listed on the Transient Form will be accepted as equated on the form. If courses other than those listed are taken, they will be accepted under the conditions listed in this Rule for Transfer Students. Courses earned in transient status are accepted with the grades earned and are treated as transfer work. Students are encouraged to utilize the Transient Form found at www.facts.org.

Dual Enrollment

The Dual Enrollment Program provides the opportunity for qualified high school students from Calhoun, Holmes, Jackson, Liberty and Washington Counties to enroll in Chipola College courses while simultaneously enrolled in high school. Students receive both high school and college credit for these courses. Dual Enrollment

students are exempt from tuition, matriculation, and laboratory fees. Books for public school students are provided by the student's high school. Private and home school students must purchase their own college textbooks. Eligibility criteria and enrollment procedures which comply with Florida law and regulations are defined in the appropriate District Articulation Agreement. Prospective students and their parents should consult the Admissions and Records Office at 850-718-2233 or visit <http://www.chipola.edu/enrollment/dual-enrollment.htm> for the most current admission information and procedures, and a list of approved college courses.

Early Admission

Early Admission is a form of dual enrollment which provides the opportunity for qualified high school students from Calhoun, Holmes, Jackson, Liberty and Washington Counties, who are not currently taking classes in high school, to enroll in Chipola College courses on a full-time basis, taking courses that are applicable toward the high school diploma and the associate degree. Early Admission courses are taught on the college campus and students must meet special admission criteria. Eligibility criteria and enrollment procedures which comply with Florida law and regulations are defined in the appropriate District Articulation Agreement. Prospective students and their parents should consult the Admissions and Records Office at 850-718-2233 or visit <http://www.chipola.edu/enrollment/dual-enrollment.htm> for the most current admission information and procedures, and a list of approved college courses.

Honors Program

High school seniors may apply for admission to Chipola's Honors Program. Minimum qualifications are a high school GPA of 3.5 and an ACT composite score of 23 (SAT composite score of 1019).

Eligible students must submit a completed application and be interviewed by the Chipola Honors Council. Forty students will be chosen each year. Students who complete the program while maintaining the required grade point average will be classified as "Honors Graduates." Contact Ms. Bonnie Smith in the ACE Lab, for more information about the Honors Program.

Enrollment Policies

Registration

Baccalaureate, AA, AS and degree students are required to register at the beginning of each semester or session for assignment to classes. College credit registration will be accepted until the last day prescribed for each semester or session as shown in the college calendar. Exceptions are workforce development programs that may accept students whenever space is available, and courses that begin at various times throughout the semester, as listed in the class schedule.

Drop/Add a Course

At the beginning of each semester or summer term, students may change classes according to the cutoff date for drop/add, as specified in the college calendar. Schedule changes or refunds are allowed until this date, except in classes that do not follow the college calendar.

Re-Admission

Students who have not been in attendance at Chipola College for one calendar year or more, exclusive of the summer term are required to submit an application to ensure that the College has accurate directory and degree information on file. If the student attended another institution in the interim period, an official transcript must be submitted from that college or university. The student will complete requirements for graduation under the catalog in effect at the time of re-entry.

Load

The minimum academic load for full-time classification is 12 credit hours for fall or spring term and 6 credit hours per summer term. All others are classified as part-time students.

The maximum academic load for the fall or spring term is 18 credit hours; each summer term is 9 credit hours. Students on scholastic probation are limited to loads of 16 credit hours per fall and spring term and 6 credit hours per summer term.

Students seeking to enroll in more than the maximum number of academic hours in a single term must have prior approval of the Vice President of Student Affairs. Factors to weigh in granting approval may include the following: student's GPA and past record, nature and level of courses, total course time requirements, student's work schedule and/or other outside commitments.

Workforce Development students enrolled in clock hour programs will be classified as either full-time (30 clock hours per week) or half-time (15 clock hours per week). Students who attend fewer than 30 clock hours per week will be considered part-time.



Self-Directed Study Programs

Distance Learning

The purpose of Chipola College Distance Learning is to provide accessible, affordable, quality educational opportunities for area citizens through the use of technology. The college is committed to delivering instruction to students who are separated from their instructor by time and space, and providing high quality course offerings to students who cannot regularly attend campus classes and complete coursework by traditional methods. However, students enrolled in these courses may be required to take examinations on campus (or under the supervision of an approved proctor, that is, someone authorized by Chipola to conduct these tests) on the dates specified in the syllabus for each course.

Course syllabi and assignments will be available online on Chipola College's e-Learning Desire2Learn (D2L) system. Students taking a Distance Learning class must meet the placement testing and admissions requirements of the college. All college policies and deadlines apply. Coursework should be completed during the term it begins. Students must register during the registration dates listed in the college calendar.

Students enrolled in any Distance Learning classes will receive a letter from Chipola with instructions on how to access coursework through the D2L system. Students will be able to access their on-line classes on the first day of each term. Failure to access D2L the first week of class may impact your ability to receive financial aid and/or scholarship awards. Students should review the syllabus which will provide information regarding any instructional materials (such as the textbook or any other software required) and an overview of the D2L course content as well as the name, telephone number, and an e-mail address of the instructor.

Because a Distance Learning class has course materials online, students are expected to have an understanding of Internet basics and access to fast speed Internet. The Technology Center on the second level of the Library is equipped with 32 Internet workstations. These workstations are available to Chipola College students who present a current college ID. For Library and Technology Center hours, please call (850) 718-2274.

Students may wish to pursue Directed Independent Study (DIS) Courses. These are individualized courses that may not be offered in the current schedule. Students who desire to register for DIS courses may appeal to the Senior Vice President of Instructional & Student Affairs. DIS course work should be completed during the term in which it is started.

Directed Independent Study classes (Section 050) and Section 400 classes cost an additional \$30 per credit hour. Students should contact the appropriate department director for further information.

Classification of College Credit Students

Freshman: A student having fewer than 30 semester hours of earned credit.

Sophomore: A student having 30 or more semester hours of earned credit.

Junior: A student having 60 or more semester hours of earned credit.

Senior: A student having 90 or more semester hours of earned credit.

Full-Time: A student who registers for 12 or more semester hours.

Part-Time: A student who registers for fewer than 12 semester hours.

Transient: A student who is temporarily registered (for one term) at Chipola College with the approval of some other college or university where he or she is regularly enrolled, or a Chipola College student who is temporarily in attendance at another college or university with the approval of Chipola College.

Audit: A student admitted to college classes on a noncredit basis. Audit students must complete the standard admission procedures. Attendance requirements are established by the instructor. Charges for audit registration are the same as for credit registration. Audit courses will be included on academic records with a grade of "X."

Testing

Placement Testing

In an effort to provide more effective educational services for students, Chipola College and the State of Florida have established **a placement testing program**. Through the placement testing program the college can better identify the student's academic strengths and weaknesses. Test results are used by the college to advise students and to place them in courses which will best assist them in improving reading, writing, and mathematics skills. Degree-seeking students who require college preparatory instruction must begin competency-based preparatory course work within the first 12 semester hours. Students must maintain continuous enrollment in preparatory courses until successfully completed.

First-Time-In-College (FTIC) students seeking admission to the Associate in Arts Degree, The Associate in Science Degree or the Associate in Applied Science Degree are required to participate in the placement testing program prior to registering for their first term. Chipola College administers the Postsecondary Educational Readiness Test (PERT) as the primary placement test. Students who have completed the Enhanced American College Test (ACT) or the Scholastic Achievement Test-I (SAT-I) within the past two years of the date of admission may request that these scores be accepted for placement purposes.

Placement test scores are valid for two years. Students can retake the PERT ninety days after the first attempt. After the second attempt, students must wait two (2) years before a third attempt can be made.

Placement Testing Exemptions

Transfer students who have completed Communications Skills I (ENC 1101) or its equivalent and have completed College Algebra (MAC 1105) or its equivalent may be exempt from placement testing.

TABE Testing Requirements

Students who are enrolled in a postsecondary workforce development certificate program shall complete the TABE (Test of Adult Basic Education) within the first six weeks after admission into the program. However, a student is exempt from taking the TABE if any of the following criteria are met: 1. The student possesses an earned AA, AS, or higher degree. 2. The student has a minimum passing score on a standardized test provided the test scores are not over two years old. 3. The student has successfully completed college level English and mathematics courses. 4. The student has completed preparatory courses with a "C" grade or higher. 5. Students with disabilities as defined in Section 1007.264 may be exempt also. No student will be awarded a workforce development certificate until the student achieves the minimum level of basic skills required for that program by the Department of Education.

CGS 1100 Screening Exam

The CGS 1100 Screening Exam allows computer proficient students the ability to be exempt from the introductory computer course CGS 1060 providing they score 70% or better on the exam. Students must purchase a personal license in order to test. The license may be purchased in the Testing Center. There is a \$15 fee for the test.

BSC 2093 Screening Exam

The BSC 2093 Screening Exam allows students who have not successfully completed BSC 1005, BSC 1088, BSC 2010, or BSC 2011 the ability to exempt the biology pre-requisite for BSC 2093 providing they score 70% or better on the exam. There is a \$5 fee for the Screening Exam which is administered in the Testing Center.

Health Education Systems Incorporated (HESI)

The HESI assesses skills in mathematics, reading comprehension, and written expression for potential nursing students. It is designed to help identify academic skills that must be sharpened before beginning nursing education. There is a \$40 fee for the HESI which is administered in the Testing Center.

Advanced Placement /Credit by Exam (CLEP)

Students who have taken the College Entrance Examination Board's Advanced Placement (CEEB) and College Level Examination Program (CLEP) tests should have the results forwarded to Admissions and Records. For the CEEB Advanced Placement Tests, Chipola College awards credit in the appropriate subject or discipline as per CEEB's recommendation for scores 3, 4, or 5.

For the CLEP tests, Chipola College awards credit for each Subject Examination as approved by the State Department of Education. The maximum credit for the Subject Exams is 45 semester hours. CLEP credit in English Composition with Essay will satisfy the writing requirements of the Gordon Rule (SBE 6A.10.30). English Composition without Essay will NOT satisfy the writing requirement of the Gordon Rule. Since a grade of "P" for passing will be assigned, no grade point will be assigned for credit earned through the CLEP program.

Although Chipola awards credit for both Advanced Placement and CLEP scores, the college does not guarantee that all other colleges and universities will do so. According to an articulation agreement between Florida's public community colleges and universities, Florida public institutions will accept credit as noted above. This does not apply to all out-of-state institutions.

No CLEP credit will be allowed in a course if the student has previously attempted or earned college credit in that course.

Students who score unusually high on college aptitude tests or on the pre-registration achievement tests may be placed in the more advanced courses of required sequences of the discipline(s). This applies especially to mathematics for which entering students may qualify for placement in any course more advanced than the most elementary college-level course. Such advanced placement does not involve the granting of credit for lower level courses from which the student was exempt. It does, however, enable the student to greatly enrich his program of study and allows him to pursue more advanced courses throughout his college career.

High school graduates who complete a Career Pathways program of study may receive credit-by-exam for selected courses which are included in the Associate in Science degree or Workforce Development Certificate programs. Testing must be completed prior to first semester enrollment.

Gordon Rule Requirement

In 1982, the State Board of Education adopted a Communication and Computation Skills regulation (SBA 6A-10.030), also known as the Gordon Rule.

This rule requires all AA degree-seeking college students to take 12 hours from among a list of specified courses that require significant writing assignments and to take 6 hours of mathematics courses at the college algebra level or higher. Grades of "C" or better are required in courses taken to fulfill the requirements of the rule.

Provisions for satisfying the Gordon Rule requirement are as follows.

1. For the purposes of this rule, a grade of "C" or higher is required for successful completion.

2. Any student satisfying College Level Examination Program (CLEP) requirements in mathematics for post-admission exemptions of course work shall be allowed to exempt three (3) hours of mathematics required by this rule.

3. CLEP credit in English Composition with Essay will satisfy the writing requirements of the Gordon Rule (SBE 6A.10.30) English Composition without Essay will NOT satisfy the writing requirement of the Gordon Rule.

See the mathematics and communications sections of the general education requirements (Areas 3 and 4) for a list of mathematics and English/communications courses that will fulfill this requirement.

Collegiate Assessment of Academic Proficiency (CAAP)

All students seeking an Associate in Arts Degree must earn a score of 45 or higher on all sections of the Collegiate Assessment of Academic Proficiency (CAAP), an academic exam designed to

measure general education foundational skills attained in the first two years of college.

Testing dates may be found in the Chipola College Calendar printed on the inside front cover of this publication.

Florida Teachers Certification Exam (FTCE)

Graduates of Florida state-approved teacher preparation programs who have passed all three portions of the Florida Teacher Certification Examination (FTCE) will qualify for a Professional Florida Educator's Certificate.

The Florida Department of Education has suspended all pencil/ paper administrations of the FTCE and Florida colleges and universities no longer serve as test sites.

Registration for computer-based FTCE must be completed on-line at: www.fl.nesinc.com.

Students may download test information and study guides for the computerized FTCE online at http://www.fl.nesinc.com/FL_TestPrep.asp

Fees

Since the catalog must be published well in advance of the beginning of each school year, it is not always possible to anticipate fee changes. All fees and policies are subject to change, even after this Catalog has been printed. Call the Chipola College Business Office at 718-2204 or check out our website at www.chipola.edu/fiscal/fees.htm for current fee information before registering.

No registration will be complete until all fees and tuition have been paid in full and students have received their ID cards and proof of payment. **It is the student's responsibility to alert the cashier of any scholarship or financial aid awards at time of registration.** Students who are scholarship holders will be considered as having paid all fees and tuition, provided the amount of the scholarship covers all charges due. No faculty or staff member of the college, other than the president, has the authority to set aside this regulation.

Associate in Arts, Associate in Science, and College Credit Certificate Programs

Per Semester Hour

Type of Course	Florida	Residency AL and GA	Other
College Credit and College Prep Courses	\$ 100.00	\$ 101.00	\$ 285.24

Workforce Development Certificate Programs

Per Clock Hour

Type of Course	Florida	Residency AL and GA	Other
Post Secondary Adult Vocational	\$ 2.50	\$ 2.51	\$ 9.16

Bachelor's Programs

Per Semester Hour

Type of Course	Florida	Residency AL and GA	Other
College Credit	\$ 110.00	\$ 111.00	\$ 295.24

In addition to the cost per semester hour or clock hour, the following fees apply:

Additional Fees

1. Vocational Preparatory: \$30 (Florida Residents) and \$60 (Non-Florida Residents) per semester.
2. Special Fees: Special course fees may apply. When required, they are listed in the online course browse ~~course schedule~~.
3. Processing Fee: \$20.00 per semester. The Processing Fee includes application, ID parking and graduation fees. The Processing Fee will be charged at one-half the rate for those taking 6 or fewer credit hours or 224 or fewer clock hours. (Non-refundable)
4. Late Registration Fee: \$25.00 per occurrence.
5. Evaluation of noncredit program: \$100.00 per occurrence and \$25 per course. Fee will be assessed to evaluate a noncredit program of study for transfer to Associate in Applied Science or Associate in Science Degree in Early Childhood Education, Criminal Justice, Firefighting or Electronic Engineering. See Vice President of Student Affairs for details.
6. Experiential Learning Evaluation fee: (Contact Vice President of Student Affairs)
7. International Student Fee: \$100.00.
8. Printing Fees: Registered Chipola students will be given a \$15.00 printing credit to begin each semester.

All student printing is monitored by Print Limit software. Every time a student prints, the student will be informed of the balance remaining on their print credit. In addition, students will be restricted to 30 pages or less per print request. Print requests of more than 30 pages must be broken into multiple print requests. Printing charges will be assessed as follows:

- \$.05 per single black/white page
- \$.75 per single color page
- \$.05 per printed side of duplexed black/white printing
- \$.75 per printed side of duplexed color printing

Registered students may purchase additional printing credit in \$5.00 increments from the Chipola College Business Office.

Community users will NOT receive a printing credit to begin each semester. Instead, print fees will be collected by the Library

staff as pages are printed. Community use printing fees will be assessed as follows:

- \$.10 per single black/white page
- \$.75 per single color page
- \$.10 per printed side of duplexed black/white printing
- \$.75 per printed side of duplexed color printing

Methods of Payment

The college will accept personal checks for payment of tuition, fees, fines and other charges. VISA, MasterCard, and Discover are accepted at the Business Office. Tuition payments may also be made online through the college's website: www.chipola.edu with VISA, MasterCard, and Discover.

Students may cash personal checks in amounts up to \$15 in the Business Office located in the Student Services Building (A 165). There is a ten cents charge for this service.

Students will be charged \$25 for any check returned by the bank, if the bank or college is not at fault.

Students who issue a bad check will have ten days to redeem the check. If the check is not redeemed within this time, students may be withdrawn from classes. Legal action will also be taken.

Textbooks and Supplies

The cost per school year depends upon the program of study. For most academic students the average cost should not exceed \$400 per semester. For Workforce Development students the costs vary with the program, depending upon whether or not specialized clothing and tools are required. Except for programs requiring specialized clothing, uniforms, etc. the average cost for textbooks and supplies should not exceed \$800 per school year.

Summary of Costs

Student costs shown in this catalog, including those estimated, are the minimum amounts necessary and are not to be construed as the total expenditure of a student attending Chipola College.

For the day student who resides in the college district, the minimum estimated expenses, exclusive of room and board, transportation, and personal expenses, range from \$2,290 to \$3,400 per school year of two semesters. This does not include any allowances for clothing or incidental expenses.

Residents planning to rent in Marianna should add \$5,818 to \$6,188 to the amounts estimated above for a total estimated expense of \$8,108 to \$9,588 per school year (or two semesters) for fees, room and board, textbooks and supplies. This does not include expenditures for clothing, transportation or incidental expenses.

Non-Florida residents should add out-of-state tuition to the estimates shown.

State Employee Fee Waiver Information

As a qualified state employee, Chipola College can help you enhance your job skills and work toward a college degree at the same time. As an added benefit, you may be eligible for a tuition fee waiver for up to six semester credit hours of college credit on a space available basis.

All full-time permanent employees of a state agency, as certified by your human resources department, are eligible. (Eligibility is also subject to verification of employment by the State of Florida Comptroller's Office.)

Because the College receives no tuition for waived courses, waivers are only available for those courses that have not been filled by fee-paying students or those utilizing scholarships or grants. Therefore, the dates of registration are limited. Initial registration for each term must be on an approved state waiver registration date, usually the first day of late registration. In addition, some courses, by their nature, do not qualify for the waiver. These include on-line, directed individualized study, independent study, non-college credit (such as workforce development clock-hour and continuing education programs/courses), and limited access or selective admission programs such as baccalaureate, nursing, fire science technology, EMT, and other AS degree programs.

A waiver will be allowed for a maximum of six college credit hours per semester at the current, approved fee rate (\$100 per credit hour for the 2011/2012 academic year.) State employees are responsible for paying processing fees, testing fees, lab fees, and any other special fees. Late registration fees will not be assessed for state employees utilizing the fee waiver.

Chipola College accepts only the official Chipola College - State Employee Tuition Waiver Form.

Check the college website at www.chipola.edu/fiscal/waiver.htm for guidelines and additional information.

Florida Residency Requirements

Chipola College students will be classified as Florida residents or non-Florida residents for tuition assessment purposes. The criteria for determining residency status are detailed in the Florida Statutes and the Administrative Rules of the State Board of Education. Detailed information for residence classification is available in the Admissions and Records Office. The Affidavit of Residency, included on the Application for Admission, is required of all new students and returning students with an absence of 12 months or more.

A student's residency classification is determined at the time of admission. A non-resident may request reclassification after establishing residency in Florida as determined by law; any residency classification changes will be in effect for the next term. To change to resident status, the student must submit supporting documentation of residency prior to the first day of class.

The law allows a United States citizen or permanent resident alien to be classified as a Florida resident if the student, or dependent student's parent or legal guardian, has been a legal resident of the State of Florida for at least 12 consecutive months immediately preceding the first class day for the term in which classification as a Florida resident for tuition purposes is desired. Living in Florida, attending school in Florida, or property ownership in Florida does not, in and of itself, establish residency for tuition purposes.

A dependent student is any student who is eligible to be claimed as a dependent for Internal Revenue purposes. Therefore, any student who is under the age of 24 will be considered a dependent student, and the dependent student's status will be based on the residence status of a parent or legal guardian. A parent or

legal guardian must complete the Affidavit of Residency on the Admission Application.

The Affidavit of Residency for the independent student must be completed by the student and submitted with the appropriate documentation.

Any student who is under the age of 24 and can document independent status by presenting evidence that he/she is not claimed as a dependent by another person and is filing his/her own income taxes with an annual income that indicates the ability to be self-supporting may be considered as an independent student.

Florida Statutes allow some applicants who have not met the 12 month residence requirement to be classified as Florida residents for tuition purposes. These exceptions are listed below:

(1) Active duty service-members of the United States not stationed in Florida but whose legal state of residence certificate (DD FORM 2058) is Florida (spouse and dependent children included).

(2) Full-time instructional and administrative personnel employed by the state public school system, community college system, or university system (spouse and dependent children included).

(3) Latin American and Caribbean full-time students on federal or state scholarships.

(4) Full-time employees of state agencies or political subdivisions of the state when the student fees are paid by the agency or subdivision for the purpose of job-related law enforcement or corrections training.

(5) Qualified beneficiaries under the Florida Pre-Paid Postsecondary Expense Program as provided in Florida Statute 240.551(7)(a).

(6) A student who intends to make Florida his/her permanent home and is married to an individual who meets the requirements for classification as a resident for tuition purposes.

When claiming Florida residency by virtue of one of these exceptional categories, documentation must be submitted to substantiate eligibility.

Any Admission Application or residency statement submitted by or on behalf of the student that contains false, fraudulent or incomplete statements may result in denial of admission or dismissal.

Alabama and Georgia Tuition Differential

The Florida Legislature allows Chipola College the option of providing Alabama and Georgia residents a different tuition assessment for postsecondary classes. The Alabama and Georgia Tuition Differential will be assessed in addition to the current in-state tuition; that is, the eligible Alabama and Georgia student will pay the current in-state tuition and an additional \$1.00 per credit hour.

To be eligible for the Alabama Tuition Differential, the Alabama resident must have maintained legal residence in the State of Alabama for the 12 months immediately preceding the first class day in the term for which differential tuition assessment is requested.

To be eligible for the Georgia Tuition Differential, the Georgia resident must have maintained legal residence in the State of Georgia for the 12 months immediately preceding the first class day in

the term for which differential tuition assessment is requested.

The residence status of a dependent student is considered to be that of the parent or legal guardian of the student. A dependent student is any person who is eligible to be claimed by another person for Internal Revenue purposes. If the student requesting the Alabama or Georgia Tuition Differential is under the age of 24, Chipola College will assume that the student is a dependent, and the parent/legal guardian must request the Alabama or Georgia Tuition Differential for the dependent.

An Alabama or Georgia resident who has not met the 12-month residence requirement, but is married to an individual who has otherwise met the requirement may base his/her status on the eligible spouse.

Prospective students interested in the assessment of the Alabama or Georgia Tuition Differential should contact the Admissions and Records Office.

Refund Policy

Matriculation, tuition and other fees assessed students shall be refunded according to the following criteria.

Credit and Workforce Development Courses Following the College Calendar

A. Students who officially withdraw or drop one or more classes prior to the last published date for registration for any term shall receive a 100 percent refund of matriculation, tuition, lab, activity and financial aid fees.

B. Students who do not officially withdraw or drop one or more classes, or who do so after the last published date for registration for any term shall receive no refund.

Credit and Workforce Development Courses Not Following the College Calendar

A. Students who officially withdraw or drop one or more classes prior to completing one-sixteenth of the total clock hours required to complete the course shall receive a 100 percent refund of matriculation, tuition, lab, activity and financial aid fees.

B. Students who do not officially withdraw or drop one or more courses, or who do so after completing one-sixteenth or more of the total clock hours required to complete the course shall receive no refund.

Noncredit Courses

A. Students who officially withdraw from class one work day prior to the first class meeting shall receive a 100 percent refund of class related fees.

B. Students who do not officially withdraw, or who do so after the deadline, shall receive no refund.

Federal Financial Aid Refund and Repayment Policy

Chipola College is required to follow a Federal Financial Aid repayment policy for any student who receives the following Federal Financial Aid.

- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Federal Direct Subsidized Stafford Loan
- Federal Direct Unsubsidized Stafford Loan
- Federal Direct PLUS Loan

The refund policy specifies that you are not entitled to 100% of your federal financial aid until you have completed more than 60% of a semester.

If you receive Federal Financial Aid funds and you withdraw or cease attendance in all courses on or before completing 60% of the term enrolled you may be required to repay all or part of the Title IV aid you receive. This will result in a debt to Chipola, and may result in an additional debt to the Federal Government.

Students who withdraw or cease attendance in all courses on or before completing 60% of the term may have the following payment obligations as mandated by the Federal Government.

- Federal Direct Unsubsidized Stafford Loan
- Federal Direct Subsidized Stafford Loan
- Federal Direct PLUS Loan
- Federal Pell Grant
- Federal SEOG

Chipola will be required to return a portion of the federal funds you received. When this occurs, you will owe this amount to Chipola as unpaid fees. You will be billed for the unpaid fees and your grades and transcripts will be held until all Chipola debts

have been paid. You must repay your Federal Stafford Loan in accordance with the conditions on your promissory note. Any additional grant money (Federal Pell or FSEOG) you must repay to the Federal Government is considered a federal overpayment. You must either repay the amount in full to Chipola within 45 days of the date you are notified of the overpayment, or make satisfactory arrangements with the United States Department of Education (USDOE) to repay the amount that is owed. If you fail to repay or make satisfactory arrangements to repay a federal grant overpayment, you will lose further eligibility for all federal aid, for attendance at any college. This loss of eligibility will continue until the debt is paid in full, or satisfactory repayment arrangements are made with the USDOE.

If you are having difficulty with any of your courses, you are encouraged to seek advice from your instructor. You may also receive assistance from an academic advisor at Chipola. You are encouraged to make every effort to maintain attendance in your courses and to avoid withdrawing from all of your courses.

Contact the Chipola Financial Aid Office with any questions or to receive an example of a "Return of Title IV" calculation.

The Florida Department of Education will require a refund for all Bright Future Scholarship recipients for the award amount received for courses withdrawn after the end of the drop/add period. Refunds will be made to Chipola College. Bright Future Scholarships will not be awarded for the next term until all withdrawal refunds have been paid to the College.

Fines

Students may not register for new course work, may not graduate, and may not receive transcripts until all records are clear of fees and fines owed the college.



Financial Aid

The Financial Aid Office makes every effort to meet a student's demonstrated financial need with the sources available; however, it is not always possible to do so, and it may be necessary for the student to pay some educational expenses from personal funds.

All financial aid awards are estimates and are subject to change.

Most financial aid programs have limited funding; therefore, it is imperative that students apply for financial aid as soon as possible after January 1 for the following academic year. Applicants should apply online at www.fafsa.ed.gov.

Students planning to use financial aid to pay tuition must have a completed financial aid file in the Chipola College Financial Aid Office by established deadlines posted on the College Calendar.

The financial aid program at Chipola College is designed to provide scholarships, grants, loans and part-time employment to students who would be unable to attend college without such aid and to provide scholarships to outstanding students as a reward for achievement.

Assistance based on financial need takes into consideration the financial resources of the student and his/her family. Such need is determined by completing the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov. Financial Assistance may consist of scholarships, grants, loans, and part-time employment, individually or in various combinations. Students must reapply for financial aid each year. Chipola College adheres to all federal and state guidelines when administering financial aid, without regard to race, color, creed, national origin, age, sex, veteran's status, disability, or marital status.

Scholarships based upon achievement are not limited to students who show financial need; however, continuation of all aid is dependent upon meeting the financial aid Satisfactory Progress Standards. These requirements are outlined in the "Standards of Academic Progress" section of this catalog. Additionally, students who are in default on federal student loan or who owe the college for an overpayment of the grant are ineligible for additional financial aid until the debt is satisfied.

Students receiving Federal Student Aid (Title IV) who withdraw from or cease attendance in all courses on or before completing 60% of the term enrolled, may be required to repay all or part of the Title IV Financial Aid received that term. Before withdrawing from any class, it is strongly recommended that students consult the Financial Aid Office regarding potential financial liability. Title IV aid includes Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Federal Direct Subsidized and Unsubsidized Stafford Loans, and PLUS loans.

The following types of aid are administered:

Federal, State and College Assistance Programs

Federal Pell Grant is a federally-sponsored aid program designed to provide assistance to those who show financial need to attend a postsecondary educational institution. This grant is gift aid and does not have to be repaid.

Federal Supplemental Educational Opportunity Grant (FSEOG) program is designed to provide assistance for qualified students who have exceptional financial need. The amount of the

grant will depend upon the degree of need and should not exceed \$2,000 per academic year at Chipola. This is a grant and does not have to be repaid.

Federal Work Study Program provides part-time employment for students with financial need. Work is limited to a maximum of 15 to 20 hours per week, paid at minimum wage. Depending upon the availability of funds, students may also work during the summer term and other periods of non-enrollment. The FAFSA must be submitted to participate in this program.

Federal Direct Subsidized Stafford Student Loan is designed for students for whom the costs of education may be a burden. Students may be eligible to borrow up to \$3500 during their freshman year, \$4500 during their sophomore year, and \$5500 during their Junior and Senior years at Chipola College. Interest is paid by the Federal Government during periods of deferment. Repayment begins six months after studies are completed or the student is no longer enrolled at least half-time in an eligible institution. Beginning July 2010 the interest rate is a fixed rate. The FAFSA must be submitted to participate in this program.

Federal Direct Unsubsidized Stafford Student Loan is designed for students who may not demonstrate financial need but who require assistance to attend college. Terms are the same as for the Federal Direct Subsidized Stafford Loan except that the student is required to pay the interest while in school, or have the interest capitalized into the loan for repayment after graduation or dropping below half time status. The interest rate for loans after July 1, 2006 is fixed at 6.8%. Repayment of the principal may be deferred until the student is no longer attending college at least half-time. The FAFSA must be submitted to participate in this program.

According to Federal Regulations for Federal Direct Stafford Loans, Chipola College must delay payment to all first-time borrowers until 30 days after the first day of class. Students should note this delay in payment and make the appropriate financial arrangements. All borrowers must participate in pre-loan counseling prior to receiving the loan. Prior to leaving Chipola College, Federal Direct Stafford Loan borrowers are required to undergo exit counseling. Loan recipients who graduate or drop below half-time status or will not return to Chipola College should contact the Financial Aid Office to obtain the appropriate forms or go to StudentLoans.gov website at <http://studentloans.gov> and do an exit counseling session.

(Exit Only) If a student has contacted the school or the lender regarding a dispute that has not been resolved, the student may contact the Department of Education's Student Loan Ombudsman's Office. An Ombudsman is available as a neutral party to work with the student and all parties involved to assist in resolving disputes.

The DE Ombudsman may be contacted at the address below:

Office of the Ombudsman,
Student Financial Assistance
UCP #3 4th Floor
830 1st Street NE
Union Center Plaza #3
Washington, DC 20005

Federal Direct Parent's Loan for Undergraduate Students is a loan made available to parents of dependent undergraduate students. The interest rate is variable.

College Scholarships offered by Chipola cover tuition for various types of students, as follows:

a. Art and music scholarships—Persons interested should contact the Director of Fine and Performing Arts, in addition to making application for aid.

b. Athletic scholarships—These are offered in men's basketball and baseball and women's softball, basketball and cross-country. Interested persons should contact the Athletic Director.

c. Science lab assistantships—Awards are recommended by a committee of the natural science and mathematics faculty. Contact Director of Mathematics and Natural Science for further information.

d. The Papoose—Awards are made to outstanding leaders of The Papoose (student newspaper) staff. They are recommended by the Director of Public Relations.

e. SGA—One scholarship is awarded each year to the president of the Student Government Association.

f. Theatre scholarships—The Theatre Department recommends these awards. Contact the Director of Fine and Performing Arts for additional information.

Veterans Administration Benefits: The College is certified by the Florida State Approving Agency for training under the various veterans' training laws. The college's policies and procedures are applicable to all eligible students who make application for, and receive, V.A. Educational Assistance benefits under Chapters 30, 31, 33, 34, 35, 1606 and 1607 while enrolled in an approved program of study. All degrees, certificates and courses offered by the college must be approved by the Florida State Approving Agency to allow payments to eligible students. Eligible Veterans (students) planning to enroll at Chipola and wishing to receive VA benefits should consult with the Veterans Affairs Office well in advance of registering and complete an application for VA educational benefits for initial certification. **The veteran assumes responsibility for all fees at registration.** However, Veterans attending the college under Chapter 31 who have approval from the Veterans Administration will have registration fees paid directly to the college by the federal government. Veterans attending under Chapter 33, also known as Post-9/11 will have all or a percentage of tuition and fees paid based on their length of active duty service paid directly to the college by the federal government.

Veterans (students) desiring information about benefits and requirements should contact Chipola College's Veterans Affairs Office at 718-2290 or the VA Regional Office at 1-888-442-4551.

For VA purposes, training time is usually computed as follows:

12 or more credit hours	Full-time
9-11 credit hours	¾ time
6-8 credit hours	½ time
1-5 credit hours	less than half time

For the summer term, training time is computed differently. Veterans are advised to contact the VA office before registering.

Florida Student Assistance Grant (FSAG) is a need based grant awarded to Florida Residents for educational purposes of at

least one year, who demonstrate exceptional need, who are enrolled full-time by the end of regular drop/add. Part-time funding is also available to students. Funds are limited and Chipola College will notify students of their eligibility.

Florida Bright Futures Scholarships

The Legislature has mandated the following requirements to the Bright Futures Scholarship Programs:

The Florida Department of Education requires that all recipients of the Bright Futures Scholarship must file a Free Application for Federal Student Aid (FAFSA). The FAFSA must be complete and error free, resulting in a valid EFC with no FAFSA verification being required by the state for these funds.

The Florida Department of Education requires that students reimburse to Chipola College the Bright Future Award amount received for courses withdrawn from after the last day of late registration and drop add. This amount must be repaid before the student will be allowed to register for the following semester. The student's record will be placed on hold if the repayment.

Students are now required to earn at least 24 semester hours, or a prorated number of hours if the student was previously enrolled less than full time. (3/4 time – 18 hours; ½ time 12 hours)

Renewal criteria require a 3.0 GPA for the Florida Academic Scholar and a 2.75 GPA for the Florida Medallion and Florida Gold Seal Scholarships.

The Florida Gold Seal Vocational Scholars will NOT renew as a Florida Medallion Scholar after the first year.

The Bright Futures scholarship will no longer pay for any lab costs, processing fees or book allowances.

Florida Academic Scholars is a merit based scholarship program for students with outstanding high school academic achievement. At Chipola, this scholarship will pay \$62 per credit hour for the Associate in Arts and Associate in Science degrees and \$70 per credit hour for the Baccalaureate program. It will pay \$2.07 an hour for an eligible certificate or vocational program.

Florida Medallion Scholars is a merit based scholarship program for students with outstanding high school academic achievement. At Chipola, this scholarship will pay \$62 per credit hour for the Associate in Arts and Associate in Science degrees, \$52 per credit hour for the Baccalaureate program and \$1.57 per hour for an eligible certificate or vocational program.

Florida Gold Seal Vocational Scholars is a merit based scholarship program for students who have earned the Vocational Gold Seal endorsement and will enroll in a post secondary degree or certificate program. At Chipola, this scholarship will pay \$47 per credit hour for an Associate in Arts or Associate in Science degrees and \$52 per credit hour for the Baccalaureate program. It will pay \$1.57 an hour for an eligible certificate or vocational program.

The Florida Top Scholar will be awarded at \$43 per credit hour.

Other State Scholarships

The Florida Department of Education offers a number of scholarships for Florida residents. Please consult the Florida Department of Education website: www.floridastudentfinancialaid.org.

Student Rights and Responsibilities

As a student consumer, you have the RIGHT to:

- Be informed of the correct procedure for applying for aid, cost of attendance, types of aid available, how financial need is determined, criteria for awarding aid, how academic progress is determined and what you have to do to continue receiving aid.
- Be informed of the type and amount of assistance you will receive, how much of your need has been met and how and when you will be paid.
- Appeal any decision of the financial aid office with regard to your application.
- View the contents in your financial aid file, in accordance with the Family Education Rights and Privacy Act.
- Know the conditions of any loan that you accept.
- Know the job description and rate of pay for any student job you accept.
- Advised of the requirements in cases of withdrawal, such as refunds or repayment of financial aid.

Class Attendance - Title IV Requirements

A student must begin attendance in all of his or her courses to retain an enrollment status and award amounts are based on this enrollment status. Chipola College will take roll the first 2 weeks of class. Students failing to appear on a professor's class attendance verification form within the first 2 weeks of class, will be required to verify attendance to the Financial Aid Office prior to receiving a financial aid disbursement. Students are considered to have begun attendance for Distance Learning/On-Line Classes by completing the course orientation, submitting course assignments to the professor, or initiating contact with the professor concerning course requirements. Failure to begin attendance in any course will result in a lower enrollment status and an award reduction.

It is your RESPONSIBILITY to:

- Complete application materials correctly and submit them on time.
- Read all materials sent to you from the Office of Student Financial Aid agencies awarding your aid. Read, understand and keep copies of all forms you sign.
- Know and comply with rules governing the aid you receive.
- Provide additional documentation, verification, corrections, and/or new information requested by the Office of Student Financial Aid.
- Comply with the provisions or any promissory notes and all other agreements you sign.
- Use financial aid only for expenses related to your college attendance.
- Maintain satisfactory academic progress.
- Notify the Office of Financial Aid of any resources not considered during your original need analysis and any aid not listed on your award letter. Failure to notify us can jeopardize your future financial aid.
- Keep your local and permanent addresses current by contacting the Admissions and Records Office.

- Register for the required number of hours eligible for a grant, loan, or scholarship.

Foundation Assistance

The Chipola College Foundation, a nonprofit support organization for the college, provides a means for individuals, groups and businesses to make tax deductible contributions which can be used to support scholarships, staff development, library development, and the fine and performing arts.

As the need has grown, Chipola alumni and friends have responded by funding additional scholarships. During the 2009-10 fiscal year, over \$594,650 was expended by the Foundation for tuition and books for 897 students on scholarships administered by the Foundation.

Some Foundation scholarships are designated for specific majors; others are designated by county of residence or high school attended. Many scholarships are based on financial need and merit; some are based on merit alone.

To be considered for many scholarships, complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov to determine if you are eligible for federal or state aid before applying for foundation funds.

A list of scholarships, including application deadlines, may be obtained on the college web-site, or by calling the Foundation Office at (850) 718-2445 or by writing to the Foundation at 3094 Indian Circle, Marianna, FL 32446-2053.

The list is also available from high school counselors in the Chipola District.



Estimated Cost of Attendance

Listed below is the estimated cost of attendance for a student attending Chipola for 30 credit hours or 900 vocational clock hours during the Fall and Spring terms (9 months). The tuition figures are based on academic year 2011-2012 and are subject to change. As a student's actual budget may differ, based on actual expense, he/she is encouraged to compare his/her estimated budget or contact the Financial Aid Office.

Academic Students Residing With Parents	Florida Resident (In-State)	Alabama/Georgia Resident (Differential)	Non-Florida Resident (Out of State)	BS Program Resident (In-State) O.S. Add \$5,557 AL/GA Add \$30 Resident (Differential)
Tuition and Fees	\$3,100	\$3,130	\$8,657	\$3,400
Books and Supplies	800	800	800	800
Room and Board	2,220	2,220	2,220	2,220
Transportation	2,848	2,848	2,848	2,848
Personal/Medical	1,500	1,500	1,500	1,500
Total	\$10,468	\$10,498	\$16,025	\$10,768
Academic Students Not Residing With Parents	Florida Resident (In-State)	Alabama/Georgia Resident (Differential)	Non-Florida Resident (Out of State)	BS Program Resident (In-State) O.S. Add \$5,557 AL/GA Add \$30 Resident (Differential)
Tuition and Fees	\$3,100	\$3,130	\$8,657	\$3,400
Books and Supplies	800	800	800	800
Room and Board	5,388	5,388	5,388	5,388
Transportation	2,848	2,848	2,848	2,848
Personal/Medical	1,500	1,500	1,500	1,500
Total	\$13,636	\$13,666	\$19,193	\$13,936
Students Residing In Residence Hall	Academic Florida Resident (In-State)	Academic Alabama/Georgia Resident (Differential)	Academic Non-Florida Resident (Out of State)	Vocational (In-State) O.S. Add \$5,994 AL/GA Add \$9
Tuition and Fees	\$3,100	\$3,130	\$8,657	\$2,290
Books and Supplies	800	800	800	430
Room and Board	4,560	4,560	4,560	4,560
Transportation	1,435	1,435	1,435	1,435
Personal/Medical	1,500	1,500	1,500	1,500
Total	\$11,395	\$11,425	\$16,952	\$10,215
Vocational Students Residing With Parents	Florida Resident (In-State)	Alabama/Georgia Resident (Differential)	Non-Florida Resident (Out of State)	
Tuition and Fees	\$2,290	\$2,299	\$8,284	
Books and Supplies	430	430	430	
Room and Board	2,220	2,220	2,220	
Transportation	2,848	2,848	2,848	
Personal/Medical	1,500	1,500	1,500	
Total	\$9,288	\$9,297	\$15,282	
Vocational Students Not Residing With Parents	Florida Resident (In-State)	Alabama/Georgia Resident (Differential)	Non-Florida Resident (Out of State)	
Tuition and Fees	\$2,290	\$2,299	\$8,284	
Books and Supplies	430	430	430	
Room and Board	5,388	5,388	5,388	
Transportation	2,848	2,848	2,848	
Personal/Medical	1,500	1,500	1,500	
Total	\$12,456	\$12,465	\$18,450	

Attendance

Regular attendance is expected of all students. Students who are absent from classes for any reason other than official college activities must satisfy the instructor concerned that the absence was due to illness or other clearly unavoidable reasons. Otherwise, the student may suffer grade loss at the discretion of the instructor.

Chipola policy allows each instructor to specify in the course syllabus the attendance policy. It also allows the instructor to decide whether or not an absence is excusable and what effect the absence or tardy may have on the grade.

Limited enrollment programs may have specific attendance policies which must be followed by the individuals enrolled.

If students are to be off campus for official business or for a college activity, they may be excused. The activity advisor will turn in a list of students to the Senior Vice President of Instructional and Student Affairs, who will in turn furnish the list to all instructors. Students should still notify instructors before leaving and obtain permission to miss class. If students are failing or if an absence might jeopardize their standing, students should not be absent from class, even on official school business.

Students who flagrantly violate attendance regulations are subject to suspension, or dismissal from a course.

Driver's License Attendance Law

Chipola College students who are non-high school graduates and who have not reached their eighteenth birthday are subject to Florida Statute 322.091. If you need additional information contact the Vice President of Student Affairs.

Maximum Attempts, Grade Forgiveness, and Withdrawals

Maximum Attempts for Full Cost of Instruction

Students are permitted to enroll in the same college preparatory course or college credit course a maximum of three times. Students will be assessed 100% of the full cost of instruction on the third attempt unless the College grants a one-time exception to the student due to extenuating circumstances or financial hardship. Contact Vice President of Student Affairs for more information.

Based on major extenuating circumstances, a fourth attempt may be granted by the Vice President of Student Affairs. Students will be assessed the full cost of instruction on the fourth attempt. There are no appeals to reduce the full cost assessment on the fourth attempt.

The full cost assessment is the equivalent of the non-resident fee for college credit and college preparatory courses.

Grade Forgiveness

Grade forgiveness applies when students repeat the same college preparatory or college credit course in which they earned a "D" or "F" grade. Students may not repeat the same college credit or college preparatory course to improve a "C" grade or better. Students may repeat a course for grade forgiveness twice. Upon the third attempt in the same course, the grade earned is a final grade and cannot be forgiven. If there are three or fewer attempts,

only the grade from the last attempt will be used to compute the grade point average. If a fourth attempt is granted, both the third and fourth attempts will be calculated in the student's grade point average. Grades will not be forgiven if a degree has been issued. The number of total attempts allowed per course may be restricted for students enrolled in limited enrollment programs. Institutions to which subsequent transfer is made may not necessarily honor this policy. As a result, student's grade point average may change when they transfer to another institution. Students receiving financial aid should contact the Financial Aid Office prior to repeating any course.

Withdrawal, Audit, and Resignation

Students who drop any course during the Drop/Add period or who will enroll in a course as an audit student are not impacted by this policy.

Students may withdraw from or change to audit status a college preparatory or college credit course anytime prior to the withdrawal deadline published in the college calendar. Students may resign from the college by withdrawing from all coursework anytime prior to the resignation deadline published in the college calendar. Students are responsible for the completion of the formal withdrawal/resignation process. Students who remain enrolled in courses after the deadline will be assigned a final grade for the course by the instructor.

Students are permitted a maximum of two withdrawals in the same course. Upon the third attempt in the same course, a student will not be permitted to withdraw and will be assigned a final grade other than "W" (withdraw).

Classes that begin after the start of the semester or end prior to the completion of the semester will have as their "drop without penalty" date, the class meeting that represents 70 percent of the meeting time of that class. No refund of fees will be given for withdrawals, audits, and resignations.

Grading System

Grades & Quality Points

Final grades are available through FACTS.org following the close of each term. **Grades may be withheld by the college for reasons such as unpaid parking fines and fees, overdue loans and library books, unreturned audiovisual or physical education materials and equipment, incomplete admissions records, disciplinary actions, academic probation, and expulsion.** Residents of the College Dorms are responsible for loss, damages, or destruction of College supplied furnishings and equipment. Failure to make restitution to the college for loss, damages, or destruction of College supplied furnishings and equipment will result in the withholding of grades/transcripts.

A student's Grade Point Average (GPA) is derived from the grading system/quality point scale.

Grading System/Quality Point Scale

<i>Numerical Grade</i>	<i>Letter Grade</i>	<i>Quality Points</i>
90-100	A	4
80-89	B	3
70-79	C	2
60-69	D	1
Below 60	F	0
Incomplete	I	0
Withdrawn or Dropped	W	0
Audit	X	0

How to Compute Grade Point Average (GPA)

The student's GPA is used in determining academic standing, graduation readiness, eligibility for the Dean's List, and in other academically related decisions.

Each letter grade has a quality point value on the Grading System/Quality Point Scale. A student may determine the grade points for his/her grade in each course by multiplying the number of quality points a grade is worth times the number of semester hours the course carries. Thus a B (worth 3 quality points) in a 3-semester-hour course earns 9 quality points, and an A (worth 4 quality points) in the same 3-semester-hour course earns 12 quality points.



The cumulative grade point average is determined by dividing the total quality points earned by the total semester hours for GPA (including transfer work). Grade quality points are awarded as follows:

Courses	GPA Hours	Grade	Quality Points
ENC 1101	4	A	16
MAC 1105	3	C	6
SYG 1010	3	F	0
FRE 1120	4	B	12
ART 1300C	3	C	6
SLS 1101	1	B	3

Total hours for GPA - 18 Total Quality Points Earned - 43

**18 Hours for GPA divided into
43 Quality Points Earned= 2.39 GPA**

Grades of S, P, U, W, X and XW do not carry grade quality points. In general, credits for these grades do not count. However, in certain other circumstances, such as determination of repeat enrollments, and in computation of certain specialized GPA's, credits which carry these grades may be included in the GPA computation.

Incomplete Grades

Incomplete grades are determined by the instructor and are then reported to the Admission and Records Office. An "I", Incomplete grade, received at the end of any term becomes an "F" if not completed by the succeeding term.

F, I, W, and X Grades

Students should clearly understand the differences between F, I, W, and X grades and their effect upon GPA's.

A grade of F shows that a course has been failed. The semester hours for the course count in the GPA computation, but no quality points are earned; thus, an F grade lowers the GPA.

A grade of I shows that a student has not completed the required work in a course for some valid reason (such as serious illness or death in the family), that he/she has discussed this with the instructor, and that the instructor has agreed to allow the student to make up the missed work. However, a grade of I will be computed into the student's grade point average as if it were an F.

Students have until the end of the succeeding semester term to complete the work required to remove an "I" grade. Both the semester hours and quality points received will be computed into the next semester's GPA after the "I" has been replaced by a grade. If the work is not completed in the succeeding semester or term, the I grade will be converted to an F.

A grade of W shows that a student has dropped or withdrawn from a course after the drop/add period. The student receives neither semester hours nor quality points for courses in which the grade is W, and there is no effect upon his/her GPA.

A grade of X shows that a course has been taken for no credit. A grade of X carries neither semester hours nor quality points, and there is no effect upon the grade point average.

All grade changes must be initiated by the assigned faculty member and submitted to the Senior Vice President of Instructional and Student Affairs. All change of grade requests must be submitted by the end of the following semester in which the original grade was earned.

Required GPA

Students must have a 2.0 grade point average in all work attempted in order to earn the Bachelor's, AA, or AS degree. While a student may earn a cumulative average of 2.0 and have grades of D, it is well to remember that grades below C are seldom transferable to some private or out-of-state colleges and universities.

Students whose GPA falls below 2.0 will be subject to the penalties described in the following "Standards of Academic Progress."

Dean's List

The college uses the Dean's List to recognize academic achievement. To be included on the Dean's List, students must earn a grade point average of 3.25 while taking a minimum load of 12 semester hours (excluding remedial work) during the fall or spring semester; or, earn a GPA of 3.25 while taking a minimum load of six semester hours (excluding remedial work) during a summer term.

Standards of Academic Progress

Chipola College has established Standards of Academic Progress applicable to all students. Students who fall below a "C" or 2.00 Grade Point Average are placed on alert, warning or suspension, according to the following system.

Quality Point Deficiency System

A quality-point deficit is the number of quality points fewer than those needed for a "C" average. For example, if a student attempted 16 semester hours, 32 quality points would be needed to have the minimum 2.00 average. If a student has only 25 quality points for the 16 hours attempted, he has a quality point deficit of 7 points.

Standards	
Status	Quality Point Deficiency
Alert	1-18
Warning	19-29
Suspension	30 or more

Penalties

Alert: Deficit of 1-18 quality points for ten or more cumulative semester hours credit attempted. Students on Alert must earn a cumulative grade point average of 2.00 or higher in one semester or be placed on Warning.

Warning: Deficit of 19-29 quality points for ten or more cumulative semester hours credit attempted. The student will be placed on Warning for either of two reasons: (1) a cumulative quality point deficiency of 19-29 points; or (2) completion of two semesters on Alert with less than a 2.00 cumulative GPA.

Suspension: Deficit of 30 or more quality points for ten or more cumulative semester hours of credit attempted. Students will be suspended for either of two reasons: (1) A cumulative quality point deficiency of 30 or more points; or (2) completion of two semesters on Warning with less than a 2.00 Cumulative Grade Point Average.

Students will be suspended for a period of one semester for the first suspension. Each suspension thereafter shall be for a full academic year. Two summer terms equate to one semester.

These same standards may apply to Workforce Development clock-hour students. Full-time Workforce Development certificate students pursue 450 clock-hours credit during the fall and spring semesters and 180 clock-hours credit in a summer session. Full-time Workforce Development students who make an "F" for a semester grade will be suspended.

Credit and clock-hour students suspended from Chipola College are eligible for readmission on Warning status only after their period of suspension. The readmission student must have less than a cumulative quality point deficiency of 30 points after one semester or be suspended again. Clock-hour students must show continued progress toward their program of study in order to continue.

Further, the readmission student must have a 2.00 or higher cumulative grade point average after two semesters or be suspended again. While on Alert or Warning, a student will be required to participate in advising sessions and related activities as may be prescribed by the Vice President of Student Affairs.

Appeals

Appeals of probation and suspension decisions may be made to the Vice President of Student Affairs. If unresolved, the appeal may be made to the Admissions' Committee by contacting the Vice President of Student Affairs about the meeting schedule. The Admission Committee's decision is final.

Standards of Satisfactory Academic Progress for Financial Aid Recipients and Veterans

Standards of Satisfactory Academic Progress (SAP) for Financial Aid Eligibility Federal regulations (34 CFR 668.34) require a student to move toward the completion of a degree or certificate within an eligible program when receiving financial aid. Specific requirements for academic progress for financial aid recipients are applied differently than college Academic Progress Standards, Alert, Warning, and Suspension. Federal regulations state that Satisfactory Academic Progress Standards must include a review of all periods of enrollment, regardless of whether or not aid was received. The student must meet all the minimum standards in order to receive financial aid. Students receiving funds from institutional scholarships and state scholarships are required to maintain the progress requirements established by them.

A. Institutional Scholarships

1. Athletic Scholarships

- a. Maintain National Junior College Athletic Association standards.
- b. Maintain Florida Community College Activities Association standards.

2. Other Scholarships

- a. Maintain a 2.00 grade point average (GPA) each term or semester.
- b. Complete 24 semester hours each academic year.

B. State of Florida Satisfactory Progress Standards

The State of Florida has established standards of satisfactory academic progress for their programs that may differ from the standards established by Chipola College. Examples for the FSAG Program: A full-time student must earn a 2.0 each academic year and earn at least 24 credits over the fall and spring terms. A part-time student must earn a 2.0 each academic year and earn required hours. Please consult the Financial Aid Office, or the State of Florida with questions about their requirements.

C. State Scholarships and Grants

1. Florida Student Assistance Grants

Maintain a 2.00 GPA and complete a minimum of 24 semester hours each academic year.

2. Florida Academic Scholars

Maintain a 3.0 cumulative GPA and earn 24 credit hours per year. (See Bright Futures)

3. Florida Medallion Scholars

Maintain a 2.75 cumulative GPA and earn 24 credit hours per year. (See Bright Futures)

4. Florida Gold Seal Vocational Scholars

Maintain a 2.75 cumulative GPA and earn 24 credit hours per year. (See Bright Futures)

D. Federal Aid Recipients and Veterans

1. AA, AS Degree Students

Must maintain a cumulative grade point average (CGPA) of 2.00 with a 67% completion rate on all hours attempted including transfer hours accepted by Chipola. A student must complete their program of study within the 150% timeframe of their degree. Example: If a program is 60 credit hours then the student must complete all required coursework within 90 hours.

2. BS Degree Students

Must maintain a cumulative grade point average (CGPA) of 2.00 with a 67% completion rate on all hours attempted including transfer hours accepted by Chipola. A student must complete their program of study within the 150% timeframe of their degree. Example: If a program is 120 credit hours then the student must complete all required coursework within 180 hours.

Exception: BS Students in Education Degrees must follow the same standards as other BS degrees except must maintain a 2.50 cumulative grade point average.

3. Clock Hours and Certificate Program.

Students are required to complete the total number of clock/credit hours and weeks of instructional time in a payment period

to be eligible for additional Federal Aid. A student must complete their program of study within 150% timeframe of their certificate. Student must maintain a cumulative grade point average of 2.0 with a 67% completion rate on all clock/credit hours including transfer hours accepted by Chipola.

E. Course Work Evaluation

- Standards of Satisfactory Academic Progress (SAP) are applied at the end of every semester (Fall, Spring and Summer) or payment period to determine eligibility for the following academic semester or payment period. SAP standards are calculated using cumulative GPA and cumulative completion rate. Students must maintain an overall GPA of 2.0, except for BS recipients in the Education programs who must maintain a 2.50 or higher and a completion rate of 67% or more.

- The evaluation period will be based on attendance in all prior semester(s) or payment period(s) and will include all classes attempted including transfer work whether federal aid was received or not. The initial evaluation at Chipola will be based on all previous institutions attended once the transcripts are received, evaluated, and posted to the student's record. SAP will be reviewed after each semester or payment period.

- The student's cumulative GPA and completion ratio must meet the minimum standards or the student will be placed on warning or suspension. Grades of A,B,C,D,P,S are considered completed grades. Incomplete grades for this policy are F,I,W,XW,X U. Remedial courses will count toward hours attempted, completed and CGPA when evaluating SAP. (A maximum of 30 remedial credit hours)

- Financial Aid will include repeated courses which were not successfully completed. Students who are on their third attempt of a class must pay full cost of tuition according to Florida Statutes unless they have a successful third attempt appeal.

- Financial aid eligibility will include repeating a course one time if the student earned prior credit for the course with a grade of a "D" or higher. All classes taken must be counted as attempted classes regardless of grade forgiveness.

- Students who are not meeting SAP will be placed on a warning for a semester or suspended if they have not met the standards of satisfactory academic progress. Students who are placed on a warning status must be able to meet the cumulative minimum requirements for satisfactory academic progress by the next evaluation or will be ineligible for financial aid.

- Students who are not meeting SAP at the end of the warning period will be ineligible for financial aid until they raise their CGPA and/or completion rate to meet the minimum SAP requirements to regain financial aid eligibility or have an approved appeal plan. (See Appeal Progress)

- Students on probation and following a Financial Aid Eligibility Progress Plan will be evaluated according to the terms of the progress plan.

- Students who do not meet the Standard of Satisfactory Academic progress will be notified by mail. Students may follow the appeal process or the reinstatement procedures as outlined in section G and H. Student will not have eligibility for any further federal aid until they have met Standards of Satisfactory Academic Progress or have been granted an appeal approval.

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- Vocational Preparatory Courses (VPI) will be excluded from hours attempted, completed or CGPA.

F. Maximum Timeframe Eligibility

- Students who have attempted more than 150% of the credits required for their program of study are considered not to be making Satisfactory Academic Progress and therefore, are ineligible for financial aid funds.
- Students seeking second degrees are monitored like any other student under this policy. If or when the student exceeds the maximum time frame allowed for their respective programs, students may appeal if they have mitigating circumstances. All transfer hours accepted by Chipola will be included when determining maximum timeframe eligibility.
- A student may appeal as outlined in G. Reinstatement procedures as outline in H. are not applicable to maximum time frame eligibility.
- Students who have earned a Bachelor's degree may not earn an Associates of Arts Degree. All credits earned may apply to the 150% timeframe for the degree program in which the student is currently enrolled.

G. Appeal Process

- A student who has lost financial aid eligibility due to extenuating circumstances may appeal.
- Extenuating circumstances that may be considered include: personal illness or accident, serious illness or death with immediate family, other circumstances beyond the reasonable control of the student, etc.
- All appeals must be in writing, including all appropriate documentation. Appeals should be addressed to the Vice President of Student Affairs.
- Examples of documentation could include an obituary, notice, divorce decree, or a letter from physician, attorney, social services agency, parole officer, employer, etc.
- The condition or situation must be resolved which will allow the student ability to complete course work successfully or an appeal will not be granted.
- The outcome on an appeal may include a denial or probationary period with a **Financial Aid Eligibility Progress Plan (FAEPP) to assure students meet the Standards of Satisfactory Academic Process.**
- Students will be notified by mail of the results of the appeal, and of any restrictions or conditions pertaining to their appeal.

H. Reinstatement of Financial aid Eligibility

- A student who has lost financial aid eligibility may be reinstated after the student has taken classes to meet the minimum requirements of a cumulative GPA of 2.0 or for BS Education degrees 2.50 and a cumulative completion rate of 67% of all credit hours being evaluated or approved on appeal.
- All classes including those taken at other institutions will be taken into consideration for reinstatement purposes.
- A student must be able to complete their degree or certificate within the 150% timeframe.

- It is the student's responsibility to notify the Office of Financial Aid when this condition has been met.

I. Financial Aid Catalog Information

Every effort has been made to ensure the accuracy of the information in this catalog; however Federal and State laws supersede any information contained herein, and the information provided is subject to change without notice.

Graduation Requirements

Chipola College awards three degrees, the Bachelor's degree, the Associate in Arts, and the Associate in Science. Certificates are provided in Workforce Development programs.

Bachelor of Science Degree in Education

To be awarded the Bachelor in Science Degree in Education, a student must satisfy the following requirements.

- Complete 36 hours of General Education coursework and meet requirements of Gordon Rule.
- Complete two years of high school or one year of college instruction (8 Chipola College credits) in a single foreign language.
- Complete all required coursework. Twenty-five percent of the total semester hours toward graduation must be earned in academic programs in residence at Chipola College.
- Earn a cumulative GPA of 2.5 for professional studies and content area courses.
- Earn a minimum grade of "C" in all major and prerequisite coursework.
- Satisfactorily complete Student Teaching.
- Demonstrate satisfactory performance at the pre-professional level on the Florida Educator Accomplished Practices.
- Present passing scores on the basic skills, professional knowledge, and subject area parts of the Florida Teacher Certification exam.

Bachelor of Science in Business Administration

To be awarded the Bachelor of Science in Business Administration Degree, a student must satisfy the following requirements.

- Complete 36 hours of General Education coursework and meet requirements of Gordon Rule.
- Complete two years of high school or one year of college instruction (8 Chipola College credits) in a single foreign language.
- Complete all required coursework. Students must complete the last thirty (30) semester hours of upper (3000 & 4000) level courses in residence at Chipola. In extreme cases, a maximum of six (6) hours of the final thirty (30) semester hours of their program may be completed at another accredited senior institution with prior approval of the academic department chair.
- Earn a cumulative GPA of 2.0.
- Complete a minimum of 120 hours of coursework.
- Complete a minimum of 60 hours of 3000/4000 coursework at a senior level institution.

- Have a GPA of 2.5 or higher in the 7 required courses plus 1 elective in either of the accounting or management concentrations.

Bachelor of Science Degree in Nursing

To be awarded the Bachelor of Science Degree in Nursing, a student must satisfy the following requirements.

- Complete 36 hours of General Education coursework and meet requirements of Gordon Rule.
- Complete two years of high school or one year of college instruction (8 Chipola College credits) in a single foreign language.
- Complete all required coursework. Twenty-five percent of the total semester hours toward graduation must be earned in academic programs in residence at Chipola College.
- Earn a minimum grade of “C” in all major and prerequisite coursework.
- Earn a cumulative GPA of 2.0.
- Complete a minimum of 120 hours of coursework.
- Complete a minimum of 60 hours of coursework at a senior level institution.
- Complete a minimum of 40 hours at the 3000/4000 level.

Associate in Arts Degree

To be awarded the Associate in Arts degree, a student must be entitled to an honorable dismissal, must be eligible to re-enroll, must have earned a cumulative grade point average of 2.00 or better on all work attempted, must have completed a total of not less than 60 semester hours of acceptable college work (including the 36 hours of required general education courses), must have passed the CAAP, and must have fulfilled the requirements of the Communication and Computations Skills regulation (Gordon Rule). The 60 semester hours may not include physical education activity courses nor occupational courses. Twenty-five percent of the total semester hours toward graduation must be earned in academic programs in residence at Chipola College.

Requirements are shown in the current catalog for the academic year during which the student originally entered Chipola or for the year during which the student applies for graduation, except that the catalog for the year during which the student originally entered Chipola may not be used if more than three years have elapsed between the date of original admission and graduation. In the latter case, the catalog current for the year of graduation or the catalog for the preceding year must be used with regard to the General Education requirements or state regulations in effect.

Associate in Science Degree

The requirements for the Associate in Science degree are the same as the Associate in Arts degree with three exceptions. Instead of the required 36 hours of General Education coursework for the AA Degree, students must complete 15 to 18 hours of General Education coursework and follow a Chipola College academic plan for the chosen degree field; and students are not required to take the CAAP exam.

Certificate of Completion

Students who meet all of the requirements except a cumulative grade point average of 2.0 or better for either the Associate in Arts or the Associate in Science may be issued a certificate signifying the completion of a specified number of semester hours.

Workforce Development Certificate

Graduation requirements for Workforce Development certificate programs vary with each program. To be awarded a Workforce Development certificate, a student must be eligible to re-enroll, and must have satisfactorily completed the clock hours of instruction and/or competencies as specified in the Workforce Development Certificate Programs section of this catalog.

Rules concerning the catalog to be used for graduation requirements are the same as those for degree-seeking students.

Student Records (FERPA)

Chipola College policy fully complies with the Buckley Amendment and all other applicable federal and state laws in order to protect the privacy of student educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for correction of inaccurate data.

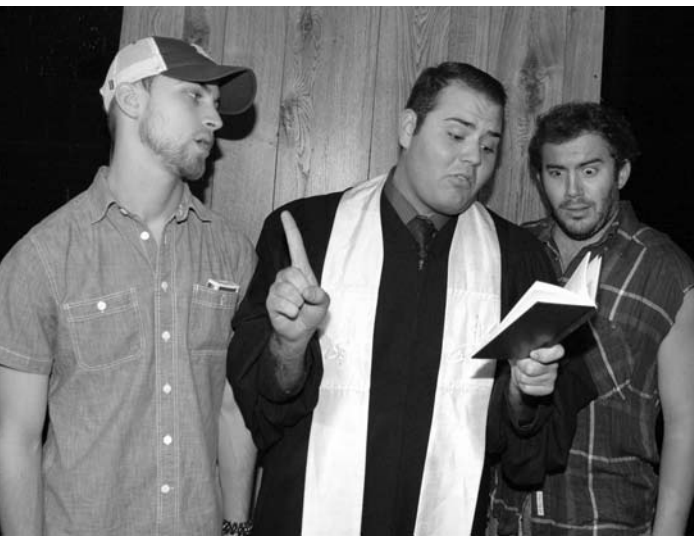
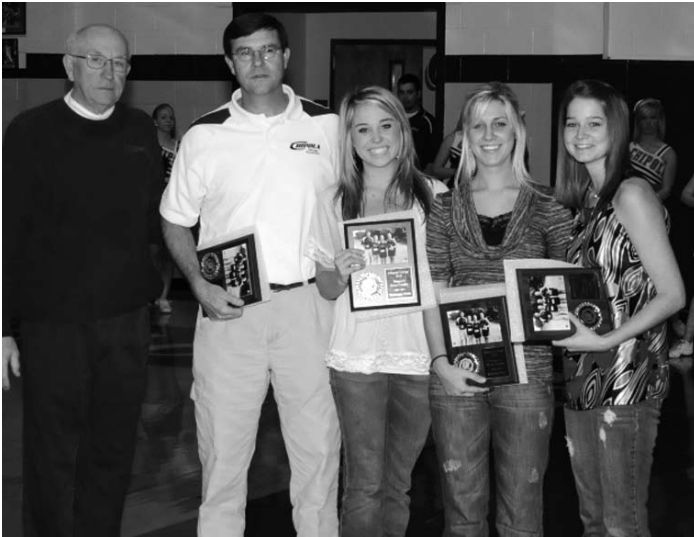
Directory information may be released to anyone unless the student specifies in writing to the Admissions and Records Office not later than the tenth calendar day of classes in each term that this information is to be withheld. Classified as directory information are the student's name, address, educational institution attended; dates of attendance (session dates only); published photographs; degrees and awards received including Dean's List; major field of study; participation in college activities and sports; and weight and height of members of athletic teams.

Items open to inspection only by the student, the eligible parent/guardian of the student, and members of the professional staff who have responsibility for working with the student are as follows: health and medical records, disciplinary records, personal counseling and advising records, student placement files relating to employment, general test information, required student and family financial income records, and student permanent academic records, including grade reports and other supporting data.

In order for parents to have access to their child's records without written permission from the child, the parents must certify that the child is economically dependent upon the parent as defined by Section 152 of the Internal Revenue Code of 1954. Whenever a student has attained eighteen years of age, or is attending an institution of postsecondary education, the permission or consent required of and the rights accorded to the parents of the student shall thereafter only be required of and accorded the student.

Students who want to see the items in their permanent folders that are available to them should make a request in writing to the Admissions and Records Office. Students who wish to challenge the contents of their records should contact the Admissions and Records Office concerning the procedures to be followed.

Any students who desire complete information relating to student access and student protection of records should contact the Admissions and Records Office.





Student Affairs: Services

"I used the same advisor each semester and she did a great job."

2011 Graduating Student Survey

"ACE has excellent tutors and staff. They do a wonderful job and provide a great service!"

2011 Graduating Student Survey

"The Tech Center was very useful and helpful."

2011 Graduating Student Survey

"I have received a wonderful education and been given opportunities to become involved in organizations such as Phi Theta Kappa and Student Government that would not have been available to me at a larger university."

Cassie Prichard, 2006 Academic All-American and Chipola Graduate

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STUDENT SERVICES

Student Activities

The Office of Student Activities/SGA has relocated to the Cafeteria/Student Center, Building K, Room 105 - 105B.

Student activities complement the academic programs of the college by providing opportunities for students to develop leadership skills, to pursue special interests and to interact socially.

The Student Government Association represents, through its elected members, the entire student body and is a voice for the students. All students enrolled at Chipola are SGA members and are invited to come to the meetings. It is a great opportunity to meet people, learn leadership skills, and be more interactive with your experience at Chipola. All students with a 2.5 or higher Grade Point Average are eligible to run for an SGA executive office. A 2.0 GPA is required to serve the Association through an appointed position. Elections are held twice a year, once in the fall and once in the spring.

Special Events: Check the calendar in the Student Handbook/Planner for special SGA sponsored events such as Fall Festival, Spring Frolics, Homecoming, seminars and more. Admission to these events is free to any Chipola student with a current ID.

Theatre: Students are encouraged to participate in the college theatre program which presents a season full of drama, comedies, hit musicals and children's theatre productions each year with a Theatre Major Showcase. Students and community members are encouraged to audition for productions or to sign up for theatre lab courses for credit. No previous experience is required.

Music: The music program at Chipola offers three musical ensembles open to all students. The Chamber Chorus is open to all students who enjoy choral singing and the Rock and Jazz Ensemble is open to all students who play musical instruments. Both Chorus and Jazz Band are non-auditioned ensembles. Show Choir combines both singing and choreography; it is an auditioned ensemble. All three ensembles perform throughout the district and on-campus. Chipola students interested in any of the musical ensembles or related music classes are asked to contact the Director of Fine and Performing Arts.

Sports and Intramurals: The Intercollegiate Athletics program at Chipola has a rich history and a winning tradition. The college participates in intercollegiate men's baseball and basketball and women's softball, basketball and track. The games that draw the most fans are those played against opponents in Chipola's league, the Panhandle Conference.

The college provides a variety of opportunities for students to participate in individual and team sports through its intramural program. These activities are open to all Chipola students. They enrich the total educational experience by helping build friendships and by providing valuable social skills. Students should watch for announcements throughout the year concerning various tournaments and competitions. Contact the Office of Student Activities for information.

Campus Organizations

Baptist Collegiate Ministry. Sponsored by the Florida Baptist Convention and local Southern Baptist churches, BCM is open to people of all denominations. Its purpose is to provide opportunities for Christian growth.

Black Student Union. The BSU hopes to improve and promote the educational, social and political environment on campus for all students.

Brain Bowl Team. This group of academically talented students represents Chipola at the Regional and State Brain Bowl Tournaments.

Chi Alpha. Sponsored by the West Florida District of the Assemblies of God, Chi Alpha is open to people of all denominations. Its purpose is to provide opportunities for Christian growth.

Chipola Yearbook. Yearbook members are responsible for producing and publishing the student yearbook under the direction of an advisor.

Chipola Players. This organization provides service through theatre projects, awareness of theatre productions and social events. If you like acting, singing, or just being part of the show this is the ticket for you!

Cheerleaders. The cheerleaders promote school spirit at sports events. Membership is determined by competitive tryouts.

Fellowship of Christian Athletes. This is a national organization which exists to serve the athletic community, undergirded by God's Spirit, and operating in the lives of available persons.

Freshmen Student Nurses Association. The Freshmen Student Nurses Association begins preparing nursing students for the assumption of the professional responsibilities of a Registered Nurse.

Future Educators Club. This organization provides support and positive feedback to the students enrolled or interested in one of the bachelor of education degree programs at Chipola College.

Honors Club. This organization consists of all Honors Program students. The members promote the ideals of Chipola College and provide peer mentoring and service learning opportunities.

Mu Alpha Theta. Mu Alpha Theta is a mathematics honorary society for college students. Members must have a 3.3 average overall and a 3.5 average in math.

New Beginnings. This is a mutual support group for displaced homemakers.

Papoose. The Papoose members are responsible for producing and publishing the student newspaper under the direction of a faculty advisor.

Phi Beta Lambda. Phi Beta Lambda provides additional opportunities for students in business to develop career abilities and to display group programs and activities. Any student interested in business is welcome; students do not have to be a business major.

Phi Theta Kappa. Phi Theta Kappa is Chipola's honorary society, open (by invitation) to students with a 3.5 or better GPA.

Pre-Med Society. The organization provides support to students planning to pursue careers in professional and allied health fields.

Puertas Abiertas (Spanish Club). This group opens the door of different acculturative aspects from the Spanish culture and creates a link between the non-fluent Hispanic neighbors as well as increases awareness of the importance of diversity.

Science Club. The Science Club is a co-curricular organization open to all students taking at least two science courses (including math) per semester.

Show Choir. This auditioned music and dance performance group provides an opportunity for students to showcase their talents.

Students in Free Enterprise. Students in Free Enterprise is an international non-profit organization that works with leaders in business and higher education to mobilize university students to make a difference in their communities while developing the skills to become socially responsible business leaders.

Sophomore Student Nurses Association. The Sophomore Student Nurses Association is a continuing group of nursing students that has completed 23 or more hours of course work with an NUR prefix. The association prepares students for the assumption of professional responsibilities of a Registered Nurse.

Student Ambassadors. This organization of specially selected students represents Chipola at various off-campus activities and assists in hosting events at the college. A GPA of 2.5 is required and must be maintained to remain a member.

Student Government Association. All students enrolled at Chipola are members of SGA and are invited to come to the meetings. SGA sponsors student activities and represents students' interests through contact with the college administration.

Voter Registration

Chipola College offers the opportunity for each student to register to vote in the State of Florida. A Florida Voter Registration Application Form may be picked up in the Student Activities Office, Building K, Room 105.

Advising

Student Affairs advisors and faculty members work together to provide individualized academic advising for new and returning students.

All entering first year AA/AS degree students and all transfer students with less than 12 semester hours of credit are required to enroll in SLS 1101 (Orientation). Students planning to obtain an Associate in Arts degree and enroll in one of Chipola College's bachelor degree programs or transfer to a state college or university should discuss with an advisor the specific course requirements for the major and the chosen transfer institution. Student Affairs prepares academic plans that list the general requirements for an AA degree, as well as the necessary prerequisite/recommended courses for a variety of majors at Chipola and several area universities.

All students should declare a major by the time they complete 24 semester hours of college level course work. Undecided majors will be placed in the general college (1005) track. Students are encouraged to use the FACTS 2+2 program evaluation (go to www.facts.org and follow the links) and/or use the program and

institution specific academic plans located on the college website to closely monitor progression toward graduation.

Students planning to obtain an Associate in Science degree or a Workforce Development certificate should check the catalog for the course requirements of their program, secure an academic plan from the Advising Office in Student Affairs (A-112), and consult with the faculty advisor for their particular program of study.

Advising services are available on campus each weekday, Monday through Friday during fall and spring semesters. During the two summer sessions advisors are available Monday through Thursday; the College is closed on Fridays. Appointments may be made for evening sessions.

Students should contact the college Articulation Officer for problems unique to their transfer into upper division postsecondary institutions in Florida.

Online Registration

Many Chipola students are eligible for online registration. To access online registration, go to the Chipola College website, www.chipola.edu, current students, online registration, and follow the prompts. For assistance please contact your advisor.

The following restrictions prohibit students from registering online:

1. Students who have completed less than 12 credit hours at Chipola College.
2. Students who have not declared a major.
3. Students who have changed their major.
4. Students who have a restriction placed on their records, i.e. financial obligation, Business Office, Library, etc.
5. Students taking remedial courses.
6. First-time-in-college students.
7. Dual Enrollment Students
8. Early Admit Students
9. Students utilizing the State Employee Fee Waiver
10. Students who have cumulative GPA less than 2.0
11. Baccalaureate students (Bachelor's level courses)



FACTS

FACTS, the Florida Academic Counseling and Tracking System, has joined forces with the state community colleges and universities in Florida to provide students web-based access to unofficial transcripts, degree audits, degree shopping, career information and much more!

Unofficial Transcripts

The transcript function on **FACTS** allows you web-based access to review your courses, your grades and your GPA. Students should use this feature to access grades at the end of each semester. Grades are available, via **FACTS**, as soon they are entered into the school's database.

Degree Audit

After you have enrolled in a state university or community college, a degree audit will compare courses you have already taken against a listing of courses required for your major. It can be used as your roadmap for graduation.

Degree Shopping

Degree shopping allows you the luxury of performing "what if" scenarios with different majors. For instance, "what if" you want to change majors? The degree shopping function will evaluate the courses you have already taken against the course requirements for the new major.

You can degree shop at other institutions as well. For instance, "what if" you are attending Chipola and want to transfer to the University of Florida and major in electrical engineering? The degree shopping function will allow you to see which of your Chipola courses will count towards the requirements of the electrical engineering program at UF.

Career Information

You may access career information and explore career choices via **FACTS**. Resume and portfolio development are also available. Visit the Career Center in A117 for assistance.

How to Get to FACTS

Visit the **FACTS** site at www.facts.org. Once there, select the option you want. For Transcripts, go to "College Students" and follow the prompts. Be sure to check out the many other helps available.

What You Will Need

To access your Chipola information via **FACTS**, you will need your personal identification number (PIN) and Social Security number (SSN). All students enrolled at Chipola beginning with Fall 2000 have been assigned an 8 digit PIN according to the following criteria.

- The first four digits of the PIN equal the last four digits of your SSN

- The next two digits of the PIN equal your numeric birth month (i.e. January = 01, February = 02, December = 12, etc.)

The last two digits of the PIN equal the numeric YEAR of your birth.

EXAMPLE: If your social security number is 123-45-6789 and your birthday is January 6, 1965, your pin would be 67890165.

Your PIN should be valid for the next 6-8 years. If you forget your PIN or you would like to change your PIN, please drop by the Admissions and Record's Office in the Student Services Building (Bldg. A-137) for assistance.

Academic Center of Excellence (ACE)

The Academic Center for Excellence provides free peer tutoring or test reviews in almost every subject area, including accounting, biology, chemistry, most mathematics courses, physics, history, computer science, literature, and humanities. Academic assistance can be individual tutoring or in a study group.

Students come to ACE to work with a peer tutor and other students in discussions regarding class lectures, chapter readings, and course handouts. ACE peer tutors work closely with Chipola's faculty to ensure proper communication of course content. They offer clarification of concepts and assist students in developing the proper study skills for success in class. More importantly, they provide consistent encouragement, motivation, and positive reinforcement to Chipola students.

Tutoring begins the first week of class and concludes on the last day of finals. Schedules are posted on campus bulletin boards and on the ACE website. The ACE is conveniently located in Building L behind the Student Services Building. For hours of operation or additional information, visit the ACE website at <http://www.chipola.edu/grants/ace%20program/index.htm> or call (850) 526-2761 ext. 3400.

Library

The library is a comprehensive, learning resource center that is an integral part of the college's instructional program. The print, electronic, and multimedia materials support the course offerings of the college and the professional and personal growth of the students, faculty, administration, and staff. The collection includes approximately 30,000 books, 55,000 electronic books, 1,000 audiovisuals and 200 periodical subscriptions. The Library is open 52.5 hours a week. The Library staff provides services that include class and individual library literacy instruction with orientations, reference and research support, plus course reserve materials. The Library has an audiovisual viewing area, photocopy machine, study rooms, and carrels. There are 14 computer stations for reference work. Users with a current Chipola Student Photo ID can access the online catalog, databases, and electronic books 24 hours a day from LINCCWeb. The Library website (www.chipola.edu/library/library.htm) has information about LINCCWeb and other library services.

Students must present a current Chipola Student Photo ID to check out materials and use reference workstations. Interlibrary loan services are available to students, faculty, and staff. Local community members may purchase lifetime membership cards

to borrow items. Designated computers are available at specific times to community users who have the required identification and follow college guidelines.

The Information Technology Center (Tech Lab) on the second level of the Library has 32 computer workstations with word processing and software for specific courses. A current Chipola Student Photo ID is required to use the lab.

Copyright Policies

Procurement of Copyrights & Patents & Receipt of Royalties

Chipola College Board of Trustees Policy 1.091

Faculty, staff and students may procure copyrights and patents, and receive the royalties resulting there from, provided that (1) the idea came from the faculty member, staff or student, (2) the products were the results of the faculty member's, staff or student's independent labors, and (3) Chipola College was not held responsible for any opinion expressed therein.

If the products were in any way supported by Chipola College funds, personnel, facilities, equipment, or materials, the faculty member, staff or student shall report to the Chief Executive Officer the faculty member's, staff or student's interest in having the product copyrighted or patented. Within twenty (20) days after receiving such report, the Chief Executive Officer will inform the faculty member, staff or student whether Chipola College seeks an interest in the copyright or patent.

A written contract shall thereafter be negotiated between Chipola College and faculty member(s), staff or student(s) involved to reflect the interest of all parties. All such agreements shall conform to and satisfy any pre-existing commitments to outside sponsoring agencies, but the faculty member, staff or student shall not commit any act which deprives Chipola College of any vested interest in the copyright or patent.

The Chipola College Procurement of Copyrights & Patents & Receipt of Royalties, in its entirety, is available on the College web site at http://www.chipola.edu/student-services/Copyrights_Patents.htm.



Copyright Policy for Materials Developed

Chipola College Board of Trustees Policy 1.090

It is the policy of the Board that the College as an entity and its employees as individuals conform to the provisions of Florida Statutes and the US Code in respect to copyright of materials in all forms.

These forms may be text, graphic, musical, sculpture or computer programs and may exist on the printed page, on film, recorded on magnetic tape, vinyl record, optical disc, electronic memory or other form.

Departments or individuals may not copy or otherwise reproduce or alter any copyrighted materials without the express written consent of the copyright holder other than as provided in act or statute.

Penalties for violation of this policy shall be established by the President, and published in the Procedures Manual.

The President shall cause a procedure to be developed for implementation of this policy relative to the daily operation of the College.

The Chipola College Copyright Procedure, in its entirety, is available on the College web site at <http://www.chipola.edu/student-services/Copyright%20Policy.htm>.

Student Center, Cafeteria, and Bookstore

Student Center

The Student Center Building (K) contains the Cafeteria and the Office of Student Activities/SGA .

Special groups who wish to use areas of the Student Center must schedule with the Dean of Workforce Development.

The Student Center is subject to much use and the cooperation of everyone is necessary in keeping it neat and attractive.

The following rules are in effect:

1. Trash should be deposited in appropriate containers.
2. Excessive noise or disorderly behavior will not be tolerated.

College Cafeteria

The college cafeteria operates in conjunction with Sodexo School Food Service. The cafeteria operates during the fall and spring semesters offering breakfast and lunch selections. Summer hours and meal offerings are based on student demand. The cafeteria is located in the Student Center. Vending machines are located in most buildings on campus.

College Bookstore

The Bookstore is now located in Building WD.

Refund Policy: New and Used Books

Students may return any purchased textbook(s) and receive a refund providing the following conditions are met:

1. Students must present the cash register receipt when books are returned. A receipt will be given when books are purchased. It is the responsibility of the student to keep it.

2. Books purchased prior to the beginning of the Fall or Spring semester must be returned no later than the tenth class day (14 calendar days) into the current semester, and the fourth class day into the Summer terms.
3. A student ID and the student's official drop/add form must be presented at time of refund request.
4. To receive a 100% refund, all new books must be clean and in absolutely new condition when returned. **Students should not remove any plastic covering or "shrink wrap" from books nor should they write in or make any notations within the books until they are absolutely positive they will keep the purchase.**
5. A 75% refund will be given to students who return new books if the plastic covering or "shrink wrap" has been removed, or if the books have been written in or are not clean and in absolutely new condition.
6. A 100% refund will be given to students who return used books, with register receipt, no later than the tenth class day (14 calendar days) into the Fall or Spring semester, and the fourth class day into the summer terms if those books are in the same condition as when purchased.
7. Books purchased after the tenth class day (14 calendar days) into the Fall or Spring semester, and the fourth class day into the Summer terms, must be returned within three days from date of cash register receipt or with proof of schedule change. Books must be in original condition to receive 100% refund of purchase price.

Defective Books

If a student purchases a new textbook and it is found to be defective, it should be returned to the bookstore immediately. It will be replaced at no charge.

If a student purchases a used textbook and it is found to be defective, it should be returned to the bookstore immediately. It will be replaced with another used book, if one is available. If no used books are available, a new textbook will be offered to the student; however, the student must pay the difference between the cost of the used textbook and the cost of the new textbook.

Cancelled Classes

If Chipola College cancels a class, the refund policies outlined above apply to the return of textbooks purchased for that class.

Services for Students with Special Needs

Office of Students with Disabilities

Chipola College is committed to making all programs and facilities accessible. Chipola's goal is for students to obtain maximum benefit from their educational experience and to effectively transition into the college environment.

Students who have disabilities are requested to voluntarily contact the Office of Students with Disabilities located in A-104. Students must identify themselves and provide appropriate documentation which will be used to determine eligibility for reasonable accommodations. Documentation should be provided by a medical

doctor, a psychologist or by other licensed or certified specialists recognized to treat the specific disability. Official documentation information can be no more than two years old. To ensure timely accommodations, students should request services prior to the beginning of classes for each semester. Accommodations, such as note takers, tutors, interpreters, extended testing time, and individualized pre-registration assistance are available. Specialized equipment such as cassette recorders, "Books on Tape", and wheelchair desks are also available.

The Board of Trustees of Chipola College has established policies and procedures for reasonable substitutions for eligible students to meet admission and graduation requirements.

The college campus is accessible and special parking is available. The permit used for disability campus parking must be the official college disability student parking permit. All other disability permits will be ticketed. For information and assistance, students should contact the Office of Students with Disabilities located in Building A-104, (850) 718-2239.

Note: The college does not provide personal attendant care or transportation.

Students with disabilities who are admitted to a state college or university, community college, or a postsecondary vocational institution are eligible for reasonable substitution for any graduation requirement, or requirements for admission into a program of study or upper division where such a substitution does not significantly alter the nature of the program (FS 1007.264-265). Students, who request a substitution and/or waiver of any admission or graduation requirement, must initiate a request with the Students with Disabilities Advisor. Appropriate required documentation must be on file.

Displaced Homemaker

This program is designed for the single parent who would like to return to school. Assistance is available for Workforce Development Certificate Programs, Associate Degree Programs, or Continuing Education Classes. To receive services from the Displaced Homemaker Program, individuals must meet all of the following criteria:

- Be 35 years of age or older;
- Have worked in the home providing unpaid household services for family members;
- Are not adequately employed (details available);
- Have had or would have difficulty securing adequate employment; and
- Have been dependent on the income of another family member but are no longer supported by such income; or who has been dependent on federal assistance.

Services available include assessment, advisement and referrals, and financial assistance. This program is funded by a state grant and supplements PELL awards for the cost of tuition, books, and supplies for those who qualify.

Career Information

Computerized career exploration programs provide career information to students. Some printed materials and career assess-

ments are available. Check the Student Affairs website for online career exploration and information.

Educational Talent Search

The Educational Talent Search (ETS) Program is a federally funded program through TRIO. Through ETS, students in grades 6-12 who have the potential to succeed in postsecondary education are identified and assisted. Two-thirds of students served must qualify financially and be first-generation college students. The other one-third may be any students who have the potential to succeed in postsecondary education.

The goal of the ETS Program is to increase the number of youth with potential, but lack motivation to complete high school and transition into postsecondary education at an institution of their choice. Some of the services provided by the ETS Program include: academic, financial, or career information, including advice on entry into postsecondary education programs; career exploration and aptitude assessment; information on postsecondary education; exposure to college and technical center campuses; information on student financial assistance; assistance in completing college admissions and financial aid applications; assistance in preparing for college entrance exams; linking with mentoring programs; and activities for the families of participants.

For more information, contact the ETS office at Chipola College in Student Affairs, A 120 or call (850) 718-2363.

Student Support Services

The Student Support Services (SSS) program is a federally funded program through TRIO. The SSS program is for students who meet income criteria, first generation college students who are enrolled, or accepted for enrollment, in a degree program at Chipola College.

Eligible applicants will be assigned an academic advisor who will work with them until they graduate. The program provides students with opportunities for academic development, assists students in meeting basic college requirements, and motivates students toward successful completion of their postsecondary education. The goal of SSS is to increase the persistence and graduation rates of its participants and facilitate their transition from one level of higher education to the next.

For more information contact the SSS Office at Chipola College located in the Student Services Building, Room A 119.

Career Pathways

The purpose of the Career Pathways Program is to broaden the educational, career, and economic opportunities of all students in the Chipola district. This approach combines academic learning in the classroom with hands-on learning through a technical program, a work site, or in a simulated work setting.

The Career Pathways program also promotes a system of connecting activities that link Chipola College, Washington-Holmes Technical Center, civic and business partners, and the high schools in our five-county area through developed programs of study.

The knowledge of Career Pathways students is enhanced with information on Bright Futures Scholarships, academic planning for

the world of work or for post-secondary education, focus on the future, four + two year academic plans, preparation for post-secondary programs, opportunities for dual enrollment, and improvement in FCAT scores.

Accident, Illness, Medical Services and Health Insurance

In the case of an accident occurring on campus, students should contact the Human Resources Office in A-184 (718-2269 or 718-2205); or, during the evening, if an emergency exists, dial 911 and report the emergency to the Jackson County Sheriff's Office. A Jackson County Sheriff's officer is assigned to this campus. The officer will be dispatched immediately to the emergency location. Although the college has no medical facilities, Jackson Hospital is located only blocks away.

Medical Services

Student fees do not include any medical service, health or accident insurance. The college has no medical clinic or hospital. In case of serious illness or accident on the campus, staff will call 911.

Emergency treatment or hospitalization is at the expense of the student and/or parent(s); however, the Human Resources Office or the Vice President of Student Affairs should be notified in the event of illness or accident.

Students have the responsibility of informing instructors of personal physical problems which may affect their performance in class.

Health Insurance

The college does not offer health or hospitalization insurance. Students or parents should assume this responsibility.

Safety & Security

Access to Campus Facilities

The Chipola College campus is open to the public during normal class hours and at other times upon special notice. The public is invited to the college to pursue educational opportunities and to attend college functions and activities. The pursuit of educational opportunities may include attending classes, registering for classes, visiting with instructors or advisors, obtaining information about college programs, or simply becoming familiar with the college facilities and its amenities. When the college is officially closed, any person found on college property without authorization may be considered a trespasser and will be reported to campus security. Loitering and soliciting on college property are strictly prohibited and any person found loitering or soliciting will be asked to leave, or upon refusal will be reported to campus security. **NOTE: During summer semesters I and II, the college is closed on Friday.**

Campus Security

Chipola College maintains campus security through an agreement with the Jackson County Sheriff's Department. College facilities fall within the jurisdiction of local law enforcement officials and any criminal activity occurring on campus is referred to campus security and/or local law enforcement officials for investigation and prosecution.

Campus Sex Crimes Prevention Act Notice

ANNUAL REPORT OF CRIME STATISTICS				
Offense	Number of Offenses Reported			
	2007	2008	2009	
Murder/Non-negligent Manslaughter	0	0	0	
Forcible Sex Offenses	0	0	0	
Nonforcible Sex Offenses	0	0	0	
Robbery	0	0	0	
Aggravated Assault	0	0	0	
Burglary	1	3	4	
Motor Vehicle Theft	0	0	0	
Arson	0	0	0	
Negligent Manslaughter	0	0	0	

Pursuant to Sections 775.21, 943.0435, and 944.607, Florida Statutes requiring notification to institutions of higher education if a sexual predator or sexual offender is enrolled, or carrying on a vocation at an institution of higher education in this state, the Florida Department of Corrections will notify such institution. Information regarding such offenders attending Chipola College may be accessed online via the Florida Department of Law Enforcement website at <http://www3.fdle.state.fl.us/index.asp>.

Crime Awareness and Prevention Programs

All new Chipola students (and transfer students with less than 12 semester hours of transferable credit) are required to attend student orientation taught each fall and spring semester (students beginning during a summer semester attend a session during the following fall term). As part of the orientation program, students are given information about crime prevention and specific tips on personal safety and protection from crime. Students also receive instruction about how and where to report suspected criminal activity.

Crime Statistics

The annual campus security report contains campus crime statistics for years 2007, 2008, and 2009. Statistics concern criminal offenses as reported to campus security or local police agencies. Additional information can be found at OPE Campus Security Statistics website (<http://ope.ed.gov/security>) brought to you by the U.S. Department of Education.

Campus Safety

Students and employees are encouraged to take the following precautions to help make the campus safer:

1. Carry your Student ID card with you at all times while on campus.
2. Keep car doors locked and all valuables out of sight and park only in designated areas.
3. Never leave your purse, bookbag, laptop computer, palm pilot, math calculator, etc., unattended. Carry your money, driver's license, and credit cards on your person if possible.
4. Keep your Residence Hall room locked at all times; keep room key in your possession. Students should never leave laundry or other personal property unattended.
5. Mark all books and personal property for identification. Students should not leave them unattended.
6. Stay in well-lighted areas at night. Students should try to avoid traveling across campus alone and report any poorly lighted areas.
7. Stay on sidewalks as much as possible and watch for protruding roots and fallen limbs when traveling across campus.
8. Report any suspicious activities or persons by calling 911 or by contacting any college official.
9. Keep to the right at blind corners and use a handrail when using stairs.
10. Keep bicycles, roller blades, etc. off sidewalks, grass, tennis courts, or inside any building on campus. Skateboards are not allowed on campus.
11. Use caution when approaching cross-walks, and remember, the pedestrian has the right of way. Campus speed limit is 15 mph.
12. In case of fire, immediately evacuate the building in an orderly fashion. Reentry to the building will not be permitted until properly authorized by the fire department or College administration.
13. In case of bomb threat, immediately evacuate the building in an orderly fashion. If the campus is to be totally evacuated, leave campus at once in a safe and orderly manner. *If you see any unusual object, notify the proper authorities, but do not touch it.*
14. Report any violence immediately by calling 911 and then notify the Special Assistant for Institutional Programs and Athletic Director (718-2299), the Vice President of Student Affairs (718-2209 or 718-2407), or any other employee.
15. In case of hurricane or other disaster, the decision to close the College will be based upon whether a life threatening situation is determined to exist or is projected to exist during the time classes are scheduled. For information concerning school closure, call (850)526-2761 or tune in to one of the local television or radio stations.
16. For incidents of seizure or other medical emergencies contact the nearest college employee and then report immediately to the Human Resources Office (718-2269 or 718-2205) or the Vice President of Student Affairs (718-2209 or 718-2407) for assistance.

Classroom Safety

The college seeks to prevent disease and accident by maintaining a healthful environment. Students are furnished with safeguards to reduce or eliminate accidents and injuries. Faculty responsible for supervision of students and student activities take precautions to protect the health and safety of every student. Students who work or study in areas where accidents are more likely to happen

will be properly oriented in the use of equipment, safety procedures to help protect fellow students, and proper action in case of an emergency.

Students are required to wear safety devices and protective clothing and take such safeguards as are necessary to reduce or eliminate accidents and injuries. Refusal or failure by a student to use or wear such devices or protective clothing or equipment shall be grounds for appropriate disciplinary action. Students who work or study in areas where accidents are more likely to happen (i.e., pool, drama workshop, science labs) will be required to follow instructions regarding potential dangers (i.e., tools, chemicals). Students should note the location of fire extinguishers, etc.

Eye protective devices - Florida Statute 1006.063 requires eye protection devices be worn by any student, instructor or visitor involved in an activity likely to cause injury to the eye.

Foot protection - Bare feet are not allowed on campus. Sandals or footwear exposing the feet are not permissible during activities requiring foot protection, such as chemical laboratory work, shop work and photo processing.

Student ID Cards

All students currently enrolled in at least one college, technical (PSAV) or preparatory credit course are required to obtain a Chipola College Photo Identification Card by the end of the first week of class for each academic term. Students must carry their ID cards at all time while on campus; present the card to campus security or campus personnel when requested for identification purposes; and must have the card to check out library materials, use computers in the library and tech center, and to take many final exams. Students must provide their tuition receipts showing that they have paid fees before a card will be issued. The student ID card is valid for the academic term identified by the sticker located on the back of the card. Students must have their card validated for each subsequent semester of enrollment. New ID cards are required annually, beginning with the fall semester of the academic year. Identification cards are made daily during each registration period and are available in A-107 during posted hours. A \$10 fee will be charged for each replacement ID card.

Children on Campus

Chipola College values family life and is supportive of families. However, Chipola College employees, students, and visitors should not use the college in lieu of a childcare provider. Accordingly, minor children of employees, students, or visitors may be on campus only under the special circumstances below.

1. Minor children are permitted on campus when the purpose of their visit is to participate in activities, classes, or events specifically scheduled for their benefit (e.g. children's theatre programs/workshops, athletic camps, etc.).

2. Minor children are permitted on campus when with a parent or responsible adult who is conducting routine business at the college. Courtesy to other campus visitors is important; therefore, please leave young children in the care of others when visiting campus for activities such as advising, registration, seeking financial aid assistance, attending class, conducting research, participating in labs or study groups, or using the library.

3. In no case are minor children permitted in labs, shops, construction/repair sites, classrooms, offices, or other areas where potential hazards exist, unless enrolled in classes or activities scheduled at the site.

Drug Free Campus

In compliance with the Drug Free Schools and Communities Act Amendment of 1989, Chipola College:

Prohibits the unlawful possession, use, or distribution of illicit drugs and alcohol by all students and employees;

Enforces sanctions, including those applicable under local, state, and federal law, for unlawful possession, use, or distribution of illicit drugs or alcohol, including but not limited to suspension, expulsion, termination of employment, and referral for prosecution which may result in arrest, appropriate fines, and imprisonment;

Believes that there are many detrimental health risks associated with the use of illicit drugs and the abuse of alcohol, including but not limited to psychological and physical addiction, insomnia, disorientation, depression, hallucinations, hypertension, increased anxiety and paranoia, damage to unborn babies, convulsions, cancer, psychosis, respiratory failure, brain damage, and death;

Reminds students that by registering at Chipola, they assume the responsibility of becoming familiar with and abiding by the regulations and rules of conduct of the college;

Encourages anyone with a drug or alcohol problem to seek help at one of the local agencies which include but are not limited to the following: Alcoholics Anonymous (850) 769-0335, Chemical Addictions Recovery Effort, Inc. (850) 526-3133, and Life Management Center of NW Florida (850) 482-7441.

The college provides drug and alcohol abuse educational programs annually.







Student Governance

"ACE is a program that every institution should implement on their campus."

2011 Graduating Student Survey

"Chipola has been a great experience."

2011 Graduating Student Survey

"I enjoyed my two years at Chipola and had a wonderful time. I am going to miss the faculty and students that I have grown to know."

2010 Graduating Student Survey

"Chipola and its teachers gave me the opportunity to prepare myself. The things I learned there have helped me not only to survive, but to ready myself to take on the obligations necessary to find my niche in the world."

Johnnie Mae Gibson, First Black Female FBI Agent and Outstanding Alumnus

STUDENT GOVERNANCE

Student Rights, Responsibilities, and Code of Conduct

Preamble

Chipola College is dedicated to the advancement of knowledge and learning; to the provision of affordable, quality educational opportunities to all who choose to attend; and to the development of students, instilling ethical responsibility and integrity. This Student Code of Conduct is designed to promote the vision, mission, and goals of Chipola College. Students are expected to uphold appropriate standards of behavior and to respect the rights of others. The sanctions outlined through the disciplinary process are imposed to educate students about the seriousness of their actions, to provide a civil atmosphere that allows for positive personal growth, and to maintain campus safety and security.

Each student, by registering, pledges to accept and obey the rules and regulations of the college. Students are responsible for the observance of all board policies and procedures as published in the College Catalog, the Student Handbook/Planner, and other college information bulletins.

Freedoms

Freedom of Access to Higher Learning—Within the limits of its facilities, Chipola College is open to all persons who are qualified according to its admissions and good standing policies; however, the college reserves the right to deny admission to any applicant except for reasons of race, creed, color, disability, national origin, marital status, veteran's status, sex, or age. It is the responsibility of the college to make available the criteria it shall use in evaluating student success in all programs. It is the responsibility of students to avail themselves of the knowledge of these objectives and criteria as published.

Freedom of Inquiry and Expression—Students may examine and discuss questions of interest to them and express opinions. This right must be exercised in a manner that does not interfere with the same rights and freedoms of others. Freedom of expression carries with it the responsibility for seeing that the essential order of the College is preserved.

Freedom of Assembly—The education of students can never be limited to what takes place in a classroom. It is necessary for them, from time to time, to have the privilege of availing themselves of the stimulation that visiting speakers can afford. In order for such speakers to be invited to the campus, certain rules must be met by the inviting person or persons. Any speaker, entertainer, consultant, or other person(s) not employed by the college or enrolled in the college, invited or uninvited to the campus for the purpose of addressing, entertaining, consulting, or otherwise contacting any group of students, faculty, or other employees of Chipola College, must have the approval of the president of the college or his designated representative. The approval or disapproval shall be obtained from the president or his designee upon

written request. If the person is invited by any college organization, the organization shall secure approval for the visit. If the person or persons desire to come on campus uninvited, then it will be the responsibility of the person or persons to secure the approval of the president or his designee.

The institutional control of campus facilities will not be used as a device of censorship. In cases involving a reasonable prediction of disruptions on the campus, because of the controversial nature of a speaker or the speaker's subject, or both, an invitation may be withheld.

It is the responsibility of the persons who invite outside speakers to make it clear to the academic and larger community that all views expressed are not those of the students, faculty, or employees of Chipola College.

Protection of Freedom of Expression—Students are free to take reasonable exception to the data or views offered in any course of study and to reserve judgment about matters of opinion; however, they are responsible for learning the content of any course of study for which they are enrolled. Student grades are based on academic achievement and not on opinions expressed by students in or outside of class.

Freedom of Religion—Chipola College will reasonably accommodate the religious observance, practice, and belief of individual students in regard to admissions, class attendance, and the scheduling of examinations and work assignments.

Students will give their instructors a reasonable notice of at least one week prior to an intended religious observance and will make up any required work, including tests, within one week of the absence.

Students who believe that they have been unreasonably denied an educational benefit due to their religious beliefs or practices may seek redress through the Student Grievance Policy as outlined in this document. No adverse or prejudicial effects shall result to any students availing themselves of the provisions of this policy.

Freedom of Privacy—Students have the same rights of privacy as any other citizen. Those rights of privacy extend to residence hall living. Nothing in the Chipola College residence hall contract may either express, imply or give College officials the authority to allow the police or government to search the room of a student without a search warrant.

Chipola officials may conduct a search of a student's room in the residence hall to determine compliance with federal, state, and local criminal law where there is probable cause to believe that a violation has occurred or is taking place. "Probable cause" exists when the facts and circumstances within the knowledge of college officials are sufficient in themselves to warrant the belief that an offense has been or is being committed. Entry may be made into a residence hall room without notice in emergencies where there is reasonable fear of imminent danger to life, safety, health, or property. Residence hall students must comply with the Chipola College Residence Hall Rules and Regulations.

Confidentiality of Student Records

The privacy and confidentiality of all student records shall be preserved. Official student records, supporting documents, and other student files shall be accessed only by members of the college staff employed for that purpose.

Regulations of the State Board of Education prescribe that the content and custody of limited access records may be maintained on students.

The purpose of Florida Statute 1002.22 is to protect the rights of students and their parents with respect to student records and reports as created, maintained, and used by public educational institutions in the state.

Academic Honor Code

Academic Honor Code - Violations

Students are expected to uphold the Academic Honor Code. Chipola College's Honor Code is based on the premise that each student has the responsibility to (1) uphold the highest standards of academic honesty in his/her own work; (2) refuse to tolerate academic dishonesty in the college community; and (3) foster a high sense of honor and social responsibility on the part of students.

Chipola College expects students to be honest in all of their academic work. By enrolling at the College, students agree to adhere to the Academic Honor Code and understand that failure to comply with this code may result in academic and disciplinary action, up to and including expulsion from the College. The conduct set forth hereinafter constitutes academic dishonesty.

Cheating is the improper taking or tendering of any information or material which shall be used to determine academic credit. Taking of information includes, but is not limited to, copying from another student's test or homework paper; allowing another student to copy from a test or homework assignment; using unauthorized materials during a test, such as the course textbook, notebook, formula lists, notes or crib sheets, including those stored in a calculator or other electronic device; collaborating during an in-class or take-home test with any other person by giving or receiving information without authority; having another individual write or plan a paper, including those bought from research paper services; and submitting the same paper/project in more than one class.

Plagiarism is the attempt to represent the work of another as it may relate to written or oral works, computer-based work, mode of creative expression (i.e. music, media, or the visual arts), as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student. When a student submits oral or written work for credit that includes the words, ideas, or data of others, the source of that information must be acknowledged through complete, accurate, and specific references, and if verbatim statements are included, through use of quotation marks as well. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. A student will avoid being charged with plagiarism if there is an acknowledgment of indebtedness. Examples include: Quoting another person's actual words; using another person's idea, opinion, or theory, even

if it is completely paraphrased in one's own words; drawing upon facts, statistics, or other illustrative materials—unless the information is common knowledge; submitting a paper purchased from a term paper service as one's own work; failing to accurately document information or wording obtained on the World Wide Web; submitting anyone else's paper as one's own work; and violating federal copyright laws, including unauthorized duplication and/or distribution of copyrighted.

Bribery is the offering, giving, receiving, or soliciting of any materials, items or services of value to gain academic advantage for yourself or another. This does not apply to College approved or sponsored tutoring or supplemental instruction.

Misrepresentation is any act or omission with intent to deceive an instructor for academic advantage. Misrepresentation includes using computer programs generated by another and handing it in as your own work unless expressly allowed by the instructor; lying to an instructor to increase your grade; lying or misrepresenting facts when confronted with an allegation of academic dishonesty.

Conspiracy is the planning or acting with one or more persons to commit any form of academic dishonesty to gain academic advantage for yourself or another.

Fabrication is the use of invented or fabricated information, or the falsification of research or other finding with the intent to deceive for academic professional advantage; also the falsification or misrepresentation of experimental data, and violating the professional ethics that are established in clinical activities, science labs, research projects, or internships.

Duplicate Submission is the submission of the same or substantially same paper/project in more than one class unless prior permission has been obtained from the current instructors if the paper/project is being used in two classes in the same term or from the subsequent instructor if being used in a subsequent term.

Academic Misconduct is the intentional violation of College policies by tampering with grades or taking part in obtaining or distributing any part of a test, quiz, or graded assignment. Examples include, but are not limited to, stealing, buying, downloading, or otherwise obtaining all or part of a test and/or test answers; selling or giving away all or part of an unadministered test and/or test answers; asking or bribing any other person to obtain a test or any information about a test; misrepresenting the truth, including handing in computer programs or using computer programs generated by another as one's own work; lying to an instructor to increase a grade; and lying or misrepresenting facts when confronted with an allegation of academic dishonesty; changing, altering, or being an accessory to changing and/or altering of a grade in a grade book, on a computer, on a test, on a "change of grade" form, or on other official academic records of the college which relate to grades; and continuing to work on an examination or project after the specified time has elapsed.

Improper Computer/Calculator/Cell Phone/Other Electronic Device Use includes but is not limited to unauthorized access, modification, use, creation or destruction of calculator-stored or computer-stored data and programs; selling or giving away all or part of the information on a calculator, computer disk, cell phone, jump drive, hard drive, etc., which will be used as graded materials; using a cell phone or other electronic device while taking an

exam/test or completing an in-class graded assignment; sharing a calculator, computer disk, cell phone, jump drive, hard drive, etc., while leaving answers on display or in memory; submitting a duplicate computer printout with only the student's name changed (this applies to homework and tests).

Improper Online, D2L, and Blended (web-based, interactive course) Course Use includes but is not limited to having or providing unauthorized outside help when completing online quizzes or assignments and obtaining access to confidential test materials or questions before quizzes or assignments.

Any student who observes or learns of another student's academic dishonesty should report this violation to the instructor in whose class it has taken place. A student who shall have assisted in the forms of dishonesty mentioned above shall be considered equally guilty as the student who accepts such assistance.

Academic Honor Code—Consequences

When a student is alleged to have committed academic dishonesty, the faculty member shall discuss the evidence of academic dishonesty with the student and explore the possibility of a Step 1 agreement within five (5) working days of the alleged incident. The criteria used by the faculty member to determine the proposed academic penalty should include the seriousness and the frequency of the alleged violation. The faculty member may request that the department chair or appropriate College administrator attend this meeting as a witness. Once the faculty member meets with the student and a Step 1 sanction is determined, the student may accept the sanction. In this case the Academic Honor Code Step 1 Agreement Form will be completed, signed by both the faculty member and student, and forwarded to the Vice President of Student Affairs. If the student refuses to accept the sanction or denies responsibility, the matter will be referred to the Vice President of Student Affairs within five (5) working days; a Step 2 procedure will then be followed. The student has the right to continue in the course in question during the Step 2 process. Once a student has received notice that he/she is being charged with an alleged Step 2 violation of the Academic Honor Code the student is not permitted to withdraw or resign from the course unless the final outcome of the process dictates that no academic penalty will be imposed. If a final determination is not made before the end of the term, the grade of "Incomplete" will be assigned until a decision is made. Any class that the student withdraws or resigns from in violation of this restriction shall be reinstated until the charges are resolved.

Step 1: The Step 1 procedure is implemented with a first-offense that does not involve an egregious violation. An egregious violation, as defined by Webster's Online Dictionary, is one that is "conspicuously and outrageously bad or reprehensible". The Academic Honor Code Step 1 Agreement Form must be completed and forwarded to the Vice President of Student Affairs. Two sanctions are available in the Step 1 process and may be imposed singly or in combination.:

1. Additional academic work;
2. A grade of "0" for the assignment, quiz, test, etc.
3. If a grade of "0" is given, that grade may not be dropped from the grades used to calculate the final course grade.

Step 2: A Student Disciplinary Committee hearing is held for all second offenses, for all first offenses that involve egregious violations of the Academic Honor Code, and in all cases where the student denies responsibility for the alleged violation or refuses to accept the sanction imposed by the faculty member. The following sanctions are available in Step 2 and may be imposed singly or in combination:

1. Additional academic work;
2. A grade of "0" for the assignment, quiz, test, etc;
3. A reduced grade (including "F") for the course;
4. A verbal or written warning;
5. Attendance at educational programs, interviews with appropriate officials, or other educational activities;
6. Restitution;
7. Disciplinary probation;
8. Final disciplinary probation;
9. Suspension;
10. Expulsion;
11. Withholding of diplomas, transcripts, or other records for a specified period of time; and/or
12. Revocation of degree, in cases where an egregious offense is discovered after graduation.

If the student is found "responsible," the outcome will be recorded with the Vice President of Student Affairs and will become a confidential student record reflecting a violation of the Student Academic Honor Code.

Discipline

Chipola College has the right and the duty to protect its educational purposes and its students through the reasonable regulation of student conduct and the use of the institution's facilities. In order to accomplish this goal, the college finds it necessary to set forth the following regulations which require student compliance for the welfare of the college community.

Students who are alleged to have violated one or more of the regulations stated in the Catalog may be charged with the violation(s) in accordance with Chipola College Disciplinary Procedures. Due process and proper procedural safeguards will be observed. The standards of conduct, the disciplinary responsibilities of institutional officials, and the regular disciplinary procedures are communicated in these Student Rights and Responsibilities. The following policies and procedures are subject to change, even after the College Catalog and the Student Handbook/Planner have been published.

Arson

No student shall commit, or aid in the intentional commission of, an act which results in a fire being ignited which causes damage, or is intended to cause damage, to the property of the college or to the property of any other person.

Abuse

Nothing is more important than the safety and security of the students and employees of the College. Any act of physical abuse, verbal abuse, profanity, indecent or abusive language, intimidation, harassment, stalking, coercion, or other conduct which threatens or endangers the health, safety, or well being of any person may be subject to disciplinary action.

Assault and/or Battery

No student shall threaten to cause bodily harm or discomfort to another as such would constitute assault. Nor shall any student commit, or aid in the intentional commission of, an act which causes bodily harm or discomfort to another person as such would constitute a battery. Students are subject to prosecution according to Florida statute.

Bad Checks

Students shall not make and/or deliver any check to the college which is not supported by sufficient funds on deposit or which is in any way worthless.

Cell Phone/Electronic Device Usage

All electronic devices such as cell phones, beepers, pagers, and related devices are to be silenced prior to entering classrooms and/or laboratories to avoid disruption. Should it become necessary for a student to leave his/her "device" on to send or receive an emergency call and/or text message, the student must inform the instructor prior to class. If the student finds it necessary to send and/or receive an emergency call and/or text message during class/lab time, he/she is instructed to take all books and belongings and step outside the classroom to deal with the situation. To minimize classroom disruption and the distraction to classmates, the student will not be permitted to reenter the classroom during that class period. Any time a test is being administered, all such devices must be turned off and put away. If a device is seen or heard during an exam, a score of zero will be given for that exam. Initial and repeated infractions may result in disciplinary action.

Complicity

A student present during the commission of an act by another student which constitutes a violation of college policy may also be charged if his/her subsequent behavior constitutes permission or approval of the violation. Students witnessing any act(s) which constitute(s) violation of college policy are required to report such incidents to the proper authorities. Confidentiality of the identity of students reporting violations will be maintained as it is not the intent of the college to burden innocent witnesses.

Complying with Reasonable Requests

Students are required to comply with reasonable requests or orders by college officials acting in behalf of the college. This includes providing identification when requested and keeping appointments in administrative offices and at disciplinary investigations and hearings.

Contracting or Representing in the Name of the College

Students are prohibited from contracting in the name of the college, may not claim to be official representatives of the college for any commercial purpose, and may not use the College name, logo, etc., without prior authorization from the college President or his designee.

Damage or Destruction of Property

Accidental damage, vandalism, or malicious damage to property belonging to Chipola College or others may require restitution from the person responsible for such damage and/or disciplinary action.

Defamation, Threats, and Extortion

Verbal or written communication which unlawfully exposes any individual or group to hatred, contempt or ridicule, and thereby injures the person, property, or reputation of another, is prohibited.

Verbal or written communication which threatens another with a crime or offense, threatens injury to the person, property, or reputation of another, or maliciously threatens to expose another to disgrace, with the intent to extort money or other advantage whatsoever, is prohibited.

Dishonesty

All forms of dishonesty, including knowingly furnishing false information to the institution, and forgery, alteration, or use of institution documents, or instruments of identification with intent to defraud are prohibited.

Disorderly Conduct

Disorderly conduct or lewd, indecent, or obscene conduct or expression on college owned or college controlled property or at college sponsored or college supervised functions is prohibited.

Disruption

Florida Statute 877.13 provides that disruption of the normal activities of the institution is prohibited. Disruption shall include, but is not limited to, the following:

- 1) Physical violence or abuse of any person or college owned or college controlled property, or at college sponsored or college supervised functions, or conduct which threatens or endangers the health or safety of any person.
- 2) Deliberate interference with academic freedom and freedom of speech, including not only disruption of a class, but also interference with the freedom of any speaker invited by a section of the college community to express his/her views. A faculty member is authorized to have students removed from class if warranted.
- 3) Forcible interference with the freedom of movement of any member or guest of the college.
- 4) Blocking of entrances to buildings, rooms, or sections of buildings, or of hallways, or stairways, in such fashion that people find it difficult or impossible to pass.
- 5) Noisemaking or other physical behavior which is so distracting that it is difficult or impossible to conduct a class, a meeting, or any other authorized event.
- 6) Congregating in such a fashion as to create a situation which could endanger life or property.
- 7) Incitement to any of the above mentioned actions, or to other violations of college policy which could result in such actions, whether orally or through written materials or pictures.
- 8) Any disruption that interferes with teaching and learning, research, administration, disciplinary proceedings, or other college activities.

A conviction of disruption is a second degree misdemeanor and carries a minimum of six (6) months in jail and a minimum fine of \$500.

Distribution of Literature

Students may post/distribute literature according to IMM #36. In the event of congestion or unreasonable interference with the flow of students passing through the area, such activity may

be reasonably regulated. Students are expected to use mature judgment and a sense of discretion in the publication, posting and distribution of any materials on campus and to realize that they and their group or organization must accept responsibility for the consequences of their behavior.

Sale of Literature or Goods

Approved student organizations may sell literature or goods on campus within the public areas set aside by the College. Tables and easels may be set in designated areas. In these designated areas, signs may be used in conjunction with the tables; table should be supervised at all times. In the event of congestion or unreasonable interference with the flow of students passing through the area, such activity may be reasonably regulated. Students are expected to use mature judgment and a sense of discretion when selling literature/goods on campus and to realize that they and their group or organization must accept responsibility for the consequences involved with those sales.

Dress Standards

Students must comply with standards of dress established for safety or health reasons in specific classes. Students should be neat and clean in appearance and dress in a manner that does not bring discredit to the institution.

Falsification of Records

Falsification of college records, including, but not limited to admission, registration, student disciplinary and health records, student identification cards, etc. by forgery, or other means of deception, is prohibited.

Gambling

Gambling, to include engaging in or offering games of chance for money or other gain in violation of Florida law, is prohibited on college property, including college vehicles used for transportation.

Harassment

Chipola College is committed to maintaining a supportive educational environment for all members of the college community. **The Board will not tolerate harassment activity by any of its employees, non-employee volunteers who work subject to control of school authorities, and/or other third parties.** A key component of this commitment is the elimination of disability, racial, and ethnic harassment on campus. Harassment of any nature is prohibited whether it is sexual, racial, related to a disability, or based on national origin. Harassment is a form of discrimination and is conduct unbecoming of a college employee or student. Note: This policy (BOT policy 4.421) also applies to employment applicants and prospective students.

Harassment includes unwelcome conduct and verbal or physical conduct reflecting on an individual's race, disability, ethnic background, or national origin which has the purpose or effect of creating intimidating, hostile, or offensive educational or work environment, has the purpose or effect of unreasonably interfering with the individual's work or school performance or participation; or otherwise adversely affects an individual's employment or educational opportunities.

The college is equally opposed to bad faith claims of race and national origin harassment which have no rational basis in fact

and are deliberately designed to adversely affect the employment or personal relationships of persons against whom the complaint is made.

This document is included in all publications of the College Catalog, Full Time and Part Time Faculty Handbooks, and similar handbooks issued for other employees and provides basic steps of due process available to the complainant.

Disciplinary Action – Any employee or student of this institution who is found to have harassed another employee or student will be subject to disciplinary action up to and including termination, suspension, and/or expulsion; within the provisions of applicable current Board rules.

Steps to Prevent – Intolerance of race and national origin harassment on the part of students or college employees is not acceptable. It is the responsibility of students and employees to report incidents of harassment. Liability for harassment can be avoided when harassing situations are corrected as soon as the college becomes aware of them. Only by reporting incidents is the college alerted to possible harassment. Therefore, it is necessary for anyone with knowledge of harassment to report such activity.

Failure to report harassment may affect the mental or physical well being of the victim. It can prevent the individual from being a fully productive member of the college community.

Steps to prevent disability, race, and national origin harassment include:

1. Learn to recognize actions that constitute harassment.
2. Do not accept harassment as "the way things are" or as a joking matter. Correct the problem.
3. Encourage individuals who have knowledge of harassment, or may or may not be victims, to report such action.
4. Be supportive of individuals who are victims of harassment.

If You Are a Victim

1. Tell the individual, firmly but politely, that you think what he or she is doing is harassment which is against college policy.

2. If the problem continues, report the problem to an advisor, a faculty member, or a college administrator.

3. The advisor, faculty member, or administrator will confer with the claimant and refer the person to the College's Equal Access/Equal Opportunity Officer. If efforts to resolve a complaint informally do not succeed, the aggrieved individual should file a written, formal complaint with the EA/EO officer. The college will not take formal action on an allegation unless the complaint is filed in writing. In the interest of a timely resolution of complaints, a formal complaint must be filed within sixty (60) days of the alleged incident of harassment.

4. The EA/EO officer shall conduct a prompt, thorough and confidential (to the extent feasible) formal investigation of any allegations of harassment.

5. All documents, communications, and records dealing with the investigation shall be kept confidential to the greatest extent possible and shall be filed separately from the personnel files and other college records of all participants. All such files shall be maintained in the office of the EA/EO officer.

6. The EA/EO officer, with advice of counsel, shall file with the president a written report within thirty (30) days after a formal harassment complaint is filed indicating conclusions as to whether or not there is reasonable cause to believe harassment has occurred based on the evidence obtained. The EA/EO officer shall provide a copy of this report and discuss its findings in confidential meetings with the complainant and the accused party.

Filing of a complaint or otherwise reporting harassment will not affect the individual's current employment or enrollment status, future employment or promotion status, work assignments, future enrollment status, or extracurricular activities. Retaliation against any individual for good faith reporting of a claim of harassment or cooperating in an investigation will not be tolerated and will itself be subject to appropriate discipline. The right to confidentiality, both of the complainant and of the accused, will be respected, consistent with the Board's legal obligation, and with the necessity to investigate allegations of misconduct and take corrective action when this conduct has occurred. If the harassment issue is sexual in nature, refer to the specific section entitled Sexual Harassment.

Hazing

Florida Statute 1006.63 prohibits students from engaging in any kind of hazing action or situation on or off-campus which recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into, affiliation with or participation in any student organization.

Identification of Students

Students are **required** to present identification when requested by authorized college officials. Any misrepresentation, alteration, or misuse of identification is prohibited.

Illegal Drugs and Narcotics

Chipola College has a Drug Free Campus Policy and Program. No student can realize his or her full potential without maintaining optimum mental and physical health. Both mental and physical health are severely impaired by drug and alcohol abuse. The Drug-Free Campus Program of Chipola College is outlined as follows:

Standards of Conduct—Chipola College prohibits the unlawful possession, use or distribution of illicit drugs and possession or use of alcohol by all students and employees on school premises or as part of any of its activities. Compliance with this policy is mandatory for all students of Chipola College.

Health Risks—Alcohol and illicit drugs can have a pronounced detrimental effect on the health and welfare of users and those with whom users come in contact. Most cause psychological and physical dependence. Others affect the central nervous system to such an extent that they cause users to be dangerous to themselves and those around them. Illicit drugs cause obvious social and behavioral problems.

Institutional Penalties—The minimum penalty for illegal possession of illicit drugs shall be probation or suspension, depending upon the substance abused, as identified in Schedules I-V of Chapter 893.02 of the Florida Statutes.

Students and employees are responsible for knowing about and complying with the provisions of Florida law that make it a crime to possess, sell, deliver, or manufacture those drugs designated collectively as "controlled substances" in Chapter 893, Sections .035, .0356 of Florida Statutes. Any violation of this policy may

result in discipline up to and including dismissal and referral for prosecution.

Possession, sale, or consumption of alcoholic beverages on campus, or at off-campus college-sponsored activities is prohibited. Students found to be in violation of this college policy (BOT Policies 3.370 and 4.280) will be subject to penalties under the provisions of the Disciplinary Procedures as outlined in the Student Rights & Responsibilities, Code of Conduct.

Legal Sanctions—Students will be subject to all the penalties prescribed by applicable Florida Statutes.

Counseling, Treatment and Rehabilitation Programs—Students who want detailed information about available referral services or assistance should contact Student Affairs (A-112).

Misuse of Computer and Computer Information Resources

Students will be subject to disciplinary action and all penalties prescribed by Florida law for altering modifying, destroying, disclosing or taking information resource property, (including equipment, supplies, data, programs, software, and supporting documents) as well as modifying equipment or supplies without proper authorization; unauthorized entry into a file, to use, read, or change the contents, or for any other purpose; unauthorized transfer of a file; unauthorized use of another individual's identification and/or password; use of any computing facilities, either locally or remotely, to interfere with the work of another student, faculty or staff member of the College, or negatively impact the College network and/or computing system; use of any computing facilities, either locally or remotely, to transmit or display obscene or abusive content/material through the College network and/or computing system; and use of any computing facilities, either locally or remotely, to interfere with the normal operation of the College network and/or computing system. See IMM #29, Chipola College Network, Internet, and Lab Use Acceptable Use Procedure, for detailed information concerning responsibilities and penalties.

Misuse of Emergency Equipment

Fire escapes, ground level fire doors, fire hoses, fire extinguishers, AED's, and alarm equipment are to be used only in emergencies. Tampering with, or misuse of, these emergency devices, or blocking of fire exits or other means of impeding traffic, is prohibited.

Parking

The operation of a private vehicle on the Chipola College campus is a privilege and not a right. Annual parking decals may be obtained by providing documentation of paid tuition in the Business Office (A-165). All students, including evening students and University Center students, are required to obtain and display a current Chipola College parking decal; documentation of paid tuition is required to receive a decal. Failure to do so may result in a citation and fine as well as disciplinary action. Grades may be withheld until all fines are paid. There are designated handicapped parking spaces on campus. It is a violation for non-handicapped students to park in these spaces.

Parking Permit—Students are required to park in student-designated spaces and to display a current parking decal on their vehicle if they wish to park on campus. The parking decal must be displayed on the left side of the back windshield of automobiles and in a visible spot on the rear of a motorcycle.

Parking Areas—Parking areas with white and non-painted curbs are designated student parking areas. Restricted campus parking areas are as follows:

- Blue: Restricted for handicapped access
- Red: Restricted for fire hydrants
- Yellow: Restricted no parking areas
- Green: Restricted for staff

Visitor Parking—Designated visitor parking is located on Indian Circle in front of the Student Services Building. Vehicles with college decals will be ticketed.

Traffic and Parking Violations—Students may park in the green staff parking areas after 4:00 p.m. daily and on weekends and holidays except in areas adjacent to the College Residence Hall and the Milton H. Johnson Health Center. Vehicles blocking the normal flow of traffic, blocking handicapped access ramps, or impeding emergency access to buildings may be towed at the operator's or owner's expense; additionally, vehicles left parked on campus in excess of 72 hours will be considered abandoned and may be towed at the owner's or operator's expense. Parking in handicapped areas, no parking areas, visitor parking, and parking around fire hydrants remains restricted parking at all times. Penalties will be imposed for the following violations:

1. Parking in restricted area.
2. Parking in handicapped zone.
3. No college parking permit.
4. Parking in visitor space.
5. Blocking road, crosswalk, or driveway.
6. Parking in "No Parking" zone.
7. Driving on grounds.
8. Failing to observe parking and directional signs.
9. Parking on grass.
10. Obstructing a fire plug.
11. Making excessive noise.
12. Driving wrong way on one-way street.
13. Exceeding 15 MPH.
14. Parking outside of lined areas.

Fines—All fines, except for parking in spaces reserved for the handicapped, are \$20 per violation. The fine for illegal parking in a handicapped zone is \$50 per violation. Fines may be paid in the Business Office (A-165). SGA Traffic Court is held monthly; contact the Student Activities Coordinator for additional information.

Pets

Trained service animals are permitted on the campus, but no other pets or animals of any kind are permitted on the campus or in Residence Hall apartments.

Possession of Weapons, Firearms, Fireworks, Explosives

Weapons are defined as firearms, knives, explosives, inflammable materials, or any other item that may cause bodily injury or damage to property. The possession or use of any firearm, weapon and/or ammunition on campus, which includes the Residence Hall and any apartment or other room located within its confines, is a violation of State and local laws. Possession is also defined as including possession within the student's vehicle while parked on campus or at any off-campus site where students are officially

representing the College, such as student clinical or intern experiences at hospitals, nursing homes, schools, etc., or as a participant in officially sponsored college activities.

Violators will face disciplinary action, including loss of housing privileges, loss of scholarship, and dismissal from school, as well as any penalties imposed by Federal and State laws.

No person shall possess or carry a firearm on College property except municipal, county, state, and federal law enforcement officers, either on or off duty, and except students at the Chipola College firing range (Florida Statute 790.115). When said law enforcement officers are not in uniform and carry an exposed firearm on their person, they shall be required to display their officially issued badge, shield or identification tag when on the college campus.

Florida Statute 790.06 (12), Concealed Weapons, states: "No license issued pursuant to this section shall authorize any person to carry a concealed weapon or firearm into any...college or university facility unless the licensee is a registered student, employee, or faculty member of such college or university" *and said weapon can only be* "a stun gun or non-lethal electric weapon or device designed solely for defensive purposes and the weapon does not fire a dart or projectile..."

Public Laws

Any act by a student that occurs on campus and constitutes a charge of violation of a public law may establish cause for legal and/or disciplinary action by the college.

Recognition of Student Groups

Established recognition procedures must be met and approved by the administration of the college in order for any group to be classified as a student organization. See "Procedure for Establishing a New Organization," in the Campus Organization Manual, available from the Student Activities Office.

Residence Hall Regulations

It is expected that students residing in the Residence Hall will cooperate with college officials and with each other in maintaining a routine of living conducive to study and to wholesome college life. All students are reminded that they are also subject to and will be held responsible for all rules and regulations as published in this document and in other college publications, including announcements on bulletin boards.

A copy of the Residence Hall Regulations will be given to each student and must be read and signed by the student (and by the student's parents if the student is under age 18) prior to occupancy of a Residence Hall room. The student's signature signifies that he/she understands and will abide by these regulations.

Sexual Harassment

It is the policy that no member of the college community may sexually harass another. Any employee or student will be subject to the appropriate disciplinary action for violation of this policy (BOT Policy 4.420). Sexual harassment is illegal under both state and federal laws and is a violation of the rules and regulations of the college. Sexual harassment should not be tolerated by any member of the college community, and any action should be reported.

The college is equally opposed to bad faith claims of sexual harassment which have no rational basis in fact and are deliberately designed to adversely affect the employment or personal relationships of persons against whom the complaint is made.

Sexual harassment constitutes a form of misconduct which undermines the integrity of the college. All employees and students must be allowed to work in an environment free from unsolicited, unwelcome sexual overtures. Sexual harassment does not refer to occasional compliments; it refers to repeated behavior which is not welcome, which is personally offensive, and which interferes with the work or educational effectiveness of its victims and their co-workers or fellow students.

Sexual harassment may occur between individuals of the opposite sex; between individuals of the same sex; between a supervisor and an employee; between an employee and a co-worker; between an employee and a student; between an employee and an applicant for a position at the college; between an employee and an applicant for academic admission to the college; against men as well as women.

Tolerance of sexual harassment on the part of students or employees is not acceptable. It is the responsibility of students and employees to report incidents of sexual harassment. Liability for sexual harassment can be avoided when sexually harassing situations are corrected as soon as the College becomes aware of them. Only by reporting incidents is the College alerted to possible harassment. Therefore, it is necessary for anyone with knowledge of sexual harassment to report such activity. Failure to report sexual harassment may affect the mental or physical well being of the victim. It can prevent the individual from being a fully productive member of the college community.

Sexual harassment includes sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature directed towards employees, students, applicants for employment, and applicants for academic admission, particularly when one or more of the following circumstances are present: Tolerance of sexual harassment as a condition of employment, admission, or academic evaluation; submission to or rejection of sexual harassment as a basis for a personnel or academic decision affecting an individual; interference with an individual's work or academic performance; creation of an intimidating, hostile, or offensive working or learning environment.

Actions That May Constitute Sexual Harassment include, but are not limited to:

1. Comments or jokes about individuals of the opposite sex; explicit, derogatory sexual remarks.
2. Placement of obscene photographs, cartoons, graphics, or suggestive objects within the workplace or the academic environment.
3. Physical contact such as patting, grabbing, pinching, or constant brushing against another's body.
4. Repeated or unwanted verbal or physical sexual advances which are offensive or objectionable to the recipient or which cause the recipient discomfort or humiliation or which interfere with the recipient's job or academic performance.
5. Threat or insinuation that the lack of sexual submission will adversely affect the victim's employment, wages, advancement, assigned duties, or academic standing.

If You Are a Victim:

1. Tell the individual, firmly but politely, that you think what he or she is doing is sexual harassment which is against College

policy.

2. If the problem continues, report the problem to an advisor, a faculty member, or a college administrator.

3. The advisor, faculty member, or administrator will confer with the claimant and refer the person to the College's Equal Access/Equal Opportunity Officer. If efforts to resolve a complaint informally do not succeed, the aggrieved individual should file a written, formal complaint with the EA/EO officer. The college will not take formal action on an allegation unless the complaint is filed in writing. In the interest of a timely resolution of complaints, a formal complaint must be filed within sixty (60) days of the alleged incident of sexual harassment.

4. The EA/EO officer shall conduct a prompt, thorough and confidential (to the extent feasible) formal investigation of any allegations of sexual harassment.

5. All documents, communications, and records dealing with the investigation shall be kept confidential to the greatest extent possible and shall be filed separately from the personnel files and other college records of all participants. All such files shall be maintained in the office of the EA/EO officer.

6. The EA/EO officer, with advice of counsel, shall file with the president a written report within thirty (30) days after a formal sexual harassment complaint is filed indicating conclusions as to whether or not there is reasonable cause to believe sexual harassment has occurred based on the evidence obtained. The EA/EO officer shall provide a copy of this report and discuss its findings in confidential meetings with the complainant and the accused party.

Filing of a complaint or otherwise reporting sexual harassment will not affect the individual's current employment or enrollment status, future employment or promotion status, work assignments, future enrollment status, or extracurricular activities. Retaliation against any individual for good faith reporting of a claim of sexual harassment or cooperating in an investigation will not be tolerated and will itself be subject to appropriate discipline. The right to confidentiality, both of the complainant and of the accused, will be respected, consistent with the Board's legal obligation, and with the necessity to investigate allegations of misconduct and take corrective action when this conduct has occurred. If the harassment issue is not sexual in nature, refer to the specific section entitled Harassment.

Smoking

Smoking is prohibited in all buildings on campus (Board of Trustees Policy 3.320).

Theft, Unauthorized Possession and/or Sale of Property

Students involved in theft, unauthorized possession, and/or sale of property not belonging to them are subject to college disciplinary action as well as the arrest and prosecution by legal authorities.

Unauthorized Use of Facilities

The unauthorized use of, or entry into, any college facility (i.e. classrooms, athletic fields, residence hall rooms), whether by force or not, is prohibited.

Use of Vehicles

Riding of bicycles and/or mopeds in hallways, in buildings or on sidewalks is prohibited. Motorized vehicles, except wheelchairs or mobility scooters, are prohibited in areas other than designated roadways and parking lots. Roller skating or skateboarding is prohibited on the campus in any location at all times.

Violation of Probation

A student who is alleged to have violated the Code of Conduct while on disciplinary probation may be charged with the separate offense of violating disciplinary probation.

Disciplinary Procedures

Reporting of Violations

Any administrative official, faculty member, or student may file charges through the Vice President of Student Affairs against any student for an alleged violation of the Student Code of Conduct, Rights and Responsibilities.

A student may be suspended prior to a formal disciplinary hearing by the president of the college or designee. This action may be imposed only to ensure the safety and well-being of members of the college community or for the preservation of college property; to ensure the student's own physical or emotional safety and well-being; or if the student poses a definite threat of disruption of or interference with the normal operation of the college. During this time students shall be denied access to the campus (including classes) and/or all other college activities or privileges for which the student might otherwise be eligible. Students shall not normally be given any special considerations because of their separation from the college (i.e., make-up tests, refund of fees, etc.); however, any individual suspended under this emergency measure retains his rights of due process.

Administration of Discipline

The administration of discipline will guarantee procedural fairness and due process to an accused student. Practices in disciplinary cases may vary in formality with the gravity of the offense and the sanctions which may be applied. Each particular case will be judged by its own merits. Procedural due process requires that the student be informed of the nature of the charges, that a fair opportunity to refute them be given, and that there be provisions for appeal of a decision.

In cases involving infractions not likely to result in final disciplinary probation, suspension, or expulsion, the Vice President of Student Affairs has the primary responsibility for the administration of student discipline.

If the Vice President of Student Affairs believes, after review and investigation of the charges, that the charges have merit, the Vice President will schedule an appointment with the student for an information session. At this session the Vice President will explain to the student:

1. The disciplinary procedures as printed in the Student Code of Conduct, Rights and Responsibilities, including information relevant to the student's rights, hearing procedures, and sanctions.
2. The charge(s) and the information which the Vice Presi-

dent has obtained pertinent to the charge(s). The student will have the opportunity to respond to this information.

3. The Vice President may then state what sanction(s), if any, are appropriate for the violation; a second meeting for this purpose may be scheduled.

The Vice President of Student Affairs will always attempt to resolve cases involving less serious infractions at this level; however, at his/her discretion, the Vice President may decline to rule on the case and elect to refer the case to the Student Disciplinary Committee. Furthermore, as each disciplinary problem has unique characteristics which are often unforeseeable and thus cannot be adequately planned for, the Vice President of Student Affairs, at his/her discretion and in keeping with the spirit of fairness and due process, may, without prior written notice, alter any of the policies and procedures contained in the Student Code of Conduct, Rights and Responsibilities, in order to best expedite the handling of any particular case.

Other college personnel may use discretion in performing flexibly within the guidelines stated in the Student Code of Conduct, Rights and Responsibilities. In all cases, deviation from the guidelines stated will be in the interest of fairness and/or the effective handling of a case or cases.

Disciplinary Options

Once the Vice President has stated the sanction, the student will choose one of the following options:

1. To accept the decision of the Vice President of Student Affairs. In such a case, the student will sign a statement waiving both his/her right to a hearing and right to appeal the decision. Once the statement is signed, the decision is final.
2. To have a formal hearing before the Student Disciplinary Committee.

Student Disciplinary Committee Request

In cases in which the student has chosen option two above, or in cases involving more serious infractions possibly resulting in final disciplinary probation, suspension, or expulsion, the Vice President of Student Affairs will schedule a Student Disciplinary



Committee hearing. The time set for the hearing shall not be more than ten school days after the student has been notified. Maximum time limits for scheduling of hearings may be extended at the discretion of the Vice President of Student Affairs.

If the student cannot be contacted or fails to attend the information session, the Vice President of Student Affairs may set a time for a hearing on the charge(s) and will attempt to orally communicate the time for the hearing to the student through normal and reasonable communication channels. If the student cannot be reached, the Vice President will send a certified letter, return receipt requested, to the current address provided by the student.

It is the student's responsibility to attend the hearing of the Student Disciplinary Committee. If the student has been informed and does not attend, the hearing will proceed without the student.

It is the student's responsibility to see that his/her witness or witnesses appear at the hearing. Failure of the student's witness(es) to attend shall not be grounds for a postponement of a hearing.

Student Disciplinary Committee

This committee consists of faculty and administrative personnel appointed by the Governance Council and approved by the President of the College and student(s) selected by the Student Government Association.

The Student Disciplinary Committee chair will preside over the hearing. The chair is charged with the responsibility for maintaining proper decorum and order, and may exclude any person who, in the chair's opinion, has no legitimate interest in the hearing or whose conduct impedes or threatens to impede a fair and orderly hearing.

Each committee member shall have one vote. No member of the disciplinary committee, who has a personal interest in a particular case other than through his assigned duties, should sit in judgment during the proceedings.

If a student challenges a committee member for cause or if it is felt there may be a conflict of interest, the chair shall have the right to excuse any faculty, administrative, or student member of the committee at any time.

Student Disciplinary Committee Hearings

The recommended procedure for a committee hearing is as follows. The chair may use discretion in ordering hearings:

1. Introduction of participants.
2. Explanation to the charged student(s) as to how the hearing will be conducted and how a decision will be reached, as well as to apprise the student of his/her responsibility to be truthful in his/her testimony and in the presentation of witnesses.
3. Reading of charges.
4. Vice President of Student Affairs summary of findings resulting from his/her investigation.
5. Student's response to charges and findings.
6. Introduction of written evidence and testimony of witnesses with questions from committee and student(s) charged.
7. Questioning of the charged student(s) by the committee.
8. Closing statements.

The following hearing procedures satisfy the requirements of "due process":

1. The accused student has the right to be assisted by an advisor of his/her choice, at his/her own expense. The accused is responsible for presenting his/her own case and, therefore, advisors are not permitted to speak or participate directly in any hearing before a judicial body. If an advisor is to be present at the hearing, the student must notify the Vice President of Student Affairs at least three days prior to the hearing.

2. The burden of proof will rest upon the person or persons bringing the charge.

3. The student will be considered innocent until the Student Disciplinary Committee determines otherwise beyond a reasonable doubt.

4. The student will have the right to testify and to present evidence and witnesses. The student will have the right to examine evidence and to hear and question all witnesses during the hearing only.

5. The committee will insure, to the maximum extent possible, that all questions asked and information offered are relevant to the question of guilt or innocence.

6. All matters upon which the decision may be based must be introduced into evidence at the proceedings before the Student Disciplinary Committee. The decision will be based solely upon such matters.

At the conclusion of the fact-finding portion of the hearing, participants will be excused and, in a closed session, the committee's decision will be rendered. If the accused student admits guilt during the fact-finding portion of the hearing, the committee will immediately go into the penalty-recommending portion of the hearing. The decision of the Student Disciplinary Committee is final. The committee chair will communicate the decision, in writing, to the President of the college and to the student.

There shall be a single, verbatim record, such as a tape recording, of all hearings before the Student Disciplinary Committee. The committee's discussion of the evidence prior to its rendering a decision is not required to be recorded. The record shall be the property of Chipola College. Accidental recording losses due to technical problems shall in no way invalidate the committee's decision.

Sanctions (Punishment)

With the exception of the warning (which, as indicated below, may be imposed without the establishment of student guilt), the following sanctions may be imposed upon students found guilty of a violation of the policies in the Student Code of Conduct, Rights and Responsibilities.

1. Warning—Notice, orally or in writing, warning the student to refrain from violations of the Student Code of Conduct, Rights and Responsibilities. Clear establishment of student guilt or previous violation of the Student Code of Conduct, Rights and Responsibilities is not necessary for a warning to be issued.

2. Censure—A written reprimand for violation of specified regulations, including the possibility of more severe disciplinary sanctions in the event of the finding of a violation of any institution regulation within a stated period of time.

3. Restriction or Revocation of Privileges—Temporary or permanent loss of privileges, including, but not limited to, the use

of a particular college facility, the use of campus computers, or parking privileges.

4. Restitution—Reimbursement for damage to, or misappropriation of, property of the college, students, staff, or others on campus. Reimbursement may take the form of appropriate service to repair or otherwise compensate for damages.

5. Disciplinary Probation—A disciplinary sanction serving notice to a student that his/her behavior is in serious violation of college standards and that continued enrollment depends upon the maintenance of satisfactory citizenship during the period of probation. A time period is indicated for this probation. Students will be released from the Disciplinary Probation status after the specified time period has elapsed.

6. Final Disciplinary Probation—A disciplinary sanction serving notice to a student that his/her behavior is in flagrant violation of college standards and one of the following conditions exists:

a. The sanction is for the remainder of the student's enrollment at the college.

b. Another conviction of a violation of the Student Code of Conduct, Rights and Responsibilities will result in the imposition of the minimum sanction of suspension.

7. Suspension—Mandatory separation from the college for a period of time as specified in the order of suspension. A student who has been suspended is barred from attending or enrolling in any classes at Chipola College during the suspension. Students may reenroll at the college when the suspension order has elapsed.

8. Expulsion—Mandatory separation from the college with no promise of future readmission. Readmission is subject to the approval of the administration of the college.

Student Grievance Procedures

Grievance Procedure

This grievance policy was developed in order to protect the rights of Chipola College students. Every effort will be made to resolve grievances through the informal route. If the informal route is not sufficient, then the formal route will be taken. If a student grievance is to be considered a "formal grievance," it must be submitted in writing, signed and dated by the student, and presented to the Vice President of Student Affairs. If the grievance involves a grade received in a course, the student should follow the Student Grade Grievance Procedure.

1. Informal – It is understood that the informal route outlined below will be without the use of a secretary, minutes or any recording device. In the event that a student or group of students believes there is a basis for a grievance the following should apply:

a. Informally discuss the grievance with respondent concerned within ten (10) working days.

b. If the grievance is unresolved, within ten (10) working days the student should informally discuss the grievance with the College administrator who directly supervises the respondent.

c. If the grievance is still unresolved, within ten (10) working days, the student should carry the matter, still on an informal basis, to the Vice President of Student Affairs. If the grievance involves a possible equity issue, the matter will be referred to the EA/EO Officer.

2. Formal – If, as a result of informal discussion, the grievance is still unresolved, the student or group of students may invoke a formal grievance procedure by outlining the grievance in writing as prescribed above. Two copies of the grievance, signed and dated by the student, shall be filed with the Vice President of Student Affairs within ten (10) working days of "Step 1C" outlined in the Informal Grievance Process.

The respondent will be given a copy of the grievance and may respond in writing or by personally appearing at the hearing. If the grievance involves an equity issue, the written documents must be filed with the EA/EO officer.

Within ten (10) working days of the receipt of the formal grievance not involving an equity issue, the Vice President of Student Affairs shall transmit the grievance to the Student Appeals/Grievance Committee; formal grievances involving equity issues will follow the timelines established by the EA/EO Officer. The Student Appeals/Grievance Committee shall, within ten (10) working days of receipt of the grievance, hold a hearing on the grievance. The student will receive notification as to time, date, place, and manner at least five (5) days in advance of the grievance hearing, and should appear at the hearing to present information. The student has the right to be assisted by an advisor of his/her choice, at his/her own expense. The student is responsible for presenting his/her own case, and therefore, advisors are not permitted to speak or participate directly in the grievance hearing.

Within ten (10) working days of the end of the formal hearing, the Student Appeals/Grievance Committee shall indicate its decision with regard to the disposition of the grievance. The decision of the Student Appeals/Grievance Committee is final.

There shall be a single, verbatim record, such as a tape recording, of all hearings before the Student Appeals/Grievance Committee. The committee's discussion of the evidence prior to its rendering a decision is not required to be recorded. The record shall be the property of Chipola College. Accidental recording losses due to technical problems shall in no way invalidate the committee's decision.

The Vice President of Student Affairs shall administer the decision of the Committee, including communication of the decision to the college President, the aggrieved and the respondent.

Furthermore, as each student appeal/grievance has unique characteristics which are often unforeseeable and thus cannot be adequately planned for, the Vice President of Student Affairs, at his/her discretion and in keeping with the spirit of fairness and due process, may, without prior written notice, alter any of the policies and procedures contained in the Student Code of Conduct, Rights and Responsibilities, in order to best expedite the handling of any particular case.

No reprisals of any kind shall be taken against any student for participating in any grievance. Any student under expulsion or suspension who files a grievance related to the expulsion or suspension and whose grievance is resolved in favor of the student shall be restored to the former student status. A grievance may be withdrawn at any level by the student filing the grievance. All documents, forms, communications, and records dealing with a grievance shall be filed separately from the permanent record files of the participants. A copy of the formal grievance and its

final disposition will be filed in the office of the Vice President of Student Affairs.

Student Grade Grievance Procedure

Faculty members assign final student grades in each class at the end of each session (semester). Only a student may request a review of his/her grade(s). A student has ten (10) working days from the time the final grade is posted on the FACTS (Florida Academic Counseling & Tracking for Students) system to appeal an assigned grade. After the ten day period has passed, no other administrative remedy or option is available.

To appeal a grade, a student should initially pursue the following Informal Student Grievance Process:

1. Within ten (10) working days of when the student's grades are posted on the FACTS.org website, the student shall meet with the faculty member and present written data to support his/her assertion. In the event that the faculty member is temporarily away from campus for longer than ten (10) working days, the student should contact the department head. Within ten (10) working days the department head will contact the faculty member and arrange for a meeting.

2. Within ten (10) working days, the faculty member must give fair hearing to the student's claim and consider the data in an attempt to resolve the issue. In the event that the resolution is not satisfactory to the student, the student may proceed to Step 3.

3. The student may meet with the department head and present written data to support his/her assertion in the dispute. The department head must then meet and discuss the dispute with the faculty member. The department head must then attempt to resolve the dispute within ten (10) working days. In the event that this resolution is not satisfactory to the student, the student may proceed to Step 4.

4. The student may meet with the VP of Instruction & Baccalaureate Program Development to present written data to support his/her assertion in the dispute. The VP of Instruction & Baccalaureate Program Development must then meet and discuss the dispute with the faculty member. The VP of Instruction & Baccalaureate Program Development must attempt to resolve the dispute within ten (10) working days.

In the event that a resolution cannot be reached via the Informal Student Grievance Process, the student may proceed to the following Formal Student Grievance Process:

1. Within ten (10) working days of when the student is notified of the informal response of the VP of Instruction & Baccalaureate Program Development, the student may begin the formal grievance process by outlining the grievance in writing and presenting the petition to the VP of Instruction & Baccalaureate Program Development.

2. The VP of Instruction & Baccalaureate Program Development will present the written grievance to the Senior VP of Instructional & Student Affairs. Within ten (10) working days the Senior VP of Instructional & Student Affairs will appoint a one-time Student Grade Grievance Panel to include a chairperson, three student members, and three faculty members, none of whom shall have any direct connection with the parties involved. At least one of the student members and at least one of the faculty mem-

bers must be from a related discipline in which the grade is being disputed. In the event that there is not a related discipline, at least one student member and at least one faculty member shall possess demonstrated knowledge of or experience with the discipline area involved in the grade dispute.

3. The chairperson will schedule a formal meeting within ten (10) working days after the panel is appointed. The student will receive notification at least five (5) days in advance of the hearing date outlining the date, time, place, and manner of the hearing. The student should appear to present information to the panel. The student has the right to be assisted by an advisor of his/her choice, at his/her own expense. The student is responsible for presenting his/her own case, and therefore, advisors are not permitted to speak or participate directly in the hearing. The panel will hear from all parties; information and testimony in the hearing are limited to the scope of the petition presented to the Senior VP of Instructional & Student Affairs. After reviewing all information and hearing all testimony, the panel will then meet in a closed session; a decision will be reached via secret ballot.

4. The panel chairperson will communicate the panel's decision, in writing, to the Senior VP for Instructional and Student Affairs within ten (10) working days.

5. The Senior VP for Instructional and Student Affairs will review the process followed and the recommendation(s) made. Within ten (10) working days of receipt of the panel's recommendation(s), the Senior VP for Instructional and Student Affairs will notify the student and the faculty member, in writing, of the panel's decision; copies will also be forwarded to the VP of Instruction & Baccalaureate Program Development and the department chairperson.

6. If the committee finds that no violation has occurred, or that a violation has occurred but recommends that no redress is warranted, these findings will be reported to the Registrar to become a part of the student's permanent record file.

7. If the committee finds that a violation has occurred and recommends any form of redress for the student, the faculty member will be expected to inform the panel chairperson of his/her compliance or non-compliance with the decision within ten (10) working days after written notification has been sent to the faculty member. Failure to respond within ten (10) working days will indicate non-compliance.

- a. If the faculty member complies with the panel's recommendation(s), the student will be informed, in writing, by the panel chairperson, with copies to the department chair, the VP of Instruction & Baccalaureate Program Development, and the Senior VP of Instructional & Student Affairs.

- b. If the faculty member indicates non-compliance with the panel's recommendation(s), copies of the recommendation(s) and of the faculty member's reply will be sent to the student, the department chair, the VP of Instruction & Baccalaureate Program Development, and the Senior VP of Instructional & Student Affairs. Additionally, the Registrar will receive a copy to place in the student's permanent record file; Human Resources will receive a copy to place in the faculty member's personnel file.

Student Activities Policies

Student activities provide an opportunity for students to learn responsible citizenship and to complement the academic programs of the college. A variety of clubs and organizations are operated under the jurisdiction of the Student Government Association and supervised by the Student Activities Coordinator. Specific activities sponsored by clubs and organizations may be limited to Chipola students and their invited guest(s).

Student ID Cards

When students register for the first time at Chipola, a photo ID card will be issued after tuition has been paid. The Business Office will validate the card during each succeeding registration period by placing a special sticker on the back of the card. This card must be carried at all times for identification and will be the only means to gain free admission to many college-sponsored activities, to check books out of the library, to use the Information Technology Center, for admission to some final exams, and to receive payroll and/or financial aid checks. New cards are required for all continuing students fall semester of each academic year.

Activity Approval

Clubs or organizations that hold a meeting or sponsor an activity on the campus must clear a time and place on the College Calendar and secure approval forms from the Student Activities Office. Activity approval forms must be completed and submitted to the Student Activities Office not less than two weeks in advance of the date the function is to be held.

Activity Period

The 10:00-10:50 a.m. time block on Wednesday is set aside for students to attend activities scheduled by clubs, campus organizations and intramural teams. Some classes may be scheduled during this time.

Grade Requirement

See the Campus Organization Manual and the SGA Constitution & By-Laws for specific GPA requirements for SGA officers. Individual clubs/organizations outline requirements for officers and for membership in their individual constitution and by-laws.

Student Organizations

Student Government Association Regulations

All clubs and organizations are operated under the jurisdiction of the SGA. All students enrolled at Chipola are members of the SGA and may, through their chosen representatives, have a voice in the curricular and extracurricular programs of the college. The Student Government Association encourages responsible participation and leadership in the college community; additionally, SGA facilitates good relationships and understanding between the student body and the faculty and administration of Chipola College. Elections are held twice a year to select student body leaders, once in the fall and once in the spring.

The role of the Student Government Association shall be to provide students with the means to regulate student-sponsored activities, organizations and other matters properly subject to their jurisdiction.

Designation of certain SGA delegates, officers, committees, and boards shall be by student government vote only; others shall

be appointed by the SGA President. All are subject to administrative approval. The college administration may establish a uniform and reasonable system of scholastic eligibility requirements for major student offices.

On questions of educational and institutional policy, students are entitled to participatory function in the form of a voting member on specific committees. Students shall be nominated by the president of the SGA, recommended by the Student Activities Coordinator, and approved by the president of the college as voting members of the Governance Council, as well as standing and special committees concerned with institutional policy affecting academic and student affairs.

Standing Committees with student members:

Alumni/Homecoming
Calendar
Facilities & Grounds Enhancement
Intercollegiate Athletics
Safety
Student Appeals/Grievance
Student Disciplinary
Student Residence Hall
Theatre
Website Advisory

Honors Organizations

Honors Program
Brain Bowl Team
Mu Alpha Theta
Phi Theta Kappa

Interest Groups and Co-Curricular Organizations

Baptist Collegiate Ministries
Black Student Union
Cheerleaders
Chi Alpha
Chipola Players
Fellowship of Christian Athletes
Future Educators Club
Honors Club
New Beginnings
Phi Beta Lambda
Pre-Med Society
Puertas Abiertas (Spanish Club)
Science Club
Show Choir
Student Ambassadors
Students in Free Enterprise
Freshman Student Nurses Association
Sophomore Student Nursing Association
Student Government Association

Musical Groups

Campus musical groups include Rock & Jazz Ensemble, Chamber Chorus, and Show Choir. Past choral and/or band experi-

ence is highly desirable. Auditions are required for membership in the Chipola Show Choir.

Publications

Chipola Yearbook
The Papoose

Religious Organizations

Baptist Collegiate Ministries
Chi Alpha
Fellowship of Christian Athletes

Intramurals

The College provides a variety of opportunities for students to participate in individual and team sports through its intramural programs. These programs enrich the total educational experience by helping to build friendships and by providing valuable social skills. Watch for announcements throughout the year concerning various tournaments and competitions.

Organized Athletics

The organized athletic program is composed of basketball and baseball for men and softball, basketball, and track for women. The athletic teams compete as members of the Florida Community College Activities Association and the National Junior College Athletic Association. Guidelines for all organized athletics at Chipola are located in the Office of the President

Conduct at Off-Campus Activities

Students representing Chipola College at off-campus activities such as sporting events, contests, conferences, internships, class observations, etc., shall conduct themselves in such a manner so as not to bring discredit to the college. Reports of unacceptable conduct at such affairs shall be investigated and may result in disciplinary action. All rules and regulations outlined in the Student Rights and Responsibilities must be followed in addition to these established guidelines:

1. Obey sponsor(s) at all times.
2. Do not leave the hotel and/or conference site without sponsor's permission.
3. Attend all required meetings unless the sponsor allows otherwise.
4. Remember that possession, sale, or consumption of alcoholic beverages on campus, or at off-campus college-sponsored activities is prohibited. Students found to be in violation of this college policy (BOT Policies 3.370 and 4.280) will be subject to penalties under the provisions of the Disciplinary Procedures as outlined in the Student Rights & Responsibilities, Code of Conduct.
5. Follow all house rules of the hotel and/or conference site.
6. Represent yourself and Chipola in a favorable manner.

Use of Posters, Leaflets and Bulletin Boards

Bulletin boards may be provided for the use of student organizations. School-wide circulation of all notices and leaflets, which

meet uniform and nondiscriminatory standards, shall be permitted with the approval of the Student Activities Office. A weekly bulletin, *Chipola This Week*, is issued by the Office of Publications and Public Relations. Academic and activity information may be submitted for publication in the bulletin with appropriate staff approval.

Use of College Facilities

College facilities shall be assigned to organizations and groups within the college community for regular business meetings, for social programs and for programs open to the public, according to the following guidelines.

1. Reasonable conditions may be imposed to regulate the timeliness of requests, to determine the appropriateness of the space assigned, to regulate time and use, and to insure proper maintenance.
2. Preference may be given to programs designed for audiences consisting primarily of members of the college community.
3. Allocation of space may be based on priority of requests and the demonstrated needs of the organization or group.
4. The president has delegated the facility assignment to Physical Plant personnel.
5. Charges may be imposed for use of facilities.
6. Physical abuse of assigned facilities shall result in reasonable limitations on future allocation of space to offending parties and restitution for damage.
7. The group or organization requesting space must inform the college of the general purpose of any meeting open to persons other than members and the names of outside speakers.



Procedure for Establishing a New Organization

Student activities are regarded as part of the total educational program at the College in that they contribute to the academic, recreational, and cultural climate of the institution. For this reason the college reserves the right to charter all organizations and requires that they function in accordance with a constitution developed for the organization.

A group of students shall become an organization when formally recognized by the college. In order to be recognized, a group must meet the following requirements:

1. Obtain a faculty sponsor approved by the president of the college.
2. Submit to the Student Activities Office a request form for establishing a new organization.
3. Submit a written formal constitution to the Student Activities Office, which in turn will be submitted to the Student Government Association. The constitution must consist of the following:
 - a. Organization name
 - b. Organization purpose
 - c. Means of determining membership

- d. Method by which the organization will be governed (officers, elections, terms of office, etc.)
- e. Organization meeting times
- f. Anti-hazing statement
- g. Organization code of conduct
- h. Source of revenue

4. After the constitution has been submitted to the Student Government Association and approved, it is subject to review by the Executive Council of the College.

5. The decision of the Executive Council shall in turn be presented to the president of the college. (If at any point the request is denied, the constitution may be revised and the process repeated.)

6. Recognition of an organization by Chipola College infers neither approval nor disapproval of the aims, objectives, and policies of the organization.

7. Any organization which engages in illegal activities, on or off campus, may have sanctions imposed against it, including withdrawal of institutional recognition. This organization may reapply for a charter after a period of one year.





Degree Programs

"Chipola now seems to be very proactive in helping students make the best grades they can. The school seems to be showing some success at creating an environment where students are able to get the best grades they can."

2011 Graduating Student Survey

"I love the small classes and the individual attention each student receives."

Kimberly Cross, Graduate

"The educational programs at Chipola are very nice and helpful."

2011 Graduating Student Survey

"Chipola, thank goodness, is greater than the sum of its parts."

Faculty Member, Employee Survey

"Because of my time at Chipola, when I began classes at the University of Florida, I felt I was better prepared than the students who took their first two years at the university."

David Melvin, CEO, Melvin Civil Engineering and Outstanding Alumnus

Baccalaureate Degree Programs
Associate in Arts Degree Programs
Associate in Science Degree Programs
College Credit Certificate Programs
The University Center

DEGREE PROGRAMS

Chipola College offers three types of degrees: Baccalaureate (four-year), Associate in Arts (AA), and Associate in Science (AS) degrees.

Baccalaureate Degree Programs and Educator Preparation Institute

Teacher Education

Bachelor of Science in Elementary Education (K-6)

Bachelor of Science in Exceptional Student Education (K-12)

Bachelor of Science in English Education (6-12)

Bachelor of Science in Middle School Mathematics Education (5-9)

Bachelor of Science in Mathematics Education (6-12)

Bachelor of Science in Middle School Science Education (5-9)

Bachelor of Science in Biology Education (6-12)

Chipola College's Education degrees are designed to prepare students to teach elementary education, exceptional student education, English education, and math or science in middle or high school settings. All graduates from these programs will be state certified.

Check the college website for more information.

Educator Preparation Institute (EPI)

The Educator Preparation Institute is a teacher certification program for college graduates who want to teach but have a bachelor's degree in subjects other than education. The EPI offers courses ~~leading to~~ needed for certification in any K-12 Field. If you are interested in becoming a teacher and making a difference in someone's life, inquire about Chipola's student-centered environment, small classes, full-time teaching faculty, and local internship experiences.

Check the college website for more information.

Bachelor of Science in Business Administration (BSBA)

Chipola College's BSBA is designed to prepare students for a broad range of business careers.

The BSBA degree offers two concentrations:

Accounting

Management

Check the college website at www.chipola.edu for more information.

Bachelor of Science in Nursing

Chipola College's BS degree in Nursing is designed for individuals who hold an AA degree and AS degree in Nursing from a regionally accredited institution and have completed all required prerequisite courses.

Check the college website at www.chipola.edu for more information.

Associate in Arts Degree Programs

Differences between Associate in Arts and Associate in Science

All courses designated [A] in the "Course Descriptions" section of this Catalog will transfer to state colleges and universities in Florida.

Chipola College offers Associate in Arts and Associate in Science degree programs, as well as certificate (nondegree) programs, short courses and special interest courses.

Students should understand the differences between the Associate in Arts and the Associate in Science degrees.

AA Curricula

The programs of study (curricula) for the AA degree at Chipola include the requirements that Florida colleges and universities demand—the Gordon Rule and 60 hours of courses designated [A] in the "Course Descriptions" section of the catalog including 36 hours of general education. Chipola also requires passing scores on the Collegiate Assessment of Academic Proficiency (CAAP) Test. Also, colleges and universities in Florida strongly recommend that students who do not fulfill the foreign language requirement in high school do so at the community college level. The University of Florida and Florida State University require students to meet the modern language requirement **before** admission.

AS Curricula

The programs of study (curricula) for the Associate in Science degree at Chipola include many courses that are transferable to Florida colleges and universities. Each AS degree contains a minimum of 15 hours of general education courses, all of which are transferable. Only courses designated [O] in the "course description" section of this catalog may not transfer.

Two of the AS degrees at Chipola, Nursing and Business Administration, are covered in the state's "career ladder agreement" Under this agreement, students who complete these programs are guaranteed admission to one of the state colleges or universities in the program designated to articulate with their degree, except for limited access programs and those requiring specific grades on particular courses for admission.

AA Guarantees Acceptance at State Universities

As the pages that follow explain, the Associate in Arts degree is intended for students who plan to attend a Florida college or university to complete their bachelor's degree. Various agreements guarantee that the student who graduates from a Florida community college with an Associate in Arts degree will be accepted at the junior class level by a Florida college or university.

Students who Plan to Complete a Bachelor's Degree

The Associate in Arts degree is designed for students who plan to complete the first two years of college work at Chipola and then transfer into a baccalaureate degree program at either Chipola or another state college or university in Florida.

In planning a program, students should be certain to meet the general education requirements for the Associate in Arts degree and complete a program of at least 60 semester hours. Within these 60 semester hours, students should fulfill the prerequisite course requirements for the major at the transfer institution.

State colleges and universities in Florida have agreed on a list of common prerequisites for admission into most academic programs. To maximize transferability, students are advised to choose a major and transfer institution as early as possible. Florida college AA graduates will receive priority for admission to the upper division of a Florida college or to a state university over out-of-state students. Students who plan to transfer to an out-of-state institution should work closely with an advisor. Students without an AA degree risk denial of admission into upper division programs at most Florida colleges and universities.

Some private universities and colleges in Florida honor the community college AA degree. See Student Affairs for a list of these institutions.

It is the responsibility of each student to consult an advisor to plan a program of study at Chipola College; however, in the final analysis, the student is responsible for the requirements stated in this catalog and in the catalog of the transfer institution. **Any discrepancy between oral advice and the catalog should be checked carefully by the student.**

Student Bill of Rights

Florida Community College Associate in Arts graduates are guaranteed the following rights under the Statewide Articulation Agreement (State Board of Education Rule 6A-10.024):

1. Admission to one of the 11 state universities, but not necessarily to the university or program of choice. Transfer students must compete for admission to limited access programs.
2. Acceptance of at least 60 semester hours by the state university.
3. Adherence to the university degree/program requirements, based on the catalog and as posted on FACTS in effect at the time the student first enters the Florida college, provided the student maintains continuous enrollment.
4. Transfer of equivalent courses under the Statewide Course Numbering System.
5. Acceptance by the state universities of credits earned in accelerated programs (e.g. CLEP, AP, Dual Enrollment, IB, and AICE).
6. No additional general education core requirements.
7. Common program prerequisites across university and college programs.
8. Access to transfer program admission requirements and the selection criteria for limited access programs.
9. Equal opportunity to compete with native university students to enter limited access programs.

Should any guarantee be denied, students have the right of appeal. Each state university and community college shall make available established appeal procedures through the respective articulation officers.

Some degree programs may include additional admission requirements. The programs are referred to as "limited access" programs. These more stringent requirements may include a higher grade point average and/or higher test scores, additional courses or prerequisites, and/or auditions/portfolios. Check your AA Evaluation on FACTS.org to determine the Transfer Program Admissions Requirements and track your progress toward the program of your choice.

General Education Requirement

The General Education program is designed to improve intellectual skills and develop understanding in the broad areas of liberal education in order to prepare students for effective personal living and responsible citizenship.

Of the 60 hours required to complete an Associate in Arts degree, 36 must be in General Education courses. Moreover, a specific number of hours is required in each of the general education areas.

The General Education areas of study and the minimum number of hours required in each area are:

AREA	HOURS
1. Social Sciences	6
2. Natural Sciences	6
3. Mathematics	6
4. Communications	8
5. Humanities	7
6. Additional General Education Course (any other course from Areas 1-5)	3
TOTAL	36

Area 1—Social Sciences

Minimum: 6 semester hours from among the following

Course	Title	Hours
AMH 2010 - 2020	American History	3,3
ASH 1044	Middle Eastern History & Civilization	3
ECO 2013 - 2023	Principles of Economics	3,3
GEA 2001 - 2002	World Geography	3,3
POS 2041	American Federal Government	3
POS 2112	State and Local Government	3
PSY 2012	General Psychology	3
REL 2300	World Religions	3
SYG 1000	Introductory Sociology	3
SYG 1010	Contemporary Sociology	3
WOH 2012-2022	World History I/II	3,3

Area 1 College Level Competency: Evaluate Societal and Ethical Issues, Problems, and Values

Purpose of Area 1: The purpose of a social and behavioral science component in the core curriculum is to increase students' knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, and events and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

Area 2—Natural Sciences

Minimum: 6 semester hours from among the following

Course	Title	Hours
AST 1002	Astronomy	3
BSC 1005	Introduction to Biological Sciences	3
BSC 1059	Conservation Biology	3
BSC 1088	Survey of Human Anatomy and Physiology	3
BSC 2010 - 2011	Integ. Principles of Biology I/II	3,3
BSC 2093 - 2094	Human Anatomy & Physiology I/II	3,3
CHM 1030	General Organic & Biochemistry for Health Related Sciences I	3
CHM 1045 - 1046	General Chemistry I/II	3,3
ESC 1000	Introduction to Earth Science	3
MCB 2010	Microbiology	3
PHY 1053C - 1054C	General Physics I/II	4,4
PHY 2048C - 2049C	General Physics with Calculus I/II	5,5
PSC 1121	Introduction to Physical Science	3

Area 2 College Level Competency: Explore the History, Nature, Methods, and Limits of Science

Purpose of Area 2: The purpose of the study of the natural sciences component in the core curriculum is to enable the student to understand, construct, and evaluate relationships in the natural sciences, and to understand the bases for building and testing scientific theories.

Area 3—Mathematics

Two State Board of Education rules affect the general education mathematics courses that students must take including the Placement Rule, and the Gordon Rule. In summary:

1. The Placement Rule requires students to be placed in their first math course according to their scores on a placement exam, the ACT, SAT, or PERT. Students whose scores fall below college and state-designated levels are required to take noncredit preparatory courses and attain minimum grades of "C" before taking college credit math courses. Specifically, students who score below 19 on the mathematics section of the Enhanced ACT or 113 on the PERT are required to register for MAT 0028, a noncredit course, unless an equivalent course was completed successfully at the high school level within the past two years. Students who score below a 96 on the PERT must register for MAT 0018.

2. The Gordon Rule (6A10.030) requires all Florida college students to complete at least 6 hours of math at the college algebra level or higher, and to make at least a "C" in each course. The six

hours in mathematics required by the Gordon Rule will be satisfied by courses listed below.

Minimum: 6 semester hours from among the following

Course	Title	Hours
MAC 1105	College Algebra	3
MAC 1114	Plane Trigonometry	3
MAC 1140	Precalculus Algebra	3
MAC 1311	Calculus and Analytic Geometry I	4
MAC 2233	Calculus for Non-Science Majors	3
MAC 2312	Calculus and Analytic Geometry II	4
MAC 2313	Calculus and Analytic Geometry III	4
MGF 1106 - 1107	Mathematics for Liberal Arts I /II	3,3
*STA 2023	Introduction to Statistics	3
*STA 2122	Statistics for the Behavioral/Social Sc	3

**Credit will not be granted for both of these courses.*

Area 3 College Level Competency: Demonstrate Basic Mathematical Skills and Knowledge

Purpose of Area 3: The purpose of the mathematics component of the core curriculum is to develop quantitative literacy with an ability to apply basic mathematical tools in the solution of real-world problems.

Area 4—Communications

Two State Board of Education rules affect the general education communications courses that students must take including the Placement Rule, and the Gordon Rule. In summary:

1. The Placement Rule requires students to be placed in their first communications courses according to their scores on a placement exam, the ACT, SAT, or PERT. Students whose scores fall below college or state-designated levels are required to take non-credit remedial courses and attain minimum grades of "C" before taking college credit communications courses.

Specifically, students who score below 17 on the English usage section of the Enhanced ACT or 99 on the PERT are required to register for ENC 0025. Students who score below 18 on the reading section of the Enhanced ACT or 104 on the PERT are required to register for REA 0017. Students who score 18-19 on the Enhanced ACT or 104-119 on the PERT are required to register for REA 1205 as a corequisite with ENC 1101 or ENC 0025.

2. The Gordon Rule (6A10.030) requires all Florida college students to complete at least 12 hours of courses that require significant writing assignments and to make at least a "C" in each course. Eight hours required by the Gordon Rule will be satisfied by courses listed below.

Minimum: 8 semester hours

Course	Title	Hours
Required		
ENC 1101*	Communications Skills I	4
ENC 1102*	Communications Skills II	4

*Transfer students with less than eight (8) hours in ENC 1101 and 1102 will be required to take additional Gordon Rule writing courses.

Area 4 College Level Competency: Comprehend and Articulate Effectively in English - Reading, Writing, Oral Communication

Purpose of Area 4: The purpose of the communications area in the core curriculum is to enable the student to read critically and communicate effectively in clear and correct English.

Area 5—Humanities

Minimum: 7 semester hours from among the following:

Select 3 semester hours from:

Any ARH or ART course, any AML or ENL course, HUM 2210/2230, MUL 2010, MUE 1290, or any 3 hr. MUT course, SPT 2521, or THE 1020

Select 4 semester hours from:

Select 3 hours from Technical Writing (ENC 2210), Survey of American Literature (AML 2010 or 2020), Survey of English Literature (ENL 2012 or 2022), or Hispanic Cinema (SPT 2521)

PLUS 1 hour of Research Writing (ENC 1133)*

OR

select 4 hours from HUM 2216 or HUM 2233*.

* The Gordon Rule (6A10.030) requires all Florida college students to complete at least 12 hours of writing courses at the ENC 1101 level and higher and to make at least a “C” in each course. Four hours of course work with significant writing assignments required by the Gordon Rule will be satisfied by these courses.

Area 5 College Level Competency: Interpret, Evaluate and Appreciate Works of Human Culture

Purpose of Area 5: The purpose of the humanities in the core curriculum is to understand the human condition through the study of the following: art history, literature, music history, music theory, performing arts, philosophy, and visual arts.

Area 6—General Education Course

Minimum: 3 semester hours

Select three (3) additional hours from any of the general education courses listed in Areas 1-5.

Technology

Technology is embedded in many general education core courses.

College Level Competency: Use Technology Effectively

Purpose: The purpose of the technology component in the general education core is to prepare students to be effective users of information technology.

Courses with International or Diversity Focus

The following courses taught at Chipola College have been designated as courses with an international/diversity focus:

AMH 2091, 2093	African American History I & II
ARH 1000	Purpose of Art
ASH 1044	Middle Eastern History & Civilization
EDF 2085	Introduction to Diversity for Educators
FRE 1120, 1121, 2220, 2221	Elementary or Intermediate French
GEA 2001, 2002	World Geography I & II
LAS 1950	Latin American Travel Study
MHF 4404*	History of Math
MUL 2010	Music Appreciation
REL 2300	World Religions
SPN 1120, 1121, 2220, 2221	Elementary or Intermediate Spanish
SPN 1170	Spanish Language and Culture Study Abroad
SPT 2521	Hispanic Cinema
SYG 1010	Contemporary Sociology
TSL 3520*	Language and Cultural Understanding
TSL 4081*	TESOL Issues & Practices
WOH 2012, 2022	World History I & II

**Only available to students enrolled in baccalaureate programs.*

Modern Language Requirement

Note: There is no Modern Language requirement for the AA Degree from Chipola; however, students should be aware that Bachelor Degree candidates must have 8-10 semester hours of college credit in the same modern language, unless they have earned two years of high school credit in the same modern language. Students who plan to pursue one of Chipola’s baccalaureate programs may complete this requirement post AA and while earning their bachelor’s degree. Some Florida colleges and universities will admit AA Degree holders without a modern language; however, the student must complete the requirement before earning the Bachelor’s Degree. The University of Florida and Florida State University require students to meet the modern language requirement before admission. Students are responsible for checking with transfer school concerning this requirement.

Academic Plans

To graduate with an AA degree, students must earn 60 hours of credit, 36 of them in general education areas. While earning these credits, students take courses that serve two purposes:

1. They fulfill a general education requirement for the AA degree.
2. They are prerequisites—required beginning courses—for later courses that students will have to take in their major field after transferring to a Chipola College bachelor's program or another college or university.

Although an AA degree from Chipola will transfer to any public Florida college or university (State Board of Education Rule 6A10.024, FAC), students who know their major and transfer school can save time and money by taking the specific general education courses and prerequisites recommended. Since there are over 600 individual majors or tracks available at state colleges or universities, only a sample AA Academic Plan is included in this catalog.

Whenever possible, students should use one of the preplanned AA Academic Plans to facilitate their academic progress. These plans are available in Student Affairs, Bldg. A and on the college website. If students are interested in majors or transfer institutions not listed, they may talk with an advisor in Student Affairs. Eligible students are encouraged to utilize online registration.

Students who have not identified a major or a transfer institution may follow the General College Academic Plan in this catalog; however, students may not be admitted to certain programs at many colleges or universities unless specific courses are completed prior to transfer. It is in the student's best interest to choose his/her major and transfer school as soon as possible after entering Chipola and to work closely with an academic advisor in selecting appropriate courses.

Academic Plans are also available for all four years of Chipola's Bachelor's degrees. Academic plans for 2011-2012 admissions to the union level are available online or in Student Affairs, Building A.

Latest AA and BS Degree Academic Plans

The following pre-planned academic plans are available from Student Affairs, faculty advisors, or on the web at www.chipola.edu/student-services/cguides/guides.htm

Chipola College (Bachelor's Degrees)

Business Administration - Accounting
Business Administration - Management
Elementary Education
English Education
Exceptional Student Education
Middle School Mathematics
Middle School Science
Nursing
Secondary Education Mathematics
Secondary Education (Biology)

Florida A & M University

Architecture
Business
Cardiopulmonary Sciences
Criminal Justice
Elementary Education/Early Childhood
Engineering
Health Science
(Pre-Occupational Therapy)
(Pre-Physical Therapy)
Landscape Operations & Management
Nursing
Pharmacy
Psychology
Social Work

Florida State University

Art History or Studio Art
Athletic Training
Biological Science
Biology - FSU Teach
Business
Chemistry
Communication
Communication Disorders
Computer Science
& Software Engineering

Criminology
Early Childhood Education
Elementary Education
Engineering
English
English Education
Exercise Science
Forensic Science
Information Technology
Management Information Systems
Mathematics - FSU Teach
Music Education
Music Performance
Nursing
Physical Education
Political Science
Psychology
Social Science Education
Social Work
Special Education
Sport Management
Theater

Florida State University-Panama City Campus

Business
Computer Science
Criminology
Elementary Education
Engineering
Nursing
Professional Communication
Psychology
Social Science Education
Social Science Interdisciplinary
Social Work

University of Florida

Animal Science

Athletic Training
Business
Chemistry
Communication Sciences & Disorders
Criminology
Elementary Education
Engineering
Food & Resource Economics
Food Science & Human Nutrition
Forest Resources & Conservation
Geomatics
Health Science
(Pre-Occupational Therapy)
(Pre-Physical Therapy)
Journalism & Communication
Microbiology & Cell Science
Nursing
Pharmacy
Political Science
Psychology

University of West Florida

Business
Communication Arts
Computer Science
Criminal Justice
Elementary Education
Psychology
Social Work

University of Central Florida

Health Sciences

Troy University

Psychology

Undecided Majors

General College/ College Prep

If you are interested in a major or a state university that is not listed, please consult your advisor.

Sample Academic Plan

General College

This plan is for students who do not have a definite objective for the third and fourth years or who do not have definite plans about transferring to another college or university for the third and fourth years.

Students should be aware that delaying the choice of a major and a transfer school could mean one or two extra semesters are required to complete the prerequisite course work for that major and/or transfer school.

Students who have decided their major and transfer college or university should secure an Academic Plan from their advisor, or from the Advising Center (A-112), or online. Students planning to transfer to out-of-state schools should request a catalog from that school and then schedule an appointment with a Chipola Student Affairs advisor.

This pre-planned academic plan is only a sample.

Consult Student Affairs advisors in A-112.

for the latest and most accurate academic plans.

FRESHMAN YEAR

1st Semester			Sem. Hrs.	2nd Semester			Sem. Hrs.
ENC 1101	Communications Skills I		4	ENC 1102	Communication Skills II		4
XXX XXXX	NATURAL SCIENCE		3	XXX XXXX	NATURAL SCIENCE		3
XXX XXXX	SOCIAL SCIENCE		3	XXX XXXX	SOCIAL SCIENCE		3
XXX XXXX	MATHEMATICS		3	CGS 1060	Intro to Microcomputer Use		3
				or XXX XXXX	or ELECTIVE		
SLS 1101	Orientation		1	XXX XXXX	MATHEMATICS		3
TOTAL			14	TOTAL			16

SOPHOMORE YEAR

1st Semester			Sem. Hrs.	2nd Semester			Sem. Hrs.
XXX XXXX ¹	GORDON RULE WRITING		4	XXX XXXX ⁴	GENERAL ED COURSE		3
XXX XXXX ²	HUMANITIES		3	XXX XXXX ³	ELECTIVE		3
XXX XXXX ³	ELECTIVE		3	XXX XXXX ³	ELECTIVE		3
XXX XXXX ³	ELECTIVE		3	XXX XXXX ³	ELECTIVE		3
XXX XXXX ³	ELECTIVE		3	XXX XXXX ³	ELECTIVE		2-3
TOTAL			16	TOTAL			14-15

¹ Choose 4 hours from the following: ENC 2210, AML 2010/2020, ENL 2012/2022, ENC 1133, HUM 2216/2233, SPT 2521.

² Choose 3 hours from any ARH or ART course, HUM 2210 or 2230, THE 1020, any AML or ENL, SPT 2521, MUE 1290, MUL 2010 or any 3 hour MUT course.

³ Electives: These courses should be prerequisites for the student's intended major.

⁴ Choose 3 hours from any of the general education courses listed in areas I-V.

Associate in Science Degree Programs

The programs of study (curricula) for the Associate in Science degree at Chipola include many courses that are transferable to Florida colleges and universities. Each AS degree contains a minimum of 15 hours of general education courses, all of which are transferable. Courses designated [O] in the "course description" section of this catalog may not transfer. Interested students should check with Student Affairs for additional information and assistance. To access specific academic plans check the college website.

Business Administration

Program Code 2185

This curriculum prepares students for employment as managers in a variety of business environments such as an owner/manager for a small business, or for continued education beyond the Associate

degree level. Students who plan to pursue a bachelor's degree in any area of business at a four-year college or university may instead fulfill the Associate in Arts degree requirements for a major in Business at the chosen transfer school. All courses taken in this Associate in Science degree are transferable to state universities in Florida. An additional 10 hours of specific general education courses, the Gordon Rule and CAAP requirements would be needed to earn an Associate in Arts degree.

A minimum of 64 semester credit hours is needed to graduate with an AS degree in Business Administration from Chipola College.

Computer Information Technology

Program Code 2172

This program prepares students for entry level positions as microcomputer support specialists, help desk representatives, and software application technicians. Students who plan to pursue a bachelor's degree in computer science, management information systems, or information technology at a four-year college or uni-

versity should fulfill the Associate in Arts degree requirements for the chosen transfer school.

A minimum of 63 semester credit hours is needed to graduate with an AS degree in Computer Information Technology from Chipola College.

Criminal Justice Technology

Program Code 2168

This program is intended for students who want to pursue a career in criminal justice or students already working in the field and desire to improve their knowledge or advancement opportunities. This program is designed to comply with the statewide A.S. to B.S. articulation agreement. Students planning to transfer should consult the specific degree requirement of the transfer school.

A minimum of 66 semester credit hours is needed to graduate with an AS degree in Criminal Justice Technology from Chipola College.

Culinary Management

Program Code 2140

This program of study prepares students for a career in commercial and institutional management positions leading to employment as an executive chef, steward, food and beverage director, restaurant manager, or caterer. This program would also provide supplemental training for persons previously or currently employed in the above occupations. Culinary Management focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the culinary industry: planning; management; finance; technical and product skills; underlying principles of technology; labor issues; community issues; and health, safety, and environmental issues.

A minimum of 64 hours is needed to graduate with an AS degree in Culinary Management from Chipola College.

Dental Hygiene

Program Code 9096

Articulation Agreement between Chipola College and Tallahassee Community College

Chipola College and Tallahassee Community College have an articulation agreement that allows students who attend Chipola and meet the stated prerequisites and criteria to enroll in the Dental Hygiene Program at Tallahassee Community College. Check with Tallahassee Community College for application deadlines.

Students should contact the Technology and Professional Programs Division, Tallahassee Community College, 444 Appleyard Drive, Tallahassee, FL 32304, (850) 201-0695 to obtain an application packet and should indicate they wish to enroll under the articulation agreement with Chipola College when the application is submitted. The application process should begin at least one year in advance of anticipated enrollment at TCC.

Early Childhood Education

Program Code 2197

This curriculum, leading to the Associate in Science degree, is designed for persons seeking employment in the child care field. Students who plan to pursue a bachelor's degree in early childhood

or elementary education at a four-year college or university should fulfill the Associate in Arts degree requirements for the chosen transfer school.

A minimum of 63 semester credit hours is needed to graduate with an AS degree in Early Childhood Education from Chipola College.

Fire Science Technology

Program Code 2166

This program is designed for working firefighters who may have already taken a variety of courses. This curriculum is designed to meet the requirements for the statewide articulation agreement for AS to BS in Fire Science.

Chipola provides students who have completed Workforce Development course work the opportunity to transfer Workforce Development course work toward their AS Degree in specific programs. Fees apply for the transfer process.

A minimum of 60 semester credit hours is needed to graduate with an AS degree in Fire Science Technology from Chipola College.

Networking Services Technology

Program Code 2173

This program of study focuses on computer systems and network support. The courses cover a broad set of skills and knowledge in computer network administration. Courses emphasize objectives as outlined in recognized industry certification including the CompTIA A+ and Network + certifications, as well as the Microsoft Certification. Students who plan to pursue a bachelor's degree in computer science or management information systems at a four-year college or university should fulfill the Associate of Arts degree requirements for the chosen transfer school.

A minimum of 63 semester credit hours is needed to graduate with an AS degree as a Network Administrator from Chipola College.

Nursing (RN)

Program Code 2194

The Associate Degree Nursing program is a limited enrollment, 72-semester-hour program, approved by the Florida Board of Nursing. This program has special admission, attendance, grading and fee requirements. Refer to the Chipola Nursing Course Syllabi and Nursing Handbook for specifics. A copy is available online.

Because of the unique responsibilities involved in the delivery of health care services, students seeking admission to this program must meet certain selection and admission criteria. Applicants with the best qualifications will be selected.

Upon successful completion of the prescribed course of study, graduates will receive an Associate in Science Degree in Nursing and will be eligible to take the NCLEX (National Council Licensure Examination) for professional licensure as a registered nurse (RN).

The Nursing program prepares students for first level positions as Registered Nurses. It provides a curriculum of theoretical, simulated learning and clinical study. Academic preparation includes both general education and nursing courses. Students, under the direct guidance of the nursing faculty, actively participate in providing

care to carefully selected patients in hospitals and other health care settings. Most nursing courses consist of a theoretical, laboratory and clinical component.

The program receives LPNs and Paramedics into the third term of the program, enabling them to acquire their ADN in three semesters.

The program also facilitates articulation toward an upper division baccalaureate program in nursing. ADN students will adhere to standards as listed in the Chipola Nursing Student Handbook that comply with the Florida Board of Nursing requirements for written rules and policies. Applicants are advised that if there has been an arrest or conviction for any offense other than a minor traffic violation, the Florida State Board of Nursing has the authority to deny license as a Registered Nurse. Applicants must certify in writing that there is no bar to future licensure in the State of Florida based upon the above provision. Admission to the Nursing program will in no way imply that the Florida Board of Nursing will allow the potential graduate to take the licensing examination. Each clinical facility may conduct a background check on each student before allowing the student to complete onsite clinical assignments. If a student is refused access to a clinical site by the clinical facility at any time during the program, the student will not be able to meet the clinical requirement; therefore, the student cannot progress and will receive a grade of "F" for the nursing class in which the student is enrolled.

This is a limited access, limited enrollment program.

All courses taken in this Associate in Science degree are transferable to state colleges and universities in Florida. An additional 14 hours of specific general education courses, the Gordon Rule, and CAAP requirements would be needed to earn an Associate in Arts degree. All common prerequisites must be completed before acceptance into a baccalaureate program.

A minimum of 72 semester credit hours is needed to graduate with an AS degree in Nursing from Chipola College.

Recreation Technology

Program Code 2151

This degree prepares students for employment as recreation leaders, recreation supervisors, group recreation workers or recreation facility attendants. This program would also be beneficial for persons previously or currently employed in the above mentioned occupations. Appropriate courses taken in this Associate in Science degree are transferable to state colleges and universities in Florida. An additional 20 hours of specific general education courses, the Gordon Rule, and CAAP requirements would be needed to earn an Associate in Arts degree.

A minimum of 64 semester credit hours is needed to graduate with an AS degree in Recreation Technology from Chipola College.

College Credit Certificate Programs

Health Sciences Programs

Certain programs offered by the Health Sciences Department are limited enrollment programs with special requirements.

Due to the unique responsibilities involved in the delivery of health care services, students seeking admission to these programs must meet certain selection and admission criteria. Applicants with the best qualifications will be selected.

Furthermore, these programs have special attendance requirements, grading policies, dress codes and fees.

Curricula for these programs are prescribed by the Department of Education's Program Standards, Florida EMS Division, and the Florida State Board of Nursing.

Licensure to practice is dependent upon passing a state licensing or certification examination.

Applicants are advised that if they have been arrested or convicted of anything other than a minor traffic violation, the certifying or licensing agency may deny licensing or certification.

Emergency Medical Technician *Program Code 5279*

This is a limited enrollment program preparing students for employment as ambulance attendants, or emergency medical technicians to function at the basic pre-hospital emergency medical technician level and treat various medical/trauma conditions using appropriate equipment and materials.

The program prepares students for certification as EMT's in accordance with Chapter 64E-2 of the Florida Administrative Code.

Upon successful completion of EMS 1158C, Emergency Medical Technician, the student will be eligible to take the state certification examination. The curriculum encompasses theory, simulated learning and clinical study.

EMS students will adhere to standards as listed in the Chipola College Emergency Medical Services Student Handbook that complies with the HRS-EMS Requirements for Written Rules and Policies.

Emergency Medical Course of Study

Course	Title	Semester Hours
EMT 1158C	Emergency Medical Technician	11

The course for the Emergency Medical Technician Program is listed in the Course Descriptions section of this catalog.

Paramedic *Program Code 5280*

This is a limited enrollment 42 semester hour, certificate program, approved by the Florida Department of Health, Bureau of Emergency Medical Services.

Paramedic Course of Study

Course	Title	Semester Hours
EMS 2620 ¹	Paramedic I	12
EMS 2621	Paramedic II	12
EMS 2622	Paramedic III	6
EMS 2660L	Paramedic IV	12
		Total 42

¹ Prerequisite: Must possess a current Florida EMT Basic Certificate and have successfully completed EMS 1158C, Emergency Medical

Technician. Must have a PERT reading score of 104 (or equivalent ACT/SAT score) or eligibility for ENC 1101. Scores may not be more than two years old.

Child Care Center Management Specialization

Program Code 5297

For every 20 children in a licensed child care facility, there must be one worker with a Florida Child Care Professional Credential (FCCPC) (formerly known as CDA) or a credential that is equivalent to or greater than the FCCPC.

To receive the approved Children and Family Services FCCPC you must complete four child care training courses. The courses may be taken for academic college credit (3 credits each).

CHD 1220 Child Growth and Development

CHD 2432 Curriculum for Young Children

CHD 1430 Observing and Recording Child Behavior

CHD 1941 Early Childhood Internship

CHD 2322 Programs for Young Children

CHD 2800 Childcare/Education Administrative Overview*

*Prerequisites include: CHD 1220, CHD 2432, CHD 1430 and CHD 1941.

CISCO Certified Network Associate (CCNA)

Consisting of four courses, CCNA is designed to teach the skills necessary to design, build, and maintain small to medium size networks. Certification as a Cisco Certified Network Associate (CCNA) provides you with the opportunity to enter the workforce or further your training in the computer networking field.

The courses may be taken for academic college credit (3 credits each).

CET 1600C Introduction to Networks and Communication

CET 1610C CISCO Router Technology

CET 2615C CISCO Advanced Router Technology

CET 2620C CISCO Wide Area Network Routing

Course Directory

CET 1600C Introduction to Networks and Communication. This course is designed to prepare a student to apply and understand the basics of networking hardware. The course covers the OSI Model and industry standards; network topologies; IP addressing, including subnet masks; and basic network design. This is the first of a four-part series designed to prepare students for the Cisco Certified Networking Associate Exam. Prerequisite: CET 1174C and CET 1513 or A+ certification or department consent. 3 semester hours credit. [O]

CET 1610C CISCO Router Technology. This course is designed to prepare a student to apply and understand the basics of networking hardware. The course covers the beginning router configurations; routed and routing protocols; and an introduction to LAN switching. This is the second of a four-part series designed to prepare students for the Cisco Certified Networking Associate Exam. Prerequisite: CET 1600C. 3 semester hours credit. [O]

CET 2615C CISCO Advanced Router Technology. This course is designed to prepare a student to apply and understand the advanced principles and applications of networking hardware. The

course covers the advanced router configurations; LAN switching; network management; and advanced network design. This is the third of a four-part series designed to prepare students for the Cisco Certified Networking Associate Exam. Prerequisite: CET 1610C. 3 semester hours credit. [O]

CET 2620C CISCO Wide Area Network Routing. This course is designed to prepare a student to apply and understand the advanced principles, applications, and implementation of networking hardware. The course covers the advanced network design projects and advanced network management projects. This is the fourth of a four-part series designed to prepare students for the Cisco Certified Networking Associate design Exam. Prerequisite: CET 2615C. 3 semester hours credit. [O]

Information Technology Management

Program Code 5240

This College Credit Certificate program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Information Technology industry. Students will be prepared to apply conceptual and theoretical knowledge to the workplace utilizing technical skills learned. This certificate program is part of the Networking Services Technology AS degree program.

The courses may be taken for academic college credit (3 credits each).

CET 1174C Introduction to Microcomputer Main./Repair

CET 1513 Microcomputer Operating Systems

CET 1600 Introduction to Networking & Communications

CET 1486 Introduction to LAN Management

CET 1811 Microsoft Systems Administration

CET 2722 Microsoft Advanced Systems Administration

CET 2605 Introduction to Network Routing & Switching

CET 2724 Administering Network Infrastructure

CET 2660 Introduction to Network Security

CET 2590 Introduction to UNIX/Linux System Administration

CET 1941 Internship



Graduate Degrees at the University Center

Florida State University Panama City Campus

Masters in Elementary Education and Masters in Reading and Language Arts Coordinator: Dr. Marion Fesmire (850) 770-2265 mfesmire@pc.fsu.edu

University of West Florida

UWF offers graduate degrees for individuals in education fields. *Masters and Educational Specialist degrees in Educational Leadership with Administrative Certification Coordinator: Dr. Rebecca McBride (850) 474-2811 rmcbride@uwf.edu*

UWF also offers an MBA program along with Graduate Accounting Certificate. The Certificate allows the student to sit for the CPA exam.

Masters in Accounting - The University of West Florida offers a 30 semester hour Master's degree in accounting with specializations in the areas of professional accountancy and taxation. The program is designed to prepare graduates to become CPAs.

Graduate Accounting Certificate - The Certificate in Professional Accountancy is a 100% online graduate certificate program designed for students and accounting professionals with a bachelor's degree in accounting or equivalent to meet the educational requirements for CPA license in Florida.

Master's of Business Administration - The University of West Florida offers a 30 semester hours MBA degree prepares graduates for leadership position in a variety of managerial and organizational settings. For more information on these and other business program please call (850) 474-3124.

For more information please contact Timothy O'Keefe at (850) 474-2135 tokeefe@uwf.edu

Masters and Doctorate degrees in Educational Leadership Coordinator: Dr. Joyce Nichols (850) 857-6042 jcolema@uwf.edu

Troy University

Masters in Counseling and Psychology degrees are taught in the evenings and on weekends. Students who have attained a bachelor's degree may enroll in the master's program. *Contact Coordinator Meghan Holley at (850) 718-2338 or mholley40399@troy.edu.*







Course Directory

"Chipola College is a great step for a student coming from high school into college before reaching University level."

2011 Graduating Student Survey

"I have learned something from all of my classes."

2011 Graduating Student Survey

"I would definitely recommend that students dual-enroll."

2011 Graduating Student Survey

"Chipola is geared toward the success of students."

2011 Graduating Student Survey

"The community college program has been a tremendous asset to the citizens of Florida. Many students would not have been able to achieve a college education without it. This is probably more true at Chipola than anywhere else."

Amos McMullian, CEO, Flowers Baking Co. and Outstanding Alumnus

**Statewide Course Numbering System
Directory of Courses by Prefixes
Course Descriptions**

COURSE DIRECTORY

Florida's Statewide Course Numbering System

Courses in this catalog are identified by prefixes and numbers that were assigned by Florida's Statewide Course Numbering System. This numbering system is used by all public postsecondary institutions in Florida and 33 participating non-public institutions. The major purpose of this system is to facilitate the transfer of courses between participating institutions.

Each participating institution controls the title, credit, and content of its own courses and recommends the first digit of the course number to indicate the level at which students normally take the course. Course prefixes and the last three digits of the course numbers are assigned by members of faculty discipline committees appointed for that purpose by the Florida Department of Education in Tallahassee. Individuals nominated to serve on these committees are selected to maintain a representative balance as to type of institution and discipline field or specialization.

The course prefix and each digit in the course number have a meaning in the Statewide Course Numbering System (SCNS). The list of course prefixes and numbers, along with their generic titles, is referred to as the "SCNS taxonomy." Descriptions of the content of courses are referred to as "course equivalency profiles."

General Rule for Course Equivalencies

Equivalent courses at different institutions are identified by the same prefixes and same last three digits of the course number and are guaranteed to be transferable between participating institutions that offer the course, with a few exceptions.

For example, a survey course in social problems is offered by 35 different postsecondary institutions. Each institution uses "SYG_010" to identify its social problems course. The level code is the first digit and represents the year in which students normally take the course at a specific institution. In the SCNS taxonomy, "SYG" means "Sociology, General," the century digit "0" represents "Entry-level General Sociology," the decade digit "1" represents "Survey Course," and the unit digit "0" represents "Social Problems."

In science and other areas, a "C" or "L" after the course number is known as a lab indicator. The "C" represents a combined lecture and laboratory course that meets in the same place at the same time.

The "L" represents a laboratory course or the laboratory part of a course, having the same prefix and course number without a lab indicator, which meets at a different time or place.

Transfer of any successfully completed course from one institution to another is guaranteed in cases where the course to be transferred is equivalent to one offered by the receiving institution. Equivalencies are established by the same prefix and last three digits and comparable faculty credentials at both institutions. For example, SYG 1010 is offered at a community college. The same course is offered at a state university as SYG 2010. A student who has successfully completed SYG 1010 at the community college is guaranteed to receive transfer credit for SYG 2010 at the state university if the student transfers. The student cannot be required to take SYG 2010 again since SYG 1010 is equivalent to SYG 2010. Transfer credit must be awarded for successfully completed equivalent courses and used by the receiving institution to determine satisfaction of requirements on the same basis as credit awarded to the native students. It is the prerogative of the receiving institution, however, to offer transfer credit for courses successfully completed that have not been designated as equivalent.

The Course Prefix

The course prefix is a three-letter designator for a major division of an academic discipline, subject matter area, or sub-category of knowledge. The prefix is not intended to identify the department in which a course is offered. Rather, the content of a course determines the assigned prefix to identify the course.

Authority for Acceptance of Equivalent Courses

Section 1007.24(7), Florida Statutes, states:

Any student who transfers among postsecondary institutions that are fully accredited by a regional or national accrediting agency recognized by the United States Department of Education and that participate in the statewide course numbering system shall be awarded credit by the receiving institution for courses satisfactorily completed by the student at the previous institutions. Credit shall be awarded if the courses are judged by the appropriate statewide course numbering system faculty committees representing school districts, public postsecondary educational institutions, and participating nonpublic postsecondary educational institutions to be academically equivalent to courses offered at the receiving institution.

Example of Course Identifier

Prefix	Level Code (first digit)	Century Digit (second digit)	Decade Digit (third digit)	Unit Digit (fourth digit)	Lab Code
SYG	1	0	1	0	
Sociology, General	Freshman level at this institution	Entry-Level General Sociology	Survey Course	Social Problems	No laboratory component in this course

ing institution, including equivalency of faculty credentials, regardless of the public or nonpublic control of the previous institution. The Department of Education shall ensure that credits to be accepted by a receiving institution are generated in courses for which the faculty possess credentials that are comparable to those required by the accrediting association of the receiving institution. The award of credit may be limited to courses that are entered in the statewide course numbering system. Credits awarded pursuant to this subsection shall satisfy institutional requirements on the same basis as credits awarded to native students.

Exceptions to the General Rule for Equivalency

The following courses are exceptions to the general rule for course equivalencies and may not transfer. Transferability is at the discretion of the receiving institution:

- A. Courses in the 900-999 series (e.g., ART 2905)
- B. Internships, practica, clinical experiences, and study abroad courses
- C. Performance or studio courses in Art, Dance, Theater, and Music
- D. Skills courses in Criminal Justice
- E. Graduate courses
- F. Courses not offered by the receiving institution
- G. For courses at non-regionally accredited institutions, courses offered prior to the transfer date of the course.

College preparatory and vocational preparatory courses may not be used to meet degree requirements and are not transferable.

Questions about the Statewide Course Numbering System and appeals regarding course credit transfer decisions should be directed to the Vice President of Student Affairs located in Room 142 of the Student Services' Building or the Florida Department of Education, Office of Articulation, 1401 Turlington Building, Tallahassee, Florida 32399-0400. Special reports and technical information may be requested by calling telephone number (850) 245-0427.

Transferability Code

Courses are designated throughout this section according to their transferability to the State University System.

A—College transfer course which counts toward the Baccalaureate and/or the Associate in Arts degree and transfer to the SUS.

O—Occupational course which counts only toward the Associate in Science degree and will **not** transfer or apply toward the Associate in Arts degree.

P—Preparatory course which will not count toward a degree or will **not** transfer or apply toward the Associate in Arts Degree.

V—Applied Technology/ vocational course which will **not** count toward a degree or transfer.

Course descriptions are listed in alphabetical order by prefix.

To determine a prefix see the Directory of Courses by Prefixes listed by major disciplines.

Directory of Courses by Prefixes

Discipline	Course Prefixes	Discipline	Course Prefixes
Accounting	ACG, APA, TAX	Human Development	DEP
Art	ARH, ART, GRA	Humanities	HUM
Astronomy	AST	Journalism	JOU, MMC
Biological Sciences	BCH, BSC, MCB, PCB	Language Arts and English Ed	LAE
Business	BUL, FIN, GEB, ISM, MAN, MAR, QMB	Leisure	LEI
Chemistry	CHM	Linguistics	LIN
Child Care	CHD	Math Education	MAE
Computing	CGS, CIS, COP	Mathematics	MAC, MAE, MAP, MAS, MAT, MGF, MHF, MTB, MTG, STA
Computer Electronics	CET, EET	Music	MUE, MUL, MUN, MUS, MUT, MV_
Criminal Justice	CCJ, CJB, CJC, CJD, CJE, CJL, CJT	Nursing	NUR
Culinary Management	FOS, FSS, HFT	Physical Education	HLP, PEL, PEM, PEN, PEO, PEQ, PET, SPM
Economics	ECO	Physical Science	ESC, PSC
Education	EDE, EDF, EDG, EEX, EME, MAE, RED, SCE, SSE, TSL	Physics	PHY
Emergency Medical Services	EMS	Political Science	CPO, INR, POS
English	AML, ENC, ENL, REA	Psychology	CLP, DEP, INP, PPE, PSY
English, Language/Literature	LIT	Religion	REL
Fire Science	FFP	Science Education	SCE
French	FRE	Social Work/Sociology	SOW, SYG
Geography	GEA	Spanish	LAS, SPN, SPT
Health	HSC	Speech	ORI, SPC
History	AMH, ASH, HIS, WOH	Student Development	SLS
Home Economics	HUN	Telecommunications	EET
Honors	IDH	Theater	THE, TPA, TPP

Course Descriptions

A

ACG 2002. Accounting on the Microcomputer. This course is intended for students desiring a working knowledge of computerized accounting using microcomputer software. The five major systems commonly found in computerized accounting environments are covered – general ledger, depreciation, accounts receivable, accounts payable, and payroll. Prerequisite: APA 1251 or ACG 2021 or permission of the instructor. 3 semester hours credit. [A]

ACG 2021. Introduction to Financial Accounting. An introductory course in the principles and practices of financial accounting emphasizing the measurement and reporting of income. The basic accounting model, measuring and reporting assets, liabilities and stockholders' equity, special reports and analyses of accounting information also are covered. Credit will not be granted for both ACG 2021 and ACG 3024. 3 semester hours credit. [A]

ACG 2071. Introduction to Managerial Accounting. This is an introductory course in managerial accounting which emphasizes the use of accounting data with respect to planning operations, controlling activities and the decision making responsibilities of managers. Prerequisites: A grade of "C" or better in ACG 2021 or consent of department. 3 semester hours credit. [A]

ACG 3024. Accounting for Non-financial Majors. This course addresses the use of accounting information by non-financial managers. Emphasis is placed on the interpretation of accounting information and the language of financial accounting to effectively participate in activities such as planning, investment, control, and managerial decision making. Credit will not be granted for both ACG 2021 and ACG 3024. 3 semester hours credit. [A]

ACG 3101. Financial Accounting and Reporting I. Review of the basic accounting cycle, financial statement preparation, and the framework of accounting theory. An in-depth study of the accounting for current assets, fixed assets, including depreciation, and intangible assets. This course is designed for the accounting major and the general student of business interested in the underlying principles for recording and reporting of financial information for general purpose financial statements. The course presents the theoretical setting for accounting practices and procedures. When alternative positions can be taken on matters of theory and practice, such alternatives and the positions of leading authorities are discussed. In addition to pointing out the conflicts that exist within the traditional structure of accounting, the course strives to provide the student with an analytical basis for making his/her own evaluation of controversial areas. Prerequisite: ACG 2021 or ACG 3024. 3 semester hours credit. [A]

ACG 3111. Financial Accounting and Reporting II. This is the second in a sequence of two courses: ACG 3101 and ACG 3111. This course presents an in-depth study of financial reporting concepts and generally accepted practice for long-term liabilities, leases, pensions, income taxes and stockholders equity and earnings per share. Emphasis on analyzing financial events and the consequences of financial reporting alternatives. Prerequisite: ACG 3101. 3 semester hours credit. [A]

ACG 3341. Cost Accounting I. Review and reinforcement of the financial accounting cycle. Decision making and the integration of decisions into the organization's structure (including the control structure), strategies and objectives. Applications include issues in decentralized organizations, cost behavior, budgeting, cost estimates, product costing, and performance motivation and assessment. Prerequisites: ACG 2071 or ACG 3024. 3 semester hours credit. [A]

ACG 3351. Cost Accounting II. Cost accounting principles and managerial accounting practices – Continuation of ACG 3341. Coverage of budgeting

process, cost-volume-profit analysis, generation and use of accounting information in managerial decision making. Prerequisite: ACG 3341. 3 semester hours credit. [A]

ACG 4201. Advanced Accounting. This course is an in-depth study of financial reporting concepts and generally accepted practice for investments, business combinations, consolidated enterprises, and foreign operations and the statement of cash flows. Emphasis on analyzing financial events and the consequences of financial reporting alternatives. Prerequisite: ACG 3111. 3 semester hours credit. [A]

ACG 4401. Accounting Management Information Systems. An introduction to manual and computerized accounting information systems. Transaction cycles, internal controls, and flowcharting are emphasized. Prerequisites: ACG 2071 and CGS 1100. 3 semester hours credit. [A]

ACG 4632. Auditing Theory and Application I. Auditing I concerns external financial auditing, in which independent auditors will come from a CPA firm to audit a client company's financial statements. We will concentrate on the process of gathering and evaluating evidence to determine whether the client's financial statements are fairly presented in accordance with GAAP. We will also see how audit results are reported to readers of the client's financial statements. Prerequisite: ACG 3111. 3 semester hours credit. [A]

ACG 4900. Accounting Capstone Project. This course focuses on the integration of accounting knowledge, skills, and abilities learned in the program through a capstone project. Pre- or Corequisite: MAN 4720. ACG 4900 must be taken graduating semester. 3 semester hours credit. [A]

ACG 4930. Selected Topics in Accounting. Topics of current interest or of special interest to students or instructors. Topics may vary. May be repeated for up to 9 semester hours credit. Prerequisite: Permission of department chair. 1-3 semester hours credit. [A]

ACG 4940. Accounting Internship. The accounting internship is designed for business/accounting students who desire to gain real world experience in the accounting field through on-the-job practice. Students work under the direction of an approved industry professional, a faculty advisor, and the internship director. A minimum of 35 hours on the job is required for each semester hour of credit earned. Prerequisite: To be eligible, the student must A) have successfully completed with a grade of C or better a minimum of 30 semester hours of upper level coursework toward a BSBA degree in the Accounting Concentration; B) have successfully completed with a grade of C or better ACG 3101; ACG 3111; ACG 3341; ACG 3351; C) an interview with the course instructor or coordinator of the program; D) an internship application; and E) approval from the director of the department. 1-6 semester hours credit. No more than six (6) credit hours may be earned for this course. [A]

AMH 2010. American History to 1865. A general survey of the development of the United States from the period of discovery and exploration through the Civil War. 3 semester hours credit. [A]

AMH 2020. American History Since 1865. A survey course on the development of the United States from the Reconstruction period to the present. AMH 2010 is not a prerequisite, but is recommended. 3 semester hours credit. [A]

AMH 2091. African-American History I. An introductory course designed to acquaint students with, and stimulate interest in, the culture and history of the African-American. Emphasis is on the origins, struggles, fears, aspirations, and achievements of African-Americans. No prerequisite, but either AMH 2010-2020 or SYG 1000-1010 is recommended. This course has been designated as an international/diversity course. 3 semester hours credit. [A]

AMH 2093. African-American History II. African-American History II

is an introductory course designed to acquaint students with, and stimulate interest in the culture and history of African-Americans from the Reconstruction period to the present. Emphases are on the struggles, fears, aspirations and achievements of the people. No prerequisite, but either AMH 2010-2020 or SYG 1000-1010 is recommended. This course has been designated as an international/diversity course. 3 semester hours credit. [A]

AML 2010. Survey of American Literature I. This course is a survey of American literature and literary philosophies from the Colonial Period through the Civil War. AML 2010 fulfills 6,000 words of the Gordon Rule writing requirement. Prerequisites: Grades of "C" or higher in ENC 1101-1102. 3 semester hours credit. [A]

AML 2020. Survey of American Literature II. This course is a survey of American literature and literary philosophies from the Civil War to the present. AML 2020 fulfills 6,000 words of the Gordon Rule writing requirement. Prerequisites: Grades of "C" or higher in ENC 1101-1102. 3 semester hours credit. [A]

AML 4121. Twentieth Century American Novel. This course seeks to facilitate an understanding of the history, structure, and purpose of the American novel as well as strategies for reading and interpreting this particular form. The course will also cover the historical forces and literary movements which affected the evolution of the American novel. 3 semester hours credit. [A]

ARH 1000. The Purpose of Art. An investigation into the origin and development of the visual arts as an integral expressive mode of man, individually and collectively. Particular emphasis is placed upon historical eras, past and present cultures, the impact of international influences on major art movements of past cultures, and selected representative art forms of various world cultures. This course has been designated as an international/diversity course. 3 semester hours credit. [A]

ART 1100C. Crafts I. A course offering experience in the creative use of a variety of materials. 3 semester hours credit. [A]

ART 1201C. Introduction to Two-Dimensional Design. The elements and principles of design as applied to the two-dimensional plane. Various media will be used in two-dimensional design projects. Six hours laboratory per week. 3 semester hours credit. [A]

ART 1203C. Introduction to Three-Dimensional Design. The elements and principles of design as applied to the three dimensions. Various media will be used in three-dimensional design projects. Six hours laboratory per week. 3 semester hours credit. [A]

ART 1300C. Introductory Drawing I. An introductory drawing course designed to provide basic drawing skills. Emphasis on perspective, media, technique, and style. Six hours lecture and studio per week. 3 semester hours credit. [A]

ART 1301C. Introductory Drawing II. A continuation of ART 1300C with emphasis placed upon spatial description through perspective and other means with a greater exploration of the drawing processes through mixed technique. Prerequisite: ART 1300C. Six hours lecture and studio per week. 3 semester hours credit. [A]

ART 1750C. Introduction to Ceramics. The firing and glazing of clay pieces built by hand or formed on the potter's wheel, with consideration given to the role of ceramics in the history of mankind and the modern world. Four hours studio per week. 3 semester hours credit. [A]

ART 1751C. Introduction to Ceramics. A continuation of ART 1750C, but with more opportunity for the student to perfect the techniques found most interesting, and to work on individual projects of personal choice. Prerequisite: ART 1750C or consent of instructor. Four hours studio per week. 3 semester hours credit. [A]

ART 2500C. Color and Pictorial Composition. Training in the problems

of spatial organization through line, planes, color, light, motion, and volume. Oil or acrylic is the principal medium. Prerequisite: consent of the instructor. Six hours studio per week. 3 semester hours credit. [A]

ART 2501C. Color and Pictorial Composition. Advanced study of the problems of pictorial composition, with greater emphasis upon individual creativity and invention. Prerequisite: ART 2500C. Six hours studio per week. 3 semester hours credit. [A]

ART 2701C. Introduction to Sculpture. A beginning course designed to introduce the student to the materials and methods of creating sculpture. Primary media include clay, plaster, wood, and cement. Six hours lecture and laboratory per week. 3 semester hours credit. [A]

ASH 1044. Middle Eastern History and Civilization. This course is an introductory course on a history of the Middle East. It traces the historical and cultural influences that have contributed to the development of the unique region known as the Middle East. It examines the impact of Judaism, Christianity, and Islam in this history, while placing the primary emphasis on understanding the cultural and historical background of the major problems facing the Middle East today. This course has been designated as an international/diversity course. 3 semester hours credit. [A]

AST 1002. General Astronomy. A course designed to aid the student in understanding the relationship between the earth and the universe. The natural structure and theories of the solar system are presented as a background to a discussion of our galaxy and universe. Topics discussed include the earth, the solar system, historical astronomy, constellations, space exploration, theories of the origin of the universe, and the construction of a telescope. 3 semester hours credit. [A]



B

BCH 3023. Introduction to Organic and Biochemistry. A survey of organic chemistry and modern biochemistry with special emphasis on those concepts which are of use to science educators. Prerequisite: A grade of C or better in CHM 1046. 3 semester hours credit. [A]

BSC 1005. Introduction to Biological Sciences. This is a basic general education course to give the student an understanding of the major biological concepts of anatomy, reproduction, development, genetics, ecology and evolution in plant, animal and human life. Students preparing to enter health related fields are strongly encouraged to enroll in BSC 1088, in preparation for future health related science courses. This course cannot be used to satisfy degree requirements for students who already have credit in BSC 2010 and/or BSC 2011. Prerequisite: Passing scores on the reading portion of the PERT or other state approved entrance exam, or a grade of "C" or higher in REA 0017. 3 semester hours credit. [A]

BSC 1033. Issues in Biology. In recent years, the life sciences have produced numerous techniques and laboratory devices whose applications have produced challenging ethical dilemmas for modern society. The goal of this course will be to explore the complex interactions that occur at the overlap between ethics and modern biology. Possible topics to be presented include the use of genetic information, genetic testing, genetic engineering, and gene therapy. Prerequisite: A general biology course (high school or college level) and consent of the department. 3 semester hours credit. [A]

BSC 1059. Conservation Biology. This course will concentrate on the conservation and management of our natural resources. Special emphasis will be placed on aquatic, forest and wildlife management. Topics will also include the biological impacts of population growth, pollution and government regulations. The course will highlight past and present conservation movements and the need for a sustainable society. Students will be required to participate in a research project and a service project. To include field experience. Prerequisite: High School Biology, BSC 1005, or consent of department. 3 semester hours credit. [A]

BSC 1088. Survey of Human Anatomy and Physiology. This course surveys basic structure and function of the human body with emphases on chemistry, cell biology, tissues, and organ systems. It is specifically intended to include preparatory material for Anatomy and Physiology (BSC 2093 and BSC 2094). While this course may be taken by any student to meet the general education requirements, it is strongly recommended for students entering health related fields. Students interested in an overview course in biology for general education credit should consider taking BSC 1005. Prerequisite: Passing scores on the reading portion of the PERT or other state approved entrance exam, or a grade of "C" or higher in REA 0017. A "C" grade or higher must be earned to advance to the next level biology course (typically BSC 2093, Anatomy and Physiology I). This course cannot be used to satisfy degree requirements for students who already have credit in BSC 2010 and/or BSC 2011. 3 semester hours credit. [A]

BSC 1906. Selected Topics in Anatomy and Physiology. This course provides for individual study under the direction of a faculty member. Topics selected are commensurate with human biology. Prerequisite: Passing scores on the reading portion of the PERT or other state approved entrance exam, or a grade of "C" or higher in REA 0017. 1 semester hour credit. [A]

BSC 2010. Integrated Principles of Biology I. An introductory study of the mechanisms directing the development and maintenance of life on earth. Particular attention is given to cell biology, metabolism, reproduction, biotechnology, genetics and evolution as the major unifying forces in the study of life through the ages. 3 semester hours credit. [A]

BSC 2010L. Integrated Principles of Biology I Lab. A laboratory course that acquaints the student with selected biological principles including cell biology, metabolism, genetics, physiology and evolution. Corequisite: BSC 2010. Two hours laboratory per week. 1 semester hour credit. [A]

BSC 2011. Integrated Principles of Biology II. An introduction to structure and function at the cellular and organismal level; modern concepts of physiology with emphasis on man; and principles of ecology. 3 semester hours credit. [A]

BSC 2011L. Integrated Principles of Biology II Lab. A laboratory course intended to be taken concurrently with BSC 2011. Laboratory experiences correlate with the lecture topics in the structure and function of plants and animals and ecology. Activities include dissection of the fetal pig, nonseed and seed plants, and may include field trips. Corequisite: BSC 2011. Two hours laboratory per week. 1 semester hours credit. [A]

BSC 2093. Anatomy & Physiology I. This course provides an introduction to the study of the functions of the human body. The scope of the course includes basic organization and structure with histology, integumentary system, skeletal system, muscular system, and nervous system. Prerequisite: A grade of "C" or higher in BSC 1088, BSC 1005, BSC 2010, BSC 2011, or equivalent. A pretest may be taken in the Chipola Testing Center to determine preparation for this course. 3 semester hours credit. [A]

BSC 2093L. Anatomy & Physiology I Lab. A laboratory course that follows the scope of topics in BSC 2093 with dissection and experiments. Two hours of laboratory per week. Corequisite or Prerequisite: BSC 2093. 1 semester hour credit. [A]

BSC 2094. Anatomy & Physiology II. This course provides an introduction to the study of the functions of the human body. The scope of the course includes special senses, endocrine, circulatory, respiratory, digestive, urinary, and reproductive systems; and metabolic regulation. Prerequisite: A grade of "C" or better in BSC 2093, or a grade of "C" or better in both BSC 2010 and BSC 2011, or consent of department. 3 semester hours credit. [A]

BSC 2094L. Anatomy & Physiology II Lab. A laboratory course that follows the scope of topics in BSC 2094 with dissection and experiments. Two hours of laboratory per week. Corequisite or Prerequisite: BSC 2094. 1 semester hour credit. [A]

BSC 4101. History of Biology. This course is an introduction and overview of the historical development of biological theories, principles, and methods. This course is intended for students who plan to teach biological science. This course surveys the history of the natural sciences beginning with the natural philosophers of ancient Greece and continuing through the Middle Ages, Renaissance and into the Modern Era. The course will include discussion of original literature about the scientific process, including the social and philosophical implications of that process. Prerequisite: Completion of a two semester science sequence (CHM 1045/46, BSC 2010/11, or BSC 2093/94), or consent of the department. 3 semester hours credit. [A]

BSC 4905. Supervised Research in Biology. This course is designed to allow students to participate in a supervised study or research participation in a specific science-related area in Biology. Students must have instructor approval of the topic before enrolling in the course. This course is only open to students who are enrolled in the science education program or who are trying to meet teacher certificate requirements. Prerequisites: BSC 2010/2011 with the corresponding laboratories. 1-3 semester hours credit. [A]

BSC 4930. Special Topics in Biology. This course is designed to allow students to participate in a supervised study or research participation in a specific science-related area in Biology, Chemistry or Physics. Students must have instructor approval of the topic before enrolling in the course. This course is only open to students who are enrolled in the science educa-

tion program or who are trying to meet teacher certificate requirements. Prerequisites: Completion of a two semester science sequence: PHY 1053/1054, BSC 2010/2011, BSC 2093/2094 or CHM 1045/1046 with the corresponding laboratories or consent of the department. 3 semester hours credit [A]

BUL 2131. Legal Environment of Business. A survey course of the legal environment of business. It provides an overview of the major areas of the law that shape the environment in which businesses operate. Areas covered include an introduction to law and the legal system, contracts, sales of goods and commercial paper under the UCC, property, agency and employment, business organizations, bankruptcy, and consumer protection. 3 semester hours credit. [A]

BUL 4310. Advanced Legal Environment of Business. An introduction to the legal setting in which business operates. Emphasis on business ethics. Legal topics include the nature of law and the legal process, administrative law, business and the constitution, statutory and common law, regulatory law, and agency/unemployment law. 3 semester hours credit. [A]

BUL 4330. Law for Accountancy. Basic concepts of law as applied to the accounting profession, including contracts, agency, partnerships and corporations, property, wills and trusts, securities regulation, consumer protection, and antitrust. Prerequisite: BUL 4310. 3 semester hours credit. [A]

C

CCJ 1010. Introduction to Criminology. This course provides a survey of deviant behavior as related to the concept and definition of crime, the concept and purposes of the law, the measurement and causes of crimes and of societal reactions to criminal behavior, from historical through contemporary periods. Oral presentations by each student are required. 3 semester hours credit. [A]

CCJ 1020. Introduction to Criminal Justice. A study of the history, philosophy, ethics, development, and objectives of the criminal justice systems. The organization and administration of local state, and federal criminal justice agencies are emphasized. Professional career opportunities are surveyed. 3 semester hours credit. [A]

CCJ 1500. Juvenile Delinquency. A history of the juvenile court system in the United States is reviewed. Delinquency and the family are analyzed. Delinquency control, including the police, courts, legislation and support agencies are discussed. 3 semester hours credit. [A]

CCJ 2930. Special Topics-Seminars-Criminology. Each student in this course chooses a critical issue in the contemporary law enforcement system to analyze. This analysis provides ideas for improvement which are then shared and critiqued in class. 3 semester credit hours. [A]

CCJ 2933. Special Topics-Corrections. This course includes research writing and discussion of selected subject areas related to corrections, such as correctional planning for short term offenders and misdemeanants, handling of "unusual" prisoners, classification of offenders, authority and responsibility of correctional officers, professional and legal standards and analysis of contemporary correctional problems. 3 semester credit hours. [A]

CET 1174C. Introduction to Microcomputer Maintenance and Repair. This course introduces computer hardware components and system software needed to set up, install, configure, upgrade, and maintain a microcomputer system. 3 semester hours credit. [O]

CET 1486. Introduction to LAN Management. An introduction to software used in operating a local area network. Hands-on experience with one or more software packages will be provided. Prerequisite: CIS 1000 or CGS 1060 and acceptable college placement test scores or consent of

department. Corequisite: CET 1600C or consent of department. 3 semester hours credit. [O]

CET 1513. Microcomputer Operating Systems. A survey of operating systems for microcomputers, including basic operating system functions such as disk and file management, customizing system configuration, and optimizing system performance. Prerequisite: CGS 1060 or consent of department. 3 semester hours credit. [O]

CET 1588. Introduction to Networking and Communications. An introduction to the hardware needed to set up and operate a local area network, including a discussion of configurations, physical specifications, and requirements and limitations of network components and workstations. Prerequisites: CET 1174C and CET 1513 or consent of department. Corequisite: CET 1486 or consent of department. 3 semester hours credit. [O]

CET 1600C. Intro to Networks and Communications. This course is designed to prepare a student to apply and understand the basics of networking hardware. The course covers the OSI Model and industry standards; network topologies; IP addressing, including subnet masks; and basic network design. This is the first of a four-part series designed to prepare students for the Cisco Certified Networking Associate Exam. Prerequisite: CET 1174C and CET 1513 or A+ certification or department consent. 3 semester hours credit. [O]

CET 1610C. CISCO Router Technology. This course is designed to prepare a student to apply and understand the basics of networking hardware. The course covers the beginning router configurations; routed and routing protocols; and an introduction to LAN switching. This is the second of a four-part series designed to prepare students for the Cisco Certified Networking Associate Exam. Prerequisite: CET 1600C. 3 semester hours credit. [O]

CET 1631C. Network Cabling. This course is designed for students interested in the physical aspects of voice and data network cabling and installation. The course focuses on cabling issues related to data and voice connections and provides an understanding of the industry and its worldwide standards, types of media and cabling, physical and logical networks, as well as signal transmission. Students will develop skills in cable termination with both jacks and punch blocks, reading network design documentation, pulling and mounting cable, cable management, cable labeling, setting up telecommunications rooms, and patch panel installation and termination, as well as basic cable testing and troubleshooting, and basic cabling calculations. This hands-on, lab-oriented course stresses documentation, design, and installation issues, as well as laboratory safety, on-the-job safety, and working effectively with others. 1 semester hour credit [O A]

CET 1811. Microsoft Systems Administration. This course provides students with the knowledge and skills necessary to install, configure, customize and troubleshoot Microsoft Windows client software. Prerequisite: CET 1513 or consent of department. Pre- or Corequisite: CET 1486 or consent of department. 3 semester hours credit. [O]

CET 1941. Internship in Computer Engineering Technology. Supervised, practical work experience in an appropriate business, industry, government agency, or institution which relates to the Computer Engineering Technology field of study. A minimum of 45 clock hours on the job is required for each semester hour of credit earned. 1-3 semester hours credit. May be repeated for a maximum of 3 semester hours credit. [O]

CET 2590. Introduction to UNIX/Linux System Administration. An introduction to the UNIX/Linux network operating system. Topics include installation and configuration of both client and server, GUI and command line interface, file management, system utilities, remote connectivity, and scripting. Hands-on laboratory exercises are included. Prerequisite: CET 1513 and CET 2722 or consent of department. 3 semester hours credit. [O]

CET 2605. Introduction to Network Routing and Switching. An introduction to network routing and switching. Topics include TCP/IP routing fundamentals; router configuration and troubleshooting; switching concepts and switch configuration; WAN connectivity, VLANs, and VPNs. Hands-on laboratory exercises are included. Prerequisite: CET 1600C or consent of department. 3 semester hours credit. [O]

CET 2615C. CISCO Advanced Router Technology. This course is designed to prepare a student to apply and understand the advanced principles and applications of networking hardware. The course covers the advanced router configurations; LAN switching; network management; and advanced network design. This is the third of a four-part series designed to prepare students for the CISCO Certified Networking Associate Exam. Prerequisite: CET 1610C. 3 semester hours credit. [O]

CET 2620C. CISCO Wide Area Network Routing. This course is designed to prepare a student to apply and understand the advanced principles, applications, and implementation of networking hardware. The course covers the advanced network design projects and advanced network management projects. This is the fourth of a four-part series designed to prepare students for the CISCO Certified Networking Associate design exam. Prerequisite: CET 2615C. 3 semester hours credit. [O]

CET 2660. Introduction to Network Security. This course covers an introduction to network security, concepts, terminology and a basic understanding of available network security methods and programs. Topics include legal issues and policies, managing risks, identifying types of attacks, information security best practices, E-Commerce needs and intrusion detection platform-specific implementations. Prerequisite: CET 1486 or consent of department. 3 semester hours credit. [O]

CET 2722. Microsoft Advanced Systems Administration. This course provides students with the knowledge and skills necessary to install and configure Microsoft Windows server software to create file, print, and terminal servers. Prerequisite: CET 1486 or consent of department. Pre- or corequisite: CET 1811 or consent of department. 3 semester hours credit. [O]

CET 2724. Administering Network Infrastructure. This course is designed to provide the student with the knowledge and skills necessary to install, manage, monitor, configure and troubleshoot DNS, DHCP, Remote Access, network protocols, IP routing in a Windows network infrastructure. Pre- or corequisite: CET 2722 or consent of department. 3 semester hours credit. [O]

CGS 1060. Introduction to Microcomputer Use. An introduction to the use of microcomputers. Includes terminology and an introduction to the operation of typical microcomputer hardware and software. No prerequisite. No previous computer experience required but keyboarding or typing skill recommended. 3 semester hours credit. [A]

CGS 1100. Microcomputer Applications for Business and Economics. The course provides a survey of current microcomputer applications software, including general terminology, features and operating procedures for specific tasks. The student will acquire operational skills for using microcomputers in support of business and personal tasks. Prerequisite: A grade of "C" or better in CGS 1060 or an acceptable score on the CGS 1100 Screening Exam. 3 semester hours credit. [A]

CGS 1500. Word Processing. An in-depth course in word-processing software and functions. Topics include creating, editing, and formatting documents; report creation including outline, table of contents, footnote/endnote, and index; merging documents; form letters and mail merge; and creating tables, charts, forms, newsletters and Web pages. Prerequisites: CGS 1060 or consent of department. 3 semester hours credit. [A]

CGS 1510. Introduction to Spreadsheet. A course using spreadsheet software for microcomputers for business and personal numerical problem-solving. Provides an introduction to the basic operations and capabilities of spreadsheet software through hands-on exercises. Prerequisite: CGS 1060 or consent of department. 2 semester hours credit. [A]

CGS 1525. Introduction to Presentation Software. An introduction to the use of presentation software on microcomputers. Covers the process of planning a presentation, presentation design principles, and the use of software to create effective visuals to support business presentations. Prerequisite: CGS 1060 or consent of department. 2 semester hours credit. [A]

CGS 1545. Database Programming. An advanced course in database management. Topics include relational database design and normalization, the process of custom application development, techniques for customizing the user environment, and the use of microcomputer database software to develop custom business applications. Prerequisite: COP 1700 or consent of department. 3 semester hours credit. [A]

CGS 1557. Introduction to Web Authoring and Design. This course covers the procedures involved in designing and creating Web pages and Web sites. Includes hands-on laboratory assignments using current Web development software and/or current Web languages. Prerequisite: CGS 1060 or consent of department. Contact the course instructor for details. 3 semester hours credit. [A]

CGS 1580. Introduction to Desktop Publishing. An introduction to the production of camera-ready masters for photocopiers or offset presses using microcomputer equipment and desktop publishing software. Prerequisite: CGS 1060 or consent of department. 2 semester hours credit. [A]

CGS 1876. Introduction to Desktop Multimedia. This course covers the procedures involved in capturing and editing audio and video, creating animated graphics, and incorporating graphics, animations, audio and video into Web pages. Includes hands-on assignments using current multimedia software and Web tools. Prerequisite: CGS 1060 or consent of department. 3 semester hours credit. [A]

CGS 2930-2931. Topics in Computer Software. A seminar covering a software package of current interest. Open to all students. Prerequisite: CGS 1060 or consent of department. 1 semester hour credit. [A]

CHD 1220. Child Growth & Development I. This course is a study of the growth and development of the child from conception through age five, including the physical, social, emotional and mental development of the young child, influence of environment and principles and theories of development. 3 semester hours credit. [A]

CHD 1430. Observing and Recording Child Behavior. This course is designed to increase objectivity and proficiency in observing, recording, and interpreting children's behavior in addition to increasing awareness of normative patterns of behavior of children from birth through 5 years of age. Includes observation of infants, toddlers, and a case study of a child from this age group. 3 semester hours credit. [A]

CHD 1941. Early Childhood Internship. This course provides on-the-job training toward the Child Development Associate Credential, Occupational Certificate, and Associate in Science Degree. The student will be assigned a qualified supervisor appointed by the respective agency for which he or she works. The student must comply with the Florida Child Care Professional Credential requirements for internship. Enrollment will be approved after the completion of two of the following: CHD 1220, CHD 1430 or CHD 2432. 3 semester hours credit. [A]

CHD 2322. Programs for Young Children. This course is a study of the principles and practices of programs for young children. It includes current research in early childhood education, role of the teacher, and selection and use of equipment and materials for groups of young children. 3 semester hours credit. [A]

CHD 2432. Curriculum for Young Children. This course is a study of the techniques of using language arts, science, art, social studies, math, and physical activities with young children with emphasis on interdisciplinary learning. Prerequisite: CHD 1220 or consent of the department. 3 semester hours credit. [A]

CHD 2800. Child Care/Education Administrative Overview. This course is designed to meet the educational requirements for the Foundation Level Child Care and Education Administrator Credential as defined by the State of Florida. The curriculum provides for administrative skills in the areas of personnel selection and management, ethics, finances, legal issues and early childhood education. Prerequisite: FCCPC Certification is required. 3 semester hours credit. [A]

CHM 1030. General, Organic and Biochemistry for Health and Related Science I. This course consists of selected topics, specifically designed for a health-related major, with practical application of the chemical concepts of matter, atoms, measurement, bonding, reactions, pH, etc. The organic and biochemistry portion will introduce carbon chemistry and biomolecules and their roles and functions in living organisms. Three hours lecture per week. Prerequisite: Eligibility for MAC 1105. 3 semester hours credit. [A]

CHM 1030L. General, Organic and Biochemistry Lab. This laboratory course is designed to provide basic laboratory experiences correlated with CHM 1030. Emphasis of these labs is specifically designed for a health related major with practical application of the chemical concepts of matter, atoms, measurement, bonding, reactions, pH, etc. The organic and biochemistry portion will introduce carbon chemistry and biomolecules and their roles and functions in living organisms. Prerequisite or corequisite: CHM 1030. Three hours laboratory per week. 1 semester hour credit. [A]

CHM 1045. General Chemistry I. The courses CHM 1045-1046 are designed to fulfill requirements in general chemistry for the first year in science, premedical, and engineering curricula. Includes units and measurements, chemical calculations, thermochemistry, gases, liquids, solids, atomic structure, and bonding. Prerequisite: CHM 1030 (with a grade of C or better) or one credit in high school chemistry and eligibility for MAC 1140 or a more advanced course. CHM 1045L should be taken concurrently. 3 semester hours credit. [A]

CHM 1045L. General Chemistry Laboratory I. An introduction to experimental techniques in chemistry, designed to demonstrate basic chemical principles. Prerequisite or corequisite: CHM 1045. Three hours laboratory per week. 1 semester hour credit. [A]

CHM 1046. General Chemistry II. This course is a continuation of CHM 1045, which includes solutions, equilibrium, kinetics, acids and bases, redox reactions, electrochemistry, and nuclear chemistry. Prerequisite: A grade of C or better in CHM 1045; CHM 1046L should be taken concurrently. 3 semester hours credit. [A]

CHM 1046L. General Chemistry Laboratory II. This course is a continuation of experimental techniques in chemistry designed to demonstrate basic chemical principles. Prerequisite or corequisite: CHM 1046. Three hours laboratory per week. 1 semester hour credit. [A]

CHM 2210. Organic Chemistry I. This course is an introduction to the nomenclature, structure, and reactions of organic compounds. Prerequisite: CHM 1046 or equivalent with a grade of C or better. Corequisite: CHM 2210L. 4 semester hours credit. [A]

CHM 2210L. Organic Lab I. An organic laboratory to be taken concurrently with CHM 2210. Three hours laboratory per week. 1 semester hour credit. [A]

CHM 2211. Organic Chemistry II. This course is a continuation on the nomenclature, structure, and reactions of organic compounds. Prerequisite: CHM 2210 Corequisite: CHM 2211L. 3 semester hours credit. [A]

CHM 2211L. Organic Lab II. An organic laboratory to be taken concurrently with CHM 2211. Three hours laboratory per week. 1 semester hour credit. [A]

CHM 4905. Supervised Research in Chemistry. This course is designed to allow students to participate in a supervised study or research participation in a specific science-related area in Chemistry. Students must have instructor approval of the topic before enrolling in the course. This course is only open to students who are enrolled in the science education program or who are trying to meet teacher certificate requirements. Prerequisites: CHM 1045/1046 with the corresponding laboratories. 1-3 semester hours credit. [A]

CIS 1000. Introduction to Computing Systems. This introductory course includes the terminology, procedures, and equipment used in computing systems and in developing software applications. It includes such topics as internal operations of a microprocessor, current memory and storage technologies, data representation, binary arithmetic, character codes, systems development cycle, software design and development, and careers in computing. Prerequisites: Eligible to enroll in MAC 1105 or higher mathematics course, or consent of department. 3 semester hours. [A]

CIS 1941. Internship in Computer Science. Supervised, practical work experience in an appropriate business, industry, government agency, or institution which relates to the Computer Science/Information Technology/Network Administration field of study. A minimum of 45 clock hours on the job is required for each semester hour of credit earned. 1-3 semester hours credit. May be repeated for a maximum of 3 semester hours credit. [A]

CIS 2930-2931. Topics in Computer Science. A seminar covering a topic of current interest in computer science for computer science majors. Prerequisite: CIS 1000 or consent of department. 1 - 2 semester hours credit. [A]

CIS 2949. Cooperative Education in Computer Science. Supervised, practical work experience in an appropriate business, industry, government agency, or institution which relates to the Computer Science/Information Technology/Network Administration field of study. A minimum of 60 clock hours on the job is required for each semester hour of credit earned. 1-3 semester hours credit. May be repeated for a maximum of 3 semester hours credit. [A]



CJB 1150. Correctional Law. This course is practical law for correctional personnel. Study includes law regulating, use of force, civil rights of prisoners, constitutional law, legal service, disciplinary procedures, parole, and current case law. 3 semester hours credit. [A]

CJB 1301. Career Choices in Criminal Justice. A course designed for criminal justice majors declaring a realistic career choice and life goals management through the development of self evaluation, career awareness and career decision-making skills. Students will explore the various criminal justice opportunities and set a goal. 3 semester hours credit. [A]

CJB 1711. Introduction to Crime Scene Technology. This course is an introductory course in crime scene investigation techniques. Emphasis is placed upon recording the crime scene, collecting the preserving physical evidence, and the examination of evidence. Employment of those techniques available to the crime scene investigator also will be demonstrated. 3 semester credit hours. [A]

CJB 1721. Advanced Crime Scene Technology. This course covers advanced principles, theories and applications in crime scene technology. Specialized collection procedures of weapons, traffic crash evidence, arson, gunshot residue, blood spatter, and recovery of buried bodies and surface skeletons are also included. Data analysis, reporting and plan of action development are emphasized. Prerequisite CJB 1711. 3 semester credit hours. [A]

CJB 1930. Special Topics - Law Enforcement. Each student in this course chooses a critical issue in the contemporary law enforcement system to analyze. This analysis provides ideas for improvement which are then shared and critiqued in class. 3 semester credit hours. [A]

CJB 2301. Career Choices in Criminal Justice. A course designed for criminal justice majors to help plan a realistic career choice and life goals through the development of self evaluation, career awareness and career decision making skills. Students will explore the various criminal justice opportunities and set a goal. 1 semester credit hour. [A]

CJB 2482. Police Community Relations. A consideration of the significance of establishing good working relationships between the police and the public including: the complex factors that lead to successful police community relations. 3 semester credit hours. [A]

CJB 2703. Crime Scene Safety. This course covers potential health and safety hazards one will encounter at a crime scene. The course will also introduce the proper protective techniques to minimize risk to self and others. Emergency procedures and state and federal regulations are included. 3 semester credit hours. [A]

CJB 2713. Introduction to Forensic Science. This course exposes the student to the capabilities and functions of a full-service crime laboratory. Also covered is evidence selection and submission to crime lab in accordance with established standards and legal requirements including chain of custody. 3 semester credit hours. [A]

CJC 1000. Introductions to Corrections. An examination of the total correctional processes from law enforcement through the administration of justice, probation, prisons, and correctional institutions, and parole history and philosophy, career oriented. 3 semester hours credit. [A]

CJC 2162. Probation, Pardons, and Parole. A course which examines the use of probation, parole, and pardons as alternatives to incarceration. Prerequisite: CCJ 1020. 3 semester hours credit. [A]

CJE 1000. Introduction to Law Enforcement. This course will present and analyze how police operate in America. This course will explain the mystique and misunderstanding surrounding police work and the hostility, controversy and resentment the profession generates. We will discover who police are and who they are not, what they can and cannot do and

finally why their exact role in society remains so unclear. 3 semester credit hours. [A]

CJE 1202. Crime and Delinquency. This course will provide the student with the opportunity to explore crime theories, crime causation, crime in the modern world, and future trends of criminology and delinquency. In addition, the student will examine theory versus reality throughout the course. 3 semester credit hours. [A]

CJE 2500. Police Operations. A discussion of police problems and responsibilities, including the distribution of personnel and materials, supervision of forces, operating procedures, communications and records, highway safety and traffic control, disasters and disturbances, and the relationship between the police and the public. 3 semester hours credit. [A]

CJL 2062. Constitutional Law for Criminal Justice. A study of the federal and the various state constitutions. An in-depth analysis of those constitutional amendments having a bearing on contemporary criminal justice issues. 3 semester hours credit. [A]

CJL 2100. Criminal Law. A course in the theory, purpose and history of criminal law. General criminal procedures, including arrest and trial, appeal, punishment and release, search and seizure and the rights and duties of law officers. 3 semester hours credit. [A]

CJL 2130. Criminal Evidence. An analysis of courtroom procedures, presentation of evidence and judicial decisions. Rules of evidence and the roles of judge, prosecutor, defense and jury will be discussed. 3 semester hours credit. [A]

CJT 2100. Criminal Investigations. A course to provide education theory in the fundamentals of investigation and the techniques of collection, preservation and transportation of evidence. 3 semester hours credit. [A]

CLP 2140. Abnormal Psychology. A course which concentrates on the description, causes and treatment of behavioral disorders as seen from the viewpoint of the major theoretical models of abnormal behavior. Prerequisite: PSY 2012. 3 semester hours credit. [A]

COP 1700. Introduction to Database Management. This course covers the development and management of databases, including database design and normalization, SQL, and regular maintenance tasks required of database administrators, such as replication, backup & restore, contingency planning, and disaster recovery. The operation of a database management system is explored using hands-on exercises. Prerequisite: CGS 1100 or CIS 1000 or consent of department. 3 semester hours credit. [A]

COP 2000. Introduction to Computer Programming. A beginning course in computer programming, with an emphasis on the problem-solving process, problem analysis, design decisions, and creative algorithm development. Topics will include organization and structure of computer programs; interface design techniques; algorithm design and development; a survey of programming paradigms; syntax and semantics of specific statements in one or more representative computer languages. Prerequisite: Must be eligible to enroll in MAC 1105 or higher mathematics course. The prerequisite may be waived by consent of department for students with previous appropriate coursework or work experience. Contact the course instructor for details. 3 semester hours credit. [A]

COP 2224. C++ Programming. A survey of the C ++ programming language, with special attention to language features that support an object-oriented approach to programming. Topics include a review of basic programming control structures, input/output operations, and mathematical and logical operations; data types and basic data structures including arrays, records, files, classes, and pointers; functions; parameters; language extensibility using libraries. Prerequisite: COP 2000. The prerequisite may be waived by consent of department for students with previous appropriate

coursework or work experience. Contact the course instructor for details. 3 semester hours credit. [A]

COP 2535. Introduction to Data Structures and Algorithms. A third course in computer programming. Topics will include standard data structures, such as lists, queues, stacks, trees, graphs; associated algorithms; and an introduction to algorithm analysis techniques. A comparison of pointer-based implementations and array-based implementations will be made. Prerequisite: COP 2224. Prerequisite may be waived by consent of department for students with previous appropriate coursework or work experience. Contact the course instructor for details. 3 semester hours credit. [A]

COP 2800. Java Programming. This course provides an introduction to the Java programming language. Topics include basic operations, controls, data, objects, graphics, applets, method abstraction, class abstraction, and event handling. Prerequisite: COP 2000 or or consent of department. 3 semester hours credit. [A]

COP 2900. Applied Programming Specialty. A course in using a particular programming language to create programs to solve a particular problem. Students write a contract for the particular programming activities to be completed during the course. Prerequisite: 6 semester hours credit in courses with COP prefix or consent of department. 1-3 semester hours credit. [A]

CPO 2002. Introduction to Comparative Government. This course addresses government institutions and current political parties throughout the world, as well as theories that explain similarities and differences among countries. Topics include electoral systems, parliamentary systems, political frameworks, democratization of political culture, political leaders and performance, ideologies and economic and social policy. The examples are from Western democracies, the third world, and current or former communist countries. 3 semester hours credit. [A]

D

DEP 2004. Human Growth and Development. A course in which biophysical, cognitive and psychosocial development throughout the life span (from conception to death) will be considered, as well as problems specific to each stage. This course is required for pre-nursing students. The course carries division elective credit only. Prerequisite: PSY 2012. Completion of DEP 2102 is strongly recommended as preparation for this course. 3 semester hours credit. [A]

DEP 2102. Child Psychology. A course with application to an objective study of the preadolescent child. Preadolescent physical, psychological, and social development are studied. Special problems of child training in the family and of social adjustment at school are discussed. Prerequisite: PSY 2012. 3 semester hours credit. [A]

E

ECO 2013. Macroeconomics. An introduction to economics and the economy; national income, employment, and fiscal policy; money, banking, and monetary policy; problems and controversies in macroeconomics. 3 semester hours credit. [A]

ECO 2023. Microeconomics. Microeconomic theories of product and resource markets, government and current economic problems, international economics and the world economy. 3 semester hours credit. [A]

EDE 3223. Integrating Art, Music & Physical Education Methods. This course provides students with critical understanding of art, music and physical education. Emphasis is placed on the effective integrative lesson planning and modeling techniques to art, music, and physical education in elementary schools. This course requires a minimum grade of "C".

Current background check (fingerprinting) acceptable to the District in which the field experience will take place is required for this course. This course requires 10 hours practicum experience (5 in music/art setting and 5 in PE setting). 3 semester hours credit. [A]

EDE 4943. Student Teaching Seminar in Elementary Education. This course is designed to provide students with instructional strategies, planning techniques, evaluation procedures and class management skills. Prerequisites: all program requirements completed. Corequisite: EDE 4945, RED 4854. 1 semester hour credit. [A]

EDE 4945. Student Teaching in Elementary Education. This course requires a teacher candidate to demonstrate pre-professional competencies during a semester-long internship in a public school approved by the department. Contact hours: a minimum of 35 hours per week for the entire semester. Prerequisites: Completion of all program requirements. Corequisite: EDE 4943, RED 4854. 9 semester hours credit. [A]

EDF 1005. Introduction to the Teaching Profession. This is a survey course including historical, sociological, and philosophical foundations of education, governance and finance of education, educational policies, legal, moral and ethical issues and the profession of teaching. Students will be provided information on the Florida Educator Accomplished Practices, Next Generation Sunshine State Standards, and the Professional Educator Competencies. The students will complete a minimum of 30 hours of field-based experience with children and youth in schools or similar settings. 3 semester hours credit. [A]

EDF 2085. Introduction to Diversity for Educators. Designed for the prospective educator, this course provides the opportunity to explore issues of diversity, including an understanding of the influence of exceptionalities, culture, family, gender sexual orientation, socioeconomic status, religion, language of origin, ethnicity, and age upon the educational experience. Students will explore personal attitudes towards diversity and exceptionalities. Students will be provided with information on the Florida Educator Accomplished Practices, Next Generation Sunshine State Standard, and the Professional Educator Competencies. 3 semester hours credit. [A]

EDF 3214. Human Development and Learning. This course is designed to cover myriad learning theories as they apply to student development, learning styles, learning ability as well as disabilities. Students will be afforded the opportunity to explore varying ideologies relative to intelligence and intellectual assessment. Additionally, students will be required to arrange visits totaling at least 15 hours to area schools to observe teaching and learning styles, the interactions between student and teacher, and intervention techniques. Prerequisite: PSY 2012. 3 semester hours credit. [A]

EDF 4430. Measurement & Evaluation in the Classroom. This course involves the study of principles of traditional and alternative assessment strategies. It helps the student obtain skills relevant to the development and use of classroom assessments. Students must attain a basic understanding of the principles of measurement, formative and summative assessment strategies, test construction, performance assessments; and reading and interpreting data from state achievement tests. The course will help students understand the content measured by state tests and use the data to improve student achievement. Prerequisite: STA 2023, MGF 1106, or acceptable score on department exam. 3 semester hours credit. [A]

EDG 3343. Instructional Strategies. This course provides an overview of instructional models and strategies. Emphasis is placed on principles of state standards, instructional methods, lesson planning, and instruction. Students will develop knowledge of instructional models and lesson plan construction for effective implementation including the diverse student populations. 3 semesters hours credit. [A]

EDG 4410. Classroom Management & Communication. This course covers basic skills and knowledge for creating a learning environment

that encourages positive social interaction and effective communication among members of the learning community. The course emphasizes ethics, attitudes, language patterns, values, and behaviors, and includes methods and strategies for consulting with other school professionals and parents. Additionally, students will be required to arrange visits totaling at least 10 hours to area schools to observe various classroom management strategies in action. Prerequisite or Corequisite EDF 3214, or consent of the department. 3 semester hours credit. [A]

EET 1015C. Direct Current Circuits. A fundamental course including series, parallel and complex circuit analysis, Ohms Law, meters, conductors, insulators, resistors, batteries, and magnetism. The use and understanding of test equipment for circuit analysis is stressed. Six hours lecture/laboratory per week. \$6 lab fee. 4 semester hours credit. [A]

EET 1025C. Alternating Current Circuits. A study of A. C. fundamentals, inductive circuits, capacitive circuits, complex numbers, resonance, and filters. Theoretical circuit analysis and circuit testing by the use of meters and oscilloscopes are stressed. Prerequisite: EET 1015C. Six hours lecture/laboratory per week. \$6 lab fee. 4 semester hours credit. [A]

EEX 3012. Introduction to Exceptional Student Education. This course is designed to review topics including etiology, terminology, classification, prevalence, history, behaviors and characteristics, and the educational approaches of exceptional students. 3 semester hours credit. [A]

EEX 3264. Curriculum & Instructional Strategies for Students w/ Disabilities (K-5). This course focuses on specialized methods and instructional strategies necessary for special educators to meet the needs of students with disabilities in K-5. Emphasis will be placed on the development, selection, and utilization of appropriate curriculum and instructional approaches which correspond to the capabilities and styles of various learners. Students will identify and review the Next Generation Sunshine State Standards (NGSSS) and Elementary General Education curriculum for grades K-5; and how it applies to students with special needs, as well as how it aligns with Florida Access Points. Corequisite: EEX 3831. 3 semester hours credit. [A]

EEX 3294. Differentiated Instruction for the Inclusive. This course focuses on preparing preservice teachers for the inclusive classroom setting. Emphasis will be placed on differentiating instruction to effectively meet the academic needs of students in the inclusive classroom. This course requires a field placement. 3 semester hours credit. [A]

EEX 3604. Behavior Management for Exceptional Students. This course is designed to prepare exceptional student education teachers for the management of exceptional students in the Special Education K-12 classroom. The emphasis of this course will focus on behavior management, functional behavior assessments and behavior intervention plans, conflict resolution, social skills training, positive behavioral supports, and consultation for inclusive settings. 3 semester hours credit. [A]

EEX 3830. Special Education Practicum. Observation and participation field experience in a Special Education setting in 6-12 classrooms. Weekly seminars with the course instructor will be held for informative and evaluative purposes. 1 semester hour credit. [A]

EEX 3831. Special Education Practicum II. Observation and participation field experience in a Special Education K-5 classroom setting. Weekly seminars with the course instructor will be held for informative and evaluative purposes. 1 semester hour credit. [A]

EEX 4221. Assessment of Exceptional Students. This course is designed to provide teacher candidates with the knowledge of legal requirements and ethical principles of the evaluation process, the opportunity to analyze and interpret the results of formal and informal assessments, research and identify alternate assessment options in exceptional education, and utilize assessment results for instructional planning. 3 semester hours credit. [A]

EEX 4265. Curriculum & Instructional Strategies for Students w/Disabilities (Grades 6-12). This course focuses on specialized methods and instructional strategies necessary for special educators to meet the needs of students with disabilities in grades 6-12. Emphasis will be placed on the development, selection, and utilization of appropriate curriculum and instructional approaches for students in grades 6-12 which correspond to the capabilities and styles of diverse learners. Teacher candidates will identify general education curriculum including Next Generation Florida Sunshine State Standards and Access Points for students in grades 6-12. Corequisite: EEX 3830. 3 semester hours credit. [A]

EEX 4933. Student Teaching in Exceptional Student Education. This course requires a teacher candidate to demonstrate pre-professional competencies during a 16-week, full-time internship in a public school approved by the department. Contact hours: a minimum of 35 hours per week for 16 weeks. Prerequisites: Completion of all program requirements. Corequisite: EEX 4943, RED 4854. 9 semester hours credit. [A]

EEX 4945. Seminar in Exceptional Student Education. This course is designed to provide students with instructional strategies, planning techniques, evaluation procedures and class management skills. Prerequisites: all program requirements complete. Corequisites: EEX 4933, RED 4854 1 semester hour credit. [A]

EME 2040. Introduction to Technology for Educators. Application of instructional design principles for use of technology to enhance the quality of teaching and learning in the classroom. The course includes hands-on experience with educational media, emerging technologies, and hardware, software, and peripherals for the personal computer as well as data-driven decision-making processes. Identification of appropriate software for classroom applications, classroom procedures for integrating technologies with emphasis on legal and ethical use, and effective instructional strategies for teachers and students in regard to research, analysis, and demonstration of technology. Students will be provided an overview of the Florida Educator Accomplished Practices, Next Generation Sunshine State Standards, the Professional Educator Competencies, and the National Educational Technology Standards. 3 semester hours credit. [A]

EME 3410. Integrating Technology in the Classroom. This course is designed for pre-service and practicing middle school teachers. It includes the use of innovative computer software and graphing calculators for students to experience learning with technology at the middle and secondary school levels. The use and integration of software, electronic spreadsheets, data analysis, and instructional software will be studied from a problem solving perspective. Students will also create or use programs on a graphing calculator. This course addresses specific Sunshine State Standards, subject matter competencies, and pedagogy pertinent to the discipline and is required for certification. A programmable graphing calculator will be required for this course. Prerequisite: EME 2040 or consent of the department. 3 semester hours credit. [A]

EMS 1158C. Emergency Medical Technician. A basic course designed to provide the student with the knowledge and basic skills necessary to provide effective emergency care of the sick and injured. Theoretical instruction and selected clinical experiences are provided. 11 semester hours credit. [O]

EMS 2620. Paramedic I. The introduction of advanced life support skills of definitive airway management and intravenous therapy. Also includes sections on foundations, airway, patient assessment, and trauma. Lab included. 12 semester hours credit. [O]

EMS 2621. Paramedic II. A continuation of EMS 2620 with emphasis on cardiology and advanced cardiac life support. 12 semester hours credit. [O]

EMS 2622. Paramedic III. A continuation of EMS 2621 with emphasis on medicine, special patients assessment-based management and operations. Lab included. 6 semester hours credit. [O]

EMS 2660. Paramedic IV. Culmination of paramedic program in which previous education and training are reviewed and applied to simulated situations. Completion of course leads to eligibility for paramedic licensure examination. Lab included. 12 semester hour. [O]

ENC 0015. Developmental Writing I. This course is designed to remediate severe problems in writing skills. Students must make a grade of "C" or higher in this course and pass an exit exam before registering for ENC 0025. Prerequisite: PERT scores between 50-89. 3 semester hours non-college credit [P]

ENC 0025. Developmental Writing II. This course is designed to augment writing skills by concentrating on writing paragraphs and short themes. A grade of "C" is required before enrolling in ENC 1101. Prerequisite: Placement scores: ACT: 0-16; CPT: 20-82; PERT: 90-98; SAT: 200-430. 4 semester hours non-college credit [P]

ENC 1101. Communications Skills I. This course in English composition is designed to prepare a student to write successfully throughout the four-year college career. Theme assignments deal with narrative, descriptive, expository, and argumentative writing. Brief oral presentations are required. A documented essay is required. ENC 1101 fulfills 8,000 words of the Gordon Rule writing requirement. Prerequisite: Acceptable placement scores in writing (or a grade of "C" or higher in ENC 0025) and reading (or a grade of "C" or higher in REA 0017). A grade of "C" or higher must be earned to enroll in ENC 1102 or to use this course as part of the general education requirement in English. 4 semester hours credit. [A]

ENC 1102. Communications Skills II. This course in English composition is the second half of the sequence begun with ENC 1101. This second semester is concerned primarily with themes about literature, based on reading of short stories, plays, and poetry. Brief oral presentations are required. ENC 1102 fulfills 8,000 words of the Gordon Rule writing requirement. Prerequisite: A grade of "C" or higher in ENC 1101 and an acceptable placement score in reading or REA 1205. A grade of "C" or higher must be earned to advance to a higher level English or other Gordon Rule course or to use this course as part of the general education requirement in English. 4 semester hours credit. [A]

ENC 1133. Research Writing. This course is designed to increase proficiency in effective methods of library research and in writing the documented essay. ENC 1133 fulfills 2,000 words of the Gordon Rule writing requirement. Prerequisite: Grades of "C" or higher in ENC 1101-1102. 1 semester hour credit. [A]

ENC 1153. Writing for Technical Students. This course prepares students to communicate information in the work place. It will prepare the student to compose and organize all types of reports, prepare technical documents, and write various types of letters using various computer applications. Good sentence structure and mechanics will be emphasized. This course is for certificate or specified A. S. degree programs. It does not fulfill the Gordon Rule requirement. Prerequisite: CGS 1060. 3 semester hours credit. [A]

ENC 2210. Technical Writing. This course is designed to prepare technicians, professionals and administrators to communicate information concerning their specialized skills. It will prepare the student to compose and organize all types of reports, prepare technical documents, and write various types of letters. ENC 2210 fulfills 6,000 words of the Gordon Rule writing requirement. Prerequisite: Grades of "C" or higher in ENC 1101-1102. 3 semester hours credit. [A]

ENC 2905. Communications Through Tutoring. The goal of this course is to teach the general communication skills needed for successfully tutoring in an academic setting, to teach general methods of tutoring and to teach the tutoring techniques needed in specific courses. Teacher-tutor seminars, teacher-tutor conferences, and formal instruction will supplement the extensive tutoring experiences. The number of hours of credit varies from 1 to 3 hours depending upon the number of hours tutoring: 1 credit, 24 hours; 2 credits, 48 hours; and 3 credits, 72 hours. [A]

ENC 3311. Advanced Expository Writing. This course is designed for students majoring in English Education. The course includes the techniques for writing effective prose, excluding fiction, in which student essays are extensively criticized, edited, and discussed with the instructor. 3 semester hours credit. [A]

ENL 2012. Survey of English Literature I. This course is a survey of English literature and literary philosophies from the Old English through the Neoclassical periods. ENL 2012 fulfills 6,000 words of the Gordon Rule writing requirement. Prerequisites: Grades of "C" or higher in ENC 1101-1102. 3 semester hours credit [A]

ENL 2022. Survey of English Literature II. This course is a survey of English literature and literary philosophies from the Romantic period to the present. ENL 2022 fulfills 6,000 words of the Gordon Rule writing requirement. Prerequisites: Grades of "C" or higher in ENC 1101-1102. 3 semester hours credit [A]

ESC 1000. Introduction to Earth Science. A general education course involving an introductory study of geology, oceanography, and meteorology. Demonstrations and practical applications are emphasized. Cannot be taken to satisfy the general education requirement if GLY 1010 has already been taken. 3 semester hours credit. [A]

F

FFP 1140. Medical First Responder. This course introduces the student to the skills and techniques used for first responder to medical emergencies. Classroom instruction includes a variety of medical related topics encountered by firefighters. Practical exercises and scenarios are included to enhance classroom instruction and skill development. 3 semester hours credit. [O]

FFP 1301. Fire Service Hydraulics. A study of pertinent properties of water, distribution of pressures in dynamic and static systems, friction loss in hoses and pipes and factors which influence it. Approximation methods for quick calculation are given, as well as the more technical computations. Effort is directed toward giving an understanding of how good fire streams are developed. 3 semester hours credit. [O]

FFP 1302. Fire Apparatus Operations. This course covers the national, state and local emergency vehicle driving laws. Emphasis is placed on safe driving techniques and proper use of equipment. 3 semester hours credit. [O]

FFP 1505. Fire Prevention. A course on structure and organization of fire prevention, organizations, conducting inspections, interpreting and applying code regulations. A study of procedures and techniques of fire prevention, including surveying and mapping, recognition and elimination of fire hazards and fire risk analysis as applied to municipal and industrial occupancies. 3 semester hours credit. [O]

FFP 1510. Principles of Fire Codes and Standards. A study including the recognition and categorization of fire hazards. It emphasizes methods of developing effective fire prevention programs for large and small communities, industries, and institutions. The legal basis for fire protection in effect throughout Florida and the application of state, county and municipal legislation as well as other sources of authoritative guidance will be studied. 3 semester hours credit. [O]

FFP 1540. Private Fire Protection Systems I. A study of fixed and portable systems for detecting, reporting and extinguishing fires. Comparison is made between the value of detection and the value of automatic extinguishing systems. Study is made of the factors which influence the choice of one of several systems for a given occupancy and the value of each type system. Restoration after use and routine maintenance are stressed. 3 semester hours credit. [O]

FFP 1793. Fire and Life Safety Educator I. This course is designed to provide the public educator with the knowledge and the skills needed to successfully perform as a fire and life safety educator. Case study topics include fire behavior, community assessment, injury prevention and juvenile fire setting. The student will also develop presentation skills and learn how to formulate public education programs. This course meets state and national certification criteria for Fire and Life Safety Education, Level I. 3 semester credit hours. [O]

FFP 1810. Firefighting Tactics and Strategy I. A study of multiple company operations, logistics, strategy, use of mutual aid forces, and conflagration control. Intended for high-ranking officers who may be in command of major fires and other emergencies involving close coordination and maximum use of large amounts of manpower and equipment. Typical tactical situations and case histories will be given. 3 semester hours credit. [O]

FFP 2111. Fire Chemistry. This course is a study for the physical and chemical properties of matter, with a particular emphasis on hazardous materials, hydrocarbons, oxidation-reduction chemistry, and residuals of pyrolysis. 3 semester credit hours. [O]

FFP 2120. Building Construction for the Fire Service. This course introduces the student to building codes in relation to fire protection. Standards to eliminate fire problems prior to construction are emphasized. The relationship between the building inspection and fire protection agencies, plus fire extinguishing techniques in all types of building construction, are discussed. 3 semester hours credit. [O]

FFP 2521. Construction Document and Plans Review. A course using code standard and inspection techniques learned previously, to review building plans to find errors and omissions, make corrections according to code, and identify where each item is located in the code. 3 semester hours credit. [O]

FFP 2610. Fire Investigation: Origin and Cause. A unit emphasizing the investigation of fires for determination of the source of ignition and first fuel, point of origin, direction and rate of spread and whether the cause was accidental or illegal. Florida arson laws are studied along with procedures for ensuring the admissibility of any evidence found at the scene of the fires, including methods of questioning the witnesses, interviewing, interrogation, and case preparation, with stress on recognition of cause and evidence. 3 semester hours credit. [O]

FFP 2700. Fire Department Administration. A study of administrative, managerial and supervisory principles as they apply to the fire service. This course is intended for those seeking to participate in upper level organizational activity such as budgeting, cost controls, goal setting, manpower acquisition and distribution, and for those seeking to supervise fire company personnel with emphasis upon leadership traits, training, planning, and company officer responsibilities. 3 semester hours credit. [O]

FFP 2706. Public Information Officer. This course is a study of what public relations is and how a fire department can utilize positive public relations to benefit the organization and the public. The student will demonstrate techniques to bridge public relations with the community. This course describes the functions of a public information officer along with the responsibilities the position holds. 3 semester hours credit. [O]

FFP 2720. Company Officer. This course covers the broad concepts of supervision and leadership, enabling students to analyze the kinds of effective leadership-followship needed in the fire services. Roles and attitudes needed in high stress conditions are emphasized. Case studies and individual goal setting are important components of the course. 3 semester hours credit. [O]

FFP 2740. Fire Science Course Delivery. A course on principles, procedures, and techniques of teaching, with emphasis on methods of instruction, developing training outlines, use of visual aids, and testing procedures of fire science instructors. 3 semester hours credit. [O]

FFP 2741. Fire Science Course Design. This course is designed to enhance instructor techniques in Curriculum Development. The student will develop objectives, prepare an effective lesson plan and present an active training session. 3 semester hours credit. [O]

FFP 2770. Ethical and Legal Issues for Fire Service. This course is a study of the entire spectrum of legal issues facing today's fire service leaders. Topics include: Labor relations, human rights and diversity; conflicts of interest and frameworks for ethical decision making. 3 semester hours credit. [O]

FFP 2811. Firefighting Tactics and Strategy II. A study of action plans, command and control, safety, building dynamics, sprinkler operations, fire company operations, and various types of fires. An advanced study intended for higher ranking officers, using state or locally provided scenarios. 3 semester hours credit. [O]

FIN 3400. Financial Management of the Firm. A study of financial decision making in the corporate form of enterprise. An analysis of the sources and uses of funds. Emphasis is placed on working capital management; capital budgeting techniques; short and long term financing; and capital structure and the value of the firm. Prerequisite: ACG 2071 or ACG 3024. 3 semester hours credit. [A]

FOS 2201C. Food Service Sanitation and Safety. This course will provide the student with a background in sanitation as it applies to health and the ability to recognize proper sanitation techniques and an explanation of how to implement a sanitation program in his/her food service operation. 3 semester hours credit. [O]

FRE 1120. Elementary French I . This course covers the essentials of French, with emphasis on oral expression. It is open to students who enter college without any or with only one year of high school French. This course has been designated as an international/diversity course. Prerequisite: Eligibility to take ENC 1101 or consent of department. 4 semester hours credit. [A]

FRE 1121. Elementary French II. This course is a continuation of FRE 1120, with emphasis on oral and written expression. This course has been designated as an international/diversity course. Prerequisite: FRE 1120 or consent of department. 4 semester hours credit. [A]

FRE 2220. Intermediate French I. The courses 2220-2221 include the reading of selections from modern prose authors, a review of grammatical principles, and further study of composition and conversation. This course has been designated as an international/diversity course. Prerequisite: FRE 1121 or two years of high school French. 4 semester hours credit. [A]

FRE 2221. Intermediate French II. This course is a continuation of FRE 2220. This course has been designated as an international/diversity course. Prerequisite: FRE 2220. 4 semester hours credit. [A]

FSS 1002C. Introduction to Hospitality. This course will expose the student to the many different opportunities industry wide, the challenges they may face, trends impacting the industry, future industry issues, guides for educational and professional development. 3 semester hours credit. [O]

FSS 1063C. Food Specialty Baking I. This course will provide the student with a basic knowledge of the fundamentals related to baking science. Students will be exposed to baking terminology, equipment operation, ingredients, weights and measures, formulas and storage. 3 semester hours credit. [O]

FSS 1105. Food Purchasing. This course is an introduction to the selection and procurement system of food and non-food items utilized in the food service industry. 3 semester hours credit. [O]

FSS 1202C. Basic Food Preparation. This course will provide the student with a basic knowledge of fundamental cooking skills as related to cooking methods, use of kitchen equipment, hand tools and smallwares, recipe reading and conversion, weight and measures, basic food costing theories and product identification and usage. 3 semester hours credit. [O]

FSS 1248C. Food Specialty Garde Manger. This course will provide the student with a basic knowledge of fundamental cooking skills as related to Garde Manger, specifically: cold food preparation, hors d'oeuvres, canapés, charcuterie, curing, smoking, preservation methods, sorbets, granites, ice creams, display platters and buffet set up. 3 semester hours credit. [O]

FSS 2065L. Food Specialties IV: Pastry Specialties. This course will provide the student with a basic knowledge of fundamentals related to baking science. Students will be exposed to baking terminology, equipment operation, ingredients, weights and measures, formulas and storage. 3 semester hours credit. [O]

FSS 224C. Advanced Food Preparation. This course will provide the student with a thorough knowledge of fundamental cooking skills as related to meat cookery including beef, pork, veal and game as well as poultry and fowl, seafood including fin-fish and shellfish, and breakfast cookery. 3 semester hours credit. [O]

FSS 2240C. Food Specialties: World Cuisine. This course will provide the student with a basic knowledge of fundamental cooking skills as related to cuisines throughout the world. Emphasis will be placed on product identification and use for different regions of the world along with relation to culture and local customs. 3 semester hours credit. [O]

FSS 2380. Culinary Management Practicum I. This course will review and support previously learned skills as well as introduce new ones. Emphasis will be placed on quality food preparation in an operational food service facility. Students will be expected to operate efficiently and effectively in all kitchen stations. 2 semester hours credit. [O]

FSS 2381. Culinary Management Practicum II. This course will review and support previously learned skills as well as introduce new ones. Emphasis will be placed on management principals in both the front and back of the house environments. Students will gain valuable management experience by hands on management in an operational food service facility. 2 semester hours credit. [O]

FSS 2382L. Practical Exam. This course will serve as a capstone course integrating all competencies attained. Students will be encouraged to elaborate on previously learned theories to produced food items on a more "up-scale" basis with attention focused on menu planning, cooking techniques, plate presentation, dish originality, costs and marketing. 2 semester hours credit. [O]

G

GEA 2001. World Geography I. A study of the relationship between human activities and natural environment. A regional-cultural approach is used and effort is made to correlate the course content with the other social sciences. Credit will be granted without taking GEA 2002, but the sequence is recommended. This course has been designated as an international/diversity course. 3 semester hours credit. [A]

GEA 2002. World Geography II. The second half of the course sequence GEA 2001-2002. GEA 2001 is not a prerequisite, but the sequence is recommended. This course has been designated as an international/diversity course. 3 semester hours credit. [A]

GEB 1011. Introduction to Business. A survey course designed to acquaint the student with the terminology, organization, and function of the American business system. Topics covered include business in a global environment, starting and growing your business, management, marketing, managing technology and information, managing financial resources, business law and risk management. 3 semester hours credit. [A]

GEB 1941. Internship in Business. Supervised, practical work experience in an appropriate business, industry, government agency, or institution which relates to a Business-related field of study. A minimum of 45 clock hours is required for each semester hour of credit earned. Prerequisites: A minimum of 15 semester hours of credit earned toward a degree or certificate in Accounting, Economics, or Business Administration and Management; completion of an internship application; interview with the coordinator of the internship program, and the availability of a training slot. 1-3 semester hours credit. May be repeated up to a total of 3 hours credit. [A]

GEB 2214. Business Communications. This course develops effective oral and written communications skills in a business environment. It includes written correspondence, interviewing, public relations and business presentations. Prerequisite: ENC 1101. 3 semester hours credit. [A]

GEB 2949. Cooperative Education in Business. Supervised, practical work experience in an appropriate business, industry, government agency, or institution which relates to the Business field of study. A minimum of 60 clock hours is required for each semester hour of credit earned. Prerequisites: A minimum of 35 semester hours of credit earned toward a degree in Business Administration, Accounting, or Economics; completion of a cooperative education application; interview with the coordinator of the cooperative education program; and the availability of a training slot. 1-3 semester hours credit. May be repeated up to a total of 3 hours credit. [A]

GEB 3213. Advanced Business Communications. This course emphasizes the basics of business writing while reviewing the various kinds of written business correspondence. Students are expected to integrate business decision making and analytical thinking skills into the content. Students must be able to determine solutions to problem-based exercises. Prerequisite: ENC 1102. 3 semester hours credit. [A]

GEB 3356. Introduction to International Business. This course is designed as an overview of the principal aspects of conducting international business. Domestic and international business characteristics are compared, and international political and legal environments are studied. Topics include: International trade theory, foreign exchange, export and import strategies, negotiations and diplomacy, and human resource management in the global marketplace. Prerequisite: MAN 3025. 3 semester hours credit. [A]

GEB 4434 3434. Ethical Issues for Business Leaders. This course uses a case study approach to focus on the significant ethical and legal issues facing today's business leaders. The theoretical and philosophical background will be presented along with current real-life examples of ethics in the workplace. Pre- or Corequisite: BUL 4310. 3 semester hours credit. [A]

GEB 4930. Selected Topics in Business. Topics of current interest or of special interest to students or instructors. Topics may vary. May be repeated for up to 9 semester hours credit. Prerequisite: permission of department chair. 1-3 semester hours credit. [A]

GEB 4940. Business Internship. The business internship is designed for business students accepted into the BSBA Program who desire to gain real world experience in the business field through on-the-job practice.

Students work under the direction of an approved industry professional, a faculty advisor, and the internship director. A minimum of 35 hours on the job is required for each semester hour of credit earned. 1 - 3 semester hours credits; no more than three (3) semester hours credit earned in this course. Prerequisite: To be eligible, the student must A) have successfully completed with a grade of C or better a minimum of 30 semester hours of coursework towards a BSBA degree in Management, B) an interview with the course instructor or coordinator of the program, C) an internship application, and D) approval from the director of the department. [A]

GRA 1100C. Introduction to Photoshop. An introduction to Photoshop 5.0 through guided instruction and practical use. Concepts taught in this course will include: scanning of images, manipulation of those images, combining text with graphics effectively and creating original pieces. Enrollment is recommended for art majors or art related majors. Class will consist of three one hour classroom sessions and a required minimum of 3 hours lab time per week. 3 semester hours credit. [A]

GRA 2151C. Computer Based Design I. This course explores the computer's capabilities as a tool for artists and graphic designers. Students will use a variety of layout and image-processing programs, digital photography and digital scanning in assignments that stress creativity and technical proficiency. This course provides students with practical experience in the planning, design, editing and production processes of special, non-newspaper publications. Students will develop skills in the shaping of major college publications, including a college yearbook. 2 semester hours credit. [A]

GRA 2152C. Computer Based Design II. A continuation of GRA 2151-2152C sequence. This course explores the computer's capabilities as a tool for artists and graphic designers. Students will use a variety of layout and image-processing programs, digital photography and digital scanning in assignments that stress creativity and technical proficiency. This course provides students with practical experience in the planning, design, editing and production processes of special, non-newspaper publications. Students will develop skills in the shaping of major college publications, including a college yearbook. 2 semester hours credit. [A]

GRA 2153C. Advanced Computer Based Design I. A continuation of the GRA 2151C - 2152C sequence using advanced software and programs. Directed at, but not limited to, artists and graphics designers. Prerequisite: GRA 2151C or 2152C or consent of the department. 2 semester hours credit. [A]

GRA 2155C. Advanced Computer Based Design II. A continuation of the GRA 2151C - 2152C sequence using advanced software and programs. Directed at, but not limited to, artists and graphics designers. Prerequisite: GRA 2151C or 2152C or consent of the department. 2 semester hours credit. [A]

H

HFT 1210C. Food Service Supervision. This course introduces the student to the importance of human resources functions in an organization and the responsibilities of management. The course will offer management techniques that will aid students in solving the problems that they are likely to encounter in the workplace. 3 semester hours credit. [O]

HFT 1860. Beverage Management. This course will provide the student with a working knowledge of beverage management for the food service industry. Students will develop an understanding of beer, wine, and liquor production methods along with inventory control and basic bartending skills. 3 semester hours credit. [O]

HFT 2264C. Banquet and Convention Management. This course will familiarize the students with the necessary theories to perform both on and

off-site events. Emphasis will be placed on banquet and ala carte style service, specialty foods, beverage service, and legal issues. 3 semester hours credit. [O]

HFT 2840C. Dining Room Operations. This course covers the types of dining room and beverage service techniques found in the hospitality industry. Lab Fee. 3 semester hours credit. [O]

HIS 1930-1931-2932-2933. Current Affairs. A study of events of the world today, based on coverage in current periodicals, radio and television. Emphasis is placed on the development of informal judgments about public affairs by the student. Open to all students for a maximum of four semesters. A student may pursue only one Current Affairs course during a given semester unless special consent is given by the department. 1 semester hour credit. [A]

HIS 2955. Studies Abroad in Civilization. A course consisting of seminars and travel. Pretravel seminars establish a foundation for critically examining the various interest points in relation to significant historical, philosophical, and cultural events and sights of the trip. Opportunities are given to apply general knowledge and individual interests to various points of interest in designated countries and cities. Prerequisite: Consent of the college. 3 semester hours credit. [A]

HLP1081. Concepts of Life Fitness. A basic course designed to acquaint students with the principles, concepts and values of physical fitness, proper nutrition, and stress management; and the dangers attached to negative lifestyle behaviors. Students will learn to evaluate their fitness, nutrition and stress levels, identify their areas of interest, and design personal exercise prescriptions. Students will participate in a number of health and fitness assessments and will be instructed on the proper use of strength and cardiovascular training equipment. 3 semester hours credit. [A]

HSC 1100. Personal and Community Health Problems. A course designed to prepare the student for solving personal and community health problems through an understanding of health rules and habits. Emphasis is given to understanding and implementing the principles of maintaining and improving individual and community health for effective daily living. 3 semester hours credit. [A]

HSC 1531. Medical Terminology. This course is designed to provide a basis for understanding and utilizing basic principles of medical word building. The course is designed to prepare students to analyze words structurally, to spell and pronounce medical terms accurately and to understand certain word elements related to anatomy, physiology and selected disease processes. 3 semester hours credit. [A]

HSC 2400. Standard First Aid. The course provides knowledge about what to do in case of a medical emergency before a medical team arrives. Students will learn principles of care and protection based on life saving measures in the treatment of traumatic injuries, epidemic diseases, spread of disease and injury to others. Also included are preventing hazardous or crippling complications of injuries, alleviating suffering by comforting the victim, and preventing emotional complications. 3 semester hours credit. [A]

HUM 2210. The Humanities. This course increases the student's understanding and appreciation of western culture through the study of art, literature, music, and philosophy. HUM 2210 is a survey of our ancient, medieval and renaissance cultural heritages. It is not open to students who have earned credit in HUM 2216. Prerequisite: Grades of "C" or higher in ENC 1101-1102. 3 semester hours credit [A]

HUM 2216. The Humanities with Writing. This course increases the student's understanding and appreciation of western culture through the study of art, literature, music, and philosophy. HUM 2216 is a survey of our ancient, medieval and renaissance cultural heritages. This course fulfills 8,000 words of the Gordon Rule writing requirement. This course is not

open to students who have earned credit in HUM2210. Prerequisite: Grades of "C" or higher in ENC 1101-1102. 4 semester hours credit [A]

HUM 2230. The Humanities. This course increases the student's understanding and appreciation of western culture through the study of art, literature, music, and philosophy. HUM 2230 is a survey of our baroque, revolutionary and modern cultural heritages. This course is not open to students who have earned credit in HUM 2233. Prerequisite: Grades of "C" or higher in ENC 1101-1102. 3 semester hours credit. [A]

HUM 2233. The Humanities with Writing. This course increases the student's understanding and appreciation of western culture through the study of art, literature, music, and philosophy. HUM 2233 is a survey of our baroque, revolutionary and modern cultural heritages. This course fulfills 8,000 words of the Gordon Rule writing requirement. This course is not open to students who have earned credit in HUM2230. Prerequisite: Grades of "C" or higher in ENC 1101-1102. 4 semester hours credit. [A]

HUM 2740. European Study in the Humanities. This course consists of seminars and travel. Pre-travel seminars establish a foundation for critically examining art, architecture, literature and music in relation to significant historical, philosophical and religious currents in European culture. Prerequisite: Consent of the college. 3 semester hours credit. [A]

HUN 1201. Elements of Nutrition. A basic course which discusses the social and natural environmental factors which influence personal nutrition. Major topics included are digestion, absorption and metabolism of carbohydrates, fats and protein; the known functions of the major vitamins and minerals; and nutritional needs throughout the life cycle. 3 semester hours credit. [A]

I

IDH 1931-1932-2931-2932. Honors Seminar. The honors seminar is a forum for students enrolled in the honors program. Books, research and leadership issues will be discussed in a seminar setting. Corequisite: Enrollment in one honors course. 1 semester hour credit. [A]

INP2390. Introduction to Industrial Psychology. This course is designed to help students understand human relations, getting along with other people, and succeeding in the world of work. 3 semester hours credit. [A]

INR 2002. Introduction to International Relations. This course introduces students to the basic concepts and theories in the field of international relations. A fundamental goal of this course is to afford students the opportunity to develop their analytical and critical thinking skills along with examining the political and military relations among states. The lectures will also focus upon international political economy and global welfare politics. 3 semester hours credit. [A]

ISM 3011. Introduction to Management Information Systems. This course provides an introduction to the use of information technology in the business environment. The language, concepts, structures, and processes involved in the management of information systems will be discussed. The course will have an applications component where software will be used to support managerial decision making. Prerequisite: CGS 1100. 3 semester hours credit. [A]

ISM 4930. Selected Topics in Information Systems Management. Topics of current interest or of special interest to students or instructors. Topics may vary. May be repeated for up to 9 semester hours credit. Prerequisite: permission of department chair. 1-3 semester hours credit. [A]

J

JOU 1400. College Newspaper I. A course for freshmen, designed to familiarize them with news gathering, news writing, and practical skills involved in newspaper work in general. Students will assist the advanced

class in the production of the college newspaper. No prerequisite, but ENC 1101 or 1102 is a corequisite. One hour of lecture and discussion and one hour of laboratory per week. 1 semester hour credit. [A]

JOU 1401. College Newspaper II. A continuation of the JOU 1400-1401 sequence. A course for freshmen, designed to familiarize them with news gathering, news writing, and practical skills involved in newspaper work in general. Students will assist the advanced class in the production of the college newspaper. No prerequisite, but ENC 1101 or 1102 is a corequisite. One hour of lecture and discussion and one hour of laboratory per week. 1 semester hour credit. [A]

JOU 2402. College Newspaper III. A continuation of the JOU 1400-1401 sequence. Students enrolled bear primary responsibility for the production of The Papoose (student newspaper). Prerequisite: JOU 1400 or 1401. One hour lecture and three hours of workshop per week. 2 semester hours credit. [A]

JOU 2403. College Newspaper IV. A continuation of the JOU 1400-1401 sequence. Students enrolled bear primary responsibility for the production of The Papoose (student newspaper). Prerequisite: JOU 1400 or 1401. One hour lecture and three hours of workshop per week. 2 semester hours credit. [A]

L

LAE 3210. Language Skills & Literature. This course will provide students with knowledge of children's literature as well as knowledge of appropriate practices for teaching writing in the elementary grades. This course will explore children's literature as a subject of study and also as a tool and model for teaching various genres of writing such as fiction, non-fiction and poetry. 3 semester hours credit. [A]

LAE 3314. Methods in Teaching Language Arts in Elementary School. This course includes the development and implementation of methods, materials, content, and organization for teaching reading, writing, listening, and speaking in the elementary school. This course requires a minimum grade of "C". Current background check (fingerprinting) acceptable to the District in which the field experience will take place is required for this course. 10 hours practicums are required for course completion. 3 semester hours credit. [A]

LAE 3323. Teaching Methods in Middle School English. This course is designed for students who are majoring in English education and who will be obtaining teacher certification in grades 6 – 12. In this course students learn principles of effective curriculum design and assessment and apply these principles by designing and developing interactive English curriculum projects for middle school students. This course is offered concurrently with LAE 3940, a one credit hour practicum in which students present their projects in middle school classroom environments. This course addresses specific Next Generation Sunshine State Standards subject matter competencies and pedagogy pertinent to the discipline and required for certification. 10 Hours of Teaching are Required. Corequisite: LAE 3940. 3 semester hours credit [A]

LAE 3464. Introduction to Adolescent Literature. This course includes a survey of types of books appealing to adolescents, with emphasis on selection and use in English classes. It includes topics such as mythology and classical literature, selected world masterpieces, recent literature, science fiction, problems of censorship. The development and implementation of methods, materials, content, organization for teaching reading, writing, listening, and speaking in the middle school (5-9) is also included. This course requires a minimum grade of "C." Current background check (fingerprinting) acceptable to the District in which the field experience will take place is required for this course. Ten (10) hours practicum is required for course completion. 3 semester hours credit. [A]

LAE 3940. Teaching Middle School English Practicum. This course is designed for students who are majoring in English education and who will be obtaining teacher certification in grades 6 – 12. This practicum accompanies LAE 3323 and provides students with opportunities to present their interactive curriculum projects to middle school students in local area school districts. Students spend a minimum of 30 school-based hours in the middle school classroom. Project presentations will be coordinated with in-service middle school teachers and their curriculum schedules and needs. This course addresses specific Next Generation Sunshine State Standards, subject matter competencies, and pedagogy pertinent to the discipline and required for certification. Corequisite: LAE 3323. 1 semester hour credit. [A]

LAE 4335. Teaching Methods in Secondary English. This course is designed for students who are majoring in secondary English education and is offered concurrently with the practicum in teaching secondary English. This course addresses the required instructional methods, techniques, strategies, resources, and assessment considerations for effective teaching of secondary English, including pedagogy of reading, writing, speaking, listening, viewing, and media literacy. This course addresses specific Next Generation Sunshine State Standards, subject matter competencies and pedagogy pertinent to the discipline and required for certification. Corequisite: LAE 4941. 3 semester hours credit. [A]

LAE 4941. Teaching Methods in Secondary English Practicum. This course is designed for students who are majoring in English education and who will be obtaining teacher certification in grades 6-12. This practicum accompanies LAE 4335 and provides students with opportunities to present their interactive curriculum projects to high school students in local school districts. Students spend a minimum of 30 school-based hours in the secondary school classroom. Project presentations will be coordinated with in-service secondary school teachers and their curriculum schedule and needs. This course addresses specific Next Generation Sunshine State Standards, subject matter competencies, and pedagogy pertinent to the discipline and required for certification. Corequisite: LAE 4335. 1 semester hour credit. [A]

LAE 4943. Seminar in English Education. This course is designed to provide students with instructional strategies, planning techniques, evaluation procedures and class management skills. Prerequisite: Must have passed all three FTCE exams. Co-requisite: LAE 4945. 3 semester hours credit. [A]

LAE 4945. Student Teaching in English. This course requires a teacher candidate to demonstrate pre-professional competencies during a 16 week, full-time internship in a public school approved by the department. Contact hours: a minimum of 35 hours per week for 15 weeks. Prerequisites: Must have passed all three FTCE exams. Co-requisite: LAE 4943. This course is designed to provide students with multiple opportunities to practice the 12 Florida Educator Accomplished Practices including effective planning, instruction, management, and assessment techniques in real-world middle or high school classroom settings under the supervision of a certified teacher. This course is also designed to provide opportunities for focused self-reflection, peer observation and evaluation, and applied classroom-based interpretive research focusing on effective English teaching practices. Corequisite: LAE 4943. 9 semester hours credit. [A]

LAS 1950. Latin American Travel Study. This travel study course introduces students to the language and culture of the Spanish-speaking countries of Central and South America, the Caribbean or Mexico. Students will be placed with host families in the destination country, attend classes taught by local native-speaking instructors, and participate in a variety of formal and informal cultural exchanges with local people. In order to increase oral proficiency in Spanish, all courses are conducted in Spanish. No prior Spanish coursework is required, however, since students will be placed

at a proficiency level appropriate to their skills. The course will meet for one hour weekly prior to the travel component and once more during the final week of classes, at which time students will submit a written journal detailing their learning experiences. Students will select a topic related to the history, economics, politics, or culture of the host country and give a class presentation of their topic, supported with the use of technology. This course may be taken concurrently with SPN 1120, SPN 1121, SPN 2220 or SPN 2221 while studying intensively in Latin America. Students who have not had a Spanish course at Chipola must have the consent of the professor. This course has been designated as an international/diversity course. 3 semester hours credit. [A]

LEI 1000. Introduction to Leisure Services. An exploratory course designed to serve those students curious about or committed to leisure services as a major. This course considers historical and philosophical foundations and interpretations of the meaning of leisure as well as a practical examination of status and current issues. 3 semester hours credit. [A]

LIN 3013. Introduction to Linguistics. This course is designed for students who are majoring in secondary English education and provides an “up-to-date” look at language. This course addresses the various forms of language necessary for effective teaching in secondary English classes, including phonetics, phonology, morphology, syntax, and semantics. Other topics will be covered: the history of language, language acquisition, the sociology of language and dialects. The grammars and mechanics of language will also be studied in this course. The aim of the course is to provide students with an awareness of the complexities and uses of language. 3 semester hours credit. [A]

LIT 3930. Special Topics in Literature. Focused study of a specific topic or issues in literature of current interest or of special interest to students or instructors. Topics may vary. May be repeated for up to 9 semester hours of credit. Prerequisite: Two of the following: AML 2010, AML 2020, ENL 2012, ENL 2022. 1-3 semester hours credit. [A]

LIT 4044. Readings in Dramatic Literature. This course consists of two components. The first component, “Performance Analysis,” examines the evolution of several facets of theatre, including acting, direction, playwrighting, the physical stage, performance conditions and dramatic literature. The “Performance Analysis” component emphasizes the collaborative, eclectic nature of theatre and provides students with a sophisticated understanding of how live performances have evolved to meet the demands of each society through the ages. The second component, “Textual Analysis,” includes a survey of play scripts which represent important contributions from various genres of western theatre from the Greeks through contemporary drama. 3 semester hours credit. [A]

M

MAC 1105. College Algebra. This course is primarily a conceptual study of functions and graphs, their applications, and of systems of equations and inequalities. Linear, quadratic, rational, absolute value, radical, exponential and logarithmic functions will be investigated. A graphing calculator is required for this course. Prerequisites: Successful completion of the equivalent of one year of high school Algebra I and one year of high school Algebra II and an acceptable score on a state approved mathematics placement test, or a “C” or higher in MAT 1033, or a grade of “C” or higher in the high school equivalent course for MAT 1033 (Math for College Readiness) within the past two years and an acceptable score on a state approved mathematics placement test. A “C” grade or higher must be earned in this course to satisfy part of the general education requirements in mathematics and to advance to a higher mathematics course. 3 semester hours credit. [A]

MAC 1114. Plane Trigonometry. This course deals with the solution of triangles, trigonometric relations, and functions of an angle, logarithms, and complex numbers. Prerequisite: Successful completion of the equivalent of one year of High School Algebra I and one year of High School Algebra II and an acceptable score on a mathematics placement test or a “C” grade or higher in MAC 1105 or consent of the department. MAC 1140 may be taken concurrently with MAC 1114. A “C” grade or higher must be earned in this course to satisfy part of the general education requirements in mathematics and to advance to a higher mathematics course. 3 semester hours credit. [A]

MAC 1140. Precalculus Algebra. Topics for this course include review of algebraic techniques or operations, radicals, exponents, complex numbers, absolute value, linear and quadratic equations and inequalities, exponential and logarithmic functions, simultaneous equations and inequalities, roots of polynomials, matrices, determinants, applications, mathematical proof techniques, mathematical induction, binomial theorem, sequences and series. Prerequisite: Successful completion of the equivalent of one year of High School Algebra I and one year of High School Algebra II and an acceptable score on a mathematics placement test or a “C” grade or higher in MAC 1105 or consent of the department. MAC 1114 may be taken concurrently with MAC 1140. A “C” grade or higher must be earned to advance to a higher level mathematics course or to satisfy part of the general education requirements in mathematics. 3 semester hours credit. [A]

MAC 1311. Calculus and Analytic Geometry I. This is a course including analytic geometry of the line and circle, limits, continuity, derivatives and integrals of the algebraic and transcendental functions, applications of integrals to finding area and volume, exponential growth and decay, Riemann sums and the Riemann integral, trapezoidal and Simpson’s Rule. Prerequisite: A “C” or higher in MAC 1114 and MAC 1140 or consent of the department. A “C” grade or higher must be earned to advance to a higher level mathematics course or to satisfy part of the general education requirements in mathematics. 4 semester hours credit. [A]

MAC 2233. Calculus for Non-Science Majors. This is a brief calculus course designed primarily for business administration majors and other non-science majors. This course includes: limits, basic techniques of differentiation and integration, word problems with applications to business and economics. A graphing calculator is required. Prerequisite: A “C” grade or higher in MAC 1140 or department consent. A “C” grade or higher must be earned to satisfy part of the general education requirements in mathematics or to advance to a higher mathematics course. 3 semester hours credit. [A]

MAC 2312. Calculus and Analytic Geometry II. This is a course which includes techniques of integration, applications of the integral, polar coordinates, sequences and series, Taylor Series, conic sections, vectors, lines, and planes, and vector-valued functions. Prerequisite: A “C” grade or higher in MAC 1311. A “C” grade or higher must be earned to advance to a higher level mathematics course or to satisfy part of the general education requirements in mathematics. 4 semester hours credit. [A]

MAC 2313. Calculus with Analytic Geometry III. This course includes: the study of lines, planes and surfaces in space, functions of several variables, limits and continuity, partial derivatives of functions of several variables, extrema of functions of two variables, iterated integrals using polar, cylindrical and spherical coordinates, differentiation, integration and applications of vector-valued functions and vector fields: calculations of line integrals and flux integrals, the use of Green’s Theorem, Divergence theorem and Stoke’s Theorem. Prerequisite: A “C” grade or higher in MAC 2312. A “C” grade or higher must be earned to advance to a higher level mathematics course or to satisfy part of the general education requirements in mathematics. 4 semester hours credit. [A]

MAD 2104. Discrete Mathematics. This course is designed for students who need an elective in mathematics. Topics included various sets, functions and relations, combinatorics, propositional logic, graphs and trees, and applications with a proof-orientated approach. 3 credit semester hours. Prerequisite: MAC 1105 with a “C” or higher grade. 3 semester hours credit. [A]

MAE 3320. Teaching Methods in Middle School Mathematics. This course is designed for students who are majoring in mathematics education and who will be obtaining teacher certification in grades 5 – 9 or 6 – 12. In this course students learn principles of effective curriculum design and assessment and apply these principles by designing and developing interactive mathematics curriculum projects for middle school students. This course is offered concurrently with MAE 3940, a one credit hour practicum in which students present their projects in middle school classroom environments. This course addresses specific Next Generation Sunshine State Standards subject matter competencies and pedagogy pertinent to the discipline and required for certification. Corequisite: MAE 3940. 10 hours of teaching are required. 3 semesters hours credit. [A]

MAE 3651. Learning Mathematics with Technology. This course is designed for pre-service and practicing middle and high school math teachers. It includes the use of innovative computer software and graphing calculators for students to experience learning mathematics with technology at the middle and secondary school levels. The use and integration of dynamic geometry software, computer algebra, electronic spreadsheets, data analysis, and instructional software will be studied from a problem solving perspective. Students will also create programs on a graphing calculator. This course addresses specific Sunshine State Standards, subject matter competencies, and pedagogy pertinent to the discipline and is required for certification. A programmable graphing calculator will be required for this course. Prerequisite: EME 2040 or consent of the department. 1 semester-hour credit. [A]

MAE 3816. Elements of Geometry. This course presents the axioms, basic concepts, proofs and constructions of Euclidean geometry involving line segments, angles, triangles, polygons, circles, parallel lines and similarity. Constructions are made using both compass and straightedge and interactive geometry software. The course also presents basic concepts of non-Euclidean geometries including hyperbolic and spherical. Prerequisite: MAC 1311. 3 semester hours credit [A]

MAE 3940. Teaching Middle School Mathematics Practicum. This course is designed for students who are majoring in mathematics education and who will be obtaining teacher certification in grades 5 – 9 or 6 – 12. This practicum accompanies MAE 3320 and provides students with opportunities to present their interactive curriculum projects to middle school students in local area school districts. Students spend a minimum of 30 school-based hours in the middle school classroom. Project presentations will be coordinated with in-service middle school teachers and their curriculum schedules and needs. This course addresses specific Next Generation Sunshine State Standards, subject matter competencies, and pedagogy pertinent to the discipline and required for certification. Corequisite: MAE 3320. 1 semester hour credit. [A]

MAE 4310. Teaching Elementary School Math. This course is designed to provide students with the methodology requisite to effective mathematics teaching in the elementary school classroom. The course centers on using mathematics content knowledge and process skills in the development of effective instructional strategies for the elementary level learner. The primary focus of the course will be to develop pedagogical content knowledge as it relates to elementary mathematics teaching. Experiences such as working with computers, manipulatives, and calculators; problem solving activities; cooperative learning experiences; and discussion of topics related to elementary mathematics all contribute to the development of the professional teacher. This course addresses specific Sunshine

State Standards, subject matter competencies and pedagogy pertinent to the discipline and required for certification. Ten (10) hours practicum are required for course completion. 3 semester hours credit. [A]

MAE 4330. Teaching Methods in Secondary School Mathematics. This course is designed for students who are majoring in mathematics education and is offered concurrently with the practicum in teaching secondary mathematics. It addresses the required instructional methods, techniques, strategies, resources, and assessment considerations for effective teaching of secondary mathematics including the pedagogy of early algebra, geometry, trigonometry and calculus using problems solving, cooperative learning and appropriate technology. This course addresses specific Next Generation Sunshine State Standards, subject matter competencies and pedagogy pertinent to the discipline and required for certification. Corequisite: MAE 4941. 10 hours of teaching are required. 3 semester hours credit. [A]

MAE 4815. Elements of Algebra. This course offers an investigative approach to number theory in which students develop their capacity to formulate conjectures and explore their ideas and inquires through the use of a computer algebra system. Conjectures are developed based in part on computer-generated data and formal proofs are then presented. There is an emphasis in understanding the nature of integer numbers, congruence classes, and their operations and applications. Prerequisites: MAC 1311 3 semester hours credit. [A]

MAE 4941. Teaching Secondary School Mathematics Practicum. This course is designed for students who are majoring in mathematics education and who will be obtaining teacher certification in grades 5-9 or 6-12. This practicum accompanies MAE 4330 and provides students with opportunities to present their interactive curriculum projects to secondary school students in local area school districts. Students spend a minimum of 30 school-based hours in the secondary school classroom. Project presentations will be coordinated with inservice secondary school teachers and their curriculum schedules and needs. This course addresses specific Next Generation Sunshine State Standards, subject matter competencies, and pedagogy pertinent to the discipline and required for certification. Prerequisites or Corequisites EDF 3214 and MAE 4330. 1 semester hour credit. [A]

MAE 4943. Seminar in Mathematics Education (with Internship). This course is designed to provide students with instructional strategies, planning techniques, evaluation procedures and class management skills. Prerequisites: all program requirements complete. Corequisite: MAE 4945. 3 semester hours credit. [A]

MAE 4945. Student Teaching in Mathematics. This course requires a teacher candidate to demonstrate pre-professional competencies during a 16 week, full-time internship in a public school approved by the department. Contact hours: a minimum of 35 hours per week for 15 weeks. Prerequisites: Completion of all program requirements. Corequisite: MAE 4943. 10 semester hours credit. [A]

MAN 3025. Principles of Management. A foundation course of study in management. Process and content of management are analyzed. The course emphasizes classical, human relations, human resources, and behavioral management. The content includes: planning, organizing, leading, control, employment cycle, organizing, organization design and motivation. 3 semester hours credit. [A]

MAN 3240. Organizational Behavior. This course is a study of individual and group behavior in organizations. Students will develop an understanding of how organizations can be managed more effectively. Course content includes motivation, group dynamics, conflict resolution, goal setting and rewards, job design, work stress, power/politics, and organizational change and development. Prerequisite: MAN 3025. 3 semester hours credit. [A]

MAN 3301. Human Resource Management. This course is a study of the functions of human resource management including recruitment, selection, benefits and compensation, performance evaluation, development of employees, and formulation of human resource procedures. The strategic role of human resources and current issues will be discussed. Prerequisite: MAN 3025. 3 semester hours credit. [A]

MAN 3353. Management Theory and Practice. This course examines management theory, relevant applications and cases, self-management, teamwork, global awareness, and communication for the development of management competencies. Prerequisite: Admission to the BSBA program, or consent of the department. 3 semester hours credit. [A]

MAN 3504. Operational Decision Making. This course focuses on operational decision-making management techniques to improve the processes and productivity in organizations. Discussion of quality and outcomes, efficiency, forecasting, work-flow processes, inventory control, design of goods and services, waiting lines, and critical path. Managing a project from beginning to end, including how to identify needs, and define, assign, and track items, is addressed. Prerequisites: MAN 3025 and STA 2023 or STA 2122. 3 semester hours credit. [A]

MAN 4520. Total Quality Management. This course examines the significance of quality as a primary competitive strategy for tomorrow's successful business organizations. Students will be exposed to the critical issues of total quality management through reading, case studies, class discussion, etc. Prerequisite: MAN 3504. 3 semester hours credit [A]

MAN 3600. Introduction to International Business. This course starts with an introduction to international business and globalization. It proceeds through a variety of topics concerning international strategy, human resource management, organizational behavior, and how these areas interrelate. Prerequisites: ECO 2013 and ECO 2023. 3 semester hours credit. [A]

MAN 4120. Leadership Challenges and Supervision. Discussion and application of leadership theories include skill formation to develop leadership abilities. Team building skills are emphasized to enhance leadership effectiveness. Students learn the importance of visioning in their organizations. Prerequisite: MAN 3025. 3 semester hours credit. [A]

MAN 4162. Customer Relations for Managers. This course examines relationship building for all customers of an organization. The impact of culture and diversity on business relationships, successful negotiation strategies, and promotion of the organization through media relations are discussed. The ideas and practices this course focuses on include: understanding and identifying customers wants and needs, customer orientation, product or service differentiation and value-creating processes to attract, satisfy and retain customers through relationship management. Prerequisite: MAN 3025 and MAR 3023. 3 semester hours credit. [A]

MAN 4720. Strategic Management. This course is designed to integrate prior business courses through study and discussion of real organizational situations, including ethical and global issues, the influence of the external environment and the effect of demographic diversity on organizations. Prerequisites: ACG 3101, FIN 3400, MAN 3025 and MAR 3023. 3 semester hours credit. [A]

MAN 4802. Introduction to Small Business Management. Introduces the student to the world of small business and family business management. Explores the managerial processes related to these areas and differentiates them from those found in corporations and large organizations. Provides the student with an opportunity to analyze the mind of the small business manager, brainstorm potential business options, and consider various contemporary issues facing the small business manager. Group projects will be utilized and oral and written reports will be required. Prerequisites: ACG 3101, MAN 3504. 3 semester hours credit. [A]

MAN 4900. Management Capstone Project. This course focuses on the integration of knowledge, skills, and abilities learned in the program through a capstone project. Must be taken graduating semester. 3 semester hours credit. [A]

MAP 2302. Differential Equations. This course is an introductory course in ordinary differential equations. Topics covered are linear first-ordered equations and their applications; methods for solving non-linear differential equations, second order equations, Wronskians, power series solutions, methods of undetermined coefficients, Laplace transforms; and Fourier series solutions. Prerequisite or corequisite: MAC 2313. 3 semester hours credit. [A]

MAR 3023. Basic Marketing Concepts. This course should provide an introductory overview of the comprehensive field of marketing. The concepts, terminology, methodology, and structures explored in this course should provide a basis on which to build further expertise in the student's particular field of study. Specific competencies developed in other disciplines are drawn together in this course as students critically analyze and view the comprehensive field of marketing. 3 semester hours credit. [A]

MAS 3105. Linear Algebra. This course provides a thorough treatment of linear algebra using a matrix-oriented approach. Major topics include: matrices, systems of linear equations, linear transformations, determinants, eigenvectors and eigenvalues, vector spaces and subspaces, inner product spaces, and orthogonality. Prerequisite: MAC 2312. 4 semester hours credit [A]

MAS 4203. Number Theory. This course offers an investigative approach to number theory in which students develop their capacity to formulate conjectures and explore their ideas and inquires through the use of a computer algebra system. Conjectures are developed based in part on computer-generated data and formal proofs are then constructed. There is an emphasis on gaining an understanding of the nature of mathematical thinking and learning. Prerequisite: MAC 2312. 3 semester hours credit. [A]

MAS 4301. Introduction to Abstract Algebra. This course introduces the basic concepts of abstract algebra, including the topics of mappings, relations, number systems, groups, rings, fields, and integral domains. There is an emphasis on the use of sets as a basis for defining and working with groups, rings, fields, and integral domains. Pre- or Corequisites: MAS 4203 or MAS 3105. 3 credit semester hours credit. [A]

MAT 0018. Developmental Mathematics I. This is a developmental mathematics course designed for the student with a PERT score between 50 and 95 who needs an understanding of basic math and preparation for MAT 0028, Developmental Mathematics II. Topics included: operations on whole numbers, fractions, decimals, and integers, order of operations including absolute value; exponents; properties of real numbers; place value; prime factorization; ratio and proportion; solve linear equations; graph inequalities; simplify and evaluate algebraic expressions. A grade of "C" or higher must be earned in the course to advance to the next higher mathematics course which is MAT 0028. This course does not meet general education requirements in mathematics. 3 noncredit semester hours. [P]

MAT 0028. Developmental Mathematics II. This is a developmental course designed for the student who has little or no secondary school background in algebra and needs preparation for MAT 1033, Intermediate Algebra. Topics included: order of operations including parenthesis and exponents; operations on polynomial, rational and radical expressions; factoring; solve linear, literal and quadratic equations; graph linear equations. Prerequisite: A score of 96 – 112 on the PERT or a "C" grade or higher in MAT 0018 or consent of the department. A grade of "C" or higher must be earned in the course to advance to the next higher mathematics course which is MAT 1033. This course does not meet general education requirements in mathematics. 3 noncredit semester hours. [P]

MAT 1033. Intermediate Algebra. This course includes the study of real numbers, linear and quadratic equations, linear inequalities, systems of linear equations, exponents, polynomials, factoring, rational expressions and related equations, radicals, quadratic formula, complex numbers, absolute value, graphing, and applications. This is not a Gordon Rule course and does not satisfy part of the general education requirements in mathematics. Prerequisite: An acceptable score on a state approved mathematics placement test and successful completion of the equivalent of one year of Algebra I, or a "C" or higher in MAT 0028, or a grade of "C" or higher in an equivalent high school course (Math for College Success) within the past two years. A "C" grade or higher must be made in this course to advance to a higher level mathematics course. 3 semester hours elective credit. [A]

MAT 2905. Mathematics Through Tutoring. The goals of this course are to teach the general mathematics skills needed for successfully tutoring in an academic setting; general methods of tutoring; and the tutoring techniques needed in specific courses. Teacher-tutor seminars, teacher-tutor conferences, and formal instruction will supplement the extensive tutoring experiences. The number of hours of credit varies from 1 to 3 hours depending upon the number of hours tutoring; 1 credit, 24 hours; 2 credits, 48 hours; and 3 credits, 72 hours. [A]

MAT 4905. Supervised Research in Mathematics. This course is designed to cover special topics not obtainable in the regular course offerings. Prerequisites: MAC 2313 and instructor's approval. 1 - 3 semester hour credits. May be repeated for credit. Maximum of 12 credits. [A]

MCB 2010. Microbiology. This course includes the fundamentals of microbiology which include: structure, nutrition, growth, genetics, control mechanisms; and an introduction to immunology, virology, and bacterial pathogens. Prerequisite: A grade of "C" or higher in one of the following: BSC 2093 and lab, BSC 2010 and lab, BSC 2011 and lab, or CHM 1045 and lab, or consent of the department. Corequisite: MCB 2010L. 3 semester hours credit. [A]

MCB 2010L. Microbiology Lab. An introduction to experimental techniques in microbiology. The exercises include cultivation and various staining techniques, isolation, identification, biochemical activities, antibiotic sensitivity test and basic immunology. Two hours of laboratory per week. Corequisite or Prerequisite: MCB 2010. 1 semester hour credit. [A]

MGF 1106. Mathematics for Liberal Arts I. This course is designed to enable students to meet part of the general education requirement in mathematics and receive instruction in a broad range of skills beyond algebra. Topics include: sets, logic, counting principles, the metric system, geometry, probability, statistics, permutations and combinations. Prerequisites: Successful completion of the equivalent of one year of high school Algebra I and one year of high school Algebra II and an acceptable score on a state approved mathematics placement test, or a "C" or higher in MAT 1033, or a grade of "C" or higher in the high school equivalent course for MAT 1033 (Math for College Readiness) within the past two years and an acceptable score on a state approved mathematics placement test. A "C" grade or higher must be earned in this course to satisfy part of the general education requirements in mathematics and to advance to a higher level mathematics course. 3 semester hours credit. [A]

MGF 1107. Mathematics for Liberal Arts II. This course is intended for students who will major in areas that do not require further mathematics. It will also enable students to meet part of the general education requirement in mathematics and receive instruction in a broad range of skills beyond algebra. Topics include: systems of numeration, number theory and the real number system, mathematical systems, exponential functions, consumer mathematics, graph theory, modular arithmetic, selected topics from history of mathematics, and voting and apportionment. Prerequisites: Successful completion of the equivalent of one year of high school Algebra I and one

year of high school Algebra II and an acceptable score on a state approved mathematics placement test, or a “C” or higher in MAT 1033, or a grade of “C” or higher in the high school equivalent course for MAT 1033 (Math for College Readiness) within the past two years and an acceptable score on a state approved mathematics placement test. A “C” grade or higher must be earned in this course to satisfy part of the general education requirements in mathematics. 3 semester hours credit. [A]

MHF 4404 . History of Mathematics. This course is designed as a capstone course for those students who are majoring in secondary mathematics education. This course consists of readings in the history and philosophy of mathematics and in current issues involving mathematics and society. Contributions from mathematicians such as Archimedes, Descartes, Fermat, Newton, Leibnitz, Euler and Gauss are discussed. Emphasis is given to how mathematics relates across disciplines as well as mathematical connections within the discipline; fundamental ideas of high school mathematics are examined from an advanced standpoint. This is a writing-intensive course in which each student develops a portfolio of course accomplishments. This course addresses specific Sunshine State Standards, subject matter competencies, and pedagogy pertinent to the discipline and is required for certification. This course has been designated as an international/diversity course. 3 semester hours credit. [A]

MMC 1000. Survey of Mass Communication. A survey of the technology, methods, and functions of mass communications media: newspapers, magazines, books, radio, television, and film—with emphasis on evaluation of the impact of mass media on society. 3 semester hours credit. [A]

MTB 1327. Mathematics for Electronics I. A study of the basic concepts of math and algebra. Topics covered: decimals, fractions, scientific notations, roots, powers of ten, introduction to trigonometry and geometry, the use of Kirchhoff’s law, Thevenin and Norton’s theorems, and Ohms Law in circuit analysis. 3 semester hours credit. [O]

MTB 1328. Mathematics for Electronics II. A study of the basic concepts of trigonometry, vector analysis and logarithms. Topics covered: AC circuit analysis, trigonometry, efficiencies, impedance matching, inductive and capacitive reactance, Pythagorean theorem resonant circuits, power factors, complex number, logarithmic and mathematical tables. Prerequisite: MTB 1327. 3 semester hours credit. [O]

MTG 3212. Modern Geometries. This course presents the axioms, basic concepts, proofs and constructions of Euclidean geometry involving line segments, angles, triangles, polygons, circles, parallel lines and similarity. Constructions are made using both compass and straightedge and interactive geometry software. The course also presents basic concepts of non-Euclidean geometries including hyperbolic and spherical. Written proofs are required for topics introduced in this course. Prerequisite: MAC 2312. 3 semester hours credit. [A]

MUE 1290. Music Skills. A study of the fundamentals of music needed by the elementary teacher as preparation for the public school music course. Recommended for all elementary education majors except those who have had extensive musical training. Not open for credit to music or music education majors. 3 semester hours credit. [A]

MUL 2010. Music Appreciation. A course designed to teach the skills needed to evaluate and appreciate historically significant music from around the world. The emphasis will be on listening. Each listening session is paired with discussion relating to form, style, and expression as it relates to the elements of music and musical compositions representative of varying cultures. This course has been designated as an international/diversity course. 3 semester hours credit. [A]

MUN 1310-MUN 2310. College Chorus. A course requiring two or more hours of mixed chorus per week. May be repeated up to a maximum of 4 times for credit. 1 semester hour credit per course. [A]

MUN 1340-MUN 2340. Chamber Chorus. A course requiring two or more hours of choral work per week by selected male and female singers. May be repeated up to a maximum of 4 times for credit. Prerequisite: Consent of department. 1 semester hour credit. [A]

MUN 1370-MUN 2371-MUN 2372. Show Choir. A study of the fundamental techniques and principles of integrating dance, voice, music and acting into a performance show choir ensemble. Training in voice, jazz movement, character interpretation and personality presentation is covered. Membership open to all part-time or full-time students on credit or noncredit basis. Public performances scheduled at frequent intervals throughout the year. Prerequisite: Audition or consent of department. May be repeated up to a maximum of 4 times for credit. 2 semester hours credit. [A]

MUN 2710-MUN 2711. Rock and Jazz Ensemble. A study of rock and jazz with an emphasis on repertoire development and preparation for public performances. Membership is open to all part-time or full-time students on a credit or noncredit basis. Two or more hours of instruction per week. May be repeated up to a maximum of 4 times for credit. 1 semester hour credit. [A]

MUS 1010. Student Recital. A course in which all music majors must enroll and receive a satisfactory grade (S) in student recital attendance (MUS 1010) for a total of four semesters during the AA degree program. Attendance requirements for transfer students who were music majors at the institution from which the transfer is being made will be determined by the Department of Fine and Performing Arts in accordance with the number of semester hours completed. No credit. [P]

MUT 1001. Fundamentals of Music. A pre-theory course for the non-music major, or for the elementary education major. Included are the studies of reading clefs, rhythm, notation, scales, and doing simple keyboard and sight-singing exercises. The emphasis is on developing music reading skills. 3 semester hours credit. [A]

MUT 1111. Music Theory I. A study of the fundamentals of music, including clefs, accidentals, enharmonics, and scales. Students will study chordal construction, figured bass, Roman numerals, pop chord symbols, cadences and non-chord tones. Included are written assignments and class drills. Prerequisite: MUT 1001 or consent of department. 3 semester hours credit. [A]

MUT 1112. Music Theory II. An intense study of diatonic chord progressions and voice leading, including seventh chords and non-chord tones. Included are written assignments and class drills. Prerequisite: MUT 1111. 3 semester hours credit. [A]

MUT 1221-1222-2226-2227. Sight Singing I, II, III, IV. A study of sight-singing and ear-training techniques. Prerequisite: Consent of department or earlier course in the sequence. 1 semester hour credit each course. [A]

MUT 1231. Keyboard Harmony I. A course designed to closely parallel the musical development encountered in MUT 1111. Some of the topics to be covered include a study of basic chord settings, figured bass and melody harmonization. Improvisation is encountered in each of the specific class assignments. Must be scheduled concurrently with MUT 1111 or with consent of department. 1 semester hour credit. [A]

MUT 1232. Keyboard Harmony II. A continuation of skills development at the piano keyboard to include more advanced patterns, playing four-part harmonizations at sight, cadence patterns in all major keys and student improvisation. 1 semester hour credit. [A]

MUT 2116. Music Theory III. A study of modulations and chromatic chords will be followed by variation techniques and binary and ternary forms. Written assignments and class drills will involve original composition in 18th-19th Century small scale, characteristic piano styles. Prerequisite: MUT 1112 or consent of department. 3 semester hours credit. [A]

MUT 2117. Music Theory IV. A study of large scale forms, fugue and late Romantic and Twentieth Century harmonic practices. Written assignments and class drills required. Prerequisite: MUT 2116. 3 semester hours credit. [A]

MV-(B,K,P,S,V,W) 1011-1016. Applied Music Prep. A course of private instruction for students preparing for the freshman level of performance. Credit earned in the MV- (B,K,P,S,V,W) 1011-1016 series will not apply toward the requirement of the principal instrument. May be repeated up to a maximum of 4 times for credit. 2 semester hours credit per course. Course may be repeated for a maximum credit of 8 semester hours. [P]

Applied Music. A course in applied music instruction is offered in voice, piano, and band instruments for non-music majors. Private instruction for the music major is offered in his or her secondary and primary instrument or voice. The level of skills development will be ascertained at the end of each course by jury examination. Credit will depend upon successful completion of course requirements, and each student will be required to participate in at least three recitals per semester or session. Private instruction in the secondary instrument or voice consists of one half hour lesson per week, with 1 semester hour credit per semester. Credit will be granted four times for each course. Catalog numbers and descriptive titles are as follows. [A]

Private instruction for non-music majors requires that they also be enrolled in at least one other course on campus. This does not apply to dual enrollment or early admissions students. May be repeated up to a maximum of 4 times for credit.

MVB 1211-2221. App. Music - Trumpet
MVB 1212-2222. App. Music - French Horn
MVB 1213-2223. App. Music - Trombone
MVB 1214-2224. App. Music - Bar. Horn
MVB 1215-2225. App. Music - Tuba
MVK 1211-2221. App. Music - Piano
MVK 1213-2223. App. Music - Organ
MVP 1211-2221. App. Music - Percussion
MVS 1211-2211. App. Music - Violin
MVS 1216-2226. App. Music Guitar
MVV 1211-2221. App. Music - Voice
MVW 1211-2221. App. Music - Flute
MVW 1212-2222. App. Music - Oboe
MVW 1213-2223. App. Music - Clarinet
MVW 1214-2224. App. Music - Bassoon
MVW 1215-2225. App. Music -Saxophone

Private instruction in the primary instrument or voice consists of two one-half hour lessons per week with 2 semester hours credit per semester. Catalog numbers and descriptive titles are as follows. May be repeated up to a maximum of 4 times for credit. [A]

MVB 1311-2321-1411. App. Music - Trumpet
MVB 1312-2322. App. Music - French Horn
MVB 1313-2323-1413. App. Music - Trombone
MVB 1314-2324. App. Music - Bar. Horn
MVB 1315-2325. App. Music - Tuba
MVK 1311-2321-1411. App. Music - Piano
MVK 1313-2323. App. Music - Organ

MVP 1311-2321-1411. App. Music - Percussion

MVS 1311-2321. App. Music - Violin

MVS 1316-2326. App. Music - Guitar

MVV 1311-2321-1411. Applied Music - Voice

MVW 1311-2321. App. Music - Flute

MVW 1312-2322. App. Music - Oboe

MVW 1313-2323. App. Music - Clarinet

MVW 1314-2324. App. Music - Bassoon

MVW 1315-2325. App. Music -Saxophone

MVK 1111. Class Piano. A course designed for students who desire general keyboard proficiency. Primary emphasis is on development of music reading and playing for personal satisfaction. 1 semester hour credit. Course may be repeated for maximum credit of 2 semester hours. [A]

MVK 2121. Class Piano II. A continuation of MVK 1111, designed for the non-piano major. Emphasis on coordination, major and minor scales and pieces, and increasingly difficult rhythms. Prerequisite: MVK 1111 or consent of department. Credit will be granted twice for each course. 1 semester hour credit. Course may be repeated for maximum credit of 2 semester hours. [A]

MVS 1116. Class Guitar. A performance course in guitar for the beginning student. Instruction will include simple chords, rhythms, and a variety of accompaniment styles. Two class meetings per week. 1 semester hour credit. Course may be repeated for maximum credit of 2 semester hours. [A]

MVS 2126. Advanced Class Guitar. A continuation of MVS 1116 for the more advanced guitar student that will prepare the student to master the guitar as solo and/or ensemble performers. Prerequisite MVS 1116 or consent of department . 1 semester hour credit. Course may be repeated for maximum credit of 2 semester hours. [A]

MVV 1111. Class Voice. A course in the fundamentals of voice production, elementary level, designed for the non-voice major. 1 semester hour credit. Course may be repeated for maximum credit of 2 semester hours. [A]

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NSP3185. Multicultural Practice. This course is a comparative analytical approach to the study of communication, current problems, issues, health care beliefs, values, and practices of different systems and cultural norms as they affect health care practices. Additionally, the student will focus upon institutional health care practices which conflict with ethnic or cultural communication related to standards and values systems. 3 semester hours credit. 3 semester hours credit. [A]

NSP 3285. Foundations of Gerontology. This course is an overview of the historical, social, psychological, cultural, and economical aspects of aging with implications for key current political, legal, and ethical issues related to nursing. 2 semester hours credit. [A]

NSP4546. Substance Abuse: Effects on Health, Family, and Profession. This course is a broad based approach to substance abuse and the effects on health, family, and the profession identifying groups at risk and prevention activities and help approaches. This course provides an introduction to substance abuse counseling through studies of mind-altering substances; etiological theories of addition; assessment interviewing and screening tests; individual, group, and other treatment options; relapse prevention; and community prevention programs. 3 semester hours credit. [A]

NUR1002. Career Mobility Nursing Concepts. This transition course introduces the role of the registered nurse to the LPNs and paramedics. Client care needs (safe effective care environment, health promotion and

maintenance, psychosocial and physiological integrity), and professional behaviors, communication, clinical decision-making, care interventions, teaching and learning, collaboration, and managing care activities form the integrated framework for clinical practice. Prerequisites: Clear and current LPN or paramedic license, ENC 1101, MAT 1033 or MAC 1105, PSY 2012, BSC 1005 or BSC 1088, BSC 2093C/L, BSC 2094 C/L, MCB 2010 C/L, DEP 2004. 3 semester hours credit. [A]

NUR1010. Professional Seminar I. This course is designed as an introduction to the healthcare career of nursing. Information will be provided to give the student nurse an overall view of the nursing profession. Included in the information will be such issues as the historical events that influenced nursing. The legal, ethical, political and on-the-job issues that today's nurse must be aware of are presented. Workplace communication, time management, and self-care strategies are among the career advancement tools provided. Information related to effective resume' writing, interview tips, and employee benefits is also provided. Prerequisites: NUR 1020C/L, NUR 1141, BSC 2093C/L, DEP 2004, BSC 2094C, and Microbiology C/L. 1 semester hour credit. [A]

NUR1020C. Fundamentals. This course is designed to provide students with a basic understanding of certain key concepts and principles fundamental to the practice of nursing. Emphasis on the wellness- illness continuum will lay the foundation for future study. The student is introduced to the nursing process as a systematic method of problem solving in which effective communication and interpersonal relationships are central components. Basic needs relative to hygiene, activity, rest and sleep, comfort, safety, nutrition, and fluid and electrolytes, urinary and bowel elimination, and oxygenation are necessary to meet the needs of the moderately ill, hospitalized patient. The content includes socio-economic, ethnocultural, spiritual needs, community health concepts, nutrition, and HIV/AIDS education. Instruction includes the development of critical thinking skills. The student will be introduced to medication administration. The clinical application of drugs is also emphasized to insure rational and optimal patient care. Serious attention is given to the skills that are essential to safe nursing practice. Supervised practice and planned hospital experience will provide the student opportunities to assist patients to an optimal level of wellness. Theoretical instruction and clinical experience in geriatric nursing are incorporated throughout the course. This course will also present HIPPA regulations and the implications related to the provision of healthcare. Prerequisites: SLS 1101, ENC 1101, MAT 1033/MAC 1105 or any Gordon Rule math, PSY 2012, and BSC 1005/BSC 1088. Corequisite: NUR 1020L. 6 semester hours credit. [A]

NUR1020L. Fundamentals Lab. This lab course is designed to provide students with a basic understanding of certain key concepts and principles fundamental to the practice of nursing, along with the ethical and legal responsibilities of the nurse as a health care provider. Emphasis on the wellness-illness continuum will lay the foundation for future study. The student is introduced to the nursing process as a systematic method of problem solving in which effective communication and interpersonal relationships are central components. Basic needs relative to hygiene; activity; rest and sleep; comfort; safety; nutrition; and fluid and electrolytes; urinary and bowel elimination; and oxygenation are necessary to meet the needs of the moderately ill, hospitalized patient. The content includes consideration of growth and development, socio-economic, ethnocultural, spiritual needs, community health concepts, nutrition, professional role and function, health counseling, current issues in nursing, end of life care, HIV, and domestic violence. Instruction includes the development of critical thinking skills. The student will be introduced to drug standards and legislation, the major classification of drugs and the general actions of selected drugs. The clinical application of drugs is also emphasized to rational and optimal patient care. Serious attention is given to the mathematical knowledge and skills, which are essential to safe nursing practice. Supervised practice and planned hospital experience will provide the student opportunities to

assist patients to an optimal level of wellness. Theoretical instruction and clinical experience in geriatric nursing are incorporated throughout the course. Corequisite: NUR 1020C. [A]

NUR1141. Pharmacology I. This course introduces the study of drugs, drug standards, and legislation and is designed to provide the nursing students with a basic background of drug classifications, actions, dosages, and side effects. This course includes basic drugs and reviews the mathematical computations that are necessary for safe administration in the clinical setting. Drug therapy will be integrated throughout the curriculum. Students will demonstrate safe techniques of medication administration in the skills laboratory prior to administering medications in the clinical area. Prerequisites: SLS 1101, ENC 1101, MAT 1033/MAC 1105 or any Gordon Rule math, PSY 2012 and BSC 1005/BSC 1088. 1 semester hour credit. [A]

NUR1211C. Basic Medical Surgical. This introductory course is designed to provide students with the opportunity to acquire the knowledge and skills to provide safe and effective care for clients with simple medical and/or surgical problems. This course builds upon foundation material from previous courses. The nursing process provides a framework for the students to utilize critical thinking skills to promote or restore the health of clients within a holistic framework. Clinical experience is provided in acute care settings. Observational time may be scheduled to enhance learning experiences and will be scheduled in addition to clinical days. There will also be outside assignments such as virtual experiences on the computer that will be included in the clinical experience. A physical assessment review will occur during the first full week of class with a clinical check-off that must be evaluated as satisfactory, as well as outside clinical assignments. Prerequisites: NUR 1020C/L, NUR 1141, BSC 2093C/L, DEP 2004, NUR 1280C/L, NUR 1010, BSC 2094C/L, NUR 2522C/L or division consent. Corequisite: NUR 1211L. 7 semester hours credit. [A]

NUR1211L. Basic Medical Surgical Lab. This introductory lab course is designed to provide students with the opportunity to acquire the knowledge and skills to provide safe and effective care for clients with simple medical and/or surgical problems. This course builds upon foundation material from previous courses. The nursing process provides a framework for the students to utilize critical thinking skills to promote or restore the health of clients within a holistic framework. Clinical experience is provided in acute care settings. Observational time may be scheduled to enhance learning experiences. Corequisite: NUR 1211C. [A]

NUR1280C. Geriatrics. This unit of study is designed to help the student understand the health related needs that result from the normal aging process. The focus is on factors that promote a healthy aging process. Discussions will include the demographics and characteristics of the aging population. Special concerns on the elderly such as poly pharmacy, safety/falls, depression, and environments of care will be discussed. End of Life Care is included in the course content. Prerequisites: NUR 1020C/L, NUR 1141, BSC 2093C/L, DEP 2004, NUR 1211C/L, NUR 1422C/L, NUR 1312C/L, BSC 2094C/L, NUR 2522C/L or division consent. Corequisite: NUR 1280L. 1 semester hour credit. [A]

NUR1280L. Geriatrics Lab. This lab unit of study is designed to help the student understand the health related needs that result from the normal aging process. The unit will also discuss assistance for the older adult with age related disease. Corequisite: NUR 1280C. [A]

NUR1312C. Basic Pediatrics. This course is designed to present the nursing student with basic knowledge and skills related to care of a client from birth through childhood and adolescence. The course will present an introduction to the nursing role in supporting the health of ill children and their families. The nursing process provides a framework for planning care for clients on the wellness-illness continuum with inclusion of human growth and development, cultural diversity, community health concepts,

pharmacology and administration of medications, nutrition, legal aspects of practice, interpersonal relationships, and current issues in nursing. Clinical experience is provided in both clinic and acute care settings. Observational time may be scheduled to enhance learning experiences. Prerequisites: NUR 1020C/L, NUR 1141, BSC 2093C/L, DEP 2004, NUR 1280C/L, NUR 1010, BSC 2094C/L, NUR 2522C/L or division consent. Corequisite: NUR 1312L. 2 semester hours credit [A]

NUR1312L. Basic Pediatrics Lab. This lab course is designed to present the nursing student with basic knowledge and skills related to care of a client from birth through childhood and adolescence. The course will present and introduction to the nursing role in supporting the health of ill children and their families. The nursing process provides a framework for planning care for clients on the wellness-illness continuum with inclusion of human growth and development, cultural diversity, community health concepts, pharmacology and administration of medications, nutrition, legal aspects of practice, interpersonal relationships, and current issues in nursing. Clinical experience is provided in both clinic and acute care settings. Observational time may be scheduled to enhance learning experiences. Corequisite: NUR 1312C. [A]

NUR1422C. Basic Obstetrics. This course is designed to present the nursing student with basic knowledge and skills related to care of a client from conception, concentrating on the stages of normal pregnancy, labor and delivery through postpartum. The course will present an introduction of high risk factors in these areas. The nursing process provides a framework for planning care for clients on the wellness-illness continuum with inclusion of human growth and development, culture diversity, pharmacology, and administration of medications, nutrition, legal aspects of practice, interpersonal relationships, and current issues in nursing. Concepts related to pre, intra, and postoperative care are discussed. Clinical experiences are provided in both clinic and acute care settings. Observational time may be scheduled to enhance learning experiences. Prerequisites: NUR 1020C/L, NUR 1141, BSC 2093C/L, DEP 2004, NUR 1280C/L, NUR 1010, BSC 2094C/L, NUR 2522C/L or division consent. Corequisite: NUR 1422L. 2 semester hours credit. [A]

NUR1422L. Basic Obstetrics Lab. This lab course is designed to present the nursing student with basic knowledge and skills related to care of a client from conception, concentrating on the stages of normal pregnancy, labor and delivery through postpartum. The course will present and introduction of high risk factors in these areas. The nursing process provides a framework for planning care for clients on the wellness-illness continuum with inclusion of human growth and development, culture diversity, pharmacology, and administration of medications, nutrition, legal aspects of practice, interpersonal relationships, and current issues in nursing. Concepts related to pre, intra, and postoperative care are discussed. Clinical experiences are provided in both clinical and acute care settings. Observational time may be scheduled to enhance learning experiences. Corequisite: NUR 1422C. [A]

NUR2142. Pharmacology II. This course builds on the acquired knowledge of basic pharmacology and is designed to enhance comprehension and integrate application of knowledge into safe and effective medication administration. Emphasis is provided in areas such as: specific pharmacologic effects and category, cellular or mechanism of action, therapeutic response, major side effects and adverse effects, patient assessment needed prior to medication administration, patient education, and other special nursing implications. The course content is developed to increase the learners' degree of understanding related to medications and to decrease the errors associated with the administration of medications. The learners have previously demonstrated competency in preparing and administering medications via all routes. The administration of medication is integrated throughout the curriculum with the study of disorders of specific body systems. Prerequisites: NUR 1020C/L, NUR 1141, BSC 2093C/L, DEP

2004, NUR 1211C/L, NUR 1422C/L, NUR 1312C/L, BSC 2094C, NUR 2522C/L, NUR 1010, NUR 1280C/L, and MCB 2010C/L. 2 semester hours credit. [A]

NUR2212C. Advanced Concepts Medical Surgical. This course is designed to provide information to assist the student in acquiring the knowledge and skills to provide safe and effective care for clients with complex medical and/or surgical problems. This course builds upon material from basic medical surgical concepts. The nursing process will be a guide for the student to utilize critical thinking skills to promote or restore the health of clients within a holistic framework. Clinical experience is provided in acute care settings and specialty care areas. Observational time may be scheduled to enhance learning experiences. Prerequisites: NUR 1020C/L, NUR 1141, BSC 2093C/L, DEP 2004, NUR 1211C/L, 1422C/L, NUR 1312C/L, BSC 2094C, NUR 2522C/L, MCB 2010C/L, NUR 1010 and NUR 1280C/L. Corequisite: NUR 2212L. 6 semester hours credit. [A]

NUR2212L. Advanced Concepts Medical Surgical Lab. This lab course is designed to provide information to assist the student in acquiring the knowledge and skills to provide safe and effective care for clients with complex medical and/or surgical problems. This course builds upon material from basic medical surgical concepts. The nursing process will be a guide for the student to utilize critical thinking skills to promote or restore the health of clients within a holistic framework. Clinical experience is provided in acute care settings and specialty care areas. Observational time may be scheduled to enhance learning experiences. Corequisite: NUR 2212C. [A]

NUR2291C. Medical Surgical Critical Concepts. This course is designed to provide information to assist the student in acquiring the knowledge and skills to provide safe and effective care for clients with critical medical and/or surgical problem. This course builds upon material from basic and advanced medical concepts. The nursing process will be a guide for the student to utilize critical thinking skills to promote or restore the health of clients within a holistic framework. Clinical experience is provided in acute care setting and specialty care areas. Observational time may be scheduled to enhance learning experiences. Prerequisites: NUR 1020C/L, NUR 1141, BSC 2093C/L, DEP 2004, NUR 1211C/L, NUR 1422C/L, NUR 1312C/L, BSC 2094C/L, NUR 2522C/L, MCB 2010C/L, NUR 1010, NUR 1280C/L, NUR 2212C/L, NUR 2142, MAC 1105 or any Gordon Rule math and humanities elective (3 credit hours). Corequisite: NUR 2291L. 7 semester hours credit. [A]

NUR2291L. Medical Surgical Critical Concepts Lab. This course is designed to provide information to assist the student in acquiring the knowledge and skills to provide safe and effective care for clients with critical medical and/or surgical problem. This course builds upon material from basic and advanced medical concepts. The nursing process will be a guide for the student to utilize critical thinking skills to promote or restore the health of clients within a holistic framework. Clinical experience is provided in acute care setting and specialty care areas. Observational time may be scheduled to enhance learning experiences. Corequisite: NUR 2291C. [A]

NUR 2350C. Advanced Concepts Pediatrics. This course is designed to present the nursing student with advanced concepts of knowledge and skills related to care of a client from birth through childhood and adolescence. The nursing process is utilized in caring for the high-risk pediatric client on the wellness-illness continuum with inclusion of human growth and development, culture diversity, community health concepts, pharmacology and administration of medications, nutrition, legal aspects of practice, interpersonal relationships, health teaching and counseling, and current issues in nursing. Clinical experience is provided in both clinic and acute care settings. Observational time will also be scheduled to enhance learning experiences. Internship/preceptorship is a clinical component of

this course. Students are required to obtain a minimum of 52 hours during the internship period as designated by the instructor. Prerequisites: NUR 1020C/L, NUR 1141, BSC 2093C/L, DEP 2004, NUR 1211C/L, NUR 1422C/L, NUR 1312C/L, BSC 2094C/L, NUR 2522C/L, MCB 2010C/L, NUR 1010, NUR 1280C/L, NUR 2212C/L, NUR 2142, MAC 1105 or any Gordon Rule math and humanities elective (3 credit hours). Corequisite: NUR 2350L. 2 semester hours credit. [A]

NUR2350L. Advanced Concepts Pediatrics Lab. This lab course is designed to present the nursing student with advanced concepts of knowledge and skills related to care of a client from birth through childhood and adolescence. The nursing process is utilized in caring for the high-risk pediatric client on the wellness-illness continuum with inclusion of human growth and development, culture diversity, community health concepts, pharmacology and administration of medications, nutrition, legal aspects of practice, interpersonal relationships, health teaching and counseling, and current issues in nursing. Clinical experience is provided in both clinic and acute care settings. Observational time may be scheduled to enhance learning experiences. Corequisite: NUR 2350C. [A]

NUR 2450C. Advanced Concepts Obstetrics. This course is designed to present the nursing student with advanced concepts of knowledge and skills related to the care of a client from conception, labor and delivery, and through postpartum. The nursing process is utilized in caring for the high-risk obstetric client on the wellness-illness continuum with inclusion of human growth and development, culture diversity, community health concepts, pharmacology and administration of medications, nutrition, legal aspects of practice, interpersonal relationships, health teaching and counseling, and current issues in nursing. Clinical experience is provided in both clinic and acute care settings. Observational time will be scheduled to enhance learning experiences. Concepts related to pre, intra, and post-operative care are discussed. Internship/preceptorship is a clinical component of this course. Students are required to obtain a minimum of 52 hours during the internship period as designated by the instructor. Prerequisites: NUR 1020C/L, NUR 1141, BSC 2093C/L, DEP 2004, NUR 1211C/L, NUR 1422C/L, NUR 1312C/L, BSC 2094C/L, NUR 2522C/L, MCB 2010C/L, NUR 1010, NUR 1280C/L, NUR 2212C/L, NUR 2142, MAC 1105 or any Gordon Rule math and humanities elective (3 credit hours). Corequisite: NUR 2450L. 2 semester hours credit. [A]

NUR2450L. Advanced Concepts Obstetrics Lab. This lab course is designed to present the nursing student with advanced concepts of knowledge and skills related care of a client from conception, labor and delivery, and through postpartum. The nursing process is utilized in caring for the high-risk obstetric client on the wellness-illness continuum with inclusion of human growth and development, culture diversity, community health concepts, pharmacology and administration of medications, nutrition, legal aspects of practice, interpersonal relationships, health teaching and counseling, and current issues in nursing. Clinical experience is provided in both clinic and acute care settings. Observational time may be scheduled to enhance learning experiences. Corequisite: NUR 2450C. [A]

NUR 2522C. Mental Health. This course provides the student with the opportunity to acquire knowledge and skills needed to care for patients with maladaptive coping disorders. The course describes the stages of the therapeutic nurse-patient relationship and assists the student to recognize verbal strategies in interacting with patients. Clinical experiences are selected to help students increase their understanding of the interdisciplinary health team and the nurse's role as a member of the team. Clinical practice is provided in a psychiatric setting. Prerequisites: NUR 1020C/L, NUR 1141. Corequisite: NUR 2522L. 3 semester hours credit. [A]

NUR 2522L. Mental Health Lab. This course provides the student with the opportunity to acquire knowledge and skills needed to care for patients with maladaptive coping disorders. Therapeutic nurse/patient interac-

tion skills are stressed. Clinical experiences are selected to help students increase their understanding of the interdisciplinary health team and the nurse's role as a member of the team. Clinical practice is provided in a psychiatric setting. Corequisite: NUR 2522C. [A]

NUR 2810. Professional Seminar II. This course is designed to assist the student in the transition from the role of student to that of graduate nurse enabling effective practice at entry level. It is also designed to assist the graduate nurse to anticipate the challenges of a rapidly changing work environment. Information will be provided on such issues as dealing effectively with social and economic factors that impact the profession, the role of professional organizations and licensure requirements. Tools for developing leadership-management roles, delegating appropriately, and thinking critically and creatively will be presented. Prerequisites: NUR 1020C/L, NUR 1141, BSC 2093C/L, DEP 2004, NUR 1211C/L, NUR 1422C/L, NUR 1312C/L, BSC 2094C/L, NUR 2522C/L, MCB 2010C/L, NUR 1010, NUR 1280C/L, NUR 2212C/L, NUR 2142, MAC 1105 or any Gordon Rule math and humanities elective (3 credit hours). 1 semester hour credit. [A]

NUR 2960. Nursing Review I. This is a review course to assist the student in retaining nursing skills attained during the nursing program. The roles of the nurse as provider of care, communicator, teacher, manager, and member of the profession are reviewed. Prerequisites: Students must have successfully completed all courses required for Senior standing in the Associate Degree Nursing program but failed to achieve the benchmark level score on the HESI Exit Exam after three consecutive attempts (E1-E3). Students must also be eligible for readmission into the nursing program. 2 semester hours credit. [A]

NUR 3065. Health Assessment. This course provides knowledge and skills for therapeutic communication with clients and client evaluation using health assessment techniques. 3 semester hours credit. [A]

NUR 3165. Research Process for Professional Nursing. This introductory course will assist students in conceptualizing both the basic research process and the importance of research to nursing, and will enable students to understand and use published healthcare research. 3 semester hours credit. [A]

NUR 3805. Role and Scope. This course provides a theoretical basis of professional nursing practice for RN to BSN students. It includes an exploration of issues and theories related to professional nursing practice to facilitate the transition from the registered nurses basic educational program to the baccalaureate level of practice. Students will be introduced to concepts for the delivery of care to clients and client systems within culturally, racially, and ethnically diverse communities. 3 semester hours credit. [A]

NUR 3826. Legal and Ethical Issues in Nursing Practice. This course is an introduction to contemporary ethical and legal issues encountered by health care providers in a wide array of settings. It will identify legal and ethical principles that create the underpinnings of decision-making in nursing and health care practice. 3 semester hours credit. [A]

NUR 4080. Nursing Concepts I. This course will provide registered nurses, who are returning to school to earn a Baccalaureate degree, an opportunity to advance professional practice concepts. As designed, the course engages the student intellectually in an ongoing professional dialogue and journey with peers, colleagues, and instructors that serves to broaden the student's professional development and builds on pre-existing knowledge and experiences. The course curriculum is written for adult learners with the characteristics of self-direction, prior experience, applicability to practice, and motivation to meet the challenge to expand their knowledge base and to utilize advanced critical thinking skills. Corequisite: NUR 4080L. 3 semester hours credit. [A]

NUR 4107. Nursing and the Healthcare System. This course is an introduction to current healthcare delivery systems on local, regional, national, and global levels. Concepts of managed care, case management, reimbursement, legal/ethical risk management, quality outcomes, diversity and complexity of population at risk, and conservation of resources are emphasized. 3 semester hours credit. [A]

NUR 4636. Community Nursing. This course focuses on the role of the professional nurse as he/she relates to community and public health nursing, disaster preparedness, and epidemiology. The course examines nursing care designed to prevent and/or reduce risk of disease and injury, and promote health and wellness to diverse populations across the age spectrum. Consideration is given to evidenced based research for the development of critical thinking using the nursing process. 3 semester hours credit. [A]

NUR 4827. Nursing Leadership & Management. This course focuses on concepts, principles, and theories of leadership, management, role development, and administration. Skills required by the professional nurse leader including delegation of responsibilities, networking, facilitation of groups, conflict resolution, case management, collaboration, budgeting, cost effectiveness and resource allocation, managing quality and performance, and teaching are emphasized. 3 semester hours credit. [A]

NUR 4955. Nursing Practicum. This capstone course will highlight all the professional endeavors of the student's past and present academic and work achievements. Students will complete a practicum experience through the selection of a community agency of interest with a focus on a select patient population. Current ethical, legal and health care issues will be addressed that are pertinent to the practicing professional and will be summarized as the student formulates guidelines to deal with selected issues. Political action, community service and professional image will be promoted as activities that contribute to the professional growth of the nurse and the profession of nursing. 2 semester hours credit. [A]

O

ORI 2000. Oral Interpretation. This course is designed to develop the ability to analyze the meaning of specific works in major literary genres and deliver oral interpretations of these works. 3 semester hours credit. [A]

P

PCB 3023. Cell and Molecular Biology. This course is a study of cell structure and function with emphasis on the properties of intracellular organelles and their molecular constituents. Photosynthesis is also included. Prerequisites: Chemistry and Biology courses. 3 semester hours credit. [A]

PCB 3063. Genetics. This course is an introductory study of the principles of inheritance and the molecular genetics of prokaryotes and eukaryotes including gene regulation. This course addresses specific Sunshine State Standards, subject matter competencies and pedagogy pertinent to the discipline and required for teacher certification. Prerequisites: BSC 2010, CHM 1045, CHM 1046. 3 semester hours credit. [A]

PCB 3233. Immunology. This course provides an introduction to the basic principles of immune reactions, antigen and antibody interactions, cell-mediated immunology, tumor immunology, immunosuppression, autoimmunity, and immunotherapy. Prerequisites: A grade of "C" or better in BSC 2010 & 2011, Chemistry CHM 1045, and PCB 3023; or consent of the department. 3 semester hours credit. [A]

PCB 4043C and PCB 4043L. Ecology with Lab. This course is an introduction to living systems at the population and community/ecosystem levels. It includes energy flow and nutrient cycling in ecosystems; com-

munity organization, development and classification; population structure and dynamics. Labs include field work, lab analysis and use of interactive software. This course addresses specific Sunshine State Standards, subject matter competencies and pedagogy pertinent to the discipline and required for teacher certification. Prerequisites: BSC 2010/2010L, BSC 2011/2011L, and CHM 1046/1046L. 4 semester hours credit. [A]

PEL 1111. Bowling I. This course is a coeducational course that includes a brief history of the sport followed by instruction and practice in fundamental techniques. Two hours laboratory per week. 1 semester hour credit.

PEL 1112. Bowling II. This course is a continuation of PEL 1111. Two hours laboratory per week. Prerequisite: PEL 1111 or consent of department. 1 semester hour credit.

PEL 1121. Golf. This course is a coeducational course that includes a brief history of the sport, followed by instruction and practice in the fundamental techniques. Two hours laboratory per week. 1 semester hour credit.

PEL 1214. Advanced Softball. This course is a high intensity, drill oriented program designed to increase skill ability and endurance levels of individuals interested in softball. The continuous development of physical skills is of major importance in this course and it is strongly recommended that students participate in an exercise program outside of class hours. Medical approval may be required before participating in this course. This course may be repeated up to a total of 4 semester hours credit. 1 semester hour credit.

PEL 1219. Advanced Baseball. This course is a high intensity, drill oriented program designed to increase skill ability and endurance levels of individuals interested in baseball. The continuous development of physical skills is of major importance in this course and it is strongly recommended that students participate in an exercise program outside of class hours. Medical approval may be required before participating in this course. This course may be repeated up to a total of 4 semester hours credit. 1 semester hour credit.

PEL 1341. Tennis. This course is a coeducational course that includes a brief history of the sport, followed by instruction and practice in the fundamental techniques. Two hours laboratory per week. 1 semester hour credit.

PEL 1624. Advanced Basketball. This course is a high intensity, drill oriented program designed to increase skill ability and endurance levels of individuals interested in basketball. The continuous development of physical skills is of major importance in this course and it is strongly recommended that students participate in an exercise program outside of class hours. Medical approval may be required before participating in this course. This course may be repeated up to a total of 4 semester hours credit. 1 semester hour credit.

PEL 2211. Theories of Softball. This course teaches individuals to coach softball. Coaching techniques, strategies, and procedures are emphasized. Three hours of laboratory experience each week are included in the course work. 2 semester hours credit. [A]

PEM 1102. Exercise and Conditioning. This course involves instruction in physical conditioning methods and their effects. Content varies based on student interest, and may include aerobic exercise, calisthenics, bench stepping, circuit training, interval training, or weight training. 1 semester hour credit. [A]

PEM 1131. Weight Training. This course includes instruction regarding values, techniques, and methods of weight training as a means of developing strength as one aspect of fitness. Focus on applying principles and techniques in a well-organized weight training program which will lead to increased muscular strength and endurance. 1 semester hour credit. [A]

PEM 1146. Jogging. A coeducational course with planned programs in jogging to meet the individual needs of the participant. Two hours laboratory per week. 1 semester hour credit.

PEN 1114. Lifeguard Training. This course assists the student in developing the skills necessary to recognize a person in a distress or drowning situation and to effectively rescue that person. American Red Cross Lifeguard Certification is offered with this course. A qualifying swim test is administered during the first class meeting. 1 semester hour credit. [A]

PEO 1011. Team Sports. Principles, methods, and techniques of teaching a variety of team sports, including organization and management, instruction of skills and concepts, motivation, and evaluation will be addressed. 3 semester hours credit. [A]

PEO 2003. Sports Officiating. Lecture and discussion of rules along with practice in techniques of officiating various sports through laboratory experience. Students must be available for off-campus officiating after school hours. Three hours lecture-laboratory per week. 2 semester hours credit. [A]

PEO 2216. Theory and Practice of Baseball. Lecture and discussion of all phases of baseball techniques, strategy and coaching procedures with some laboratory experience. Three hours laboratory per week. 2 semester hours credit. [A]

PEO 2624. Theory and Practice of Basketball. A lecture and discussion of all phases of basketball coaching techniques including styles of offense and defense and methods of teaching these skills. Three hours lecture-laboratory per week. 2 semester hours credit. [A]

PEQ 2105C. Management of Aquatic Programs. This course is designed to give Recreation Technology majors a foundation in management of aquatic programs. This course will include, but is not limited to, water aerobics, water safety, pool operations, and aquatic scheduling. 3 semester hours credit. [A]

PEQ 2115. Water Safety Instruction. This course includes lectures and practice in all phases of water safety instruction. Upon successful completion of this course, the student will be certified as an American Red Cross Water Safety Instructor. 1 semester hour credit. [A]

PET 1000. Introduction to Physical Education. This course surveys the principles, history and ethics of quality physical education programs. Topics include current issues and trends and career development in physical education. 3 semester hours credit. [A]

PET 2210. Sport Psychology. This course develops an understanding of the mental aspects of sport performance and learning mental skills that can be used to enhance sport performance. 3 semester hours credit. [A]

PET 2622. Care and Prevention. This is an introductory course in the care and prevention of athletic injuries. It is designed to teach the beginning student athletic trainer standard simplified methods of injury treatment. This course can also serve as a refresher course and reference guide. 3 semester hours credit. [A]

PET 2824. Analysis of Team Sports. This course is designed for potential physical education teachers, coaches, and sports administrators. An emphasis is placed on the development and understanding of popular team sports played both recreationally and interscholastically. 3 semester hours credit. [A]

PHY 1053C. General Physics I. The first course in a two-semester sequence intended primarily for students majoring in biology, pre-medicine, pre-dentistry, pre-pharmacy, pre-optometry, pre-agriculture, pre-forestry, or medical technology. Includes the study of forces, linear motion, circular motion, energy, hydrostatics, heat, thermal expansion and thermodynamics, with laboratory applications of these topics. Corequisite or prerequisite:

MAC 1114 or one year of high school trigonometry with grade of C or better. Three hours lecture and two hours laboratory per week. 4 semester hours credit. [A]

PHY 1054C. General Physics II. A continuation of PHY 1053. Topics covered are static electricity, magnetism, direct current circuits, alternating current circuits, sound, light, and nuclear physics, with laboratory applications of these topics. Prerequisite: MAC 1114 or consent of department and PHY 1053C. Three hours lecture and two hours laboratory per week. 4 semester hours credit. [A]

PHY 2048C. General Physics I with Calculus. The first course in a two-semester sequence intended primarily for students majoring in physics, mathematics, chemistry or engineering. Course includes the study of forces, statics, linear motion, circular motion, momentum, energy, gravity, relativity, oscillatory motion, ideal gases, thermal properties of matter and thermodynamics, with laboratory applications of these topics. Corequisite or prerequisite: MAC 2312. Four hours lecture and two hour laboratory per week. 5 semester hours credit. [A]

PHY 2049C. General Physics II with Calculus. A continuation of PHY 2048. Topics covered are electrostatics, direct current circuits, alternating current circuits, magnetism, electromagnetic waves, sound, light, atomic physics, and nuclear physics, with laboratory applications of these topics. Prerequisite or Corequisite: MAC 2313. Prerequisite: PHY 2048C. Four hours lecture and two hours laboratory per week. 5 semester hours credit. [A]

PHY 4905. Supervised Research in Physics. This course is designed to allow students to participate in a supervised study or research participation in a specific science-related area in Physics. Students must have instructor approval of the topic before enrolling in the course. This course is only open to students who are enrolled in the science education program or who are trying to meet teacher certificate requirements. Prerequisites: PHY 1053/1054 with the corresponding laboratories. 1-3 semester hours credit. [A]

POS 2041. American Federal Government. A study of our Federal Government, designed to give the student an understanding of its organization, principles and the way it works. The relationship of the individual to government is emphasized. POS 2112 is recommended for subsequent study. 3 semester hours credit. [A]

POS 2112. State and Local Government. A study of the organization, the functions, and the operations of state and local governments in the United States. Particular attention is given to state, county, and city government in Florida. This course is designed to be as practical as possible and includes actual participation of county and city officials. POS 2041 is not a prerequisite, but is recommended. 3 semester hours credit. [A]

PPE 2001. Psychology of Personality. This course will provide students with a review and critical evaluation of the major personality theories within the field of psychology. This course is a 3 semester credit hour course that provides division elective credit only. [A]

PSC 1121. Introduction to Physical Science. A general education course involving an elementary study of the physical laws that govern the universe, and characteristics of matter, including the changes it undergoes. Demonstrations and practical applications are emphasized. This course is not intended for science majors. Credits will not be granted to students who have previously received credit for CHM 1045 or above or any physics course. Prerequisite: Eligibility for MAC 1105. 3 semester hours credit. [A]

PSC 1121L. Physical Science Laboratory. A laboratory course designed to provide hands on laboratory experiences which will supplement topics covered in PSC1121. These exercises will emphasize lab safety, use of the metric system, accuracy in measurement and experiments dealing

with motion, electricity and chemistry. Corequisite: PSC 1121. 1 semester hour credit. [A]

PSY 1012. General Psychology. A course designed to give the student an adequate foundation in the field of psychology, to provide an understanding of human behavior and to enable the student to adapt himself to his physical and social environment. This is the prerequisite course for all advanced courses in psychology. It is recommended that this course be pursued only after completion of one semester of college study. A grade of "C" or higher is required to enter the ASDN program at Chipola. 3 semester hours credit. [A]

Q

QMB 2100. Business Statistics. Data description; exploratory data analysis; introduction to probability; binomial and normal distributions; sampling distributions; estimation with confidence intervals; tests of hypotheses; control charts for quality improvement. This course will not satisfy a General Education math requirement. Prerequisite: MAC 1105. 3 Semester Hours Credit. [A]

QMB 4200. Quantitative Methods for Business Decisions. This course deals with business decision making. Effective decision making is vital to every basic function of a business firm and to its overall success. Business decision making is viewed as a process which involves the identification and formulation of a business problem, development of alternatives for solving the problem, and selection of the best alternative and specific course of action. Prerequisite: MAN 3504. 3 semester hours credit. [A]

R

REA 0007. Developmental Reading I. This course is designed to remediate severe problems in reading skills. Students must make a grade of "C" or higher in this course and pass an exit exam before registering for REA 0017. Prerequisite: PERT score between: 50-83. 3 semester hours non-college credit [P]

REA0017. Developmental Reading II. This course is designed to improve general study skills: reading, listening, note-taking, and question-answering. Students must make a grade of "C" or higher in this course and pass an exit exam before registering for ENC 1101. Prerequisite: Placement scores of: ACT: 0-17; CPT: 20-82; PERT: 84-103; or SAT 200-430. 4 semester hours non-college credit [P]

REA 1205. Advanced Reading. This course is designed to improve students' critical reading and thinking strategies required for college courses. This course is required of all students who have completed REA 0004 or REA 0017 with a grade of "C" or better, or who have a reading score of 19 or below on the Enhanced ACT Social Studies Reading test or a score of 119 or below on the PERT. ENC 0025 or 1101 may be a corequisite. 2 semester hours credit. [A]

RED 3009. Early & Emergent Literacy. This course familiarizes students with early literacy development and conditions promoting total literacy from birth through lower elementary grades. All aspects of literacy are explored: reading, writing, listening, and speaking. 20 hours of practicum and practice teaching are required; restricted to grades K-2 only. 3 semester hours credit. [A]

RED 3311. Teaching Reading in the Intermediate Grades. Materials and methods for teaching reading to intermediate grades and related study skills; emphasis on teaching mastery of decoding skills, fluency, comprehension, vocabulary, conducting guided reading activities, utilizing a wide variety of reading materials in the classroom and relating basic reading skills to content area instruction. This course includes 10 hours of observation and participation in school settings. Pre requisite: RED 3009. This course requires a minimum grade of "C" in order to receive credit. 3 semester hours credit. [A]

RED3360. Teaching Reading in Middle/Secondary Schools. This course is designed to promote the effective teaching of literacy skills across the curriculum. The major emphasis of this course is placed on current theories, methods, and materials used in content area literacy instruction. Lecture, discussion, simulated teaching and field work constitute different course activities. 3 semester hours credit. [A]

RED 4312. Integration of Assessment into Classroom Reading. This course introduces formal and informal methods and materials used to identify reading strengths and weaknesses of students. Emphasis is placed on integrating assessments into the curriculum to strengthen instructional strategies and student success. The student will increase and apply knowledge and skills in the uniform core curriculum relevant to this content area. This course requires a minimum grade of "C". Completion of 10 hours of participation and teaching is required in local public schools. Prerequisites: RED 3009, 3311. 3 semester hours credit. [A]

RED 4519. Diagnostic and Instructional Interventions in Reading. Formal & informal methods (standardized norm-referenced, criterion-referenced, performance assessment) & materials used to identify reading strengths & needs of students. Case studies will be completed to demonstrate ability to diagnose & correct reading difficulties. Topics include assessments that address all elements of reading (comprehension, word recognition, phonemic awareness, phonics, fluency, vocabulary & concept development, etc). Major emphasis on reading problems diagnosis, assessments administration, evaluation of results, & planning instruction/interventions to correct or remediate. Completion of 10 hours of participation and teaching required in local public schools. Prerequisites: RED 3009, 3311. 3 semester hours credit. [A]

RED 4854. Reading Practicum. Classroom application of knowledge of reading development to reading instruction with sufficient evidence of increased student reading proficiency for struggling students, including students with disabilities, and students from diverse populations. Current background check (fingerprinting) acceptable to the district in which the field experience will take place. This course will receive a grade of pass/fail and will be completed during the internship. Prerequisites: RED 3009, RED 3311, RED 4312, RED 4519. Corequisites: EDE 4943, EDE 4945. 3 semester hours credit. [A]

REL 2300. World Religions. An introduction to the study of major religions of the world and the historical framework and philosophies within which they developed. Attention will be given to their origins, nature, classic beliefs, and practices. Among the religions to be considered are Hinduism, Buddhism, East Asian religions, Judaism, Christianity, and Islam. Prerequisite: Acceptable placement scores in reading or a grade of "C" or higher in REA 0017. This course has been designated as an international/diversity course. 3 semester hours credit. [A]

S

SCE 2905. Science Through Tutoring. The goals of this course are to teach the general science skills needed for successfully tutoring in an academic setting; general methods of tutoring; and the tutoring techniques needed in specific courses. Teacher-tutor seminars, teacher-tutor conferences, and formal instruction will supplement the extensive tutoring experiences. The number of hours of credit varies from 1 to 3 hours depending upon the number of hours tutoring; 1 credit, 24 hours; 2 credits, 48 hours; and 3 credits, 72 hours. Prerequisite: Eligibility for BSC 2010, CHM 1045 or PHY 1054. [A]

SCE 3320. Teaching Middle School Science. This course is designed for students who are majoring in science education and who will be obtaining teacher certification in grades 5-9 or 6-12. In this course students learn principles of effective curriculum design and assessment and apply these principles by designing and developing interactive science curriculum

projects for middle school students. This course is offered concurrently with SCE 3940, a one credit hour practicum in which students present their projects in middle school classroom environments. This course addresses specific Sunshine State Standards subject matter competencies and pedagogy pertinent to the discipline and required for certification. 10 hours of teaching are required. Corequisite: SCE 3940. 3 semester hours credit. [A]

SCE 3940. Teaching Middle School Science Practicum. This course is designed for students who are majoring in science education and who will be obtaining teacher certification in grades 5-9 or 6-12. This practicum accompanies SCE 3320 and provides students with opportunities to present their interactive curriculum projects to middle school students in local area school districts. Students spend a minimum of 30 school-based hours in the middle school classroom. Project presentations will be coordinated with in-service middle school teachers and their curriculum schedules and needs. This course addresses specific Next Generation Sunshine State Standards, subject matter competencies, and pedagogy pertinent to the discipline and required for certification. Prerequisite: SCE 3320. 1 semester hour credit. [A]

SCE 4310. Teaching Science in Elementary School. This course presents materials and methodology related to teaching the concepts and processes of science to elementary children. The preservice teacher who completes this course will be prepared to teach the concepts and processes of science. This course requires a minimum grade of "C". Current background check (fingerprinting) acceptable to the District in which the field experience will take place is required for this course. Ten (10) hours practicum are required for course completion. 3 semester hours credit. [A]

SCE 4330. Teaching Methods in Secondary Science. This course is designed for students who are majoring in science education and is offered concurrently with the practicum in teaching secondary science. It addresses the required instructional methods, techniques, strategies, resources, and assessment considerations for effective teaching of secondary science including the pedagogy of biology, genetics, ecology, botany, anatomy and physiology; using problem solving, cooperative learning and appropriate technology. This course addresses specific Sunshine State Standards, subject matter competencies and pedagogy pertinent to the discipline and required for certification. Corequisite: SCE 4941. 10 hours of teaching are required. 3 semester hours credit. [A]

SCE 4905. Supervised Research in Science. This course is designed to allow students to participate in a supervised study or research participation in a specific science-related area in Biology, Chemistry or Physics. Students must have instructor approval of the topic before enrolling in the course. This course is only open to students who are enrolled in the science education program or who are trying to meet teacher certificate requirements. Prerequisites: At least two of the following sequences: PHY 1053/1054, BSC 2010/2011 or CHM 1045/1046 with the corresponding laboratories. 1 - 3 semester hour credits. May be repeated for credit. Maximum of 12 credits. [A]

SCE 4941. Teaching Secondary School Science Practicum. This course is designed for students who are majoring in science education and who will be obtaining teacher certification in grades 5-9 or 6-12. This practicum accompanies SCE 4330 and provides students with opportunities to present their interactive curriculum projects to secondary school students in local area school districts. Students spend a minimum of 30 school-based hours in the secondary school classroom. Project presentations will be coordinated with in-service secondary school teachers and their curriculum schedules and needs. This course addresses specific Sunshine State Standards, subject matter competencies, and pedagogy pertinent to the discipline and required for certification. Corequisites or Prerequisites: EDF 3214 and SCE 4330. 1 semester hour credit. [A]

SCE 4943. Seminar in Science Education. This course is designed to provide students with instructional strategies, planning techniques, evaluation procedures and class management skills. Prerequisites: All other program requirements complete. Corequisite: SCE 4945. 3 semester hours credit. [A]

SCE 4945. Student Teaching in Science. This course requires a teacher candidate to demonstrate pre-professional competencies during a 16 week, full-time internship in a public school approved by the department. Contact hours: a minimum of 35 hours per week for 15 weeks. Prerequisites: Completion of all program requirements. Corequisite: SCE 4943. 10 semesters hours credit. [A]

SLS 1101. Orientation. This course provides the entering student with information necessary for successful adjustment to college life, work and activities. Attention is given to study habits, vocational choice and the development of a well-rounded philosophy of life. This course is mandatory for students who have completed fewer than 12 semester hours and for all high school graduates who were dually enrolled. 1 semester hour credit. [A]

SLS 1261-1262, 2263-2264. SGA Leadership Development I, II, III, IV. A course designed for student leaders to participate in the SGA organization and development of the student activities program. The course includes the dynamics of student organizational behavior, personal and group goal setting, conflict resolution, and development of leadership skills. Required for all Student Government Association Officers. 1 semester hour credit. [A]

SLS 1265-1266, 2267-2268. Ambassador Leadership Development I, II, III, IV. A course designed for student leaders to participate in the Student Ambassador program. The course includes the dynamics of student organizational behavior, personal and group goal setting, conflict resolution, and development of leadership skills. Required for all Student Ambassadors. 1 semester hour credit. [A]

SLS 1401. Career and Life Planning. A course designed for both freshman and sophomore students (especially undeclared majors) to help them plan realistic career and life goals through the development of self evaluation, career awareness and career decision-making skills. Students engage in a series of exercises which stimulate thinking about and planning for the future, much of which is done in small groups. The current job market is explored through the use of the Career Laboratory. 2 semester hours credit. [A]

SLS 1501. College Success Skills. A course designed for first semester freshmen students. It serves as an introduction to Chipola College and assists the beginning student in coping with the people and programs available to help them get the most out of their college experience. Lab portion of the class is tailored to meet the individual needs of the student. 2 semester hours credit. [A]

SOW 2020. Introduction to Social Work. This course is a survey of the Social Worker profession from its historical roots to the present. Emphasis is placed upon introducing students to the field, practice standards, issues in social welfare, and the social work process and practice settings. Specific emphasis will be placed upon the role of social workers in enhancing the human condition. Students will be afforded the opportunity to learn about the role that professional social workers play in attaining equality of opportunities and social justice. Emphasis will also be placed upon the empowerment of humans to attain societal goals. Core societal problems such as incomes inequality, racism, sexism and inequality of opportunity will also be addressed. Students will also be exposed to generalist practice modalities that are designed to effect positive change in the individual and society. 3 semester hours credit. [A]

SPC 2017. Speech Communication for Educators. This course is designed to help future teachers become more effective communicators, particularly through the medium of public speaking, with emphasis on the demands specific to the education profession. Also, the demands of conveying such information to secondary students will be emphasized. Open to Chipola Secondary Education applicants only. Requires approval of the Director of the Chipola Teacher Education Department. 1 semester hour credit. Prerequisites: ENC 1101 and ENC 1102 with grades of "C" or higher. Prerequisite or corequisite: EME 2040. [A]

SPC 2050. Principles of Speech. This course is an intensive study of the speech process, designed primarily for English, speech, elementary education and special education majors. Emphasis is on enabling the students to evaluate their own speech; to understand phonetic, physiological, and psychological factors involved in speech; and to establish procedures to follow for personal speech improvement. A study of the International Phonetic Alphabet is included. 3 semester hours credit. [A]

SPC 2608. Effective Public Speaking. This course covers the preparation and presentation of speeches for business, social and professional occasions. Speech principles and problems will be dealt with in regard to the development and use of the speaking voice. Prerequisite: ENC 1101 or instructor's approval. 3 semester hours credit. [A]

SPM 2000. Introduction to Sports Management. This course will provide students a foundation in the field of Sport Management. It is an introductory course designed to generate interest and develop an understanding of the sport industry. Students will have the opportunity to meet and interact with various sport management professionals in the local community. 3 semester hours credit. [A]

SPN 1000. Basic Spanish Conversation. This one-semester course is designed for those who wish to acquire some knowledge of Spanish through the use of conversation, not for those who wish to meet university curriculum requirements in foreign language. A brief introduction to the history, geography and culture of Spanish-speaking countries is included. 3 semester hours credit. [O]

SPN 1120. Elementary Spanish I. This course covers the essentials of Spanish, with emphasis on oral expression. Open to students who enter college without any high school Spanish. This course has been designated as an international/diversity course. Prerequisite: Eligibility to take ENC 1101 or consent of department. 4 semester hours credit. [A]

SPN 1121. Elementary Spanish II. This course is a continuation of SPN 1120 with emphasis on both oral and written expression. This course has been designated as an international/diversity course. Prerequisite: SPN 1120 or consent of department. 4 semester hours credit. [A]

SPN 1170. Spanish Travel Study. This study travel course introduces the student to the Spanish language and the culture of a Spanish-speaking country. It provides opportunities to attain meaningful, relevant, hands-on learning experiences while living in a Spanish-speaking country. All classes are conducted entirely in Spanish to increase oral proficiency. Learning opportunities will include special lectures by Spanish guest speakers, seminars, and travel to sites of historic or cultural significance. This course has been designated as an international/diversity course. SPN 1170 is a corequisite for students taking SPN 1121, SPN 2220 or SPN 2221 while studying intensively in Spain. The appropriate prerequisites will apply. Students who wish to take SPN 1170 must have the consent of the instructor. Course may be repeated. 3 semester hours credit. [A]

SPN 2220. Intermediate Spanish I. This course includes the reading of selections from modern prose authors, a review of grammatical principles, and further study of composition and conversation. This course has been designated as an international/diversity course. Prerequisite: SPN 1121 or consent of department. 4 semester hours credit. [A]

SPN 2221. Intermediate Spanish II. This course is a continuation of the courses 2220-2221. This course has been designated as an international/diversity course. Prerequisite: SPN 2220. 4 semester hours credit. [A]

SPT 2521. Hispanic Cinema. This course is a study of the films, related philosophic foundations and directors of the cinema of Latin America and Spain. This course will be taught in English. Approximately 14 full-length feature films will be viewed in the original Spanish (one in Portuguese) with English subtitles. Students will write essays examining various themes in the films and discussed in class. This course has been designated as an international/diversity course. SPT 2521 fulfills 6,000 words of the Gordon Rule writing requirement. Prerequisites: Grades of "C" or higher in ENC 1101-1102. 3 semester hours credit [A]

SSE 3113. Teaching Social Science in Elementary School. This course explores instructional methods and materials for teaching a contemporary program in social studies in the elementary School. It includes citizenship education and multicultural understandings; current trends and models for teaching social studies. Requires 10 hours of practicum and practice teaching in public schools. 3 semester hours credit. [A]

STA 2023. Introduction to Statistics. This course includes an introduction to various statistical applications for business, medical/nursing, education, psychology, natural science, and social sciences majors. The course introduces descriptive and inferential statistics through such topics as measures of central tendency and dispersion, discrete and continuous probability distributions, sample designs and sampling distributions, statistical estimation, correlation, regression, Chi-Square analysis, hypothesis testing, and analysis of various statistical concepts. Credit will not be granted to students who have previously received credit for STA 2122. Prerequisite: A grade of "C" or higher in any mathematics course with an MAC prefix, or consent of the department. A "C" grade or higher must be earned in this course to satisfy part of the general education requirements in mathematics. 3 semester hours credit. [A]

SYG 1000. Introductory Sociology. A general study of institutional development, social determinants, social process, and cultural growth. The aim of the course is to help the student understand how our present society evolved, how it functions, and how it is developing. Considerable time is devoted to the study of the social problems of today and to the application of the sociological principles involved. The course is designed to serve as an introduction to other courses in the field. 3 semester hours credit. [A]

SYG 1010. Contemporary Sociology. This course is intended to provide the student with an insight into some of the major social issues and problems confronting American society. The course will have the flexibility to shift the focus on issues and problem areas as they move in and out of the social arena. It will provide students with a multi-cultured, unisex course capable of dealing with any social problem subject area deemed appropriate for study. This course has been designated as an international/diversity course. 3 semester hours credit. [A]

T

TAX 2000. Income Tax Accounting. Introduction to Individual Income Tax Accounting. Covers fundamental federal income tax regulations applicable to individuals, including preparation of forms, documentation requirements, computation of tax, tax planning, and use of computerized tax preparation programs. No prerequisite. 3 semester hours credit. [A]

TAX 3001. Federal Tax Accounting. A survey of federal income taxation with primary emphasis on the taxation of individuals and corporations. 3 semester hours credit. [A]

THE 1020. Introduction to Theatre. This course examines the evolution of several facets of theatre, including acting, directing, playwriting, the physical stage, performance conditions, and dramatic literature. The

emphasis is on demonstrating the collaborative, eclectic nature of theatre, and on providing students with a sophisticated understanding of how live performances have evolved to meet the demands of each society through the ages. This class meets the Humanities requirement. 3 semester hours credit. [A]

THE 1051. Theatre for Special Audiences. A course for participation in the organization, construction, rehearsal, and performance of a show for children. Credit for this course will be received only by members of the ensemble who have been selected by audition. 3 semester hours credit. [A]

THE 1925-1926-1927. Rehearsal/Performance Lab. A course for participation in theatrical productions. Credit may be received for acting, choreography, dancing, singing, or stage management in plays or musicals. Prerequisite: Courses should be taken in sequence. 1 semester hours credit each course. [A]

THE 2721. Children's Theatre. A course for participation in the organization, construction, rehearsal, and performance of a show for children. Credit for this course will be received only by members of the ensemble who have been selected by audition. 3 semester hours credit. [A]

THE 2925-2926-2927. Rehearsal/Performance Lab. A course for advanced participation in theatrical productions. Credit may be received for acting, choreography, dancing, singing, or stage management in plays or musicals. Prerequisite: Courses should be taken in sequence. 2 semester hours credit each course. [A]

TPA 1290. Technical Theatre Lab. A course for participation in the technical facets of a theatre production. Credit may be received for work in the areas of lighting, set construction, costuming, publicity, and makeup. 1 semester hour credit. [A]

TPA 1291-1292. Technical Theatre Lab. A course for participation in the technical facets of a theatre production. Credit may be received for work in the areas of lighting, set construction, costuming, publicity, and makeup. Prerequisite: TPA 1290. 1 semester hour credit. [A]

TPA 2200. Stagecraft. A lecture/seminar/laboratory course designed to help acquaint the student with general play production procedures. The course will familiarize the student with the overall workings of a theatrical organization and facets of technical theatre through textbook, video, and assigned crew work related to the semester's production. 3 semester hours credit. [A]

TPA 2293. Technical Theatre Lab . A course for participation in the technical facets of a theatre production. Credit may be received for work in the areas of lighting, set construction, costuming, publicity, and makeup. 1 semester hour credit. [A]

TPA 2296. Technical Theatre Lab. A course for advanced participation in the technical facets of a theatre production. Credit may be received for significant, independent projects in technical theatre. Prerequisite: TPA 1291; courses should be taken in sequence. 2 semester hours credit each course. [A]

TPA 2297. Technical Theatre Lab. A course for advanced participation in the technical facets of a theatre production. Credit may be received for significant, independent projects in technical theatre. Prerequisite: Consent of department. 3 semester hours credit. [A]

TPP 1100. Stage Acting. An introduction to the requirements of acting in plays. The focus will be placed equally upon script analysis and upon developing the technical skills necessary to perform comfortably on a stage. There will be regular lectures and discussions, as well as performance assignments on pantomime, improvisation and acting technique. The final grade will not be based upon talent. 3 semester hours credit. [A]

TPP2210. Touring Theatre. A course for participation in the organization, construction, rehearsal, and performance of a touring production. Credit for this course will be received only by members of the ensemble who have been selected by audition. 3 semester hours credit. [A]

TSL 3520. Language and Cultural Understanding. The course is designed to provide students with information and skills concerning the education of students who have limited English proficiency (LEP). The course addresses recognizing the need for training in order to work with LEP students and focuses on cross cultural understanding and methods of teaching speakers of other languages. It also focuses on working with the families of the LEP students. This course has been designated as an International/Diversity Course. Ten hours field experience. Prerequisite: EDF 3214. 3 semester hours. [A]

TSL4081. TESOL Issues & Practices. This course is designed to integrate the theories and principles of the teaching of English to speakers of other languages and applying them to classroom instruction. ESOL methodology and curriculum will be emphasized as they relate to current best practice in ESOL instruction. The student will increase and apply knowledge and skills in the uniform core curriculum relevant to this content area. This course has been designated as an International/Diversity Course. Ten hours of observation and participation are required for course completion. 3 semester hours credit. [A]

W

WOH 1012. World History I. This course is a comprehensive global perspective of world history. It is the study of all geographical areas and civilizations. It identifies and explores the links among civilizations that produce a multicentered world history while paying particular attention to unique identities and contributions. It examines briefly the various political and economic systems, religions, philosophies and renowned leaders of the world civilizations and societies. The perspective is multicultural and multifaceted to effect a more integrated understanding of global development. This course spans the origins of civilizations through the Enlightenment. This course has been designated as an international/diversity course. 3 semester hours credit. [A]

WOH 2022. World History II. This course is a comprehensive global perspective of world history. It is the study of all geographical areas and civilizations. It identifies and explores the links among civilizations that produce a multicentered world history while paying particular attention to their identities and unique contributions. It examines briefly the various political and economic systems, religions, philosophies and renowned leaders of the world civilizations and societies. The perspective is multicultural and multifaceted to effect a more integrated understanding of global development. This course spans the eras from the Enlightenment to the present. This course has been designated as an international/diversity course. 3 semester hours credit. [A]





Certificate Programs

"Great teachers!"

2011 Graduating Student Survey

"Chipola has a welcoming atmosphere and the staff are so caring and helpful. The facilities are clean and accessible. I am satisfied with my experience at Chipola."

2010 Graduating Student Survey

"I chose the Firefighting Program here because it was named the best in the State of Florida."

Bill Costello, Firefighting Major

"It has been a wonderful experience. A lot of work but well worth it."

2010 Graduating Student Survey

"The ACE lab is the most resourceful and helpful place that I have used on Chipola's campus. The atmosphere in the ACE lab enables me to study and work diligently on homework, on-line case studies, and reading for my nursing classes."

2009 Graduating Student Survey

"With my degree in Culinary Management, I hope to own my own restaurant one day."

Kathryn Meadows, Culinary Management Major

**Preparation for Employment
Career and Technical Education Programs
Workforce Development Preparation/Testing Center
Continuing Education and Professional Development**

WORKFORCE DEVELOPMENT CERTIFICATE PROGRAMS

Preparation for Employment

To inquire about enrolling in a particular program, contact the instructor listed for that program on the following pages.

Workforce Development certificate programs are intended for students who want specialized training in a career field before entering the job market. These programs also provide additional training for people already employed. All classes are a combination of lecture and lab.

Workforce Development certificate programs are generally based upon the number of clock hours spent in class. The programs may range from one to two years. A student completing any portion of the program may automatically continue or exit the program. Credits reflect hours rounded to the nearest whole number from the Florida Department of Education.

The courses of study consist chiefly of preparatory training for employment or advanced training in skilled occupations. Classes are scheduled during the day, four days each week for 7.5 hours or class periods per day. In a number of programs, students may enroll on a full-time or part-time basis. Selected programs offer evening instruction.

Limited Programs

Some programs, such as those offered in Cosmetology, Public Service, and Health Sciences, have limited enrollments. Furthermore, admission to the college does not mean that a student has been admitted to a particular program. Also, classes offered in some programs may not start and end according to the regular college calendar.

Public Service programs require a standard high school diploma or a GED for admission.

Admission Requirements

Admission or entrance requirements for certificate programs depend upon the program of study to be pursued. A student may be admitted to some programs if it can be shown that he or she has the ability to benefit from enrollment and attendance.

On the other hand, certificate programs in Health Sciences and Public Service have strict entrance requirements as well as limited enrollments.

To enter one of these programs, students must make arrangements in advance by contacting the person in charge of the program, listed on the following pages.

All adult clockhour students (certificate) are required by State Board Rule to take the Test of Adult Basic Education (TABE) within the first six weeks of enrollment or exempt

TABE. Arrangements for the test are made through workforce development instructors or the Testing Center. Instructors may require remediation to meet Department of Education minimum basic skill requirements and to enhance individualized approaches to skill training.

Program Completion

Technical Education Workforce Development certificate programs are competency-based, self-paced courses of study. Therefore, when a student completes all required course work/competencies and is recommended by the program instructor, the student will be awarded the appropriate certificate, even though he or she may not have completed the total average number of clock-hours listed for the program. Certain licensure programs require a minimum number of hours.

Graduate with Distinction

Students who maintain an A & B average are qualified to be a Graduate with Distinction.

Work/Lab-Based Training

The Work/Lab-Based Training Program is a planned paid work experience in which students are employed in jobs directly related to their Workforce Development field of study. For further information, contact the Workforce Development instructor for the individual program.

Programs for High School Students

Dual Enrollment

Dual enrollment is available to area high school students in most programs. See the Enrollment Services section of this catalog for more information concerning Dual Enrollment.



Automotive Service Technology



Automotive Technology Course of Study			
Course	Title		Hours
AER 0006V	Automotive Lube Technician Core		120
SLS 0341V	Employability Skills and Entrepreneurship Core		30
AER 0021V	Automotive Service Assistor		150
AER 0199V	Engine Repair Technician		150
AER 0299V	Automatic Transmission and Transaxle Technician		150
AER 0399V	Manual Drive Train and Axle Technician		150
AER 0499V	Automotive Suspension and Steering Technician		150
AER 0599V	Automotive Brake System Technician		150
AER 0697V	Automotive Electrical/Electronic System Technician		300
AER 0759V	Automotive Heating & Air Conditioning Technician		150
AER 0897V	Automotive Engine Performance Technician		300
AER 0936V	Special Topics in Automotive Service Technology		various
Total			1800

VPI 0100* Vocational Preparatory Reading
 VPI 0200* Vocational Preparatory Mathematics
 VPI 0300* Vocational Preparatory Language

*Students who have satisfactory TABE scores are not required to take these courses

Automotive Service Technology Program Code 2215

Automotive Service Technology prepares students for employment, and/or specialized training in the automotive industry. This program prepares students for positions as an automotive lube technician, automotive service assistant, engine repair technician, automatic transmission and transaxle technician, manual drive train and axle technician, automotive suspension and steering technician, automotive brake system technician, automotive electrical/electronic system technician, automotive heating and air conditioning technician, and automobile engine performance technician. This program also provides supplemental training for persons previously or currently employed in the automotive industry. It is a competency-based, self-paced program with open-entry.

Automotive Service Technology follows a sequence of instruction and when followed the structure will allow students to complete specified portions of the program for employment or to remain for advanced training. Basic Skills remediation may be required as indicated by the TABE (Test of Adult Basic Education).

(A) **Automotive Lube Technician**, learns introductory equipment and math skills; safety regulations; an understanding of basic sciences, maintenance and consumer services; employability skills and a foundation for entrepreneurship.

(B) **Automotive Service Assistor**, becomes proficient in routine maintenance and consumer services.

(C) **Engine Repair Technician**, becomes proficient in engine theory and repairs.

(D) **Automatic Transmission and Transaxle Technician**, becomes proficient in the operation and servicing of automatic transmissions and transaxles.

(E) **Manual Drive Train and Axle Technician**, becomes proficient in the operation and servicing of manual and drive trains and axles.

(F) **Automotive Suspension and Steering Technician**, becomes proficient in the operation of steering, suspension and wheel systems.

(G) **Automotive Brake System Technician**, becomes proficient in the operation and servicing of automotive brake systems.

(H) **Automotive Electrical/Electronic System Technician**, becomes proficient in diagnosing and troubleshooting electrical/electronic components as related to power train.

(I) **Automotive Heating and Air Conditioning Technician**, becomes proficient in heating, air conditioning and engine cooling systems.

(J) **Automotive Engine Performance Technician**, becomes proficient in engine performance service.

For further information, call (850) 718-2306, Building P, Room 496.

Automotive Service Technology Course Descriptions

AER 0006V. Automotive Lube Technician Core. Content includes applying appropriate math skills; an understanding of basic sciences; safety regulations; routine maintenance and consumer services; appropriate communication skills and employee behavior in the automotive industry. 120 hours.

AER 0199V. Engine Repair Technician. Content provides the principles and procedures in engine diagnosis, removal, disassembly, rebuilding, and dynamic check out enabling proficiency in engine theory and repairs in the automobile industry. 150 hours.

AER 0759V. Heating, Air Conditioning and Engine Cooling Systems. Content provides the skill training enabling proficiency in the heating, air conditioning and engine cooling systems in the automobile industry. 150 hours.

AER 0299V. Automatic Transmission and Transaxle Technician. Content provides the skill training enabling proficiency in the operation and servicing of automatic transmission/transaxle. 150 hours.

AER 0399V. Manual Drive Train and Axles Technician. Content provides the skill training enabling proficiency in the operation and servicing of manual and drive trains and axles. 150 hours.

AER 0021V. Automotive Service Assistor. Content includes demonstrating a proficiency in routine maintenance and consumer services in the automobile industry. 150 hours.

AER 0697V. Automotive Electrical/Electronic System Technician. Content provides the skill training in diagnosis and service of batteries; diagnosis and repair of starting systems, charging systems, lighting systems, gauges, warning devices, driver information systems, horn and wiper/washer and accessories. 300 hours.

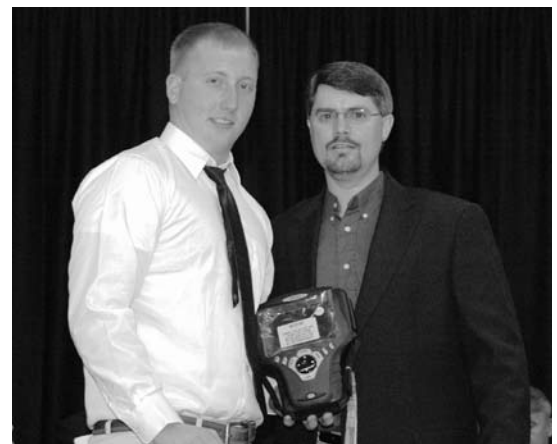
AER 0599V. Automotive Brake Technician. Content provides the skill training enabling proficiency in the diagnosis, operation, servicing, and repair of automotive brake systems in the automobile industry. 150 hours.

AER 0499V. Automotive Suspension and Steering Technician. Content provides the skill training in diagnosis, troubleshooting, service and repair of the steering, suspension and wheel systems in the automobile industry. 150 hours.

AER 0897V. Automotive Engine Performance Technician. Content provides the skill training in introduction to computer command control, electronic engine control, and electronic fuel injection systems in the automobile industry. 300 hours.

AER 0936V. Special Topics in Automotive Service Technology. This is a special course centering around current topics or special interests to meet the needs of the community. Various hours.

SLS 0341V. Employability Skills and Entrepreneurship Core. Skills required to choose an occupation, learn computer literacy, locate and apply for a job, maintain a good relationship with supervisors and co-workers, and develop good work habits. Provides foundation concepts related to entrepreneurship 30 hours.



Computer Systems Technology I & II

Computer Systems Technology I Program Code 2255

Computer Systems Technology II Program Code 2256

Computer Systems Technology prepares students for employment, and/or specialized training in a variety of occupations in the computer electronics industry. It is a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Information Technology career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Information Technology industry. The content includes but is not limited to communication, leadership skills, human relations and employability skills; and safe, efficient work practices, installation, configuration, operation, and maintenance of computer/network systems. Content also includes preparation for industry-level certifications, network connectivity, LAN/WAN fundamentals, PC hardware/software, and advanced operating systems. When the recommended sequence is followed, the structure will allow students to complete specified portions of the program for employment or to remain for advance training. A student who completes the applicable competencies at any occupational completion point may either continue with the training or become an occupational completer. (Basic skills remediation may be required as indicated by the TABE (Test of Adult Basic Education).)

Additionally, students may choose to sit for industry certification examinations. These certifications are recognized world-wide and are highly sought after by employers. This program's areas of study correspond to CompTIA A+, Network+, and several Microsoft certifications. Program students may purchase half price vouchers for CompTIA examinations. Students are responsible for making arrangements to take examinations.

For further information, call (850) 718-2392, Building O, Room 102 A.

Computer Systems Technology I Course of Study

Course	Title	Hours
EEV 0564V	End User Support Technician	420 clock hours
SLS 0341V	Employability Skills	30 clock hours
EEV 0502V	PC Electronics Installer	150 clock hours
EEV 0503V	Computer Support Specialist	300 clock hours
CET 0930V	Special Topics	Various

Total Program 900 Clock Hours

Computer Systems Technology II Course of Study

Course	Title	Hours
EEV 0506V	Field Service Technician	300 clock hours
EEV 0508V	Digital Electronics Technician	450 clock hours
CET 0930V	Special Topics	Various

Total Program 750 Clock Hours

VPI 0100* Vocational Preparatory Reading

VPI 0200* Vocational Preparatory Mathematics

VPI 0300* Vocational Preparatory Language

*Students who have satisfactory TABE scores are not required to take these courses

Computer Systems Technology I & II Course Descriptions

EEV 0564V. End User Support Technician. An in-depth study of personal computer software and operating systems, as well as installation and troubleshooting. 420 Clock Hours.

EEV 0502V. PC Electronics Installer. A study of basic laboratory practices including OSHA safety standards, proper use of hand and power tools, soldering and de-soldering procedures, and ESD safety procedures. A study of math and science concepts including volume, weight, area and circumference, fractions, decimals, formulas, temperature relationships, tolerance, taxes and wages, and invoices. A study of electronic fundamentals including electronic units, sources of electricity, Ohm's law, AC voltages, and test equipment. 150 Clock Hours.

EEV 0503V. Computer Support Specialist. This course is designed to familiarize students with hardware and peripheral equipment associated with computers. Areas covered are computer system teardown, inspection and repair, system upgrades using replacement motherboards, memory, expansion cards, storage devices, networking, printers, and imaging devices. 300 Clock Hours.

EEV 0506V. Field Service Technician. The student will be able to define interface standards, use file systems on a server, identify networking levels and protocols and troubleshoot network systems, demonstrate knowledge of communication test equipment, cable and LAN topology, hubs, switches and routers. 300 Clock Hours.

EEV 0508V. Digital Electronics Technician. This course will allow the student to install and configure advance operating systems. Students will be able to describe and explain directory services, secure file systems, printer, and resource sharing, use utilities in troubleshooting a TCP/IP network and use TCP/IP application protocols and services, DNS, DHCP, FTP, HTTP, and LDAP. 450 Clock Hours.

SLS 0341.V Employability Skills and Entrepreneurship Core. Skills required to choose an occupation, learn computer literacy, locate and apply for a job, maintain a good relationship with supervisors and co-workers, and develop good work habits. Provides foundation concepts related to entrepreneurship. 30 Clock Hours.

Cosmetology



Cosmetology

Program Code 2235

Cosmetology is designed to prepare students for employment as a licensed cosmetologist, or to provide supplemental training for persons previously or currently employed in these occupations. Students learn communication skills, leadership skills, human relations skills and employability skills; develops safe and efficient work practices; learns applicable Florida cosmetology law and rules; becomes knowledgeable of the cosmetologist, nails specialist, and facial specialist industry; develops a working knowledge of the chemistry, bacteriology, anatomy and physiology in relation to the field; learns the art of make-up; and develops skills in performing the manipulative and electrical techniques required in the practice of cosmetology, nail specialist and facial specialist occupations. This program prepares the student for successful completion of the State Board Licensing Examination which is required for the practice of cosmetology. It is a competency-based program with designated enrollment times. A special fee is charged for liability insurance. (Basic skills remediation may be required as indicated by the TABE (Test of Adult Basic Education).

Chipola College Cosmetology is a Pivot Point member school.

Cosmetology Course of Study

Course	Title	Hours
COS 0080V	Cosmetology I	450
COS 0081V	Cosmetology II	450
COS 0082V	Cosmetology III	300
COS 0927V	Special Topics in Cosmetology	various

Total 1200

VPI 0100* Vocational Preparatory Reading

VPI 0200* Vocational Preparatory Mathematics

VPI 0300* Vocational Preparatory Language

*Students who have satisfactory TABE scores are not required to take these courses

Cosmetology Course Descriptions

COS 0080V. Cosmetology I. This course introduces basic cosmetology concepts. Topics include preparation, care and

treating of the hair, safety and sanitation, bacteriology, diseases and disorders, hygiene, product knowledge and other related topics. Upon completion, students should be able to safely and competently apply Cosmetology concepts and practical skills in the salon setting. Competency is achieved in basic manual facials, hair sculpting, scalp treatments and hair re-conditioning, hair lightening and hair color, shampoos, hairstyling, chemical permanent waving and chemical hair relaxing, manicuring and pedicuring. 450 Clock Hours

COS 0081V. Cosmetology II. This course introduces new cosmetology concepts and builds upon the previous concepts learned in COS 0080V Cosmetology I. Topics include: The study of the skin, the study of nails, Hair Coloring, Chemical Texturizing, Chemistry, Anatomy and Physiology and Florida Law. Upon completion, students should be able to safely and competently apply Cosmetology concepts and practical skills in the salon setting. Students will begin to sharpen their technical skills and increase their speed and proficiency through continued practice of basic manual facials, hair sculpting, scalp treatments and hair reconditioning, hair lightening and hair color, shampoos, hairstyling chemical permanent waving and chemical hair relaxing, manicuring and pedicuring services. 450 Clock Hours

COS 0082V. Cosmetology III. This course introduces new cosmetology concepts and builds upon the previous concepts learned in COS 0081V Cosmetology II. Topics include: Wigs and Hair Additions, Salon Business and Electricity. Upon completion, students should be able to safely and competently apply cosmetology concepts and practical skills in the salon setting. Students will begin to sharpen their technical skills and increase their speed and proficiency through continued practice of basic manual facials, hair sculpting, scalp treatments and hair reconditioning, hair lightening and hair color, shampoos, hairstyling chemical permanent waving and chemical hair relaxing, manicuring and pedicuring services. 300 Clock Hours

COS 0927V. Special Topics in Cosmetology. This is a special course centering on current topics or special interests to meet the needs of the community. Various hours.



Health Sciences Programs

Certain programs offered by the Health Sciences Department are limited enrollment programs with special requirements.

Due to the unique responsibilities involved in the delivery of health care services, students seeking admission to these programs must meet certain selection and admission criteria. Applicants with the best qualifications will be selected.

Furthermore, these programs have special attendance requirements, grading policies, dress codes and fees.

Curricula for these programs are prescribed by the Department of Education's Program Standards and the Florida State Board of Nursing.

Licensure to practice is dependent upon passing a state licensing or certification examination. Applicants are advised that if they have been arrested or convicted of anything other than a minor traffic violation, the certifying or licensing agency may deny licensing or certification.

Nursing Assistant (Long Term Care)

Program Code 2218

This program is designed to prepare Nursing Assistant students for employment as Certified Nursing Assistants and to provide supplemental training for persons previously or currently employed in this occupation.

The program provides a broad foundation of knowledge and skills for the role of Nursing Assistant. Upon completion the graduate will be prepared to take care of patients in the health care facility (e.g. hospital, nursing home). Successful completion of the program qualifies the student to take the state certification exam for employment as a nursing assistant. The Nursing Assistant Course is 120 hours in length. Classroom instruction will be

offered on campus while local clinical facilities will be used for clinical experiences.

Each student must complete the following course of studies:

Nursing Assistant Course of Study		
Course	Title	Hours
HCP 0122V	Nursing Assistant	120
Total		120

VPI 0100* Vocational Preparatory Reading

VPI 0200* Vocational Preparatory Mathematics

VPI 0300* Vocational Preparatory Language

*Students who have satisfactory TABE scores are not required to take these courses

Nursing Assistant Course Descriptions

HCP 0122V. Nursing Assistant. This course is designed to provide theoretical and clinical experiences necessary for students to acquire the entry-level competencies required of a Certified Nursing Assistant. Course outlines with specified experiences will be used to accomplish these objectives. These include: formal classroom lectures, group discussions, written and oral assignments individualized instruction, audio-visual aids, simulated labs, and clinical assignments. Observation and communication skills will be emphasized. Classes are held 9 a.m. until 1:00 p.m., Monday, Wednesday, and Friday. NOTE: Completion of this course does not guarantee certification as a Certified Nursing Assistant. Course completion qualifies completer to sit for the State Certification Test for Nursing Assistants. Upon notification by state of passage, the completer will received certification as a nursing assistant. 120 hours/4 credits.



Public Service Programs



Law Enforcement Officer (CMS Academy)

Program Code 2213

The Law Enforcement program prepares students as entry level law enforcement officers, such as Police Officer and Deputy Sheriff. Practical skills and field exercise are an integral part of this program.

To acquire a certificate, candidates must successfully complete all of the courses listed and pass a state examination.

All courses have special lab fees.

Law Enforcement CMS Academy Course of Study		
Course	Title	Hours
CJK 0007V	Introduction to Law Enforcement	11
CJK 0011V	Human Issues	40
CJK 0017V	Communications	76
CJK 0020V	Law Enforcement Vehicle Operations	48
CJK 0031V	First Responder	40
CJK 0040V	Firearms	80
CJK 0551V	Defensive Tactics	80
CJK 0061V	Patrol I	58
CJK 0071V	Criminal Investigations	56
CJK 0076V	Crime Scene Investigations	24
CJK 0082V	Traffic Stops	24
CJK 0083V	DUI Traffic Stops	24
CJK 0086V	Traffic Crash Investigations	32
CJK 0096V	Criminal Justice Officer Physical Fitness	60
CJK 0422V	Dart Firing Stun Gun Use	8
CJK 0008V	Legal	69
CJK 0062V	Patrol II	40
Total		770

All programs offered by the Public Service department teach objectives specified by the Criminal Justice Standards and Training Commission. These minimum standards classes are regulated by Florida Statutes and are disciplined programs with special rules and procedures.

All Public Service programs have special criteria for entrance—age, education, scores on entry exams—plus an interview.

The Chipola College Criminal Justice Center's overall goal is to attract, screen and select candidates for the Law Enforcement/Correctional Officer/Firefighting Academy. Key elements of the applicant screening process consist of: drug testing, physical examination, military history and a full background investigation as well as a Chipola College student applications process.

After successful completion of the Academy and State Examination requirements, eligible candidates will be placed in a pool where they may be called for interviews by participating agencies.

Correctional Officer Program Code 2212

The Basic Corrections program prepares students for employment as correctional officers and provides supplemental training for persons previously or currently employed in this occupation.

To acquire a certificate, candidates must successfully complete all of the courses listed and pass a state examination.

Correctional Officer Course of Study		
Course	Title	Hours
CJK 0270V	Corrections: Legal I	46
CJK 0285V	Corrections: Legal II	22
CJK 0286V	Corrections: Communications	42
CJK 0100V	Corrections: Interpersonal Skills I	62
CJK 0551V	Defensive Tactics	80
CJK 0040V	Firearms	80
CJK 0031V	First Responder	40
CJK 0101V	Corrections: Interpersonal Skills II	50
CJK 0480V	Corrections: Emergency Preparedness	26
CJK 0102V	Corrections: Operations	64
CJK 0280V	Physical Fitness Training	40
Total		552

Law Enforcement Cross-Over to

Correctional Officer - Program Code 2222

Persons who have received their certificates in Basic Law Enforcement may also become certified in Basic Corrections by successfully completing this course of study.

Law Enforcement Cross-Over to Correctional Officer Course of Study

Prerequisite: Completion of the Basic Law Enforcement Program

Course	Title	Hours
CJK 0101V	Corrections: Interpersonal Skills II	50
CJK 0480V	Corrections: Emergency Preparedness	26
CJK 0102V	Criminal Justice: Operations	64
CJK 0204V	Law Enforcement Cross-over to Correctional Introduction	59
Total		199

Correctional Officer Cross-Over to Law Enforcement - Program Code 2221

Persons who have received their certificates in Basic Corrections may also become certified in Basic Law Enforcement by completing the following course of study.

Correctional Officer Cross-Over to Law Enforcement Course of Study

Prerequisite: Completion of the Basic Corrections Program

Course	Title	Hours
CJK 0221V	Correctional Cross-Over to Law Enforcement Introduction and Legal	47
CJK 0222V	Correctional Cross-Over to Law Enforcement Communications	56
CJK 0223V	Correctional Cross-Over to Law Enforcement Human Issues	32
CJK 0061V	Patrol I	58
CJK 0062V	Patrol II	40
CJK 0076V	Crime Scene Investigations	24
CJK 0071V	Criminal Investigations	56
CJK 0082V	Traffic Stops	48
CJK 0086V	Traffic Crash Investigations	32
CJK 0020V	Law Enforcement Vehicle Operations	48
CJK 0422V	Dart Firing Stun Gun	8
CJK 0212 V	Cross-Over Corrections to Law Enforcement CMS High-Liability	8
Total		457

Public Service Course Descriptions

CJD 0250V. Interviews and Interrogations. An advanced course designed to cover the techniques, methods, principles, and issues of interviews and interrogations. 40 hours.

CJD 0310V. Line Supervision. A course designed to provide students with the knowledge and skills needed to function effectively as supervisors. Major topic areas include interpersonal communications, principles of organization and management, human relations, planning and development, policy formulation and budgeting. 80 hours.

CJD 0320V. Middle Management. A course designed for the law enforcement or correctional officer in a management or supervisory position. The course strengthens basic skills and develops leadership skills which are necessary for successful performance in the criminal justice field. 40 hours.

CJD 0331V. Planning the Effective Use of Financial Resources. This course was designed to acquaint the criminal justice officer with general financial concepts and terms, financial systems, budgets, and the effective uses of financial information within a criminal justice agency. An eight-hour practicum has been provided in this course to allow the students to actually develop and justify a working budget. 40 hours.

CJD 0332V. Building and Maintaining a Sound Behavior Climate. A course designed to acquaint the criminal justice officer with behavioral concepts, management techniques, motivational techniques, and the role of communication in criminal justice administration. 40 hours.

CJD 0468V. Youthful Offender Program. A course designed to provide the officer with increased knowledge and experience related to youthful offenders. General concepts, staff-inmate relationships, treatment of discipline strategies and youthful offender supervisory skills will be presented. FDLE - CJSTC Advanced Course. For Criminal Justice Personnel Only. 40 hours.

CJD 0470V. Emergency Preparedness. A course designed to introduce correctional officers to the concept and key components of emergency situations; effective leadership to prevent such occurrences; and internal factors both inside and outside correctional institutions which affect emergency situations. FDL- CJSTC Advanced Course. For Criminal Justice Personnel Only. 40 hours.

CJD 0471V. Discipline and Special Confinement Techniques. A course designed to aid the correctional officer in effectively and properly performing the task requirements inherent in a confinement environment. The student will perform many of these tasks in practical exercises to demonstrate proficiency. FDLE - CJSTC Advanced Course. For Criminal Justice Personnel Only. 40 hours.

CJD 0476V. Fire Fighting. A course designed to provide officers with first-stage firefighting capabilities and thereby reduce the dangers of death and injury in correctional settings. Emphasis will be placed on rescue techniques, the use of breathing equipment, evacuation of prisoners. FDLE - CJSTC Advanced Course. For Criminal Justice Personnel Only. 40 hours.

CJD 0602V. Narcotic Identification and Investigation. A course which follows the curricula developed by the U. S. Drug Enforcement Administration for teaching criminal justice officers essential concepts and techniques in the area of drug and drug-related crimes. FDLE - CJSTC Advanced Course. For Criminal Justice Personnel Only. 40 hours.

CJD 0603V. Sex Crimes Investigation. A course providing an overview of sex crimes investigation for the patrol officer and investigator with limited experience in this field. Provides an understanding of the problematic, legal, investigative and evidentiary aspects of sex crimes. FDLE - CJSTC Advanced Course. For Criminal Justice Personnel Only. 40 hours.

CJD 0604V. Injury and Death Investigations. A course giving the patrol officer and investigator with limited experience in injury and death investigation a general insight into investigative, legal and evidentiary compounds. FDLE - CJSTC Advanced Course. For Criminal Justice Personnel Only. 40 hours.

CJD 0626V. Hostage Negotiations. This course is designed to qualify in-service law enforcement and correctional officers and support personnel in the area of hostage negotiations; to include: introduction to the problem, types of hostage situations, formulation of policy, hostage negotiations principles, communications principles, intelligence gathering, abnormal behavior and participant performance exercise. FDLE - CJSTC Advanced Course. For Criminal Justice Personnel Only. 40 hours.

CJD 0632V. Field Training Officer. A course designed to introduce the criminal justice student to all aspects of field training and evaluation programs to include adult learning and instruction,

evaluation, role responsibilities and characteristics of the Field Training Officer (FTO), communications techniques, counseling techniques, legal and ethical issues and human motivation. FDLE - CJSTC Advanced Course. For Criminal Justice Personnel Only. 40 hours.

CJD 0647V. Organized Crime. Designed for the patrol officer and investigator, this course covers specific techniques of recognition, classification and effective investigation of organized crime. This course is intended for the patrol officer and investigator. 40 hours.

CJD 0663V. Writing and Reviewing Reports. A course providing a focused review and practice of the basic elements necessary for effective writing in any situation or any type of report. FDLE - CJSTC Advanced Course. For Criminal Justice Personnel Only. 40 hours.

CJD 0677V. Drug Abuse Awareness and Education. A course providing the informed criminal justice officer with the methodologies necessary to educate members of the community. This is achieved through various modes of presentation on current and critical issues relevant to drug abuse FDLE - CJSTC Advanced Course. For Criminal Justice Personnel Only. 40 hours.

CJD 0681V. Case Preparation and Court Presentation. A study of the fundamentals of criminal case preparation and court presentation for the law enforcement and/or correctional officer, to include case files, pretrial discovery, depositions, plea bargaining, court testimony, moot court, post adjudication responsibilities, case studies and a practical exercise. FDLE - CJSTC Advanced Course. For Criminal Justice Personnel Only. 40 hours.

CJD 0691V. Stress Awareness and Resolution. A course designed to enhance the law enforcement, correctional and correctional probation officer's ability to deal with stressful situations that are inherent in the criminal justice profession. A general awareness of the causes and types of stress and techniques for managing stress should lead to more effective job performance. This course emphasizes application of stress management techniques related to all areas of the officer's life. FDLE-CJSTC Advanced Course. For Criminal Justice Personnel only. 40 hours.

CJD 0693V. Crisis Intervention. A course providing the law enforcement and correctional officer with the training needed to recognize and handle common crises. FDLE - CJSTC Advanced Course. For Criminal Justice Personnel Only. 40 hours.

CJD 0697V. Domestic Intervention. This course is designed to provide the officer with an awareness of domestic intervention symptoms and techniques, including information and case studies on specific domestic and social problems. 40 hours.

CJD 0161V. Managing and Communicating. This course is designed to identify managing and communicating skills for officer safety when dealing with offenders who have mental illness, substance abuse and co-occurring disorders. Obtaining such skills may increase the safety and security of a well-run facility. 40 hours.

CJD 0164V. Inmate Manipulation. This course is designed to instruct corrections officers in the physical and verbal strategies dealing with inmate manipulation in a professional manner.

40 hours.

CJE 0308V. Developing & Maintaining a Sound Organization. A course designed to acquaint the criminal justice officer with the general concepts and principles of organization and organizational structures. 40 clock hours

CJE 0404V. Human and Community Relations. This course is designed to help officers understand their own feelings in efforts to create the ability to effectively deal with the feelings of others. Law enforcement image and functions as well as conflict-causing barriers which exist between police and the community will be explored. 40 clock hours.

CJE 0543V. Radar Speed Measurement. This course is designed for the Law Enforcement officer in a patrol officer's position to improve the effectiveness of speed enforcement through the proper use of police traffic "RADAR" speed measurement. 40 clock hours.

CJK 0007V. Introduction to Law Enforcement. This course presents an overview of the Basic Law Enforcement Academy, values, ethics, sexual harassment, the chain of command, and criminal justice components. 11 clock hours.

CJK 0008V. Legal. This course presents an overview of the evolution of Law, Constitutional Law, Florida statutes, Legal Concepts, Substantive Criminal Law, Civil and Criminal Liability, Juvenile Law and Use of Force issues. 69 Clock Hours.

CJK 0011V. Human Issues. A Basic Law Enforcement Academy course that deals with mental retardation, mental illness, alcoholism, and substance abuse. Physical disabilities, criminal street gangs, the elderly and note taking are also discussed. 40 clock hours.

CJK 0017V. Communications. A Basic Law Enforcement Academy course that deals with report writing, interviewing, taking statements, telecommunications, officer safety and survival, crisis intervention, community orientated policing, and the secure approach to Law Enforcement. 76 clock hours.

CJK 0020V. Law Enforcement Vehicle Operations. A Basic Law Enforcement Academy course that deal with vehicle inspections, proactive driving skills, practical exercises, and the use of lights and sirens. 48 hours.

CJK 0031V. First Responder. A Basic Law Enforcement Academy course that deals with the First Responder to Emergencies, introduction to the Emergency Medical System (EMS), and hazardous materials awareness. 40 hours.

CJK 0040V. Firearms. A Basic Law Enforcement Academy course that deals with firearms familiarization, ammunition characteristics, fundamentals of marksmanship, drawing and holstering a handgun, the use of cover, weapon malfunctions, live fire exercises, weapons cleaning, qualifications, and survival shooting. 80 hours.

CJK 0061V. Patrol I. A Basic Law Enforcement Academy course that deals with patrol procedures. Discussions include types of patrol, officer survival considerations, patrolling techniques and patrol functions. 58 clock hours.

CJK 0062V. Patrol II. A Basic Law Enforcement Academy course that deals with incident command, crowd control, gangs, hazmat, and responding to bomb threats. 40 clock hours.

CJK 0071V. Criminal Investigations. A Basic Law Enforcement Academy course that deals with crimes against persons, crimes against property, follow-up investigations and court procedures. 56 clock hours.

CJK 0076V. Crime Scene Investigations. A Basic Law Enforcement Academy course that deals with initial response to a call for service, processing, protecting, documenting, surveying a crime scene, investigating and pursuing leads. 24 Clock Hours.

CJK 0082V. Traffic Stops. A basic Law Enforcement Academy course dealing with unknown risks, traffic stops, unattended vehicles & high risk stops. 24 clock hours.

CJK 0083V. DUI Traffic Stops. A basic Law Enforcement Academy course dealing with DUI traffic stops. 24 clock hours.

CJK 0086V. Traffic Crash Investigations. A basic Law Enforcement Academy course that deals with traffic crash investigations. Demonstration of proficiency in securing a crash scene, interviewing witnesses and drivers, investigating and documenting the traffic crash. 32 clock hours.

CJK 0096V. Criminal Justice Officer Physical Fitness Training. This course is designed to provide physical fitness training to the Basic Law Enforcement Academy improving the student's overall physical fitness level and provide a foundation for lifelong fitness. 60 clock hours.

CJK 0100V. Corrections Interpersonal Skills I. This course covers personal relations techniques with emphasis on human behavior and needs, including those of various inmate groups such as juvenile and youthful offenders, ethnic and cultural minorities, mentally ill or retarded, handicapped, and substance abusers. Also included are crises intervention techniques for various situations, including suicide, and recognition of signs of stress and other behaviors. 62 clock hours

CJK 0101V. Corrections Interpersonal Skills II. This course covers interpersonal skills and techniques needed by officers to understand incarcerated persons, including human adjustment to imprisonment, inmate societies, criminal types and careers, institutional criminalities, female inmates, inmate homosexuality, recognition of inmate deception and manipulation. Also includes inmate supervision techniques. 50 clock hours

CJK 0102V. Corrections Operations. This course covers operation of correctional facilities, including chain of command, facility and vehicle inspection, safety, environmental, health and food services, control room operations, intake procedures and classification, fingerprinting, transfer, release, disciplinary confinement, referral, cell and area search procedures, officer survival consideration, patrol concepts, techniques and hazards, accountability, security, inmate movement procedures, investigation procedures, and state rules and regulation. 64 clock hours

CJK 0204V. Law Enforcement Cross-Over to Correctional Introduction. This course is an overview of legal and interpersonal skills emphasizing ethics, history, philosophies, rights, responsibilities,

crises intervention, human behavior, juvenile offenders and various legal issues. 59 clock hours

CJK 0212V. Cross-over Corrections to Law Enforcement - High Liability. This course is designed for the corrections officer(s) to cross over to law enforcement which focuses on high liability areas, prepares prospective officer(s) to apply basic first aid knowledge and techniques to emergencies. The officer will learn firearm safety procedures; use of deadly force; basic procedures for handguns; learn common types of ammunition and attain proficiency in marksmanship using certain designated firearms. 8 hours.

CJK 0221V. Correctional Cross-Over to Law Enforcement Introduction and Legal. This course is designed for correction officer(s) to cross-over to become Law Enforcement officer(s). Topic areas include values and ethics, sexual harassment, introduction to law legal concepts, substantive law, use of force, civil and criminal liability and juvenile law. 47 clock hours

CJK 0222V. Correctional Cross-Over to Law Enforcement Communications. This course is designed for correction officer(s) to cross-over to become Law Enforcement officer(s). Topic areas include human interaction, interviewing techniques and writing reports. 56 clock hours.

CJK 0223V. Correctional Cross-Over to Law Enforcement Human Issues. This course is designed for correction officer(s) to cross-over to become Law Enforcement officer(s). Topic areas include crisis intervention, disability awareness, responding to juveniles, responding to the elderly, responding to suicide and substance abusers. 32 clock hours

CJK 0270V. Corrections Legal I. An introductory overview of the criminal justice system and a history of law with specific focus upon its application to officers. This course includes the study of probation and parole, inmate rights and responsibilities, privileged communication, correctional officer's rights and responsibilities, classification of offenses, civil and criminal liability, bribery, rules and trial procedures and burden of proof. 46 clock hours

CJK 0280V. Physical Fitness Training. This course is designed to provide physical fitness training to the Basic Corrections Academy improving the student's overall physical fitness level and provide a foundation for lifelong fitness. 40 clock hours.

CJK 0285V. Corrections Legal II. This course covers constitutional law and its application to corrections officers, including rules of evidence, arrest laws, search and seizure concepts, obstruction of justice, arson, assault and sexual battery, theft, homicide, extortion, Myers Act, Baker Act, Corrections Mental Health Act. Includes the civil and criminal liability officers. 22 clock hours

CJK 0286V. Corrections: Communications. This course covers the report writing process from interview through final product. Communications includes communication equipment, radio codes, telephone procedures, interpersonal skills, and practical exercises. 42 clock hours

CJK 0422V. Dart Firing Stun Gun. Dart-Firing Stun Gun. This course will introduce the student to the basics of both the stun gun as well as the dart-firing stun gun and provide some fundamental knowledge on this emerging tool in criminal justice. 8 hours.

CJK 0460V. School Resource Officer. A course designed to acquaint the criminal justice officer with the general concepts and principles of organization and organizational structures. 40 clock hours

CJK 0470V. Criminal Law for Advanced Training. A course in the theory, purpose and history of criminal law. General criminal procedures, including arrest and trial, appeal, punishment and release, search and seizure and the rights and duties of law officers. 40 clock hours.

CJK 0480V. Corrections: Emergency Preparedness. Covers skills and techniques for riot and disturbance control, handling unusual occurrences, emergency procedures, firefighting principles, and procedures if taken hostage. Includes prevention procedures. 26 clock hours.

CJK 0551V. Defensive Tactics. A Basic Law Enforcement Academy course that deals with the minimal force necessary to overcome resistance to arrest, or control of violent behavior. Demonstration of officer presence, communication skills, falling techniques, use of restraint devices, physical frisk and searches, transporter techniques, take down maneuvers, pressure points, counter moves, escape and ground defense techniques, and prisoner transport. Demonstrate proficiency in the use of intermediate weapons defense against edged weapons and handgun retention. 80 clock hours.

CJT 0800V. Computer Applications in Criminal Justice. This course will provide criminal justice officers, with limited computer and technology experience, information regarding the benefits of computers and technology when managing the operations within the criminal justice system. 40 clock hours.





Fire Fighter II *Program Code 2210*

The Fire Fighter program prepares students for certification and employment as Fire Fighters in accordance with Florida Statutes.

Special Program Requirements: An academic average of “C” or higher must be earned in each Firefighting course in the program to receive a certificate. To be eligible for the state exam a student must complete all requirements set forth by the college and the Bureau of Fire Standards and Training.

This program requires that students follow the BFST attendance policy, which basically states that no student may miss more than ten percent of any course. Some class experiences, however, have a mandatory attendance requirement. The Firefighting program termination policy will be strictly enforced. Roll call will be held at each class meeting and attendance is considered an essential requirement of Firefighting students.

A minimum grade of seventy percent must be maintained on each evaluation. One retake is permitted on each evaluation; failure to reach a seventy percent grade on a retake would result in dismissal. A student is allowed to take only two retake examinations.

Fire Fighter Course of Study

Prerequisites: Candidates are required to take a physical examination. Entry requirements of the Bureau of Fire Standards and Training (BFST) must be met. Students must be physically fit to perform all tasks assigned. Complete turnout (bunker) gear must be furnished by the student. Also required: TABE Level A-Reading 10; Math 10; Language 10.

Course	Title	Hours
FFP 0010V	Fire Fighter I	225
FFP 0020V	Fire Fighter II	225
		Total 450

***FFP 0142V Medical First Responder (40 clock hours) is required for certification.**

VPI 0100** Vocational Preparatory Reading

VPI 0200** Vocational Preparatory Mathematics

VPI 0300** Vocational Preparatory Language

**Students who have satisfactory TABE scores are not required to take these courses

Fire Fighter Course Descriptions

FFP0010V. Fire Fighter I. This course introduces the student to the skills and techniques used in firefighting. Classroom instruction includes a variety of fire related topics. Practical exercises and scenarios are included to enhance classroom instruction and skill development. 225 Clock Hours.

FFP0020V. Fire Fighter II. This is a continuation course after Firefighter I and prepares the student for employment as a Florida Certified Firefighter. This course builds upon the skills and knowledge attained in Firefighter I and prepares students for mastery of the basic competencies required. 225 Clock Hours.

FFP0142V. Medical First Responder. This course introduces the student to the skills and techniques used for first responder to medical emergencies. Classroom instruction includes a variety of medical related topics encountered by firefighters. Practical exercises and scenarios are included to enhance classroom instruction and skill development. 40 Clock Hours.

Workforce Development Preparation/Testing Center

The Testing Center offers the TABE (Test of Adult Basic Education). Basic skills instruction for Workforce Development students to meet the basic-skills level required for completion of a program is provided concurrently through Vocational Preparatory Instruction. Staff are available daily to provide professional assistance to students who need help with required course work in reading, mathematics, and language skills needed in the workplace.

For more specific information contact the Chipola College Testing Center.

Vocational Preparation Course Descriptions

VPI 0100V-0111V. Vocational Preparatory: Reading. These courses are designed for students needing improvement in literal reading comprehension skills prior to entering a vocational program. Following diagnostic assessment, an individualized instructional prescription is developed. A post-test is administered upon completion of the prescription. The second course is designed for students with diplomas and scores above 9.0 on the Test of Adult Basic Education. The courses are graded Satisfactory or Unsatisfactory.

Continuing Education and Professional Development Center

Education for Life. . . .

Our top-rated training will boost your performance on the job so you can get right down to business. And when you're ready to relax, we have just the right mix of courses to make the most of your leisure time.

Chipola awards Continuing Education certificates of completion when deemed appropriate.

Personal Enrichment

Maybe you've obtained the education and skills you set out to achieve and are now working in your field of choice. But you may have realized that to get ahead, you'll need additional skills or knowledge. Or maybe you just enjoy being in a collegiate atmosphere. Either way, our professional development and recreational learning courses can provide you with new skills and offer the opportunity to have fun while in pursuit of lifelong learning. Professional development courses include computer training, financial planning, payroll and leadership.

Professional Development

Are you striving to keep your competitive edge by having the best-trained work force? Your employees can continue their education and training at Chipola College, upgrade their work skills, or get valuable certifications.

Customized Training/Consulting

Is your organization looking for targeted individual, team, or organizational development training? Within each of these areas, we can partner with you to design the **customized training programs** you need. You can choose how the training is delivered—from

factory. Fees are dependent upon the number of hours needed to complete the course.

VPI 0200V-0211V. Vocational Preparatory: Math. These courses are designed for students who need to improve their basic math skills before entering a vocational program. Following the diagnostic assessment, an individualized instructional prescription is developed. A post-test is administered at the completion of the prescription. The second course is designed for students with diplomas and scores above 9.0 on the Test of Adult Basic Education. The courses are graded Satisfactory or Unsatisfactory. Fees are dependent upon the number of hours needed to complete the course.

VPI 0300V-0311V. Vocational Preparatory: Language. These courses are designed for students who need improvement in basic English skills prior to entering a vocational program. Following diagnostic assessment, an individualized instructional prescription is developed. A post-test is administered at the completion of the prescription. The second course is designed for students with diplomas and scores above 9.0 on the Test of Adult Basic Education. The courses are graded Satisfactory or Unsatisfactory. Fees are dependent upon the number of hours needed to complete the course.

workshops or classroom-based instruction to technology-based formats such as multi-media or distance learning.

Sample training programs include: Supervisory/Leadership, Communications, Conflict Resolution, Team Building, and Interviewing & Selecting Employees. Workplace readiness and literacy programs are also available, and the **Center for Computer Education** offers employers customized computer training.

Do you need someone to perform a needs analysis, facilitate meetings, coach performance, or train management? We can partner with you on these types specialized projects. Whether you're trying to help current employees reach their potential or to make a hiring decision, you've come to the right place. We offer assessment services to improve individual performance and to meet organizational effectiveness needs.

Sample tests identify work attitudes, workplace readiness, personality traits, and computer application skills. Eliminate unnecessary risks from your hiring decisions by taking advantage of this unique program. How does it work? We help your job applicants or new hires throughout their probationary period to develop skills that are customized to fit your organization.

You can expect:

- ♦ A broad base of management, supervisory, and business development courses
- ♦ The flexibility to provide training for all sizes and levels of staff
- ♦ Training delivery at our site or yours
- ♦ State-of-the-art equipment

If you are interested in any of these activities, would like to set up customized training, or receive current scheduling information for Continuing Education, call 718-2455. Our office is here to assist you with your training or personal enrichment needs.



Personnel

"I love all of the professors at Chipola."

2011 Graduating Student Survey

"I really appreciate the faculty and staff at Chipola for inspiring me towards my new career."

Bruce Miles, Chipola Paraprofessional Program

"I am proud to be an alumnus of the school at which I now teach. I think Chipola is a good school, close to home, which offers quality education."

Willie Spires, Ph.D., Director of Social and Behavioral Sciences and 1973 CJC Graduate

"ACE offers a very resourceful study area. There is always someone there willing to help."

2011 Employee Survey

"ACE is a great place to receive help. All the tutors and staff are very helpful."

2011 Employee Survey

"Having had the opportunity to work somewhere else before coming to Chipola College, I can honestly state that Chipola College is absolutely the BEST place anyone can work." **2009 Employee Survey**

District Board of Trustees

Administration

Faculty and Administrators

Non-Teaching Staff

Administrator and Faculty Emeriti

PERSONNEL

District Board of Trustees

The board meets on the third Tuesday of each month at 7 p.m. in the Public Service Building (Building Y).

Calhoun County



Ryals

Liberty County



Plummer

Holmes County



Jones

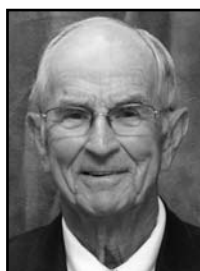


Bailey

Jackson County



Crawford



Padgett



Stuart

Washington County



Clark



Page

Dates indicate expiration of the trustee's current appointment to the board.

Dr. Leisa H. Bailey (2013), 803 North Waukesha, Bonifay, FL 32425

Gary F. Clark (2011), 1670 Peel Road, Chipley, FL 32428

Jeff Crawford, Jr. (2011), 2542 Indian Springs Road, Marianna, FL 32446

Robert L. Jones (2011), 1829 Confederate Way, Westville, FL 32464

John W. Padgett (2010), 1885 Spring Lake Trail, Marianna, FL 32448

Jan L. Page (2011), Post Office Box 623, Chipley, FL 32428

Mark S. Plummer (2010), Post Office Box 214, Bristol, FL 32321

Danny Ryals (2013), Post Office Box 100, Blountstown, FL 32424

Gina Stuart (2013), 2929 Russ Street, Marianna, FL 32446

T. Gerald Holley, Board Attorney, Post Office Box 268, Chipley, FL 32428

Administration

Dr. Gene Prough
President



Dr. Sarah Clemmons
Senior Vice President
of Instruction



Steve Young,
Vice President
of Finance



Dr. Jayne Roberts
Vice President of
Student Affairs



Karan Davis
Associate Vice
President of
Human Resources
and Equity Officer



Dennis Everett
Associate Vice
President of
Information
Systems



Gail Hartzog
Dean of
Institutional
Development
& Planning



Director of Academic Center for Excellence (ACE) - Bonnie Smith
Capital Projects and Facilities Administrator - Louy Harris
Director of Athletics - Dr. Dale O'Daniel
Dean-School of Business and Technology - Dr. James Froh
Director of Criminal Justice/Public Service - Charles Crawford
Director of Video and T.V. Production - Royce Reagan
Director of Financial Aid - Sybil Cloud
Associate Dean of Fine and Performing Arts - Joan Stadskev
Director of Foundation - Julie Fuqua
Dean - School of Health Sciences - Vickie Stephens
Director of Library and Distance Learning - Dr. Lou Kind
Associate Dean of Mathematics and Natural Science - Dr. Rose Cavin
Director of Physical Plant - Harry Fleener
Director of Public Relations - Dr. Bryan Craven
Associate Dean of Social and Behavioral Sciences - Dr. Willie Spires
Dean - School of Education - Dr. Lou Cleveland
Director of Theatre - Charles Sirmon

Faculty, Administrators and Other Professionals

Italics indicates administrators.

Dates indicate beginning of employment at Chipola College.

Addison, Matthew—(2010) Assistant Coach, Baseball

Ashmore, Georgia—(2005) Assistant Professor, Mathematics

A.A., Chipola Junior College

B.S., M.S., Florida State University

Bennett, Christen—(2010) FETPIP Coordinator/Student Advisor

A.A., Chipola Junior College

B.S., Florida State University

M.S., Troy University

Blake, Patrick—(2010) Assistant Coach, Men's Basketball

Bodart, Jeffrey R.—(1995) Professor, Physics

B.S., University of Missouri-St. Louis

M.A., Ph.D., Washington University

Brookins, Kelly—(2010) Assistant Coach, Softball

B.A., Nova Southeastern University

Burns, Nancy—(1986) Professor, Computer Science

B.S., University of Houston

B.S., Troy State University

M.Ed., North Texas State University

Bush, Casey—(2010) Instructor, Teacher Education

A.A., Gulf Coast Community College

B.S., M.S., Florida State University

Cauley, Melissa—(2009) Instructor, Social and Behavioral Sciences

A.A., Chipola Junior College

B.S., M.S., Florida State University

Cavin, Rose—(1996) *Associate Dean of Mathematics and Natural Science*

B.S., Ph.D., Florida State University

M.Ed., University of West Florida

Clemmons, Sarah M., (1979) *Senior Vice President of Instruction*

A.A., Chipola Junior College

B.A., University of West Florida

M.S., Troy State University

M.A., Ph.D., Florida State University

Cleveland, Linda L.—(2006) *Dean - School of Education*

B.S., M.S., Adv.M., Ed.D., Florida State University

Cloud, Sybil—(1975) *Director of Financial Aid*

Coley, Marti—(2007) *Special Assistant: Business and Community Affairs*

A. A., Chipola Junior College

B. S., Florida State University

Craven, Bryan—(1988) *Director of Public Relations*

A. A., Chipola Junior College

B.S., M.S., Florida State University

Ed.S., Ed.D., University of West Florida

Crawford, Charles—(2008) *Director of Criminal Justice/Public Service*

A. A., Brevard Community College

B.A., M.S., University of Central Florida

M.B.A., Northcentral University

Cruz-White, Irma—(2003) Associate Professor, Mathematics

B.S., University of Puerto Rico

M.S., Ph.D., Florida State University

Cuccio, Santine—(2003) Associate Professor, Biological Science

B.S., St. Johns University

M.S., Ph.D., University of South Florida

Davis, Karan—(1986) *Associate Vice President of Human Resources and Equity Officer*

A.A., Chipola Junior College

B.S., Troy State University

Dawkins, Angela—(2008) Instructor, Health Sciences

A.D.N., George Wallace Community College

B.S.N., University of South Alabama

M.S.N., South University

DeFelix, Geraldine—(1997) Professor, English

A.A., Chipola Junior College

B.A., University of West Florida

M.S., Troy State University

Dolan, Michael—(2007) Coordinator of Corrections

B.S., Florida A&M University

M.S., Troy State University

Dorsey, Tina—(2010) Instructor, Nursing

A.A., Chipola College

B.S.N., M.S.N., Florida State University

Duke, Chastity—(2003) Associate Professor, Nursing

A.D.N., George C. Wallace State Community College

B.S.N., M.S.N., Florida State University

Ed.S., University of West Florida

Ed.D., University of West Florida

Ebel, Mark—(2004) Professor, Foreign Languages

B.A., University of Nebraska

M.A., Ph.D., Florida State University

Everett, Dennis F.—(1984) *Associate Vice President, Information Systems*

A.A., Chipola Junior College

B.S., University of West Florida

Everett, JoAnn—(1986) Assistant Professor, Mathematics

A.A., Chipola Junior College

B.S., University of West Florida

Fleener, Harry—(1996) *Director of Physical Plant*

Foulk, Robert—(2010) Instructor, Business Management

M.B.A., Southern Illinois University at Edwardsville

Fowler, Martin—(2002) Coordinator of Fire Science

A.S., Chipola College

Freeman, Denise—(2010) Instructor, Natural Science

B.S., University of Central Oklahoma

M.S., University of Nebraska at Kearney

Froh, James—(2010) *Dean - School of Business and Technology*

B.S., University of Wisconsin Oshkosh

M.S., Milwaukee School of Engineering

Ph.D., Capella University

Fuqua, Julie A.—(1994) *Director of Foundation*

B.S., University of Florida

Gambill, Sarah—(2007) Educational/Career Advisor, Student Support Services Grant

A.A., Chipola College

B.S., M.S., Troy University

-
- Gardner, John**—(2000) Assistant Professor, Automotive Technology
A.S., Broward Community College
ASE Certified Master Automobile Technician
National Institute for Automotive Service Excellence, Master Automobile Technician
General Motors Automotive Service Educational Program, Associate Program, Broward Community College
Automotive Youth Educational Systems, Certified Mentor Trainer
Automotive Center of Emphasis/Autotronics, Certified Instructor
Chevrolet Certified Technician
- Giles, Dean**—(2008) Instructor, Computer Systems Technology
B.S., Michigan State University
- Gist, Candice**—(2010) Assistant Coach: Women's Basketball
B.S., Ohio Valley University
- Givens, Steve**—(2008) Assistant Professor, Physical Education
B.S., M.S., Ph.D., Florida State University
- Hairston, Stetson**—(2010) Assistant Coach, Men's Basketball
- Harris, Louy**—(2008) *Capital Projects & Facilities Administrator*
A.A., Chipola College
B.S., Florida State University
M.B.A., Troy University
- Hartzog, Gail**—(2005) *Dean of Institutional Development & Planning*
A.A., Chipola Junior College
B.S., Mississippi College
M.S., Troy State University
- Headrick, Jake**—(2008) Head Coach: Men's Basketball
B.S., University of Montevallo
- Hendrix, Belinda**—(2004) Head Coach: Softball
B.S., Troy State University
- Hendrix, Jimmy**—(2011) Associate Head Coach, Softball
B.S., University of West Florida
- Hilton, David**—(1997) Professor, Natural Science
D.C., Texas Chiropractic College
- Hinson, Richard**—(1999) Assistant Professor, English
A.A., Chipola Junior College
B.S., M.S., Florida State University
- Holley, Janice Y.**—(1988) Assistant Professor, Workforce Development
A.A., Chipola Junior College
B.S., M.S., Troy State University
- Hopkins, Renee**—(2004) Coordinator of Library Cataloging and Reference Materials
B.A., M.L.S., University of Alabama
- Ivey, Robert**—(2006) Professor, History
B.A., University of West Florida
M.S., Troy State University
- Johnson, Jeff**—(1996) Head Coach, Baseball and Assistant Athletic Director-Eligibility
A.A., Gulf Coast Community College
B.S., University of Central Florida
- Kind, Lou**—(1997) *Director of Library and Distance Learning*
B.S., University of Alabama
M.P.A., University of Central Florida
Ed.S., Ed.D., University of West Florida
- Lane, David**—(2003) Head Coach: Women's Basketball
B.A., Coe College
- Lay, Terolyn**—(2010) Instructor, Natural Science
B.S., University of Southwest Louisiana
M.S., Texas Woman's University
- Lipford, Karen**—(2003) Professor, Nursing
A.D.N., Chipola Junior College
B.S.N., M.S.N., Florida State University
Ed.S., University of West Florida
Ed.D., University of West Florida
- Martin, T. Joshua**—(2006) Assistant Professor, Music
B.A., Huntingdon College
M.M., D.M.A., University of Alabama
- McAllister, Gina**—(1998) Professor, Education
A.A., Chipola Junior College
B.S., Troy State University
M.Ed., Auburn University
Ed. S., Ed.D., University of West Florida
- McKenzie III, Sydney**—(2005) Special Assistant to the President
B.A., Williams College
J.D., Rutgers School of Law
- Milton, Vikki**—(1993) Associate Professor, Business/Computer Science
B.S., University of Florida
M.B.A., Troy State University
M.C.P., M.C.S.E., M.C. T.
- Mosley, Kristie S.**—(2003) CROP Grant Coordinator/Student Advisor
A.A., Chipola Junior College
B.S., M.S., Troy State University
Ed.S., University of West Florida
- Myers, Amie**—(2004) Instructor, English
B.A., Davidson College
M.F.A., University of Southern California
- O'Daniel, H. Dale**—(2003) *Director of Athletics*
B.S., M.B.A., Murray State University
Ed.D., Nova Southeastern University
- Pace, C. J.**—(2011) Assistant Coach, Women's Basketball
- Panichella, Mark**—(2000) Associate Professor, Culinary Arts Management
A.O.S. Culinary Institute of America
C.E.C. (Certified Executive Chef); C.H.E. (Certified Hospitality Educator); C.C.E. (Certified Culinary Educator); C.F.B.E. (Certified Food and Beverage Executive)
- Parramore, Rose**—(1992) Displaced Homemaker Grant Coordinator/Student Advisor
A.A., Chipola Junior College
B. S., M.S., Troy State University
Ed. S., University of West Florida
- Parish, JoAnn**—(2007) Instructor, Mathematics
B.S., Florida State University
M.S., Nova Southeastern University
- Powell, Daniel**—(2006) Assistant Professor, Music
B. M., West Texas A & M University
M. M., Arizona State University
D.M., Florida State University
-

- Prough, Gene A.**—(2010) *President*
A. A., Chipola Junior College
B.S., M.B.A., University of West Florida
Ed.D., University of West Florida
- Reagan, Royce**—(1998) *Director of Video and T.V. Production*
B.S., M.S., Troy State University
- Rentz, Pam**—(2005) *Instructor, English*
A.A., Chipola Junior College
B.A., University of West Florida
M.S., Nova Southeastern University
- Riviere, Judy**—(1997) *Director of Educational Talent Search and Student Support Services Grants*
B.S., University of Montevallo
M.Ed., University of West Florida
- Roberts, Jayne P.**—(1986) *Vice President of Student Affairs*
A.A., Chipola Junior College
B.S., Florida State University;
M.S., Troy State University
Ed.S., Ed.D., Florida State University
- Sampson, Amy**—(2010) *Patient Simulation Coordinator: Health Sciences*
A.A., Hillsborough Community College
B.S.N., University of South Florida
- Saunders, Carol I.**—(1988) *Professor, English/Speech*
A.A., Chipola Junior College
B.S., M.S., Auburn University
- Scott, Ada**—(2011) *Teaching Assistant, Cosmetology*
- Shook, Lee B.**—(1993) *Professor, Accounting*
B.A., University of Virginia
M.P.A., University of Southern Mississippi
- Sims, Dan**—(2009) *Student Advisor*
B.S., M.A., University of Phoenix
- Sirmon, Charles**—(1999) *Director of Theatre*
B.A., Auburn University
M.A., Roosevelt University
- Smith, Bonnie B.**—(1986) *Director of Academic Center for Excellence (ACE)*
A.A., Chipola Junior College
B.A., University of West Florida
M.A., Troy State University
- Spires, Willie E.**—(1987) *Associate Dean of Social and Behavioral Sciences*
A.A., Chipola Junior College
B.A., University of West Florida
M.S., Ed.S., Troy State University
Ph.D., Florida A & M University
- Stadsklev, Joan B.**—(1986) *Associate Dean of Fine and Performing Arts*
B.M., M.S., Florida State University
- Stephens, Jane**—(2006) *Coordinator of Library Circulation*
A.A., Chipola Junior College
B.S., M.S., Florida State University
Ed.S., University of West Florida
- Stephens, Vickie**—(2009) *Dean - School of Health Sciences*
A.A., Chipola Junior College
B.S.N., Florida State University
M.S.N., University of South Alabama
- Tidwell, Allan**—(2007) *Professor, Natural Science*
A.A., Chipola Junior College
B.S., University of West Florida
M.S., Troy State University
- Tyler, Angela V.**—(1989) *Curriculum Specialist, Talent Search and Title III Grants*
A.A., Chipola Junior College
B.S., M.S., Troy State University
Ed.S. University of West Florida
- Vanderwerf, Paige**—(2006) *Instructor, Cosmetology*
A.A., A.S., Cosmetology Certificate, Chipola College
- Vargo, Robert**—(2007) *Teaching Assistant, Automotive Automotive Certificate, Chipola College*
ASE Master Automobile Technician
- Vlieg, Chase**—(2007) *Teaching Assistant, Automotive Automotive Certificate, Chipola College*
- Wahlgren, Jocelyn**—(2010) *Assistant Professor, Natural Science*
A.A., Gulf Coast Community College
B.S., University of West Florida
Ph.D., University of California-Davis
- Walden, Martin**—(2010) *Instructor, Accounting*
B.S., Troy University
B.S., Auburn University
M.B.A., Troy University
- Ward, Cherry**—(2004) *Professor, Mathematics*
B.S., Armstrong Atlantic State University
M.Ed., Ed.D., Georgia Southern University
- West, Rachel**—(1993) *Professor, English*
B.A., Florida State University
M.A., University of Central Florida
- Williams, Margie B.**—(1986) *Student and Disability Services Advisor*
A.A., Chipola Junior College
Certified Program Planner
B.S., Troy State University
M.S., University of West Florida
- Young, Stan**—(2004) *Assistant Professor, Mathematics*
A.A., Chipola Junior College
B.S., Florida State University
M.Ed., Florida A & M University
- Young, Steve**—(1997) *Vice President of Finance*
C.P.A.
A.A., Chipola Junior College
B.S., Florida State University
M.B.A., Troy State University

Non-Teaching Staff

Dates indicate beginning of employment at Chipola College.

- Adams, Dennis**—(2011) *Painter*
- Anderson, Steve**—(2007) *Assessment Center Manager*
A.A., Chipola Junior College
B.S., Florida A&M University
- Baker, Lucinda**—(1987) *Custodian*
- Baker, Tony**—(2003) *Custodian*
- Barfield, Patricia**—(1988) *Departmental Staff Assistant: Institutional Development and Planning*

-
- Barnes, Ionia**—(2010) Departmental Staff Assistant:
Mathematics and Natural Science
A.A., Chipola Junior College
- Basford, Karen**—(2010) Human Resources Clerk
- Berry, Laurie**—(2000) Senior Office Assistant: Financial Aid
- Bethel, Glenda**—(2004) Operations and Technical Support
Associate
A.A., Chipola Junior College
B.A., University of West Florida
- Bradley, Karen**—(2010) Testing Assistant: Student Affairs
A.A., Chipola College
B.A., University of West Florida
- Brooks, Darrell**—(2008) Custodian
- Broome, Betty S.**—(1969-72; '89) Department Associate:
Student Affairs
A.A., Chipola Junior College
- Calloway, Joc**—(2010) Assistant Athletic Director: Operations
- Chandler, Donna**—(2008) Departmental Staff Assistant,
Educational Talent Search and Student Support Services Grant
- Collins, Kim B.**—(1989) Senior Staff Assistant: Enrollment
Services
- Cruz, Elisa**—(2005) Departmental Staff Assistant: Social and
Behavioral Sciences
- Cummings, Jan**—(1984-86; '89) Department Associate: Vice
President of Instruction
A.A., Catonsville Community College
- Davis, Rebecca**—(2003) Testing Center Coordinator
B.S., Troy State University
- Davis, Robert**—(2010) Custodian
- Desrosier, Carl**—(1997) Maintenance Repairman
- Donaldson, Nell**—(2000) Senior Office Assistant: Library
A.A., Chipola Junior College
- Dunaway, James**—(2011) Property/Inventory & Records
Coordinator
- Dunaway, Kathy**—(2004) Funds Manager
A.A., Chipola Junior College
B.S., Troy State University
- Edenfield, Carole**—(1975) Mail Clerk/Residence Hall Assistant
- Edenfield, Richard D.**—(1986) Electrician
- Flowers, Katy**—(2010) Staff Assistant, Enrollment Services
- Foran, Laurel**—(1996) Staff Assistant: Accounts Payable
- Fowler, Terri**—(2004) Technical Office Assistant: Information
Systems
A.S., Chipola College
- Gainer, Stacey**—(2003) Custodian
- Graham, Annie**—(1990) Custodian
- Granberry, Boris**—(2000) Custodian
- Gray, Dawn**—(2007) Foundation Accounting Manager
A.S., Enterprise-Ozark Community College
B.S., Auburn University
- Green, Dianne**—(2003) Physical Plant/Residence Hall
Coordinator
- Ham, Jennifer**—(2009) Staff Assistant: Health Sciences
- Hamil, Lillie**—(2004) Departmental Staff Assistant: Public
Relations
- Hamilton, Mary B.**—(1989) Senior Staff Assistant: Public
Service
- Herring, Wayne**—(1980) Maintenance Repairman
- Hinson, Stacey**—(2008) Department Associate: Student Affairs
A.A., Chipola Junior College
- Johnson, Nancy**—(2000) Student Activities Coordinator
A.A., Chipola Junior College
B.S., University of Central Florida
M.S., Florida A&M University
- Jones, Vickie**—(1999) Custodian
- Keihn, Shawn**—(2008) Departmental Staff Assistant-Education
B.S., Ball State University
- Kosciw, Dennis**—(1998) HVAC Technician
- Lanier, Kelly**—(2008) Senior Distributed Systems Technician,
Information Systems
A.S., Chipola College
- Martin, Robert**—(2001-2004, 2006) Custodian
- Massengill, Rance**—(2001) Pool Manager and Cross Country
Coach
A.A., Chipola Junior College
B.S. University of West Florida
- Mathis, Brooke**—(2010) Senior Office Assistant, Financial Aid
- Mathis, Vicki**—(1994) Grants Operations Coordinator
A.A., Chipola College
- Mercer, Shannon**—(2010) Career Specialist, Educational Talent
Search
- Mercer, Sheila**—(2000) Department Associate: Business Office
- Meredith, Johnny**—(1988) Groundskeeper
- Mitchell, Joyce**—(1996) Senior Staff Assistant: Enrollment
Services
A.A., Chipola College
- Morgan, Ricky**—(2011) Groundskeeper
- Mount, Edward**—(2006) Custodial Supervisor
- Neal, Tammy**—(1998) Departmental Staff Assistant: Public
Service
- O'Bryan, Shanda**—(1994) Director of Accounting Services
A.A., Chipola Junior College
B.S., Florida State University
- Oliver, Gwen**—(2002) Office Assistant: Foundation
A.S., Chipola Junior College
- O'Pry, Annie**—(1981) Senior Office Assistant: Financial Aid
A.A., A.S., Chipola Junior College
- Peace, Bobbie**—(2003) Custodian
- Pendergrass, Alice**—(1990) Departmental Staff Assistant:
Workforce Development
- Pippen, Wendy L.**—(2003) Human Resources Coordinator
A.A., Chipola Junior College
B.S., Florida State University
- Pope, Wanda**—(2001) Custodian
- Price, Anita**—(1988) Departmental Staff Assistant: Fine and
Performing Arts
- Rehberg, Kathy**—(1977) Registrar
A.A., Chipola Junior College
- Rehberg, Richard**—(1997) Electrician
- Rhynes, Monroe**—(2005) Custodian
- Richter, Billy Ray**—(2005) Distributed Systems Technician
- Severson, Elissa**—(2008) Departmental Staff Assistant-Business
and Technology
B.A., Stetson University
- Sherrill, Melinda**—(1997) Department Associate: Financial Aid
- Smith, Jeremy**—(2000) Lead Groundskeeper
-

Spikes, John Tracy—(2004) Maintenance Repairman
Staley, Virginia—(2009) Custodian
Stephens, Ana—(1996) Senior Programmer Analyst
 A.A., Chipola Junior College
 B.S., M.S., University of West Florida
Stone, Michelle—(1986) Senior Programmer Analyst
 A.A., Chipola Junior College
 B.S., University of West Florida
Thomas, Lucy W.—(1986) Custodian
Timmons, Diane—(1985) Senior Staff Assistant: Human Resources
 A.A., Chipola Junior College
Traynom, Joyce A.—(1982) Executive Assistant
Vann, Richard—(2010) Custodian
Ward, Evelyn C.—(1996) Publications Coordinator
 A.A., Chipola Junior College
 B.A., University of West Florida
 M.S., Florida State University
Ward, Patricia—(2005) Custodian
White, Angie—(2010) Career Specialist, Educational Talent Search
White, Matthew—(2004) Network Coordinator: Information Systems
 A.S., Chipola Junior College
 B.A.S., Chipola College
Williams, Doris—(1986) Staff Assistant: Public Service
Wise III, Guy M.—(2004) Building Code Administrator
 U.B.C.I (Unified Building Code Inspector)

Administrator and Faculty Emeriti

Donald W. Adams (1967-69, 1976-99)
 English
Augustus M. Adkison (1965-83) *Deceased*
 Music
Brenda Alford (1993-2007)
 Mathematics
G. W. Allen, Jr. (1948-78) *Deceased*
 Dean of the College
Warren H. Almand (1964-02)
 English
Mary Lu Andreu (1973-08)
 Social Science
Miriam S. Bailey (1972-96) *Deceased*
 Director, Publications & Public Relations
Elizabeth M. Barnes (1966-76)
 Social Science
Walter Basford (1967-85) *Deceased*
 Automotive
Mary Bennett (1969-74)
 Manager, Student Center, (1983-85)
 Head Dormitory Resident
Paul Braxton (1968-81)
 Electronics
Francis W. Breivogel (1983-2006) *Deceased*
 Chemistry/Physics
Theodore H. Brittain (1963-74) *Deceased*
 Mathematics
R. Earl Carroll (1957-58, 1960-95)
 Dean, Instructional Services

Albert B. Caraway (1966-82) *Deceased*
 Dean, Vocational-Technical
Linda L. Cleveland (1982-2005)
 Director of Mathematics, Natural Science & Education
Dorothy T. Clemmons (1967-88)
 English
Robert Collins (1988-95) *Deceased*
 Dean, Administration & Business
Mil Cox (1994-2005)
 Nursing
Ruth Davis (1948-49, 1964-87)
 English
Raymond M. Deming (1969-79) *Deceased*
 President
Eva J. Dixon (1955-79) *Deceased*
 Director, Library Services
Michael Dolan (1983-2007)
 Criminal Justice
Eulles Edenfield (1969-85)
 Automotive
Joe Fagan (1967-93) *Deceased*
 Director, Testing
John E. Flynn (1964-81) *Deceased*
 Humanities
Freddie Foran (1978-08)
 Welding
Harrell Glisson (1983-08)
 Director of Criminal Justice/Public Service
Marlon W. Godsey (1965-91)
 Counseling
Carol L. Hardin (1988-03)
 Nursing
Gail Hartzog (1982-2005)
 Associate Dean of Institutional Development & Planning
Doris B. Herring (1979-99)
 Librarian-Circulation/Reference/Audiovisual
Loletia S. Henson (1986-04)
 Foreign Language/English
Donald G. Holley (1970-91) *Deceased*
 Major Appliances
Bonnie Holt (1956-91) *Deceased*
 Physical Education
Merle Z. Houston (1963-95)
 Director, Library
Frederick L. Howell (1965-80)
 Dean, Vocational Division
Paul C. Huang (1966-2003)
 Biology
Robert Ivey (1993-2006)
 History
Milton H. Johnson (1961-93) *Deceased*
 Head Basketball Coach, Athletic
 Director, Division Chairman Physical Education
Charlton D. Keen (1965-2003)
 Social Science
 Vice President, Instructional and Student Services
Lonnie H. Keene (1970-98)
 Humanities
Carroll Keith (2004-05)
 English
Lawrence J. Kuszynski (1995-2004)
 Director of Distributed Systems

Elek J. Lehoczky (1965-76)
Mathematics

James A. Lewis (1957-93) *Deceased*
Business Manager, Academic Dean
Business

Albert E. Lightfoot (1963-76) *Deceased*
English

Charlene T. Lord (1990-2002)
Mathematics

Arthur R. Manning (1965-76)
Social Science

Mary M. McClendon (1975-2009)
History/Social Science

James H. McGill (1952-83) *Deceased*
Director, Physical Plant

Fauline J. Mathis (1965-95)
Mathematics

Patricia B. Mathis (1965-95)
Mathematics

June Mays (1981-2010)
Biological Science/Chemistry

Joan Miller (1982-2010)
Dean of Student Services

Jay L. Mitchell (1962-90)
Physics and Physical Science

Margie G. Mixson (1966-79)
English

Allen W. Molineux (1988-2006)
Music

Faye F. Monahan (1968-98)
Business

Darrell H. Morton (1965-85) *Deceased*
Biological Science

Sidney Mordes (1959-83) *Deceased*
Geography and Social Science

Kitty Myers (1981-2011)
Vice President of Instruction & Baccalaureate Program
Development

Lawrence Nelson (1960-87)
Coordinator, Fine Arts

David Nicholson, (1962-93)
Chairman, Mathematics, Natural & Social Sciences

Nancy Nobles-Dunkle (1978-2006)
Librarian/Head Cataloger

H. Dale O'Daniel (1967-86; 1995-02)
Economics
Vice President of Administrative & Business Services
President

James S. Pavy (1956-88) *Deceased*
Physical Education

Gloria Peacock (1966-97)
Division Chairman Physical Education,
Continuing Education

Chester H. Pelt (1948-50, 1954-73) *Deceased*
Philosophy and Sociology

Frederick B. Peters (1957-65, 68-93)
Business Manager, Business

Gene A. Prough (1994-2010)
Dean of Workforce Development
Executive Vice President
President

Byron Quivey (1995-2011)
Coordinator of Law Enforcement

Harriet R. Reeves (1989-1996)
English

Peggy Register (1967-97)
Cosmetology

Helen Rhynes (1981-2006)
Clerical/Secretarial

Mertice B. Ringer (1961-92)
Director, Institutional Planning & Research
and CJC Foundation

Robert E. Ringer (1960-83)
Chairman, Natural Science and Mathematics

Marion "Bud" Riviere (1997-2004)
Dean of Workforce Development & Continuing Education

R. Lindsay Roach (1991-2009)
Articulation Coordinator and Honors Advisor

Kathryn A. Roberts (1979-2007)
Economics & Business

R. A. Rogers (1970-82) *Deceased*
Carpentry

Maria E. Scott (1986-96) *Deceased*
Nursing

Stephen Shimmel (1985-08)
Biological Sciences/Mathematics

William H. Stabler (1961-89)
Director, Library Services

Josephine Story (1955-86)
Chairman, Natural Science and Mathematics

Addie Summers (1988-96)
Single Parent/Displaced Homemaker Programs

Tommy J. Tharp (1965-94)
Physical Science

Rene Tharpe (1978-08)
Social Science

Allan Tidwell (1994-2007)
Natural Science

Wilbur I. Throssell (1954-71) *Deceased*
Chairman, Literature and Language

Cleatus C. Toole (1967-78)
Welding

Richard H. Vail –(1970-99)
Art

Jane P. Walker (1980-2007)
Success Center

Ron Ward (1995-2003)
Vice President: Administrative Services

Jeanette P. Watford (1969-88) *Deceased*
English and Speech

Kelly Weems (1986-1997)
English

C. D. West, Jr. (1960-78) *Deceased*
Registrar and Admissions Officer

E. Bruce White (1990-2010)
English

Kenneth R. Whitehead (1983-95) *Deceased*
Electronics

Annette Widner—(1964-72; 1973-2005)
Director of Registration and Admissions

Horace Williams (1974-82, 1984-01)
Automotive Mechanics

Carolyn Wilson—(1968-2005)
Music/Humanities

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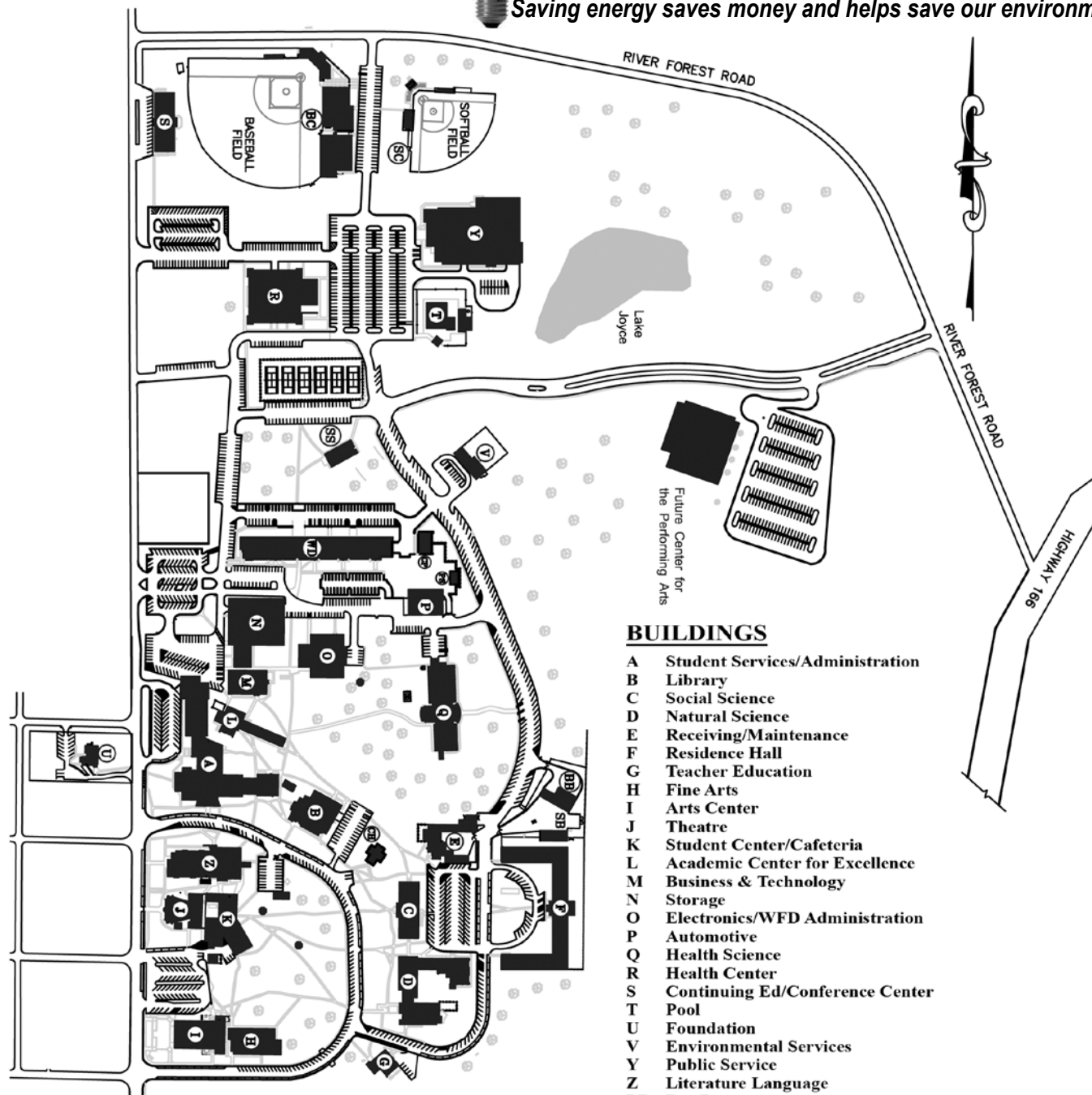
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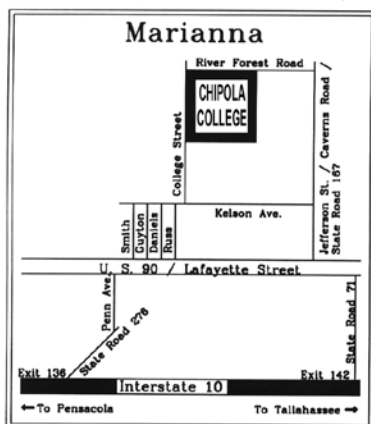


Chipola College encourages students and employees to conserve energy wherever possible.
Saving energy saves money and helps save our environment.



BUILDINGS

- A Student Services/Administration
- B Library
- C Social Science
- D Natural Science
- E Receiving/Maintenance
- F Residence Hall
- G Teacher Education
- H Fine Arts
- I Arts Center
- J Theatre
- K Student Center/Cafeteria
- L Academic Center for Excellence
- M Business & Technology
- N Storage
- O Electronics/WFD Administration
- P Automotive
- Q Health Science
- R Health Center
- S Continuing Ed/Conference Center
- T Pool
- U Foundation
- V Environmental Services
- Y Public Service
- Z Literature Language
- BB Bus Barn
- BC Baseball Complex
- CH Chapel
- CP Chiller Plant
- PS Automotive Storage
- SB Storage Building
- SC Softball Complex
- SS Shower Storage
- WD Workforce Development/Bookstore



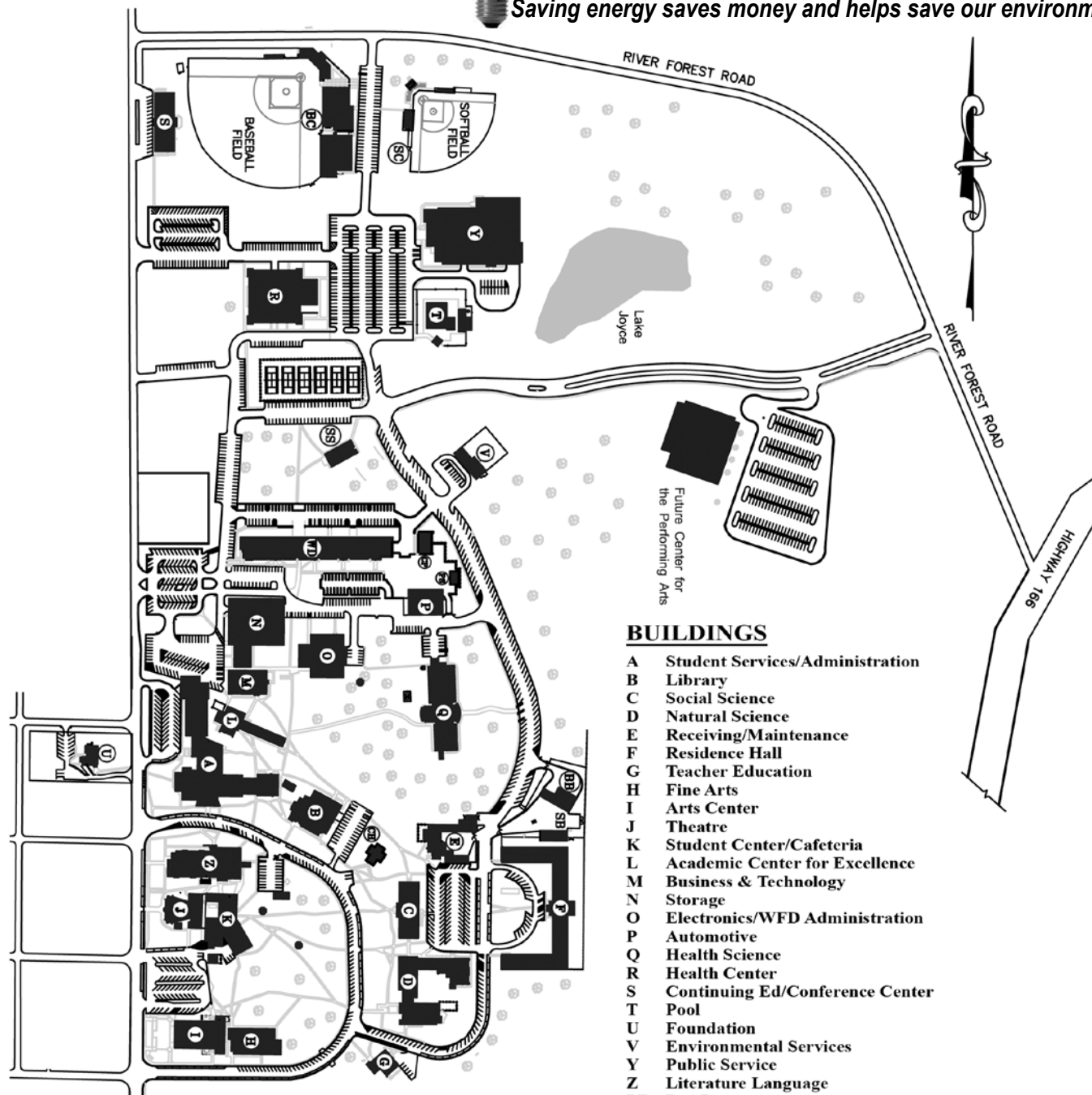
Chipola College Campus Map



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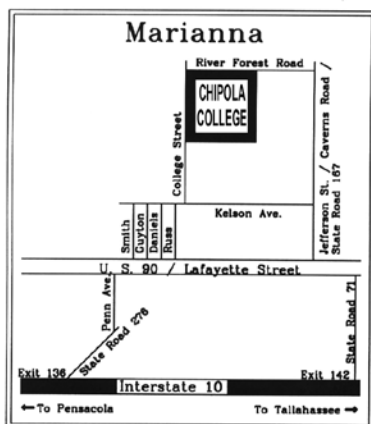


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