

2021- 22 Catalog

*Changing Lives
Creating Futures*

CHIPOLA COLLEGE

www.Chipola.edu

Calendar 2021-2022

AUGUST

- 16 Return to 5 Day Work Week / Faculty Returns - Fall Term
- 18 - 20 Fall A, B & C: New & Returning Student Registration
- 23 Fall A & B: CLASSES BEGIN
- 23 Fall A & B: Late Registration, Drop/Add Employee Fee Waiver Registration, 8 AM - 6PM
- 24 - 26 Fall A & B: Drop/Add & Employee Fee Waiver Registration, 8 AM - 4 PM
- 27 Fall A & B: Drop/Add & Employee Fee Waiver Registration, 8 AM - 12 Noon
- 30 Fall B: Last Day for Vertical Transfer
- 30 Deadline to Apply for ADN Program for Spring 2022

SEPTEMBER

- 03 Fall A: Last day for Vertical Transfer
- 06 Labor Day Holiday - College Closed
- 17 ACT Registration Deadline
- 29 Fall B: Last Day to Withdraw from a Class
- 30 Fall Festival - Classes Dismissed from 12:00 PM - 2:45 PM

OCTOBER

- 05 Guidance Counselor Appreciation Day
- 06 Fall B: Last Day to Resign from All Classes
- 07 Deadline for All Class Schedule Changes for Spring Term 2022
- 07 Deadline to Designate Honor Classes for Spring Term 2022
- 11 - 14 Fall C: New & Returning Student Registration, 8 AM - 4 PM
- 14 Fall B: Last Academic Class Day
- 15 Fall C: New & Returning Student Registration, 8 AM - 3PM
- 15 Fall B: Grades Due 10 AM
- 15 Fall C: Payment Deadline
- 18 Fall C: Classes Begin
- 18 - 19 Fall C: Late Registration, Drop/Add & Employee Fee Waiver, 8 AM - 4 PM
- 21 Deadline to Apply for Fall Graduation - All Degrees
- 21 Deadline to take Graduate Exit Exam for Fall Graduation
- 23 ACT Exam
- 25 Fall C: Last Day for Vertical Transfer
- 29 Fall A: Last Day to Withdraw from a Class

NOVEMBER

- 01 Spring A & B: Early Registration for all Currently Enrolled Students with 30+ Hrs, 8 AM - 4 PM
- 02 - 05 Spring A & B: Early Registration for all Currently Enrolled Students, 8 AM - 4 PM
- 03 Senior Day
- 05 Fall A: Last Day to Resign from All Classes
- 08 Spring A & B Early Registration for New & Currently Enrolled Students, 8 AM - 6 PM
- 09 - 10 Spring A & B: Early Registration for New & Currently Enrolled Students, 8 AM - 4 PM
- 11 Veterans Day Holiday - College Closed
- 12 Spring A & B: Early Registration for New & Currently Enrolled Students, 8 AM - 4 PM
- 15 Spring A & B: Early Registration New & Currently Enrolled, 8 AM - 6 PM

- 16 - 19 Spring A & B: Early Registration New & Currently Enrolled, 8 AM - 4 PM
- 19 Deadline to have Financial Aid Files Complete for Spring 2022
- 19 Fall C: Last Day to Withdraw from a Class
- 22 - 23 FALL BREAK - College Closed - Online Registration Open
- 24 - 26 THANKSGIVING HOLIDAYS - College Closed - Online Registration Open
- 29 - 30 Spring A & B: Early Registration for New & Currently Enrolled Students, 8 AM - 4 PM

DECEMBER

- 01 - 09 Spring A & B: Early Registration for New & Currently Enrolled Students, 8 AM - 4 PM
- 03 Fall C: Deadline to Resign from All Classes
- 03 College Application Deadline for Spring 2022
- 07 Fall A: Last Academic Class
- 08 - 09 Fall A: Final Exams
- 09 Spring A & B: Payment Deadline for Early Registration
- 13 - 14 Fall A: Final Exams
- 13 - 16 Spring A & B: Early Registration for New & Currently Enrolled Students, 8 AM - 4 PM
- 14 Fall C: Last Academic Class Day
- 14 Last Workforce Class Day
- 15 Fall A & C: Grades Due 12 Noon (Including "I" from SS I & II)
- 17 Last Faculty Work Day - Fall Term
- 20 - 31 CHRISTMAS HOLIDAYS - College Closed / Online Registration Open

JANUARY

- 03 NEW YEAR'S HOLIDAY - College Closed / Online Registration Open
- 04 Faculty Returns - Spring Term
- 04 - 07 Spring A & B New & Returning Students Registration, 8 AM - 4 PM
- 07 ACT Registration Deadline
- 10 Spring A & B New & Returning Students Registration, 8AM - 6 PM
- 10 Spring A & B: CLASSES BEGIN
- 10 Workforce Begins
- 11 - 13 Spring A & B: Late Registration, Drop/Add & Employee Fee Waiver Registration, 8AM - 4PM
- 14 Spring A & B: Drop/Add & Employee Fee Waiver Registration until 12 Noon
- 17 Martin Luther King Holiday - College Closed
- 20 Spring B: Last Day for Vertical Transfer
- 27 Spring A: Last Day for Vertical Transfer

FEBRUARY

- 12 ACT Test
- 17 Spring B: Last Day to Withdraw from a Class
- 24 Spring B: Last Day to Resign from All Classes
- 28 Spring C: Registration, 8 AM - 4 PM

MARCH

- 01 - 03 Spring C: Registration
- 02 Deadline to Apply for Spring Graduation - All Degrees
- 02 Deadline to take Graduate Exit Exam for Spring Graduation
- 03 Spring B: Last Academic Class Day
- 03 Deadline for All Class Schedule Changes for Summer Term

- 04 Spring C: Registration until 12 Noon
- 04 Spring B: Grades Due 10 AM
- 04 Spring C: Payment Deadline
- 07 Spring C: Classes Begin, Late Registration, Drop/Add & Employee Fee Waiver
- 08 Spring C: Late Registration, Drop/Add & Employee Fee waiver
- 14 Spring C: Last Day for Vertical Transfer
- 21 - 25 SPRING BREAK HOLIDAYS - College Closed
- 30 Spring A: Last Day to Withdraw

APRIL

- 04 Summer I & II: Early Registration for all Currently Enrolled Students 30+ Hours, 8 AM - 4 PM
- 05 - 08 Summer I & II: Early Registration for all Currently Enrolled Students, 8 AM - 4 PM
- 06 Spring A: Last Day to Resign from all Classes
- 11 Summer I & II: Early Registration - New & Currently Enrolled Students, 8 AM - 6 PM
- 12 - 15 Summer I & II: Early Registration - New & Currently Enrolled Students, 8 AM - 4 PM
- 15 Spring C: Last Day to Withdraw from a Class
- 15 Deadline to have Financial Aid Complete for Summer I & II 2022
- 18 Summer I & II: Early Registration - New & Currently Enrolled Students, 8 AM - 6 PM
- 19 - 22 Summer I & II: Early Registration - New & Currently Enrolled Students, 8 AM - 4 PM
- 21 Spring Awards Night
- 22 Spring C: Deadline to Resign from All Classes
- 25 Summer I & II: Early Registration - New & Currently Enrolled Students, 8 AM - 6 PM
- 25 College Application Deadline for Summer I
- 26 Spring A: Last Academic Class Day
- 26 - 29 Summer I & II: Early Registration - New & Currently Enrolled Students, 8 AM - 4 PM
- 27 - 28 Spring A: Final Exams
- 28 Summer I A & B: Payment Deadline for Early Registration

MAY

- 02 - 03 Spring A: Final Exams
- 02 - 04 Summer I A & B Registration for New & Currently Enrolled Students, 8 AM - 4 PM
- 02 Last Class Day for Workforce
- 03 Spring C: Last Academic Class Day
- 04 Spring A & C: Grades Due 12 Noon (Including "I" Grades from Fall 2021)
- 05 Commencement, 7 PM
- 06 Last Faculty Work Day - Spring Term
- 06 ACT Registration Deadline
- 09 College Begins 4 Day Work Week
- 09 Faculty Returns - Summer I
- 09 Summer I A & B Registration for New & Currently Enrolled Students, 8 AM - 5 PM
- 10 Summer I A & B: CLASSES BEGIN
- 10 Summer I A & B Registration for New & Currently Enrolled Students, 8 AM - 6 PM
- 11 Summer I A & B: Late Registration Drop/Add & Employee Fee Waiver Registration, 8 AM - 4 PM
- 11 ADN Application Deadline for Fall Term 2022

- 12 Summer I A & B: Late Registration Drop/Add & Employee Fee Waiver Registration, 8 AM - 12 Noon
- 19 Summer I B: Last Day for Vertical Transfer
- 19 2022 - 2023 Schedule of Classes Due
- 23 - 31 Summer II C: Early Registration - New & Currently Enrolled Students
- 26 Deadline to Apply for Summer I Graduation - All Degrees
- 26 Summer I A: Last Day for Vertical Transfer
- 26 Graduation Exit Exam Registration Deadline for AA Summer Graduates
- 30 Memorial Day Holiday - College Closed
- 31 Summer II C: Early Registration for New & Currently Enrolled Students

JUNE

- 01 - 22 Summer II C: Early Registration for New & Currently Enrolled Students
- 09 Summer I B: Last Day to Withdraw from a Class
- 09 College Application Deadline for Summer II
- 17 ACT Exam
- 16 Summer I B: Last Day to Resign from All Classes
- 21 Summer I B: Last Academic Class Day
- 21 Last Workforce Class Day
- 22 Last Faculty Day for Summer I Ends at 12 Noon
- 22 Summer I B: Grades Due 10:00 AM
- 23 Faculty Returns - Summer II C
- 23 Summer II C: Payment Deadline for Early Registration
- 27 Summer II C: CLASSES BEGIN
- 27 Summer II C: Late Registration, Drop/Add & Employee Fee Waiver Registration
- 28 Summer II C: Late Registration, Drop/Add & Employee Fee Waiver Registration, 8 AM - Noon

JULY

- 04 Independence Day Holiday - College Closed
- 05 Fall A, B & C: Early Registration for all Currently Enrolled Students 30+ Hours, 8 AM - 5 PM
- 06 - 07 Fall A, B & C: Early Registration for all Currently Enrolled Students, 8 AM - 5 PM
- 06 Summer I A: Last Day to Withdraw from a Class
- 07 Summer II C: Last Day for Vertical Transfer
- 11 - 28 Fall A, B & C: Early Registration - New & Currently Enrolled Students, 8 AM - 5 PM
- 13 Summer I A: Last Day to Resign from All Classes
- 18 Deadline to Apply for Summer II C Graduation
- 18 Deadline to take Graduate Exit Exam Summer II C
- 21 Deadline to have Financial Aid Files Complete to pay for fall 2022
- 26 Summer II C: Last Day to Withdraw from a Class

AUGUST

- 01 - 09 Fall A, B & C: Early Registration - New & Currently Enrolled Students, 8AM - 5PM
- 02 Summer II C: Last Day to Resign from All Classes
- 08 Summer I A & Summer II C: Last Academic Class Day
- 09 Last Faculty Work Day for Summer II Ends at 12 Noon
- 09 Summer II C: Grades Due by 10 AM (Including "I" Grades from Spring)
- 10 Fall A & B: Payment Deadline for Early Fall 2022 Registration
- 11 College Application Deadline for Fall 2022

2021-2022 CATALOG



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

Chipola College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate degrees, associate degrees, and certificates. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of 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 and will be held responsible for the observance of all rules and regulations.

NOTICE OF EQUAL ACCESS/EQUAL OPPORTUNITY AND NONDISCRIMINATION

Chipola College does not discriminate against any persons, employees, students, applicants or others affiliated with the college with regard to race, color, religion, ethnicity, national origin, age, veteran's status, disability, gender, genetic information, marital status, pregnancy or any other protected class under applicable federal and state laws, in any college program, activity or employment.

Title IX of the Education Amendments of 1972 (20 U.S.C. ss1681) is an all-encompassing federal law that prohibits discrimination based on the sex of students, employees, and third parties when appropriate, of educational institutions, which receive federal financial assistance. Sexual harassment of students, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. Chipola College complies with all aspects of this and other federal and state laws regarding non-discrimination.

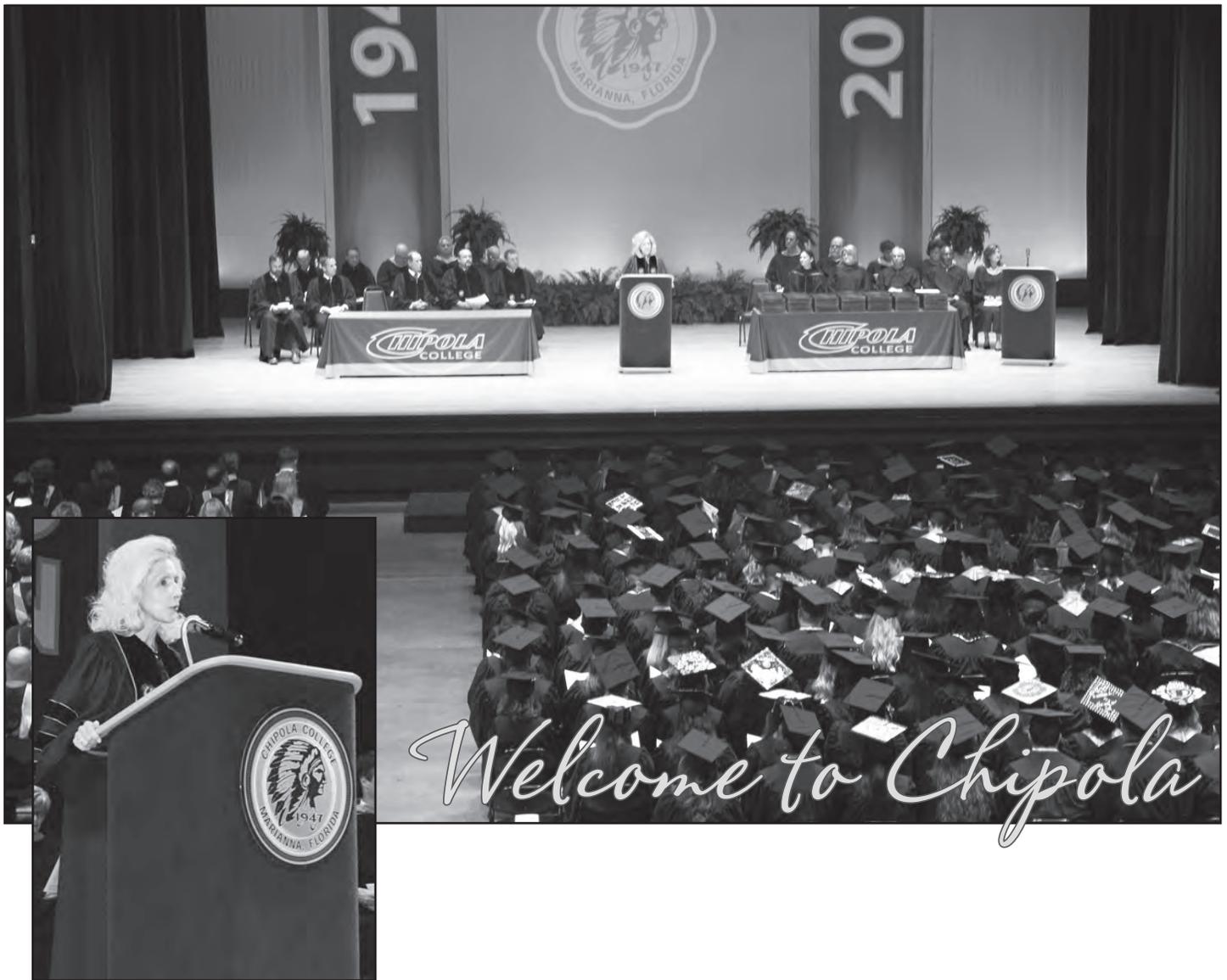
For information about compliance with Title IX or compliance regarding harassment or discrimination, including sexual harassment and sexual violence, contact the College's Equity Officer and Title IX Coordinator: Wendy Phippen, Associate Vice President of Human Resources, Equity Officer and Title IX Coordinator, 3094 Indian Circle, Marianna, FL 32446, Building A, Room 183C, 850-718-2269, phippenw@chipola.edu

This publication is available in alternative format upon request.

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*Changing Lives
Creating Futures*



Since 1947 Chipola has been known for high academic standards, a beautiful campus, and a friendly atmosphere.

Chipola has a rich tradition of strong academic and workforce programs with an outstanding faculty committed to developing each student's full potential for success.

Whether your goal is to learn a new occupation or to earn a college degree, Chipola has something for you. We offer 9 bachelor's degrees in education, business and nursing. Chipola's most popular program is the Associate in Arts (AA) degree which prepares students to enroll in upper level courses at Chipola or another college or university.

Our Workforce Development programs offer associate degrees and certifications to prepare you for a variety of careers.

In addition to academic excellence, the college also supports a wide range of academic and extracurricular activities. Chipola has established a center of excellence in the fine and performing arts with star-quality theatre 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 personal attention of a small college with university advantages—that's what Chipola is all about. To maximize your college experience, explore the many opportunities available at Chipola. To ensure your success, we offer a variety of support services including academic and career counseling, tutoring, and financial aid, as well as services for students with special challenges.

We look forward to working with you to meet your educational goals.

Dr. Sarah Clemmons, President

About CHIPOLA



Changing Lives
Creating Futures

- History
- Documented Performance of Chipola and Its Students
- Vision, Mission & Goals

"My overall educational experience has been perfect. I always recommend Chipola to anyone interested in furthering their education."
Graduating Student Survey

"All my online courses were great, easy to use, and the teachers were helpful."
Graduating Student Survey

"BEAUTIFUL CAMPUS!"
Graduating Student Survey

"Theater is wonderful! Great plays, and great community involvement. Baseball games and basketball games were always a delight."
Graduating Student Survey

CHIPOLA COLLEGE

History

Chipola College is a public, open-admissions institution in Marianna, Florida, serving Calhoun, Holmes, Jackson, Liberty, and Washington counties in the Florida Panhandle. Located in Northwest Florida, 70 miles west of Tallahassee, 60 miles from the Gulf of Mexico, and 30 miles from the Alabama state line, Chipola is the third oldest of Florida's 28 state-supported community colleges. Programs in workforce development began in 1967-1968 and in 2003, the Florida Legislature granted the college permission to offer selected baccalaureate degrees that address documented workforce needs in its region. Chipola opened its doors in 1946 as a private institution with six full-time teachers and 65 students. The college served 2,524 students in its degree and certificate programs in 2020-2021.

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 college moved from its original location at the former Graham Army Air Base to its 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 35 buildings arranged on a wooded campus of about 75 acres in a 120-acre tract. The remaining acreage is in its natural state of pines, cedars and hardwoods. The campus also includes outdoor athletic fields and a pool. There are six off-campus buildings used for specialized training activities in public service programs.

Chipola College is governed by a nine-member District Board of Trustees appointed by the governor for four-year terms and by the State Board of Education. The college operates under rules of 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 (SACSCOC) and has maintained continuous accreditation since that time. The most recent reaffirmation of accreditation occurred in 2008.

In 2003, the Florida Legislature authorized Chipola College to award bachelor degrees, which means that more students in the college district are now able to access bachelor degree programs in fields where there is a demand for trained workers. Chipola's School of Education offers seven bachelor degree programs, the first being approved in 2003. These programs prepare math, science and English teachers for area middle and high schools. Elementary Education and Exceptional Student Education degree programs 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. In May 2011, Chipola was approved to offer the Bachelor of Science in Business Administration with concentrations in Accounting and Management; an Information Technology concentration was added in 2016 and an Engineering Management concentration was added in 2017. After 70 years, Chipola continues to meet the challenge of its 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 and part of the Florida College System, which consists of institutions awarding 2-year and 4-year academic degrees. It was at this time that its name changed from Chipola Junior College to Chipola College.

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



Chipola offers twelve Bachelor of Science degrees in Education, Nursing and Business Administration.

Nine Bachelor's Degrees Offered at Chipola College

- Bachelor of Science in Elementary Education (grades K-6)
- 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 Secondary 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)
- Bachelor of Science in Nursing (RN-BSN)
- Bachelor of Science in Business Administration
(Four concentrations: Accounting, Management, Infor. Systems, Engineering Management)

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

Bachelor of Science Degrees in Education

Chipola initiated the School of Education to offer bachelor of science degrees in education. The first degree programs prepared students as middle school and high school teachers to address the critical shortage of qualified math and science teachers. The Florida State Board of Education later approved three additional bachelor degree programs in the School of Education: Elementary Education, Exceptional Student Education, and English Education.

Bachelor of Science in Nursing (RN-BSN)

The RN-BSN degree program began in Fall 2008. Applicants for the BS in Nursing must have earned the AS degree in Nursing, be licensed Registered Nurses, and have completed all required prerequisite courses. Chipola's nursing programs are accredited by the Accreditation Commission for Education in Nursing (ACEN).

Bachelor of Science in Business Administration

- Bachelor of Science in Business Administration (Accounting Concentration)
- Bachelor of Science in Business Administration (Engineering Management Concentration)
- Bachelor of Science in Business Administration (Information Systems Concentration)
- Bachelor of Science in Business Administration (Management Concentration)

Chipola's Bachelor of Science in Business Administration (BSBA) began in May of 2011 with concentrations in Accounting, Management, Information Technology and Engineering Management. To enter the BSBA program, students must complete 60 hours of lower level course work including Florida's required 36 hours of general education and program pre-requisites.

Documented Performance of Chipola and Its Students

Chipola is respected among post-secondary institutions in Florida because of the success of its students. 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 expected outcomes.

- **Florida Bright Futures Scholars:** State reports have ranked Chipola among the top performing Florida colleges for the high percentage of its students receiving the Florida Bright Futures Scholarship. 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 of transfers to state universities. Licensure passing rates and job placement rates in many programs are consistently above 90%.

- **ETS Proficiency Profile Performance:** Chipola's graduating sophomores scored above the national mean in all ETS Proficiency Profile test areas: reading, writing, critical thinking, and mathematics.

- **Chipola Honors Program:** The Chipola Honors Program is a member of the National Collegiate Honors Council. The Honors Program offers weekly seminars for the brightest and best students from Chipola's five-county district. 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).

Chipola has been nominated for the Aspen Prize for the last six consecutive times. Nomination is based on student outcomes. Only the top 120 out of 1,200 colleges are nominated.

Nationally Recognized Scholars, Brain Bowl Team, Phi Theta Kappa and Phi Beta Lambda Chapters

The Chipola College chapter of Phi Theta Kappa (PTK), an honor society for students from two-year colleges, offers opportunities in scholarship, leadership, and service. Through service learning, students learn about commitment to community. Although membership is restricted by GPA, the organization involves non-members in campus and community events. The college holds PTK members in high esteem and has created an Academic Wall of Honor to recognize outstanding accomplishments earned by students throughout the chapter's history. Phi Theta Kappa members have been named New Century Scholars and named to the All USA Academic Team. PTK members have also been recipients of the coveted 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.

In March of 2021, Bailey Rich of Bonifay, Florida, was named a Coca-Cola Gold Scholar. Bailey and Parker (P.J.) Hooper, also of Bonifay, were named to the All-Florida Academic Team.

The Chipola College Brain Bowl team has an outstanding record with nine state titles (2008-2019) in the Florida College System Activities Association Brain Bowl State Tournament. The team also has won the NAQT Community College National Championship Tournament three times, and has finished as the top two-year college in the National Academic Quiz Tournament (NAQT) Four-Year College Tournament five times.

Campus organizations reflect Chipola's commitment to academic growth among students both inside and outside the classroom. The college nurtures and guides 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 from colleges nationwide.

Through membership, students are exposed to new experiences at conferences in Florida and in distant locations like Los Angeles, Dallas, Boston, Denver, Nashville, Minneapolis, and Seattle.

Chipola's business-centric organization, Phi Beta Lambda (PBL), is a top performer at state and national leadership conferences, typically placing in the Top-5 at state competition and in the Top-10 in the national competition. PBL also hosts the annual Future Business Leaders of America (FBLA) District 2 competition for high school students. The group participates in community service projects such as the Jackson County Backpack for Kids Feeding Program, the Senior Citizen Christmas Fund, March of Dimes, and others, to support local and national charities. Although PBL is primarily for business majors, students from all majors are welcome to join.

Twenty-three Chipola College Phi Theta Kappa members have been awarded prestigious both state and national awards in the last ten years.

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

• **STEM Events:** The Mathematics and Natural Sciences Departments hosts sophomores and juniors from Chipola's District high schools for an annual Science, Technology, Engineering and Mathematics event each Fall. This year's one-day event was a Rube Goldberg activity. Student teams from each high school were given an assortment of objects to build a "machine". Inclines, levers, bridges and gravity were used to move objects through multiple levels, triggering the release of a "dinosaur egg" into a container of water.

• **Academic Center for Excellence (ACE):** In 2006, Chipola received a coveted Title III - Strengthening Institutions Grant through the U. S. Department of Education. This grant provided funds to establish the ACE for instructional support. The ACE features a comfortable learning environment for on-demand tutoring, 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 study sessions. Over 800 students made thousands of visits to the ACE last year using the ACE lab on campus and the ACE@Home option through CANVAS for off campus and after-hours assistance. The Chipola College ACE was among the top 10 finalists for a Bellwether Award in 2015 and in 2014.

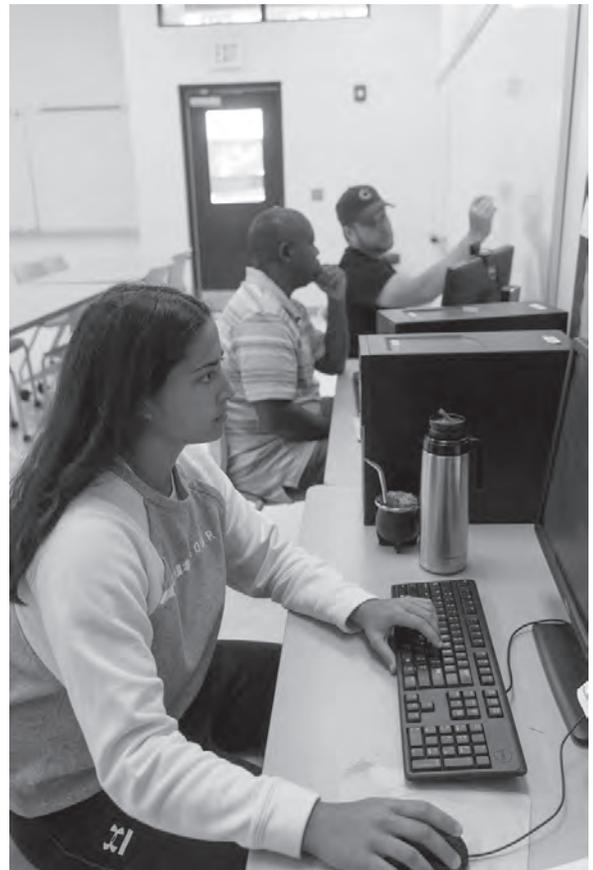
To aid in the ever changing world of education, the ACE developed several online and after hours of operation services for students utilizing ACE Tutoring, a Canvas course that each Chipola College student has the ability to access. ACE After Hours allows students the opportunity to receive free online tutoring in select courses during the evenings. Live, interactive tutoring is available for several math courses through Canvas. Students can also submit questions at any time through the ACE Canvas course and will receive a short video or written response in return. During the 2021-2022 academic year, ACE will continue to offer expanded course offerings for online tutoring through multiple technologies such as Canvas Studio, Zoom, Microsoft Teams, and Screencast-O-Matic. ACE also facilitates the organization of online learning communities where students can work with classmates on assignments and test preparation. In alignment with courses transitioning from in-person to remote instruction or online, Chipola College remains committed to providing full academic support for all students.

• **Fine and Performing Arts:** Chipola College is well known throughout the Southeast for its excellent arts education and programming in music, art, and theatre. Classes and performance-based learning are offered in all three areas, and scholarships are available to increase accessibility for students.

The 56,000 square foot Dr. Gene Prough Center for the Arts is one of Florida's finest performing arts centers. The center opened in Fall 2012, and consists of a 650-seat state-of-the-art proscenium main theatre for performing arts; a 150-seat experimental theatre for intimate works, cutting-edge programs and recitals; an art gallery to serve the current and future needs of the Chipola College community. Teaching spaces, meeting rooms, scenery and costume shops, and offices are designed to enrich the educational experiences of Chipola's students and more than 6,000 K-12 school children in the five-county area. Some 10,000 guests visit the Center for the Arts each year.

Chipola's five musical ensembles, College Chorus, Rock and Jazz Ensemble, Show Choir, and the new Wind Ensemble and the President's Ensemble perform throughout the Southeast. The Show Choir and the President's Ensemble are chosen by audition. The Show Choir performs in such venues as Disney World, Sea World, and aboard cruise ships.

Chipola Theatre produces three student productions each year and several staged script readings. Chipola Theatre returned to the stage in May 2021, with *Disney Winnie the Pooh* with thousands of area children visited the Center to experience live theatre for the first time. Chipola Shakespeare performed its inaugural production of *Much Ado About Nothing* in a Shakespeare in the Park outdoor setting.



Theatre majors tour New York City and Broadway biennially. Students participate in masterclasses in the heart of New York's theatre district, and attended Broadway and off-Broadway performances. Students also attend the Florida Theatre Conference (FTC), the Southeastern Theatre Conference (SETC) and the United States Institute for Theatre Technology (USITT) for professional development opportunities.

The college also sponsors an Artist Series featuring national and international artists and provides deeply discounted tickets for Chipola students and staff.

The Center's Art Gallery hosted the works of local and national artists.

The Chipola Regional Arts Association (CRAA) supports the arts in the Chipola district by funding programs for children, contributing to the Chipola Artist Series, providing grants for area music, art, and theatre teachers, and offering scholarships to Chipola students. Their unwavering effort to support the cultural life in the Chipola district has enriched the lives of countless community members.

• **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 expected outcomes. A rigorous program assessment process helps deans, department chairs, and lead faculty determine program strengths and weaknesses and make improvements. All academic departments require common course syllabi, departmental final exams, and textbooks. Academic departments provide students with access to appropriate labs and instructional materials.

Many indicators confirm Chipola's outstanding academic program. Just one example is that Chipola's graduates in biology, chemistry, and physics are often 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 degree programs. Multiple measures are used to evaluate how well students learn to do the following:

- Evaluate societal and ethical issues, problems, and values
- Explore the history, nature, methods, and limits of science
- Demonstrate basic mathematical skills and knowledge
- Comprehend and articulate effectively in English: reading, writing, oral communication
- Interpret, evaluate, and appreciate works of human culture

• **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. 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% 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:** While Chipola is recognized for excellent academic programs, sports have always been a big part of the college community. Chipola student-athletes participate in men's baseball, men's basketball, women's basketball, women's softball and women's cross-country. The college also has an outstanding cheerleading squad.

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 FCSAA men's and women's state basketball tournament for 17 years.

In 2021, Chipola won state championships in men's and women's basketball as well as softball. The basketball teams both finished in the Final Four of the NJCAA National Championship Tournament

Men's Baseball holds seven state championships and three national championships, including back to back national titles in 2017 and 2018.

Softball has been to six consecutive NJCAA Championship Tournaments and has nine appearances overall. The Lady Indians won the title in 2007, 2015, and 2019. Softball has six state championships and 11 Panhandle Conference Championships.

Men's Basketball holds a total of 16 state championships and 25 Panhandle Conference Championships. Women's Basketball holds five Panhandle Conference championships, seven state championships and a national championship in 2015.

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

Chipola's production of Winnie the Pooh was performed for thousands of area children experiencing live theatre for the first time.

The Music Department's annual production, A Chipola Christmas, was performed for over 1500 patrons – two nights completely sold out. The production included the Chipola Show Choir, Chipola Chorus, President's Ensemble, Rock and Jazz Band, and community groups.

Chipola marked its 60th anniversary in 2007 in grand style by picking up two national championships—baseball and softball—and state championships in all four of the college’s major intercollegiate sports. The feat put Chipola in the record books as the only team from the Florida ever to win four state championships in one year.

Chipola has an exceptional record of preparing student-athletes for the next level. Most student-athletes transfer to Division I colleges and universities, while others advance to the professional ranks.

The entire focus of athletics at Chipola is to prepare student-athletes for success on the playing field and in the classroom.

Course Offerings

Chipola offers more than 40 degrees and certificates. 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 and Engineering Technology. Popular certificate programs are Automotive Technology, Fire Science, Corrections, Cosmetology and Law Enforcement. A state-of-the-art welding program was initiated in January 2014. Engineering Technology and Civil Engineering Technology were initiated in 2015. Theatre and Entertainment Technology was added in 2019.

To meet the needs of employed students, commuting students, students with family responsibilities, and students with a variety of needs, departments schedule face-to-face, evening and online classes.

Training programs are changed or continued as dictated by documented need by needs assessments which precede all major program changes. Program assessments 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; (2) offering high school Dual-Enrollment classes in district high schools at the request of parents, students, and school officials; (3) increasing enrollment for RN and CNA programs; (4) establishing the School of Education to help address Florida’s shortage of qualified teachers, (5) delivering a Bachelor of Science in Business Administration program with concentrations in Accounting and Management; (6) delivering a Bachelor of Science in Nursing degree, and (7) establishing an Engineering Technology program to address the need for skilled technicians by area employers.

Outstanding Faculty

One of Chipola’s greatest assets is its outstanding faculty. Of the full-time faculty members, about 57% are tenured; about 32% hold doctorates; and 57% hold master’s or education specialist degrees. At least 14% of the faculty members 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. John Gardner, Automotive Technology Instructor, was named the 2018 Professor of the Year by the Association of Florida Colleges. Amie Myers, English Instructor, was a finalist for the Professor of the Year Award in 2020. Sherry Klanjac, Business Instructor, was a finalist for the 2020 Ernest L. Boyer Excellence in Teaching and Technology Award by the Association of Florida Colleges. Faculty members regularly participate at state meetings and conduct in-service activities for public school personnel in the college district. When available, part-time faculty are also engaged to teach classes, mostly in the arts, social sciences, criminology, and corrections.

Full-time faculty members teach over 70% of student contact hours. 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 part-time instructors. Inherent in the college’s philosophy is the belief that full-time faculty members 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 Baseball and Softball teams competed in the NJCAA National Championship in 2019.

Chipola Softball won FSCAA State Championship and the NJCAA National Championship in 2019.



Matt White, Director of Distributed Systems served as the 2019-2020 Association of Florida Colleges President.

Faculty and Staff Accomplishments

Professional Presentations and Appearances

Bender, Stephanie, Literature and Language Department. Presented an excerpt from her dissertation titled The Hundred-horsepower Office: Sasha Stone and the Rationalization of the Salaried Class for the German Studies Association annual conference

Cruz-White, Irma, Mathematics and Natural Sciences Department. Presenter: Preparing Beginning Mathematics Teachers for the Future: NCTM 2020 Program Standards, 25th AMTE Annual Conference

Mosley, Kristie. Presenter: Learning to Persist, 2021 AFC Student Development Commission Virtual Conference

Professional Publications

Bouvin, David, School of Business and Technology. Bouvin, D. (2021). Certified Data Privacy Solutions Engineer. Information Systems Audit and Control Association. Bouvin, D. (2020). Systems development: From idea to release. Journal of Information Assurance, Security, and Protection.

Cruz-White, Irma, Mathematics and Natural Sciences Department. Paper “Zero Helicity of Seifert Framed Defects” by Summers, De; Cruz-White, Irma; Ricca, Renzo accepted for publication in Journal of Physics A: Mathematical and Theoretical

Awards, Recognition, Professional Accomplishments

Chabot, Nancy, Human Resources Department. Received the 2020 Association of Florida College’s Chapter Unsung Hero Award

Craven, Bryan, Office of Public Relations. Won three awards from the Communications and Marketing Commission of the Association of Florida Colleges: a Gold Award for the print edition of The Chipola Monthly; a Bronze Award for the digital edition of The Chipola Monthly; and a Silver Award for “Stay Home, Stay Well and Excel” newspaper ad



Dove, Eric, Office of Public Relations. Won a Bronze Award from the Communications and Marketing Commission of the Association of Florida Colleges for the “Chipola Tech Theater: Working through COVID” video promotion

Hamil, Lillie, Office of Public Relations. Received the 2020 Association of Florida College’s Chapter Lifesaver Award

Hilton, David, Mathematics and Natural Science Department. Received the 2020 Faculty/Administrator/Other Professional of the Year Award.

Lay, Terolyn, Mathematics and Natural Science Department. Promoted from Assistant Professor to Associate Professor.

Maloy, Tina, School of Health Sciences. Earned Master’s Degree in Instructional Design from Western Governors University

Smith, Rachel, Enrollment Services. Received the 2020 Career Employee of the Year Award.

Ward, Evelyn, Fine and Performing Arts Department. Received the 2020 Association of Florida College’s Leadership of Excellence Award for Outstanding Administrator

Cruz-White, Irma, Mathematics and Natural Sciences Department. Received the 2021 Kirkland Excellence in Teaching Award.



Local, Regional, State, and National Leadership

Clark, Amanda, Mathematics and Natural Science Department. Chapter President, Association of Florida Colleges

Cruz-White, Irma, Mathematics and Natural Sciences Department. NCTM CAEP SPA Coordinator – coordinating all efforts related to the national accreditation of mathematics education programs; Florida Statewide Mathematics Council Member; TODOS Mathematics for All, Board Member; 2023 TODOS Conference Program Co-Chair

Bethel, Glenda, School of Business and Technology. Adviser, Chipola PBL; Director, Florida PBL District I; Member, Florida FBLA-PBL Board of Directors; Host and Coordinator of the annual FBLA District II competition; President, UFF-CFA

Gilmore, Darwin, Workforce and Economic Development. Defined and launched building construction technology partnership

between Chipola College and Chipola Area Habitat for Humanity, in connection with Auburn Rural Studio, Fannie Mae, and Regions Bank; Jackson County Economic Development Committee Board Chair; Board Member of North Florida Inland Long Term Recovery Group helping address housing crisis and case management activities due to Hurricane Michael

Maloy, Tina, School of Health Sciences. Board Member for Florida Association of Emergency Medical Services Educators

White, Matthew, Information Systems Department. Past President, Association of Florida Colleges; Executive Board Member, Association of Florida Colleges; Board Member, Association of Florida Colleges Foundation

Growth of Facilities and Technology

The college has received over \$20 million in building or renovation funds. Over 90 percent of the classrooms are equipped with “smart” classroom technology, and most buildings are equipped with wireless internet capability. Chipola has 18 student computer labs. These are located in all classroom buildings. The state-of-the-art Library houses the student Technology Center and provides numerous databases as part of a state system. The new Academic Center for Excellence provides on-demand tutoring and additional academic support.

The new decade ushered in a new age of technological integration into the curriculum and instruction. For example, online courses are offered in every academic department, and state-of-the-art technology supports training. Automotive Service Technology, Welding and Engineering Technology students now have some of the most advanced, computer-assisted instructional 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.



Accreditation & Affiliations

Chipola College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate degrees, associate degrees, and certificates. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Chipola College. This accreditation was most recently reaffirmed in 2018.

The college is also a member of the American Association of Community Colleges, the Southern Association of Colleges with Associate Degrees, the Association of Florida Colleges, National Junior College Athletic Association, Florida College System Activities Association, Florida's Great Northwest and other state and national professional organizations for institutions of higher learning.

Chipola's Nursing programs are accredited by the Accreditation Commission For Education In Nursing, Inc. (ACEN), and the Paramedics/EMT program is accredited by the Committee on Accreditation of Educational Programs for the Emergency Medical Services Profession (CoAEMSP). 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 Automotive Technicians Education Foundation (NATEF), and International Conference on Automotive Collision Repair (I-CAR). The Welding Program is accredited by the National Center for Construction Education and Research (NCCER).

Chipola College Vision, Mission, and Goals

Vision

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

Mission

Chipola College provides access to quality learning opportunities toward baccalaureate degrees, associate degrees, and certificates and facilitates the economic, social, and cultural development of the College's service area.

-Adopted April 19, 2016

Institutional Goals and Objectives

Goal 1: Increase enrollment, retention, and completion

- Objective 1.1 Ensure students have access to support services needed to be successful at college
- Objective 1.2 Minimize barriers to enrollment, retention, and completion

Goal 2: Provide a high quality distance learning program

- Objective 2.1 Provide high quality online courses
- Objective 2.2 Ensure students taking online courses have access to high quality academic support services

Goal 3: Prepare students for continued learning and careers

- Objective 3.1 Provide students foundational competencies needed to successfully continue their education
- Objective 3.2 Prepare students for employment

Goal 4: Provide a high quality dual enrollment program

- Objective 4.1 Provide high quality dual enrollment courses in district high schools

Goal 5: Provide an appealing campus environment

- Objective 5.1 Provide an aesthetically pleasing campus environment
- Objective 5.2 Provide a safe, secure, and supportive learning environment

Goal 6: Manage resources responsibly

- Objective 6.1 Use resources appropriately

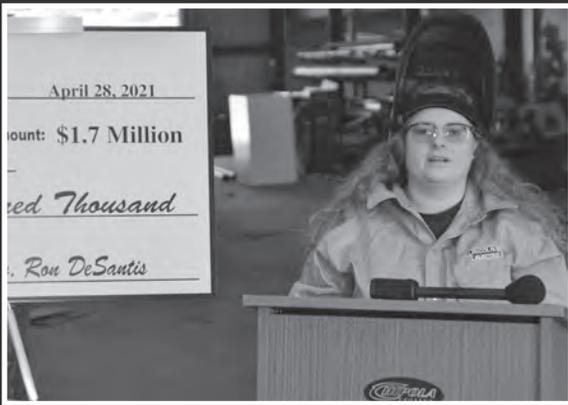
Goal 7: Facilitate regional development

- Objective 7.1 Contribute to the region's economic development
- Objective 7.2 Contribute to the region's cultural and social development

Goal 8: Remain a leading institution in the Florida College System

- Objective 8.1 Improve outcomes pertaining to Florida's 2+2 and College Work Student Success Incentive Funds
- Objective 8.2 Provide students a high quality overall educational experience

ENROLLMENT Services



Changing Lives
Creating Futures

"Chipola is a great place to further your education. I'm glad that I received both my Associates and Bachelor's from Chipola."

Graduating Student Survey

"I love Chipola! Anytime I have ever needed help or had questions, I have never had anyone not do everything they could to help or respond."

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**

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

ENROLLMENT SERVICES

Ethics and Compliance Program

Reporting Hotline

In accordance with Chipola College Policy 1.004 and 1.006, individuals may report suspected misconduct anonymously through the Ethics and Compliance Program Hot-line at (850) 718-2410. For more information, contact the Vice President of Instructional Affairs Dr. Pam Rentz at (850) 718-2213 or rentzp@chipola.edu or the Ethics & Compliance Officer Shannon Saunders at (850) 718-2410.

Equity

Notice of Equal Access/Equal Opportunity and Nondiscrimination

Chipola College does not discriminate against any persons, employees, students, applicants or others affiliated with the college with regard to race, color, religion, ethnicity, national origin, age, veteran's status, disability, gender, genetic information, marital status, pregnancy or any other protected class under applicable federal and state laws, in any college program, activity or employment.

Title IX of the Education Amendments of 1972 (20 U.S.C. ss1681) is an all-encompassing federal law that prohibits discrimination based on the sex of students, employees, and third parties when appropriate, of educational institutions, which receive federal financial assistance. Sexual harassment of students, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. Chipola College complies with all aspects of this and other federal and state laws regarding non-discrimination.

For information about compliance with Title IX or compliance regarding harassment or discrimination, including sexual harassment and sexual violence, should contact the College's Equity Officer and Title IX Coordinator: Wendy Phippen, Associate Vice President of Human Resources, Equity Officer and Title IX Coordinator, 3094 Indian Circle, Marianna, FL 32446, Building A, Room 183C, 850-718-2269, pippenw@chipola.edu

If the grievance involves a possible equity issue, the Equity Officer will meet with the student/group within 10 work days of the referral. The Equity Officer will investigate the grievance and notify the student/group of the findings and any action to be taken within 10 work days.

Admissions

Chipola College does not discriminate against any persons, employees, students, applicants or others affiliated with the college with regard to race, color, religion, ethnicity, national origin, age, veteran's status, disability, gender, genetic information, marital status, pregnancy or any other protected class under applicable federal and state laws, in any college program, activity or employment. 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 Director of Enrollment Services. Applicants who are denied admission may appeal to the Admissions Committee within 10 days of denial.

Chipola College requests students to provide a Social Security Number on the Application for Admission. The number will be kept confidential and will be used only for state and federal reporting as required. Student Social Security Numbers will not be provided to any other office at Chipola College unless the student chooses to provide it. Students are not required to disclose Social Security Numbers in accordance with US Public Law The Social Security Number is required of all students seeking federal financial aid. Also, section 6109 of the Internal Revenue Code does require students to furnish a Social Security Number to the college for Form 1098T reporting, and failure to do so may result in IRS penalties.

Student Email Accounts

Official communications between Chipola College and students will be accomplished via student email provided by the college. A student email account will be issued to each student within one week of application completion and acceptance. Official communications from the college Financial Aid/Veteran's Affairs office will also be via student email. It is the student's responsibility to regularly monitor student email correspondence.

Go to www.chipola.edu/StudentEmail to view current instructions for accessing student email.

To access email, go to <https://www.chipola.edu/about/administrative-offices/information-systems/frequently-asked-questions-faqs/student-email-faqs/> to view current instructions for accessing student email.



Please be advised that information concerning student email is subject to change.

MyChipola

The MyChipola portal is the students' source for access to information stored within the Jenzabar student records system. To access the portal, go to <https://my.chipola.edu> using any web browser.

The MyChipola tab is available to everyone (no login required) and gives access to admissions, course schedules and college events. To gain access to other features, you must sign into the portal by providing your User Name and Password at the top of the Home page.

Open Door Policy

Chipola has an Open Door Admissions Policy which provides educational opportunities to all qualified students who are interested in participating in programs, courses, and services offered by the college. However, state placement rules determine the level of classes a non-exempt 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 must apply online at <https://my.chipola.edu>. Look for the online application. Allow 2 - 3 weeks for processing. You are encouraged to apply 6-8 weeks prior to the semester and no later than the application deadline listed in the college calendar to improve your registration opportunities in desired classes and increase your financial aid opportunities. 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 should complete the Federal Student Aid (FAFSA) at www.fafsa.ed.gov

2. All students should complete the residency section. Please note that two documents are required to establish residency.

3. Students applying to the Baccalaureate Program should complete the online 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 via email.

6. Degree-seeking NON-EXEMPT 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 NON-EXEMPT 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. Students who entered 9th grade in a Florida public school in 2003-2004 or thereafter and who earned a standard Florida high school diploma; or students who are serving as active duty members of the United States Armed Services are exempt from taking the common placement or enrolling in developmental education courses: Students who are exempt from testing or enrolling in developmental education may take the common placement test and may enroll in developmental courses if they wish.

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 contra indications 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:

Complete Chipola College general application for admission at <https://my.chipola.edu/ICS/Admissions>

- Returning Students:

Submit a completed Chipola College general application for admission if you were not enrolled within the last year at Chipola at <https://my.chipola.edu/ICS/Admissions>

- 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 Education prerequisite courses; 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: Apply online at <https://my.chipola.edu/ICS/Admissions>.

- Returning Students apply online at <https://my.chipola.edu/ICS/Admissions> 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 or at least 60 semester credit hours to include completion of the Chipola College general studies requirement 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 2.0 GPA on all college coursework. Check college website for more information.

Bachelor of Science in Business Administration

- New Students: Apply online at <https://my.chipola.edu/ICS/Admissions>.

- Returning Students apply online at <https://my.chipola.edu/ICS/Admissions> 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 Arts Degree or at least 60 semester credit hours to include completion of the Chipola College general studies requirement 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 the Director of Enrollment Services.

For Engineering Management, Information Systems and Management Concentrations:

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 the Director of Enrollment Services. 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
- Graduate Exit Exam
- 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/her major and transfer institution, and to take the courses recommended in the academic plans, which are available in Advising (A-112) and on the college website.

Civics Literacy

Prior to the award of an Associate in Arts or baccalaureate degree, first-time-in-college students entering a Florida College System institution in the 2018-2019 school year, and thereafter must demonstrate competency in civics literacy through one of the following options prior to graduation: 1) successfully passing either POS 2041 American Government or AMH 2020 American History Since 1865, or 2) achieving the standard score on one of the following assessments:

	<u>Score</u>
AP Government and Politics: United States	3
AP United States History	4
CLEP: American Government	50

Modern Language Requirement

First time in college students, beginning with Fall 2014, must demonstrate modern (foreign) language competency in order to

earn 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 two semesters of the same language at the college level.

The College allows students to demonstrate proficiency in a native language other than English or demonstrate they have a level of competence in a foreign language at least equivalent to that of students who have completed two (2) credits of such instruction in high school to meet 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 Director of Enrollment Services 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 Director of Enrollment Services has the prerogative not to accept all or any part of the previously earned credit. Appeals for evaluation should be addressed to the Director of Enrollment Services. 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 Director of Enrollment Services.

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.

Chipola College recognizes the value of a Massive Open Online Course (MOOC) as an alternative mode of learning, especially for developing skills in reading, writing and mathematics. However, MOOCs cannot be directly transferred to the College for credit granting purposes. Students seeking credit for a MOOC must contact the associated credit granting institution, if appropriate, to complete the credit requirements at that institution. The credit would then be awarded on that institution's transcript as credit and transferred to Chipola College for credit transfer consideration. MOOCs may contribute to Prior Learning Assessment (PLA) credit as one of the components considered in a PLA portfolio packet.

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 Director of Enrollment Services.

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. 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. 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 \$21,000 per year; a total of \$42,000 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.
4. 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.
5. The completed forms returned to the Director of Enrollment Services 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 Director of Enrollment Services. 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.

Dual Enrollment and Early Admission

Chipola College offers qualified high school students the opportunity to enroll in college courses to earn college credit and credit toward high school graduation by participating in the Dual Enrollment and Early Admission Program. The program is authorized under Florida Statute 1007.271 and is a cooperative effort with Calhoun, Holmes, Jackson, Liberty, and Washington School Districts to provide enhanced learning opportunities for qualified students through effective use of college programs and resources.

Student eligibility requirements for initial enrollment in college credit dual enrollment courses must include a 3.0 unweighted cumulative high school grade point average and the minimum score on a common placement test adopted by the State Board of Education. For more information on Dual Enrollment and Early Admission visit our website at Chipola.edu.



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 Student Affairs Room A107A, for more information about the Honors Program.

Enrollment Policies

Registration

Baccalaureate, AA, and AS 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.

Credit Hour

In accord with Federal Regulation, SACSCOC policy, and Florida Administrative Code, a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates

1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for academic activities as established by the institution including laboratory work, internships, practica,

studio work, and other academic work leading to the award of credit hours.

The credit hour definition applies to all credit-bearing activities whether they take place on the college campus, at another site, or online. An online credit hour represents the equivalent amount of work as a credit hour for all courses with the same course number and description.

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 Associate 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.

Distance Learning (Online) Courses

The purpose of Chipola College Distance Learning is to provide accessible, affordable, quality educational opportunities for area citizens through the use of technology. Online courses are not assessed a Distance Learning fee. 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.

Online courses may be taught through several course delivery methods: online, online synchronous, modified face-to-face synchronous, and modified face-to-face asynchronous, and paired courses.

However, students enrolled in these courses are required to complete proctored assignments and/or exams under the supervision of an approved proctor, that is, someone authorized by Chipola to conduct these tests, such as the college Testing Center, online proctor or an approved off-campus proctor location. Dates for proctored assignments and/or exams are specified on Canvas, in the syllabus or first day handout for each course.

Course syllabi and assignments will be available online on Chipola College's eLearning system, Canvas. 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.

Upon admission to the college, students should have received a letter from Chipola College with notification of their email address and instructions for accessing the Canvas system. Canvas login instructions are also available at the myChipola portal at <https://my.chipola.edu>. Students will be able to access their online classes on the first day of each term. Failure to access the course in Canvas the first week of class may impact your ability to receive financial aid and/or scholarship awards. Students should review the course syllabus and the First Day Handout which will provide information regarding any instructional materials (such as the textbook or any other software required) and an overview of the Canvas course content as well as the name 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 22 computer 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.

Chipola College Distance Learning students, who have completed the internal institutional grievance process and the applicable state grievance process, may appeal non-instructional complaints to the FL-SARA PRDEC Council. For additional information on the complaint process, please visit the FL-SARA Complaint process page.

Course Delivery Methods

In an effort to provide students with various opportunities for course/instructional delivery, Chipola College is providing the following instructional modalities.

Traditional Face-to-Face. Face-to-Face is the traditional classroom delivery mode where all contact hours are performed on campus in a physical classroom. Technology may be used for classroom interaction and students may be required to use computers and internet to complete assignments. These courses are designated with a section number of 001, 002, etc.

Online. An online course is administered asynchronously through the institution's learning management system, Canvas. On-campus meetings are not required. However, online courses require proctored exams, either in-person or through HonorLock. Students will need reliable internet, a computer, and a webcam. These courses are designated as sections 700, 701, etc.

Online Synchronous. An online synchronous course is administered through the institution's learning management system, Canvas. On-campus meetings are not required. However, the course requires students to sign in to class via Zoom, Microsoft Teams, or other online platform on specific days and times to attend class online. Courses require proctored exams, either in-person or through HonorLock. Students will need reliable internet, a computer, and a webcam.

Modified Face-to-Face Synchronous. A modified face-to-face synchronous course meets with the instructor on a designated day & time. Half of the students meet in a physical classroom with the instructor one day and through Zoom, Microsoft Teams, or another online platform on the second day. The other half of the students meet in the classroom and through the online platform on

the opposite days. Courses may require proctored exams, either in-person or through HonorLock. Students will need reliable internet, a computer, and a webcam. These courses are designated as sections M01 for Monday in class time and Wednesday through Zoom. The same is true for other days (T01, W01, R01). Any section number beginning with these letters such as M02 or R03 are modified face-to-face courses. The days and times are listed so that students are able to register for the day and time they wish to come to campus.

Modified Face-to-Face Asynchronous. A modified face-to-face asynchronous course meets the instructor on a designated day & time. Half of the students meet in a physical classroom with the instructor one day and complete online work on the second day. The other half of the students meet in the classroom and online on the opposite days. Courses may require proctored exams, either in-person or through HonorLock. Students will need reliable internet, a computer, and a webcam. These courses are designated the same as modified synchronous courses with M01, T01, W01, and R01. Any section number beginning with these letters such as M02 or R03 are modified face-to-face courses. The days and times are listed so that students are able to register for the day and time they wish to come to campus. The second day is listed as online.

Directed Study Courses

Students may wish to pursue Directed Individual 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 Vice President of Instructional Affairs. DIS course work should be completed during the term in which it is started.

Directed Individual Study classes (Section 050) and Independent Study (Section 400) classes cost an additional \$30 per credit hour. Students should contact the appropriate academic department dean 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 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.” Courses in limited access programs may not be audited.

Testing

Placement Testing

In an effort to provide more effective educational services for non-exempt 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 or the Associate in Science Degree Programs 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 achieved a college ready score on 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.

The PERT is offered Monday thru Thursday in the Chipola College Testing Center by appointment only or online. Examinees must schedule appointments and pay testing fees at least 24 hours in advance using the link on the Testing Center web page. (www.registerblast.com/chipola/Exam)

Placement test scores are valid for two years. An examinee may retest on the PERT after 30 days.

Placement Testing Exemptions

Transfer students who have completed English Composition I (ENC 1101) or its equivalent and have completed College Algebra (MAC 1105) or its equivalent may be exempt from placement testing. A student who entered 9th grade in a Florida public high school in the 2003-04 school year, or any year thereafter, and earned a standard high school diploma or a student who is serving as an active duty member of the U.S. Armed Services is not required to take a placement test and is not required to enroll in developmental instruction.

TABE Testing Requirements

As per rule 6A-10.040, students enrolled in a postsecondary program offered for career education credit of 450 hours or more shall complete an entry-level basic skills examination within the first six (6) 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. The student entered 9th grade in a Florida public school in 2003-04, or any year thereafter, and earned a standard high school diploma. 6. The student is serving as an active duty member of the U.S. Armed Services. 7. 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.

The TABE is offered Monday thru Thursday in the Chipola College Testing Center by appointment only. Examinees must schedule appointments and pay testing fees at least 24 hours in advance using the link on the Testing Center web page. (www.registerblast.com/chipola/Exam)

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. There is a fee for the test which is administered in the Testing Center. Examinees should contact the testing center at 718-2284 to schedule an appointment.

BSC 2085 Screening Exam

The BSC 2085 Screening Exam allows students who have not successfully completed BSC 1005 or successfully completed one year of high school biology, the ability to exempt the biology prerequisite for BSC 2085 providing they score 70% or better on the exam. There is a fee for the Screening Exam which is administered in the Testing Center. Examinees should contact the testing center at 718-2284 to schedule an appointment.

Test of Essential Academic Skills (TEAS)

Completion of the TEAS is a requirement for consideration for admission to the Chipola College Nursing Program. This exam is designed specifically to assess a student’s preparedness entering the health science fields. The ATI TEAS test is timed and is comprised of 170 questions set up in a multiple-choice format with four-option answers. Questions are designed to test the basic academic skills students need to perform in class in the areas of: Reading, Math, Science, and English and Language Usage. Candidates must make an appointment on RegisterBlast (www.registerblast.com/chipola/Exam) at least 24 hours in advance and seating is limited. For more information regarding the TEAS, contact the Testing Center or visit: <http://www.chipola.edu/instruct/testing/teas.htm>.

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 students to greatly enrich their programs of study and allows them to pursue more advanced courses throughout their 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.

The CLEP is offered on Mondays and Wednesdays in the Chipola College Testing Center by appointment only. Examinees must schedule appointments and pay testing fees at least 48 hours in advance using the link on the Testing Center web page. (www.registerblast.com/chipola/Exam)

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.

Graduate Exit Exam (GEE)

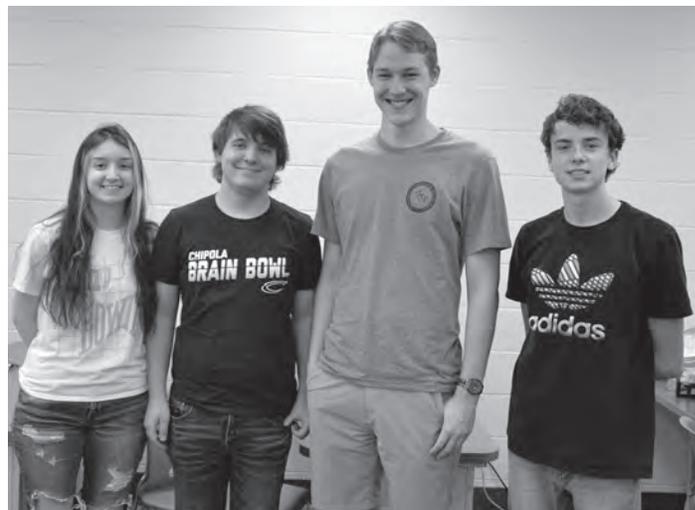
All students seeking an Associate in Arts Degree must earn a passing score on the Graduate Exit Exam, an academic exam designed to measure general education foundational skills attained in the first two years of college. Students must schedule for the GEE on Register Blast at www.registerblast.com/chipola/Exam.

Testing deadlines may be found in the Chipola College calendar printed on the inside front cover of this publication. The GEE is offered year around.

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 <https://www.chipola.edu/about/administrative-offices/business-office/student-fees/32> for current fee information before registering.

No registration will be complete until all fees and tuition have been paid in full. Payment deadlines for Early Registration tuition/fees are posted in the College Calendar. Regular Registration tuition/fees are due the day of registration. 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	Residency		
	Florida	AL and GA	Other
College Credit and College Prep Courses	\$ 102.00	\$ 103.00	\$ 296.35

Workforce Development Certificate Programs

Per Clock Hour

Type of Course	Residency		
	Florida	AL and GA	Other
Post Secondary Adult Vocational	\$ 2.55	\$ 2.56	\$ 9.21

Bachelor's Programs

Per Semester Hour

Type of Course	Residency		
	Florida	AL and GA	Other
College Credit	\$ 115.00	\$ 116.00	\$ 309.35

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

Additional Fees

- Vocational Preparatory: \$30 (Florida Residents) and \$60 (Non-Florida Residents) per semester.
- Special Fees: Special course fees may apply. When required, they are listed in the online schedule of courses. *Chipola College does not assess an online course fee.
- Processing Fee: \$20.00 per semester. The Processing Fee includes application, ID, parking, and graduation fees.
- 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 an Associate in Science Degree in Early Childhood Education, Criminal Justice, or Fire fighting. See Director of Enrollment Services for details.
- Experiential Learning Evaluation fee: (Contact Director of Enrollment Services)
- International Student Fee: \$100.00.
- Printing Fees: Registered Chipola students will be given a \$15.00 printing credit to begin each semester.

All student printing is monitored by Paper Cut 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.

Methods of Payment

The college will accept personal checks for payment of tuition, fees, fines and other charges. VISA, Master Card, 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, Master Card, and Discover.

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 \$2,335 to \$3,550 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 \$8,153 to \$9,738 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 online, 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 (\$102 per credit hour for the 2020-2021 academic year.) State employees are responsible for paying processing fees, testing fees, lab fees, and any other special fees. **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 list of complete guidelines concerning Florida Residency for Tuition Purposes is available at www.floridashines.org.

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:

1a. 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).

1b. Chipola College shall waive out of state fees for an honorably discharged Veteran of the US Armed Forces, the US Reserved Forces or the National Guard or any other student who is entitled to and uses educational assistance provided by the United States Department of Veterans Affairs who physically resides in the state of Florida while enrolled in this institution. Tuition and fees charged to Veterans who qualify for the out-of-state fee waiver under this section may not exceed the tuition and fees charged to a resident student.

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

All refunds are processed through the College Business Office approximately two weeks after the end of the drop/add period. Refunds are issued via check made payable to the student and mailed to the student's current address on file in the Admission's Office. 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.

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)

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 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. 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 October 1 for the following academic year. Applicants should apply online at www.fafsa.ed.gov. (Chipola's code is 001472).

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 in the College calendar.

The Financial Aid Program at Chipola College is designed to provide scholarships, grants, 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). Financial assistance may consist of scholarships, grants, 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, religion, ethnicity, national origin, age, veteran's status, disability, gender, genetic information, marital status, pregnancy or any other protected class under applicable federal and state laws.

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 with the Financial Aid Office regarding potential financial liability. Title IV aid includes Federal Pell Grants, and Federal Supplemental Educational Opportunity Grants.

The following types of aid are administered:

Federal, State and College Assistance Programs

Federal Pell Grant (Pell): A grant provided by the federal government to qualified students who demonstrate financial need and have an Expected Family Contribution (EFC) below the threshold designated annually by the U.S. Department of Education. Apply using the Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov. Students must reapply for all federal financial aid programs by submitting a new FAFSA each year. Please visit <https://studentaid.ed.gov/sa/types/grants-scholarships/pell> for more information.

Federal Supplemental Education Opportunity Grant (SEOG): A supplemental grant provided by the federal government to qualified students who demonstrate exceptional financial need. Priority is given to Pell Grant recipients with the lowest EFC. Students must be enrolled at least half-time to receive this award. Please visit <https://studentaid.ed.gov/sa/types/grants-scholarships/fseog> for more information.

Federal Work-Study (FWS): Federal funds provided to students for part-time employment. Students must apply by submitting a FAFSA and employment application. Participants must have unmet need as determined by the students' cost of attendance, EFC, and other aid awarded. Work is limited to 15 – 20 hours per week, paid at minimum wage. Students should visit Financial Aid Office for additional information.

Florida Student Assistance Grant (FSAG): A state funded need-based grant available to Florida residents who submit a

FAFSA by the Chipola College financial aid deadline and meet eligibility criteria established by the Florida Department of Education. Please visit <https://www.floridastudentfinancialaidsg.org/PDF/factsheets/FSAG.pdf> for additional information.

Florida Student Assistance Grant – Certificate Education (FSAG-CE): A state funded need-based grant available to Florida residents who submit a FAFSA who are enrolled in certificate programs and meet eligibility criteria established by the Florida Department of Education. Please visit <https://www.floridastudentfinancialaidsg.org/PDF/factsheets/FSAG-CE.pdf> for additional information.

Florida First Generation Matching Grant (FGMG): A state and Chipola College funded grant available to "first generation" students who submit a FAFSA and meet eligibility criteria determined by the Florida Department of Education. For additional information please visit <https://www.floridastudentfinancialaidsg.org/PDF/factsheets/FGMG.pdf>.

Florida Bright Futures Scholarship Program (Florida Academic Scholars, Florida Medallion Scholars, Florida Gold Seal Vocational Scholars, Florida Gold Seal CAPE Scholars, and Florida Top Scholars): A state scholarship awarded to Florida high school graduates who demonstrate high academic achievement. Students must meet initial eligibility requirements while in high school, and apply for the scholarship during their final (senior) year. Recipients are selected and notified by the Florida Department of Education. For Bright Futures scholarship requirements, student eligibility, and renewal requirements visit <https://www.floridastudentfinancialaidsg.org/SAPBFMAIN/SAPBFMAIN>.

Honorably Discharged Graduate Assistance Program (HDGAP): A need-based program that provides Florida veterans with supplemental living expenses during semester breaks. Apply using the FAFSA.

Scholarship for Children and Spouses of Deceased or Disabled Veterans (CDDV): Scholarship that provides funding for tuition for dependent children and un-remarried spouses of a qualified Florida veteran. Students must submit a completed Florida Student Application by April 1. Eligibility is determined by the Florida Department of Veteran Affairs. For more information visit <https://www.floridastudentfinancialaidsg.org/PDF/factsheets/CSDDV.pdf>.

Other State Scholarships: The Florida Department of Education offers numerous scholarships and grants to Florida residents. Please consult the Florida Department of Education at www.floridastudentfinancialaid.org or call toll free at (888) 827-2004.

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 or math lab assistant scholarships—Awards are recommended by a committee of the Natural Science and Mathematics faculty. Contact the Dean 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 Affairs Benefits: Chipola College is certified by the Florida State Approving Agency (SAA) for training under the various U.S Department of Veterans Affairs (VA) Education and Training Programs (GI Bill ®). The college's policies and procedures are applicable to all eligible students who make application for, and receive, VA Educational or Training 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 SAA to allow payments to eligible students. Student Veterans or dependents planning to enroll at Chipola College and wishing to receive VA educational/training benefits should consult with the college's VA Services Office well in advance of registering for classes. The School Certifying Officer (SCO) will coach the veteran through the required applications and forms needed for VA benefits and/or enrollment certification. **The veteran assumes responsibility for all fees at registration.** However, veterans attending the college under Chapter 31 (Veteran Readiness and Employment) who have approval from the VA will have registration fees paid directly to the college by the VA. Veterans attending college under Chapter 33, also known as Post-911, 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 VA.

Veterans (students) desiring information about benefits and requirements should contact Chipola College's VA Services Office at 850-718-2437 or the VA Regional Office at 1-800-827-1000. Website - www.gibill.va.gov.

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 Services Office before registering.

In accordance with Title 38 US Code 3679 subsection (e), Chipola College adopts the following additional provisions for any student using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill (Ch.33) or Veteran Readiness and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. Chipola College will not:

- Prevent the student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other

students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA Certificate of Eligibility (COE) by the first day of class;
- A Veteran Readiness and Employment student must provide a VA form 28-1905;
- The Member 4 copy of the Veteran's DD214 form;
- Provide a written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

In accordance with the Johnny Isakson and David P. Roe, MD Veterans Health Care and Benefits Improvement Act of 2020, if a student withdraws or resigns, VA will collect tuition and fee debts from Chipola College. Students are required to pay Chipola College any outstanding balance for tuition and fees regarding this debt. Additionally, if a student withdraws or resigns from classes, students will be responsible for repaying any debts associated with the monthly housing allowance and the books and supplies stipend to VA. Before withdrawing or resigning from any class, it is strongly recommended that students consult with the VA and School Certifying Officer regarding potential financial liability.

Out of State Tuition Waiver

State and federal law extends out-of-state tuition waivers to students who are:

- Honorably discharged veterans of the United States Armed Forces, The United States Reserve Forces, the National Guard, or
- Eligible veteran dependents **using VA educational benefits,**

regardless of these students' state of residency, as long as they physically reside in Florida during their time in school.

The waiver program also includes Active duty members of the Armed Forces of the U.S. residing or stationed outside of Florida. Those members stationed in or living in Florida should qualify for residency under the Office of Admissions <https://www.chipola.edu/media/chipola/admissions/CC-AD-Residency-Declaration-02-2016.pdf>. The Veteran Out of State Tuition Waiver Program for Florida colleges and universities:

- Is classified as a tuition waiver
- Exempts eligible students from being held to the 12-month residency rule for out-of-state students
- Cannot be granted to students who live outside of Florida again, except in the case of active duty service members
- Expires for dependents who exhaust VA educational benefits

Documents that verify you reside in Florida must include the student's name and current address; examples include a signed lease, declaration of domicile, utility bill, driver's license, voter's registration card or vehicle registration.

Chipola College students who are honorably discharged former military members to include National Guard and Reservists and have lived in Florida for **less than 12 months** must submit:

- The Member 4 copy of the veteran’s DD214 showing their character of discharge as Honorable (**DD214 is only required once, it will not be required for future semesters**).
- Documentation that the student veteran currently resides in Florida. **Depending upon what documentation is provided, this may be required each semester.**

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 job description and rate of pay for any student job you accept.
- Be advised of the requirements in cases of withdrawal, such as refunds or repayment of financial aid.

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 Financial Aid Office.
- 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.

Excess Hours Advisory Statement

Section 1009.286, Florida Statutes, establishes an “excess hour” surcharge for a student seeking a baccalaureate degree at a state university. It is critical that students, including those entering Florida colleges, are aware of the potential for additional course fees. “Excess hours” are defined as hours that go beyond 120% of the hours required for a baccalaureate degree program.

For example, if the length of the program is 120 credit hours, the student may be subject to an excess hour surcharge for any credits attempted beyond 144 credit hours (120% x 120).

All students whose educational plan may include earning a baccalaureate degree should make every effort to enroll in and successfully complete those courses that are required for their intended major on their first attempt. Florida college students intending to transfer to a state university should identify a major or “transfer program” early and be advised of admission requirements for that program, including the approved common prerequisites. Course withdrawals and/or repeats, as well as enrollment in courses nonessential to the intended major, may contribute to a potential excess hours surcharge.

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 Online Classes by completing the Academic Honor Code. Failure to begin attendance in any course will result in a lower enrollment status and an award reduction.

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 2019-20 fiscal year, more than \$778,700 was expended by the Foundation for tuition and books for 1,098 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 website, 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 2019-2020 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 \$5,830 AL/GA Add \$30 Resident (Differential)
Tuition and Fees	\$3,120	\$3,150	\$8,950	\$3,510
Processing Fee	40	40	40	40
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	\$10,528	\$10,558	\$16,358	\$10,918
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	\$3,120	\$3,150	\$8,950	\$3,510
Processing Fee	40	40	40	40
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	\$13,696	\$13,726	\$19,526	\$14,086
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	\$3,120	\$3,150	\$8,950	\$2,295
Processing Fee	40	40	40	40
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	\$11,455	\$11,485	\$17,285	\$10,260
Vocational Students Residing With Parents	Florida Resident (In-State)	Alabama/Georgia Resident (Differential)	Non-Florida Resident (Out of State)	
Tuition and Fees	\$2,295	\$2,604	\$8,289	
Processing Fee	40	40	40	
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	\$9,333	\$9,342	\$15,327	
Vocational Students Not Residing With Parents	Florida Resident (In-State)	Alabama/Georgia Resident (Differential)	Non-Florida Resident (Out of State)	
Tuition and Fees	\$2,295	\$2,304	\$8,289	
Processing Fee	40	40	40	
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	\$12,501	\$12,510	\$18,495	

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 department office where it will be forwarded to the Vice President of Instructional 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 Director of Enrollment Services.

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. According to Administrative Code 6A-14.0301, 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 the Associate Vice President of Student Affairs for more information.

Based on major extenuating circumstances, a fourth attempt may be granted by the Associate 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

As per Florida Rule 6A-14.0301, grade forgiveness applies when students repeat the same college developmental or college credit course in which they earned a "D" or "F" grade. Students may not repeat the same college credit or college 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 not audit courses in limited access programs. 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. A withdrawal does count as an attempt of a 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

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	3	A	12
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 - 17 Total Quality Points Earned - 39
17 Hours for GPA divided into
39 Quality Points Earned= 2.29 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.

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. Audits are not permitted for courses in limited access programs.

All grade changes must be initiated by the assigned faculty member and submitted to the Vice President of Instructional 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. (Students enrolled in the School of Education Bachelor Program must earn a 2.5 GPA.) 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.

Students graduating with honors based on the cumulative grade point average including transfer credit hours will be designated as follows:

Summa Cum Laude	Grade Point Average of 3.90 - 4.00
Magna Cum Laude	Grade Point Average of 3.70 - 3.89

Cum Laude	Grade Point Average of 3.5 - 3.69
Honor Student	Grade Point Average of 3.25 - 3.49

The determination of the honor categories for the commencement ceremony is based on the cumulative grade point average at the end of the student's last term of enrollment prior to the term of the graduation ceremony. Students who have met the criteria for honors prior to their term of graduation will be eligible for the honor codes at the commencement ceremony.

The transcript is the final and official record of a student's standing at the time of graduation. Students meeting the honors criteria after the official analysis of graduation eligibility is determined will have the appropriate notation affixed to the diploma or certificate awarded.

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 OF PROGRESS

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 GPA.

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 Director of Enrollment Services.

Appeals

Appeals of probation and suspension decisions may be made to the Director of Enrollment Services. If unresolved, the appeal may be made to the Admissions' Committee by contacting the Director of Enrollment Services 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 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. 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

- Maintain National Junior College Athletic Association standards.
- Maintain Florida College System Activities Association standards.

2. Other Scholarships

- Maintain a 2.00 grade point average (GPA) each term or semester.
- 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 for Full Time Enrollment

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)
5. Florida Gold Seal CAPE 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% time frame 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% time frame 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% time frame 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", and "U". Remedial courses will count toward hours attempted, completed and CGPA when evaluating SAP. (A maximum of 30 remedial credit hours).

- Financial aid will calculate 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 Standards of Satisfactory Academic progress will be notified by e-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.

- Vocational Preparatory Courses (VPI) will be excluded from hours attempted, completed or CGPA. Advanced placement and CLEP classes are not calculated in CGPA.

F. Maximum Time Frame 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 subsequent degrees, all transfer hours accepted by Chipola, and hours attempted at Chipola will be used in determining maximum timeframe for their respective programs.

- A student may appeal as outlined in G. Reinstatement procedures as outlined 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 Director of Financial Aid.
- 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 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 of Science Degree, the Associate in Arts, and the Associate in Science. Certificates are provided in Workforce Development programs.

All graduates will be provided graduation robes and mortar boards with tassels. No additional adornment is allowed. Only those cords awarded by Chipola College for academic achievement in Honors, Phi Theta Kappa and/or the President's Medallion for (4.0)

graduates will be allowed. All other adornments and ornamentation including pins, flowers or brooches will not be allowed. Graduates will be asked to remove any adornments that have not been approved prior to entering the arena floor.

Bachelor of Science Degree in Education

To be awarded the Bachelor of 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.
- Complete a minimum of 120 hours of coursework.
- Satisfactorily complete Student Internship.
- 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. Twenty-five percent of the total semester hours toward graduation must be earned in academic programs in residence at Chipola College. 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 dean.
- 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 with a grade of "C" or better.
- Have a GPA of 2.5 or higher in the 7 required courses plus 1 elective in either of the accounting or management concentrations.
- Complete significant hours of community service.

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 Graduation Exit Exam, 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. Students must complete 15 to 18 hours of General Education coursework; must follow a Chipola College academic plan for the chosen degree field.

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.

Chipola College identifies the following as directory information: 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. We do not consider telephone numbers or email addresses as part of the Directory Information. If any student wishes for their information to be excluded from considered as Directory Information they must specify in writing to the Admissions and Records Office no later than the tenth calendar day of classes in each term that this information is to be withheld.

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.

Official Transcripts

The official academic transcript of a Chipola College student will be furnished only upon his or her written request to the Admissions and Records Office. The college reserves the right to deny a transcript or withhold any information on any student including students whose financial record is not clear.

STUDENT *Services*



"The ACE is awesome!!!!!!"
Graduating Student Survey

"I loved going to the ACE, whether I was needing help with one of my classes or just to go and do my homework."
Graduating Student Survey

"I'm an older student and sometimes things were challenging. I had plenty of help and overall I enjoyed being there."
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, Academic All-American and Chipola Graduate

*Changing Lives
Creating Futures*

- Student Activities
- Advising
- Online Registration
- Academic Center of Excellence
- Library
- Copyright Policy
- Student Center, Cafeteria, & Bookstore
- Services for Students
- Accident, Illness, Medical Services & Health Insurance
- Safety and Security
- Contacts for Resolving Student Problems

STUDENT SERVICES

Student Activities

The Office of Student Activities/SGA is located in 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.

Special Events: Check the calendar in the Student Handbook/Planner for special SGA sponsored events. 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.

Military: Chipola offers opportunities for students to prepare and serve as commissioned officers after graduation. Monthly activities and paid internships are available for students who participate and are selected. All military events are advertised via Chipola College and community publications. Additional collaborative opportunities exist with local military clubs, units and professional organizations.

Music: The Music Program at Chipola offers five music ensembles open to all students. The College Chorus is open to all students who enjoy choral singing and the Rock and Jazz Ensemble and the new Wind Ensemble are open to all students who play musical instruments. The Chorus, Rock and Jazz Ensemble, and the Wind Ensemble are non-auditioned ensembles. Show Choir combines both singing and choreography; it is an auditioned ensemble. The President's Ensemble is an auditioned music ensemble, featuring choral and instrumental. All five 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 cross country. 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 strives to promote educational, social, political and cultural awareness on and off campus for all students.

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

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

International Student Association. This organization provides support for the International Community of Chipola College.

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.

Phi Beta Lambda. Phi Beta Lambda provides additional opportunities for all students interested in developing career abilities and activities in business management, computers and other related fields. Students do not have to be a business major.

Phi Theta Kappa. Phi Theta Kappa is Chipola's honor society, open (by invitation) to students with a 3.5 or better GPA and completion of 12 semester hours.

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

Puertas Abiertas (Spanish Culture Association). This group opens the door of different acculturative aspects from the Spanish culture.

Student Scientists Association. This association 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.

SkillsUSA. Chipola College SkillsUSA chapter is affiliated with the Florida Association of SkillsUSA. Its purpose is to promote leadership and professional skills, as well as job skills necessary for success in today's world. Membership is open to students enrolled in courses in trade, industrial, technical and health occupations.

Sophomore Student Nurses Association. This 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.

TRiO Society. Encourages self-development, commitment to academics, and dedication to community involvement while expanding the goals and objectives of the TRIO Student Support Services Program.

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 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. While academic advisors, faculty and staff provide significant academic planning and related assistance to students, completion of all degree requirements, and the process of monitoring progress to that end, is ultimately the responsibility of the student.

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

Online Registration

The majority of returning students are eligible to use online registration. Students are eligible to register online if they meet the following qualifications.

- 1) are a current student and have completed 12 hours or more.
- 2) have a declared major other than 1005 General College.
- 3) have a GPA of 2.0 or higher.
- 4) You do not have any parking or admission holds, etc.
- 5) You are not enrolled in any remedial courses.
- 6) You are not dual enrolled or early admit.
- 7) You are not a clock-hour student (Automotive, Cosmetology, Law Enforcement, CNA, etc.)
- 8) You are not using a state employee fee waiver.

First-Time Registration for a Semester

- 1) Go to <http://my.chipola.edu>
- 2) Sign in (type in your User Name and Password, then press the LOGIN button).
- 3) Go to the STUDENTS page (click on the word STUDENTS in the dark blue menu bar).
- 4) In the section of the page entitled, "Add/Drop Courses", click on the ADD/DROP COURSES icon.
- 5) Choose the term you want to register for. A dropdown box entitled "Term" allows you to make your choice.
- 6) There are two methods for registering.

A. If you know what course sections you want to enroll in, type the course numbers in the boxes provided within the "Add by Course Code" tab. You may enter up to six courses. Once you are finished entering your courses, click the ADD COURSE(S) button. Messages will be displayed telling you whether or not your registration requests were successful. **Please read all displayed messages.**

B. If you are not sure what specific course sections you want to enroll in, click on the tab entitled "Course Search". You may search courses based on several sets of criteria. To search all courses, leave the search criteria blank then click the SEARCH button. Courses matching your search criteria will be displayed. You may register for any courses where there is a check box in the column entitled "Add". To enroll in a course, simply click the associated box in the "Add" column beside the course you want. Once you have selected the courses you wish to enroll in, scroll to the bottom of the course search page, then click the ADD COURSES button. Displayed messages will tell you whether or not your registration requests were successful. **Please read all displayed messages.**

Add a Course to an Existing Semester Schedule

Note: Courses may only be added during an open registration period.

To add a class to your course schedule, follow the directions outlined in steps 1- 6 above.

Drop a Course from an Existing Semester Schedule

Note: Courses may only be dropped during an open registration period.

- 1) To drop a class from your course schedule, follow the directions outlined in steps 1-5 above, then continue with step #2 below.
- 2) Your course schedule should be shown at the bottom of the displayed page. All courses eligible for drop should have a check box available in the “Drop” column.
- 3) Click the Drop box for the course(s) you wish to remove.
- 4) Click the DROP COURSE(S) button to drop the selected courses. Displayed messages will tell you whether or not your drop requests were successful. Please read all displayed messages.

MyChipola Portal

The MyChipola portal offers web-based access to the elearning system - Canvas, unofficial transcripts, degree progress, major exploration and much more! All these features are accessible via <http://my.chipola.edu>. Be prepared to logon using your Chipola Username and Password.

Accessing Student Account Information

Students can check their Student Accounts to verify course charges, scholarship/Financial Aid postings and make payments online. To check your Student Account, log onto the portal at <https://my.chipola.edu>, click the STUDENTS tab, click on the “Student Accounts” link on the left side of the screen. Click on “My Account Balances” link to show the total amount due. The link to make payments online is also shown in this section. Also by clicking on the amount link a complete history of the student’s account is displayed.

Canvas

Classes at Chipola College utilize the eLearning system, Canvas. While many instructors use Canvas to enhance their courses, instructors for online classes use Canvas as the primary delivery for the course. All students are encouraged to review the system requirements for using Canvas, log in to Canvas and review the Canvas Student Tutorial. Classes become available in Canvas the first day of the semester. Students in online courses should access their courses in Canvas the first day of the semester to establish the first day of attendance and check announcements. All official class electronic communication should be through Canvas. For more information on Canvas, see <http://my.chipola.edu>.

Unofficial Transcripts

The unofficial transcript function of the MyChipola portal 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 the portal as soon as they are entered into the school’s database. To access unofficial transcripts, log onto the portal at <https://my.chipola.edu>, click the STUDENTS tab, then look for the “My Unofficial Transcript” section of the webpage. Click on the “View Unofficial Transcript” link.

Course Needs/Degree Progress

Checking your degree progress 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. To check on your degree progress, log onto the portal at <https://my.chipola.edu>, click the STUDENTS tab, click on ADVISING (in the light blue box on the left of the page), then look for the “My Degree Progress” section of the webpage.

Major Exploration

Major exploration allows you the luxury of performing “what if” scenarios with different majors. For instance, “what if” you want to change majors? The major exploration function will evaluate the courses you have already taken against the course requirements for the new major. To access major exploration, log onto the portal at <http://my.chipola.edu>, click the STUDENTS tab, click on advising (in the light blue box on the left of the page), then look for the “Major Exploration” section of the webpage.

Career Resource Center

You can explore career choices, acquire labor market information, and learn about projected pay for various occupations. Resume and portfolio development are also available. Visit the Career Resource Center in A-156 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 <https://www.chipola.edu/acc/> or call (850) 718-2312.

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, 67,000 electronic books, 16,000 audiovisual and 110 periodical subscriptions. The Library is open 60 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. In addition, there are 2 computers equipped with webcam and lockdown browser. Current Chipola students can access the online catalog, databases, and electronic books 24 hours a day from LINCCWeb.

The Library website (<https://www.chipola.edu/academics/support/library/>) has information about LINCCWeb and other library services. LINCCWeb provides access to over 100 databases with over 75 million pieces of information. Students must present a current Chipola Student Photo ID to check out materials. Interlibrary loan services are available to students, faculty, and staff. The Information Technology Center (Tech Lab) on the second level of the Library has 22 computer workstations with word processing and software for specific courses.

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

Student Services

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 <https://www.chipola.edu/student-services/copyright-policy/copyrights-patents-and-receipt-of-royalties/>.

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 <https://www.chipola.edu/student-services/copyright-policy/>.

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 Student Activities Coordinator.

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 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

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-114. 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 three 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 digital voice, audio books, 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-114, (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.

Mental Health Symposium

The Mental Health Symposium is a student production under the supervision and guidance of the Social and Behavioral Sciences faculty. This event is open to all Chipola students, faculty, staff and the general public.

Mental illness affects 20% of our population and therefore is a major public health issue for our nation and worldwide. In fact, community issues require community-wide solutions. Moreover, it is imperative that mental health discussion in public forums be conducted in an attempt to eradicate the stigma associated with mental illness and develop solutions to meet the needs of our community.

Take Stock in Children

Take Stock in Children is a non-profit organization in Florida that provides higher education opportunities for deserving youth who meet income eligibility requirements. Take Stock services continue through high school and include the transition into college. TSIC Chipola serves Calhoun, Holmes, Jackson, Liberty, and Washington Counties. Take Stock Scholars must maintain a 2.5 GPA in high school, attend school regularly, and remain drug/crime free. TSIC offers two-year scholarships to Chipola and a volunteer mentor. The program is based on the principle that given extensive support, motivation and accountability, children will graduate from high school and attain a college degree or vocational training. The goal of TSIC is to reduce the number of high school drop-outs and to increase the number of students who finish college/vocational training and enter the workforce. For information, call (850)718-2428 or visit www.chipola.edu/tsic

TRiO Program Student Support Services

Student Support Services (SSS) is a federally-funded TRiO Program under the U.S. Department of Education that aids students in graduating from college. Program participants must meet certain requirements set forth by the Department of Education. Student Support Services (SSS) at Chipola College is committed to providing intensive, supportive, and proactive services that prepare students for a rigorous educational pursuit.

SSS staff focus its attention on preparing students to graduate and transfer to a four-year college and/or university. Therefore, the Student Support Services (SSS) staff take a holistic approach to ensure that its participants engage in a multifaceted experiences during their first two years of college. For additional information, contact the SSS office at (850) 718-2431.

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, and opportunities for dual enrollment.

Meta-Major Academic Pathway

Pursuant to Rule 6A-14.065, F.A.C., Chipola College includes meta-major academic pathways as part of their comprehensive advising plan.

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-183 (850-718-2269 or 850-718-2205); 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 Associate 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

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://offender.fdle.state.fl.us> or by phone at 1-855-352-7233.

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.

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 Right to Know

This link to the Chipola College website provides prospective students, current students and community members with information, facts and figures about Chipola College. http://www.chipola.edu/legal/right/right_to_know.htm

Crime Statistics

The Annual Campus Security Report contains campus crime statistics for years 2018, 2019, and 2020. 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. Students can access this information at <https://www.chipola.edu/student-services/student-right-to-know/annual-security-report/>. The Violence Against Women Reauthorization Act (VAWA) addresses the violence women face on campus. Incidents of domestic violence, dating violence, sexual assault, and stalking are disclosed in the Annual Security Report that maintains crime statistics.

In addition, Chipola College maintains a Crime Log in the Student Services Office, A 107. The Crime Log contains crimes and investigated incidents of the Jackson County Sheriff's Office on Chipola College campus.

ANNUAL REPORT OF CRIME STATISTICS

Offense	Number of Offenses Reported		
	2018	2019	2020
Murder/Non-negligent Manslaughter	0	0	0
Forcible Sex Offenses	1	0	0
Nonforcible Sex Offenses	0	0	0
Robbery	0	0	0
Aggravated Assault	0	0	0
Burglary	0	0	0
Motor Vehicle Theft	0	0	0
Arson	0	0	0
Negligent Manslaughter	0	0	0

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. Skateboards are not allowed on campus.

11. The possession, use, or storage of electronic equipment such as Hoverboards, Swagways, IO Hawks, Skywalkers, Segways and any similar devices is prohibited anywhere on the Chipola College Campus, including in residence halls and apartments. This applies to all members of the campus community, and has been enacted to mitigate potential on-campus safety hazards.

12. Use caution when approaching cross-walks, and remember, the pedestrian has the right of way. Campus speed limit is 15 mph.

13. 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.

14. 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.

15. Report any violence immediately by calling 911 and then notify the Associate Vice President of Student Affairs (718-2451 or 718-2222) or any other employee.

16. 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.

17. For incidents of seizure or other medical emergencies call 911 and then report immediately to the Human Resources Office (718-2269 or 718-2205) or the Associate Vice President of Student Affairs (718-2451 or 718-2222) 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. **Keep your student ID with you at all times while on campus. Staff and/or Security may ask for your ID; if you cannot produce it, you may be asked to leave campus.** Students must provide of their student account statement verifying that they are registered for the term and do not owe tuition or fees. Students can print a student account statement online at chipola.edu. 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.

Contacts for Resolving Student Problems

Chipola College recognizes that sometimes a student feels unfairly treated or would like further clarification of a rule or policy. Students are invited to request clarification, or register a complaint. Contact person listed below. Complaints can also be submitted online at <http://www.chipola.edu/studentservices/complaint.htm> This form is for filing an informal complaint and must be completed prior to filing a formal written complaint. Students may obtain the formal complaint form from the Associate Vice President of Student Affairs located in Building A – Room 107-C or by contacting her at smithb@chipola.edu

If the appropriate contact is not immediately available, students should make an appointment with that contact rather than continuing to the next level. Problems continuing to the second level require a written explanation. Please speak with appropriate College personnel before submitting the written explanation.

Chipola College Distance Learning students, who have completed the internal institutional grievance process and the applicable state grievance process, may appeal non-instructional complaints to the FL-SARA PRDEC Council. For additional information on the complaint process, please visit the FL-SARA Complaint process page.

Per Florida Statute 1006.51, Chipola College provides a Student Ombudsman for students to confidentially discuss complaints, concerns, or problems. The ombudsman will act as an impartial campus resource by providing a safe environment for a student to pursue either a non-academic or academic complaint/grievance. The Associate Vice President of Student Affairs serves as the Student Ombudsman and may be contacted at 850-718-2451 or smithb@chipola.edu.

ISSUE	FIRST CONTACT	ISSUE	FIRST CONTACT
Academic/Instruction.....	Supervising Dean	International Admissions	Director of Enrollment Services
Admissions Application	College Registrar	Library College	Director of Learning Resources
Advising	Associate VP of Student Affairs	Limited Access Admissions	Academic Program Dean
Athletics	Coach	Lost and Found	Associate VP of Student Affairs
Bachelor's Degree.....	Academic Program Dean	New Student Orientation.....	Associate VP of Student Affairs
Bookstore	Bookstore Manager	Not on Class Roster	College Registrar
Cashier	Comptroller	Parking Ticket Appeals	Coordinator of Student Activities
Class Availability	Academic Program Dean	Refund Requests	Director of Enrollment Services
Discrimination		Registration	College Registrar
Between students	Associate VP of Student Affairs	Security	Associate VP of Student Affairs
Of student by employee	Associate Vice President of Human Resources*	Student Financial Accounts.....	Comptroller
Entry Testing College.....	Testing Center Coordinator	Student Activities	College Student Activities Coordinator
Financial Aid College	Director of Financial Aid	Students with Disabilities	College Disability Services
Florida Residency	College Registrar	Transcripts.....	College Registrar
Graduation.....	College Registrar	Veterans.....	VA Advisor
Harassment between students	Associate VP of Student Affairs		
Harassment of student by employee.....	Associate VP of Human Resources/Equity Officer*		
Inappropriate Use of Grant Funds			
From Any Federal Agency....	USDOL Hotline, 1-800-347-3756		

*Please Note: All complaints of harassment of a student by an employee must be forwarded to the Associate Vice President of Human Resources & Equity Officer. These complaints may or may not be presented in writing, as the Office of Human Resources will formally document all such complaints.

Information about filing a complaint with the College's accrediting agency, the Southern Association of College and Schools Commission on Colleges (SACSCOC), can be found on its website at <http://www.sacscoc.org/pdf/081705/complaintpolicy.pdf>

Student GOVERNANCE



Changing Lives
Creating Futures

Student Rights, Responsibilities & Code of Conduct

"Every experience I had with any of the services was a positive experience. Everyone was always helpful and pleasant."

Graduating Student Survey

"The Chipola College staff has always been extremely willing to help me out in every way. They have been very welcoming and helpful every year."

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 Alumna**



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, pregnancy, 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. Chipola College complies with F.S. 1004.097 Free Expression on Campus and the Florida College System Institution's Statement on Free Expression.

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.

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, the event must be scheduled with the Associate Vice President of Student Affairs.

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/tendering of any information or material which shall be used to determine academic credit. Taking of information includes, but 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 acknowledgement 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, Canvas, 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.

Online Proctored Testing

To utilize Honorlock, students must adhere to the Chipola College Academic Honor Code and the Online Testing Requirements listed below. Chipola College reserves the right to require a re-test at an approved proctor location.

Failure to follow proper online testing requirements may result in a zero (0) grade for your exam and/or additional consequences as outlined in the Student Governance section of the Chipola College catalog.

Online Testing Requirements

The online testing environment and testing area should mimic that of the “in class” testing environment. Online Testing includes the following requirements:

- No writing visible on desk or on walls.
- No websites other than Canvas and the Honorlock proctoring extension should be used or open while taking a proctored exam.
- Close all other programs and/or windows on the testing computer prior to logging into the proctored test environment.
- Make sure music/televisions are not playing in the background.
- Communication or receiving assistance from others is not permitted during a proctored assessment.
- No other persons except the test-taker should be in the room during testing.
- Using a phone or any other electronic device, other than your test-taking device, is not permitted.
- Remain visible in the web camera during the entire duration of the exam.

- Leaving the room during the testing period is not permitted.
- You must not take the computer into another room to finish testing (exam must be completed in the same room the “Exam Environment View” is completed in).
- Headphones or smart watches are not permitted.
- Dual monitors are not permitted.
- Caps/hats are not permitted.
- Textbooks, notes, etc. are not permitted unless clearly stated in the testing instructions provided at the beginning of the exam.
- Unless your instructor allows notes, textbook or other materials, keep your eyes on your screen, not focused on any other area of the desk or room.
- Sit at a clean desk or table (not on a bed or couch)
- Lighting in the room must be bright enough to be considered “daylight” quality. Overhead lighting is preferred; however, if overhead is not possible, the source of light should not be behind the student
- Ensure your desk or table is cleared of all other materials.
- When prompted to do a room scan, be sure to carefully include your desk/work area in your scan. Make sure to do a complete 360-degree rotation of your room, then show your work space. Replay your room scan for verification. Partial scans and/or failure to show your work space may be flagged during the proctoring review and may result in a zero (0) grade on the exam.
- Make sure your laptop is fully charged, or keep the charger within arm’s reach.
- When prompted to provide a photo ID, make sure your fingers do not cover any information on the ID. Photo capture of the photo ID must be clearly legible, and photo must clearly represent the student taking the exam.

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 assignment grade posted on Canvas on which the alleged incident occurred. 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 a summary of events forwarded to the Associate Vice President of Student Affairs. If the student refuses to accept the sanction or denies responsibility, the matter will be referred to the Associate 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 and a summary of events must be completed and forwarded to the Associate Vice President of Student Affairs and Dean of the department. 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 Associate 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.

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 CAP 3.4. 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.

Electronic Device Usage Statement

Classrooms should be free of all unnecessary distractions from the task of learning. Therefore, as a general rule, students should silence and avoid use of all electronic devices (laptops, phones, tablets, etc.) not being used for coursework. Consult first-day handouts for any specific policies related to the use of electronic devices in the classroom, as they may vary depending upon the nature of the course or the guidelines of the instructor. Faculty reserve the right to regulate the use of electronic devices and their accessories in class.

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 college 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

Chipola College Policy 3.260 Prohibition of Hazing and Florida Statute 1006.63 forbids 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.

Any Chipola College organization found to engage in any of the above hazing behaviors will be subject to disciplinary action as outlined in the Student Governance, Right & Responsibilities section of the student code of conduct. In addition to the penalties

listed, Chipola College “may include the imposition of fines; the withholding of diplomas or transcripts pending compliance with the rules or pending payment fines. In case of an organization ... which authorizes hazing in blatant disregard of such rules, penalties may also include the rescission of permission for that organization to operate on campus property or to otherwise operate under the sanction of the institution. All penalties imposed under the authority of this subsection shall be in addition to any penalty imposed for violation of any of the criminal laws of this state or for violation of any other rule of the institution to which the violator may be subject,” including Florida Statute 1006.63. Rules adopted pursuant hereto shall apply to acts conducted on or off campus whenever such acts are deemed to constitute hazing.

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 CAP 1.2, 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. All students, including evening students, are required to obtain and display a current Chipola College parking decal. Annual parking decals may be obtained by providing a current vehicle registration in the Business Office (A-165). Failure to do so may result in a citation and fine as well as disciplinary action.

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

Handicapped Parking - There are designated handicapped parking spaces on campus. It is a violation for non-handicapped

students to park in these spaces. Handicapped students should also obtain a Chipola College Handicap Parking placard from the Office of Students with Disabilities.

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. Parking in Bus Area.
8. Parking on grass.
9. Obstructing a fire plug.
10. Driving on Grounds.
11. Making excessive noise.
12. Driving wrong way on one-way street.
13. Exceeding 15 MPH.
14. Other (As specified by Ticketing Officer)

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 for violators wishing to dispute their ticket issuance; lack of available parking space is not a viable reason for dispute. Contact the Student Activities Coordinator for additional information.

Students having two (2) or more unpaid/outstanding parking tickets will have their records placed on hold; resulting in grades being withheld, inability to register for future classes, and transcripts being withheld.

Parking tickets issued for "No College Parking Permit" will be voided upon the issuance of a valid College permit. Maximum number of tickets voided for this violation is two (2) per school year.

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. Service animals must be registered with Disability Services prior to entering campus.

Possession of Weapons, Firearms, Fireworks, Explosives

Chipola College is committed to maintaining an educational and workplace environment that is free of violence. The College further recognizes the existence of extensive legislative acts and constitutional provisions pertaining to the rights and obligations of those who own or possess firearms, especially those addressing



the right to carry, store, and transport firearms on one's person and within motor vehicles.

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

college 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: Toleration 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

All buildings owned or operated by the College are designated as nonsmoking areas. Faculty, staff, students, and visitors who choose to use tobacco products or electronic cigarettes may do

so only in areas designated for smoking. It is the responsibility of the individual to properly dispose of tobacco waste products (e.g. cigarette remnants, etc.). This policy includes all tobacco products including smokeless tobacco and products that simulate smoking.

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 Director of Student Services 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 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/her 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 Associate Vice President of Student Affairs has the primary responsibility for the administration of student discipline.

If the Associate Vice President of Student Affairs believes, after review and investigation of the charges, that the charges have merit, the Associate Vice President of Student Affairs will schedule an appointment with the student for an information session. At this session the Associate Vice President of Student Affairs 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 Associate Vice President of Student Affairs has obtained pertinent to the charge(s). The student will have the opportunity to respond to this information.
3. The Associate Vice President of Student Affairs may then state what sanction(s), if any, are appropriate for the violation; a second meeting for this purpose may be scheduled.

The Associate Vice President of Student Affairs will always attempt to resolve cases involving less serious infractions at this level; however, at his/her discretion, the Associate Vice President of Student Affairs may decline to rule on the case and elect to refer the case to the Student Disciplinary Committee or confer with the Behavioral Intervention Task Force at any time for a recommendation. Furthermore, as each disciplinary problem has unique characteristics which are often unforeseeable and thus cannot be adequately planned for, the Associate 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 Associate Vice President of Student Affairs has stated the sanction, the student will choose one of the following options:

1. To accept the decision of the Associate 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 Associate 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 Associate Vice President of Student Affairs.

If the student cannot be contacted or fails to attend the information session, the Associate 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 Associate Vice President of Student Affairs 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. Associate 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 Associate 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

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 Associate Vice President of Student Affairs. If the grievance involves a grade received in a course, the student should follow the Student Grade Grievance Procedure. If the grievance involves a possible equity issue, the matter will be referred to the Equity Officer. The Equity Officer will meet with the student group within 10 work days of the referral. The Equity Officer will investigate the grievance and notify the student/group of the findings and any action to be taken within 10 work days.

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 Associate 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 Associate 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 Associate Vice President of Student Affairs will 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 Associate 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 Associate 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 Associate Vice President of Student Affairs.

Student Grade Grievance Procedure

Only a student may request a review of his/her grade. A student has ten (10) working days from the time an assignment grade is posted on Canvas to appeal. 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 grade is posted on Canvas, 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 shall 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 Vice President of Instructional Affairs to present written data to support his/her assertion in the dispute. The Vice President of Instructional Affairs must then meet and discuss the dispute with the faculty member. The Vice President of Instructional Affairs 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 the Vice President of Instructional 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 members 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.

2. 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 Vice President of Instructional 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.

3. The panel chairperson will communicate the panel's decision, in writing, to the Vice President of Instructional Affairs within ten (10) working days.

4. The Vice President of Instructional 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 Vice President of Instructional Affairs will notify the student and the faculty member, in writing, of the panel's decision; copies will also be forwarded to the department chairperson.

5. 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.

6. 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 Vice President of Instructional 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, and the Vice President of Instructional 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 organizations are operated under the jurisdiction of the Student Government Association and supervised by the Student Activities Coordinator. Specific activities sponsored by 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

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 for approval at least 15 business days prior to any activity.

Student Organizations

Student Government Association Regulations

All 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.

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
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
Brain Bowl
Cheerleaders
Chipola Players
Fellowship of Christian Athletes
Future Educators
Honors Program
International Student Association
Mu Alpha Theta
Phi Beta Lambda
Phi Theta Kappa
Pre-Med Society
Puertas Abiertas (Spanish Culture Association)
Show Choir
Skills USA
Student Ambassadors
Student Government Association
Student Scientists Association
Freshman Student Nurses Association
Sophomore Student Nursing Association
TRiO Society

Musical Groups

Campus musical groups include Rock & Jazz Ensemble, Wind Ensemble, College Chorus, President's Ensemble, and Show Choir. Past choral and/or band experience is highly desirable. Auditions are required for membership in the Chipola Show Choir and the President's Ensemble.

Religious Organizations

Baptist Collegiate Ministries
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 College System Activities Association and the National Junior College Athletic Association. Guidelines for all organized athletics at Chipola are located in the Office of the Athletic Director.

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 advisor at all times.
2. Do not leave the hotel and/or conference site without advisor's permission.
3. Attend all required meetings unless the advisor 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 an advisor who is a full-time Chipola employee and be approved by the president of the college.
2. Submit to the Student Activities Office a request form for establishing a new organization describing how the organization will support the mission of the College.
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.

Programs of **STUDY**



*Changing Lives
Creating Futures*

"I would like to thank everyone for the teaching and help they gave me. I will remember most of them the rest of my life."

Graduating Student Survey

"Instructors are incredibly knowledgeable, and 99.99% of the time are immediately available for help."

Graduating Student Survey

"Chipola, thank goodness, is greater than the sum of its parts."

Faculty Member, Employee Survey

- **Baccalaureate Degree Programs**
- **Associate in Arts Degree Programs**
- **Associate in Science Degree Programs**
- **College Credit Certificate Programs**
- **Workforce Dev. Certificate Programs**
- **Applied Technology Diploma**
- **Continuing Education and Professional Development Center**

Choose your Program of Study and Academic Plan

It is in the student's interest to choose a major and transfer school as soon as possible. Whenever possible, the student should use one of the pre-planned Academic Plans listed below and available from Student Affairs, faculty advisors, or on the web at www.chipola.edu/studentservices/guides.htm. Visit the following websites <http://chipola.edu/studentservices/career/index.htm> and www.flvc.org for online career exploration, information and degree shopping. Contact Student Services or the department for the most up-to-date Academic Plan.

Bachelor of Science Degrees*

Business Administration (Accounting)	4040	Elementary Education	4059	Middle School Science Education	4025
Business Administration (Engineering Mgt)	4043	English Education	4065	Secondary Mathematics Education	4010
Business Administration (Infor. Systems)	4042	Exceptional Student Education	4079	Secondary Science Education (Biology)	4020
Business Administration (Management)	4041	Middle School Mathematics Education	4015	Nursing	4120

Associate in Arts Degrees

Designed for students who plan to transfer to a Florida public university as a junior after graduation.

Students who have not identified a major may follow the General College Academic Plan.

General College/Undecided	1005	English	1060	Nursing	1120
Agribusiness	1008	English Education	1065	Nutrition/Dietetics	1012
Agriculture Education	1054	Food & Resource Economics	1046	Pharmacy	1130
Animal Science	1145	Forensic Science	1116	Political Science	1137
Architecture	1016	Forestry Resources & Conservation	1091	Psychology	1138
Art History/Studio Art	1051	Geomatics	1011	Recreation, Tourism & Events	1087
Biology	1019	Health Promotion	1078	Science Education (Biology)	1073
Business	1020	Health Science-Occupational Therapy	1127	Social Science Education	1076
Cardiopulmonary Sciences	1013	Health Science-Physical Therapy	1043	Social Science Interdisciplinary	1133
Chemistry or Chemical Science	1034	Information Technology	1047	Social Work	1139
Communication Sc and Disorders	1128	Management Information Systems	1038	Special Education	1079
Communications	1101	Marine Biology	1014	Sports Management	1044
Computer Science (B.A.)	1036	Mathematics Education Secondary	1067	Sports Medicine/Athletic Training	1113
Computer Science (B.S.)	1035	Mathematics Education Middle School	1079	Theatre/Drama	1141
Criminal Justice/Law Enforcement/CSI	1040	Microbiology & Cell Science	1015	Theatre: Technical Production	1142
Elementary Education	1059	Music Performance/Therapy	1068	Wildlife Ecology/Conservation	1009
Engineering	1080	Music Education	1069		

Associate in Science Degrees**

Designed for students with career goals that lead to employment in specific fields after graduation.

Business Administration	2185	Engineering Technology	2187	Networking Systems Tech: Digital Forensics	2183
Civil Engineering Technology	2178	Industrial Management Technology	2158	Networking Systems Tech: Network Security	2182
Computer Information Technology	2172	Nursing (RN)*	2194	Networking Systems Tech: Server Administration	2181
Criminal Justice Technology	2168	Sports, Fitness & Recreation Mgt	2151	Theatre and Entertainment Technology	2165
Early Childhood Education	2197				

**These programs do not include the full general education sequence necessary for transfer to a four-year college or university after graduation.

College Credit Certificate

Designed for students with career goals that require specialized training in one of the areas listed below.

Advanced Manufacturing: Pneumatics, Hydraulics & Motors Cert.	5270	Engineering Tech Support Specialist	5275	Network/Cyber Security	5246
Child Care Center Management	5297	Help Desk Support Technician	5244	Network Server Administration	5248
Digital Forensics	5242	IT Support Specialist	5245	Network Support Technician	5247
		Paramedic*	5280		

Workforce Development Certificate

Designed for students with career goals that require vocational training.

Advanced Manufacturing	2259	Cosmetology*	2235	Law Enforcement Officer*	2213
Automotive Service Technology	2215	Crossover Training/Corr. to Law Enforce*	2221	Welding Technology	2275
Building Construction	2248	Crossover Training/Law Enforce to Corr*	2222	Welding Technology Advanced	2276
Certified Nursing Assistant (CNA)*	2218	Firefighter	2210		
Correctional Officer*	2212	Firefighter/Emergency Medical Tech	2216		

Applied Technology Diploma

EMT Certificate	2219
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Special Student Status

Non-Degree Seeking - College Credit	9001	Teacher Certification	9094
Dental Hygiene - TCC	9096	Non-Degree Seeking - WorkForce Dev	9002

*Admission to the college neither constitutes nor guarantees admissions to Limited Access Programs. If you plan to enter one of these programs, you must request and submit a separate application packet for the specific program.

BACCAULAUREATE DEGREE PROGRAMS

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

ACCOUNTING CONCENTRATION

Program Code 1020/4040

This program is designed for students who plan to earn the Bachelor of Science in Business Administration degree at Chipola College with a concentration in Accounting. Possible areas of employment include small business management, personnel management, general manager, supervisor, risk management, and insurance.

ENGINEERING CONCENTRATION

Program Code 1020/4043

The engineering management concentration prepares students for management positions within the multidisciplinary environment of engineering and technology. Students will gain a greater exposure to communications, leadership, and business expertise both in the classroom and via internships. An engineering management specialization at Chipola College will assist students with advancing in leadership positions pertinent to civil, computer, electrical, industrial, and mechanical engineering, as well as in the fields of construction and maintenance.

To be admitted to the BSBA program, students must have an Associate in Arts degree or at least 60 semester credit hours of postsecondary education with completion of the Chipola College general education requirement from a regionally accredited institution. Students must have completed the state-mandated business common prerequisites and earned an overall GPA of 2.0 in lower-division coursework.

Students must complete 120 hours to obtain a baccalaureate degree from Chipola College. At least sixty (60) semester hours must be earned in courses numbered 3000 and above. Twenty-five percent of the total semester hours toward graduation must be earned in academic programs in residence at Chipola College and a total of sixty (60) semester hours of the work credited toward the baccalaureate degree must be earned in an accredited senior institution. Students are required to complete significant hours of community service before they can receive their BSBA degree.

INFORMATION SYSTEMS CONCENTRATION

Program Code 1020/4042

The computer information systems concentration prepares students for jobs in the fields of information technology with areas of focus that include business continuity, computer networks, telecommunications, databases, development, programming, project management, and security. Students may also pursue multiple technology certification designations.

To be admitted to the BSBA program, students must have an Associate in Arts degree or at least 60 semester credit hours of postsecondary education with completion of the Chipola College general education requirement from a regionally accredited institution. Students must have completed the state-mandated business common prerequisites and earned an overall GPA of 2.0 in lower-division coursework.

Students must complete 120 hours to obtain a baccalaureate degree from Chipola College. At least sixty (60) semester hours must be earned in courses numbered 3000 and above. Twenty-five percent of the total semester hours toward graduation must be earned in academic programs in residence at Chipola College and a total of sixty (60) semester hours of the work credited toward the baccalaureate degree must be earned in an accredited senior institution. Students are required to complete significant hours of community service before they can receive their BSBA degree.

MANAGEMENT CONCENTRATION

Program Code 1020/4041

This program is designed for students who plan to earn the Bachelor of Science in Business Administration degree at Chipola College with a concentration in Management. Possible area of employment include small business management, personnel management, general manager, supervisor, risk management, & insurance.

To be admitted to the BSBA program, students must have an Associate in Arts degree or at least 60 semester credit hours of postsecondary education with completion of the Chipola College general education requirement from a regionally accredited institution. Students must have completed the state-mandated business common prerequisites and earned an overall GPA of 2.0 in lower-division coursework.

Students must complete 120 hours to obtain a baccalaureate degree from Chipola College. At least sixty (60) semester hours must be earned in courses numbered 3000 and above. Twenty-five percent of the total semester hours toward graduation must be earned in academic programs in residence at Chipola College and a total of sixty (60) semester hours of the work credited toward the baccalaureate degree must be earned in an accredited senior institution. Students are required to complete significant hours of community service before they can receive their BSBA degree.





BACHELOR OF SCIENCE IN NURSING

RN TO BSN PROGRAM *Program Code 1120/4120*

This degree program is designed for students who have earned the AS degree in nursing, are licensed RN's in Florida, and plan to earn a bachelor's degree in Nursing at Chipola College. This is a limited access, limited enrollment program. Check the College website for admissions deadlines, etc.

Admission into this program requires official transcripts showing an A.S. Degree in Nursing from a regionally accredited institution; a valid, unrestricted, unencumbered RN license from the State of Florida, Alabama, or Georgia to be kept current throughout the duration of the required course of study; an AA degree from a Florida public institution OR 60 semester hours and satisfactory completion of Chipola's general education requirements (all courses that meet Gordon rule general education requirements must be completed with a minimum grade of "C"); completion of all prerequisite courses with a minimum grade of "C"; and a completed supplemental BSN application.

Students must complete 120 hours to obtain a baccalaureate degree from Chipola College. Twenty-five percent of the total semester hours toward graduation must be earned in academic programs in residence at Chipola College and a total of sixty (60) semester hours of the work credited toward the baccalaureate degree must be earned in an accredited senior institution.

BACHELOR OF SCIENCE IN EDUCATION

ELEMENTARY EDUCATION (K-6)

Program Code 1059/4059

This degree program is designed for students who plan to major in Elementary Education at Chipola College. A minimum GPA of 2.5 is required. Applicants must have an AA degree or at least 60 semester credit hours of postsecondary education with completion of the Chipola College general education requirement from a regionally accredited institution and present passing scores on all sections of the general knowledge portion of the FTCE for admission to the Baccalaureate program. Applicants must complete a self-disclosure form that requires them to respond to any personal criminal background information.

To earn a baccalaureate degree from Chipola College, a minimum of 120 semester hours must be completed. At least forty (40) of those hours must be in courses numbered 3000 and above. A minimum of thirty (30) of the (40) hours must be in residence at Chipola College.

EXCEPTIONAL STUDENT EDUCATION (K-12)

Program Code 1079/4079

This degree program is designed for students who plan to major in Exceptional Student Education at Chipola College. A minimum GPA of 2.5 is required. Applicants must have an AA degree or at least 60 semester credit hours of postsecondary education with completion of the Chipola College general education requirement from a regionally accredited institution and present passing scores on all sections of the general knowledge portion of the FTCE for admission to the Baccalaureate program. Applicants must complete a self-disclosure form that requires them to respond to any personal criminal background information.

To earn a baccalaureate degree from Chipola College, a minimum of 120 semester hours must be completed. At least forty (40) of those hours must be in courses numbered 3000 and above. A minimum of thirty (30) of the (40) hours must be in residence at Chipola College.

ENGLISH EDUCATION (6-12)

Program Code 1065/4065

This degree program is designed for students who plan to major in English Education at Chipola College. A minimum GPA of 2.5 is required. Applicants must have an AA degree or at least 60 semester credit hours of postsecondary education with completion of the Chipola College general education requirement from a regionally accredited institution and present passing scores on all sections of the general knowledge portion of the FTCE for admission to the Baccalaureate program. Applicants must complete a self-disclosure form that requires them to respond to any personal criminal background information.

To earn a baccalaureate degree from Chipola College, a minimum of 120 semester hours must be completed. At least forty (40) of those hours must be in courses numbered 3000 and above. A minimum of thirty (30) of the (40) hours must be in residence at Chipola College.

MIDDLE SCHOOL MATHEMATICS EDUCATION (5-9)

Program Code 1062/4015

This degree program is designed for students who plan to major in Middle School Mathematics at Chipola College. A minimum GPA of 2.5 is required. Applicants must have an AA degree or at least 60 semester credit hours of postsecondary education with completion of the Chipola College general education requirement from a regionally accredited institution and present passing scores on all sections of the general knowledge portion of the FTCE for admission to the Baccalaureate program. Applicants must complete a self-disclosure form that requires them to respond to any personal criminal background information.

To earn a baccalaureate degree from Chipola College, a minimum of 120 semester hours must be completed. At least forty (40) of those hours must be in courses numbered 3000 and above. A minimum of thirty (30) of the (40) hours must be in residence at Chipola College.

SECONDARY MATHEMATICS EDUCATION (6-12)

Program Code 1067/4010

This degree program is designed for students who plan to major in Secondary Education Mathematics at Chipola College. A minimum GPA of 2.5 is required. Applicants must have an AA degree or at least 60 semester credit hours of postsecondary education with completion of the Chipola College general education requirement from a regionally accredited institution and present passing scores on all sections of the general knowledge portion of the FTCE for admission to the Baccalaureate program. Applicants must complete a self-disclosure form that requires them to respond to any personal criminal background information.

To earn a baccalaureate degree from Chipola College, a minimum of 120 semester hours must be completed. At least forty (40) of those hours must be in courses numbered 3000 and above. A minimum of thirty (30) of the (40) hours must be in residence at Chipola College. Junior and Senior level courses must be passed with a “C” average.

MIDDLE SCHOOL SCIENCE EDUCATION (5-9)

Program Code 1073/4025

This degree program is designed for students who plan to major in Middle School Science Education at Chipola College. A minimum GPA of 2.5 is required. Applicants must have an AA degree or at least 60 semester credit hours of postsecondary education with completion of the Chipola College general education requirement from a regionally accredited institution and present passing scores on all sections of the general knowledge portion of the FTCE for admission to the Baccalaureate program. Applicants must complete a self-disclosure form that requires them to respond to any personal criminal background information.

To earn a baccalaureate degree from Chipola College, a minimum of 120 semester hours must be completed. At least forty (40) of those hours must be in courses numbered 3000 and above. A minimum of thirty (30) of the (40) hours must be in residence at Chipola College.

BIOLOGY EDUCATION (6-12)

Program Code 1073/4020

This degree program is designed for students who plan to major in Secondary Education Biology Education (with Chemistry certification competencies) at Chipola College. A minimum GPA of 2.5 is required. Applicants must have an AA degree or at least 60 semester credit hours of postsecondary education with completion of the Chipola College general education requirement from a regionally accredited institution and present passing scores on all sections of the general knowledge portion of the FTCE for admission to the Baccalaureate program. Applicants must complete a self-disclosure form that requires them to respond to any personal criminal background information.

To earn a baccalaureate degree from Chipola College, a minimum of 120 semester hours must be completed. At least forty (40) of those hours must be in courses numbered 3000 and above. A minimum of thirty (30) of the (40) hours must be in residence at Chipola College. All Junior and Senior level courses must be passed with a “C” average.



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 (non-degree) programs. 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 (GEE)/Test. First time in college students, beginning with Fall 2014, must demonstrate Modern (foreign) language competency in order to earn 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 2 semesters of the same language at the college level. Home School students must demonstrate competency through competency testing.

The College allows a student to demonstrate proficiency in a native language other than English or demonstrate they have a level of competence in a foreign language at least equivalent to that of students who have completed two (2) credits of such instruction in high school to meet this requirement.

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 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
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.

General Education Requirement

Associate in Arts students must complete 60 college credits to complete the degree; 36 of these credits must be general education credits distributed across five subject area categories. A student must satisfy the required number of credits in each category. The remaining 24 elective credits should be selected in consultation with an advisor, who will assist with selecting the college credits most advantageous to the student’s educational goals.

To assure that graduates of the state university and state college systems share a common base of General Education requirements, the State of Florida has designed general education core course options in each of five areas of study—Social Sciences, Natural Sciences, Mathematics, Communications, and Humanities. Beginning with students initially entering a Florida College System institution or state university in 2015-2016 and thereafter, each student must choose:

- One core course in each area and one general course in each area, or
- Two core courses in each area.

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	6-9
5. Humanities	6-9
6. Additional General Education Course (any other course from Areas 1-5)	3
TOTAL	36



Degree Programs

Area 1—Social Sciences (Minimum: 6 semester hours)

Student must choose from among the following:

- One core course and one general course, OR
- Two core courses in each area.

CORE SOCIAL SCIENCES:

- *AMH 2020, American History II, 3
- ECO 2013, Principles of Macroeconomics, 3
- *POS 2041, American Federal Government, 3
- PSY 2012, General Psychology, 3
- SYG 1000, Introductory Sociology, 3

GENERAL SOCIAL SCIENCES:

- AMH 2010, American History I, 3
- ASH 1044, Middle Eastern History & Civilization, 3
- ECO 2023, Microeconomics, 3
- GEA 2001, World Geography I, 3
- GEA 2002, World Geography II, 3
- POS 2112, State and Local Government, 3
- REL 2300, World Religions, 3
- SYG 1010, Contemporary Sociology, 3
- WOH 2012, World History I, 3
- WOH 2022, World History II, 3

*Either AMH 2020 or POS 2041 will fulfill Civics Literacy Requirement.

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

Student must choose from among the following:

- One core course and one general course, OR
- Two core courses in each area.

CORE NATURAL SCIENCES:

- AST 1002, Astronomy, 3
- BSC 1005, Introduction to Biological Sciences, 3
- BSC 2010, Integ. Principles of Biology I, 3
- BSC 2085, Human Anatomy & Physiology I, 3
- CHM 1045, General Chemistry I, 3
- ESC 1000, Introduction to Earth Science, 3
- EVR 1001, Introduction to Environmental Science, 3
- PHY 1053C, General Physics I, 4
- PHY 2048C, General Physics with Calculus I, 5
- PSC 1121, Introduction to Physical Science, 3

GENERAL NATURAL SCIENCES:

- BSC 2011, Integ. Principles of Biology II, 3
- BSC 2086, Human Anatomy & Physiology II, 3
- CHM 1030, General Organic & Biochemistry for Health Related Sciences I, 3
- CHM 1046, General Chemistry II, 3
- MCB 2010, Microbiology, 3
- PHY 1054C, General Physics II, 4
- PHY 2049C, General Physics with Calculus II, 5

Area 2 College Level Competency: Explore the Nature 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 (Minimum: 6 semester hours)

Student must choose from among the following:

- One core course and one general course, OR
- Two core courses in each area.
- Any higher level course with the same prefix may substitute.

Any student who successfully completes a mathematics course for which one of the general education core course options in mathematics is an immediate prerequisite shall be considered to have completed the mathematics core.

CORE MATHEMATICS:

MAC 1105, College Algebra, 3
MAC 1311, Calculus and Analytic Geometry I, 4
MGF 1106, Mathematics for Liberal Arts I, 4
MGF 1107, Mathematics for Liberal Arts II, 3
STA 2023, Introduction to Statistics, 3

GENERAL MATHEMATICS:

MAC 1114, Plane Trigonometry, 3
MAC 1140, Precalculus Algebra, 3
MAC 2233, Calculus for Non-Science Majors, 3
MAC 2312, Calculus and Analytic Geometry II, 4
MAC 2313, Calculus and Analytic Geometry III, 4

Area 3 College Level Competency: Demonstrate Basic Mathematical Skills and Knowledge

The Gordon Rule (6A10.030) requires all Florida college students to successfully complete at least Six (6) semester hours of mathematics coursework at the level of college algebra or higher. For the purposes of this rule, a grade of C or higher shall be considered successful completion

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 (Min: 6 semester hrs)

Student must choose:

- One core course AND one general course.

CORE COMMUNICATIONS:

ENC 1101, English Composition I, 3*

GENERAL COMMUNICATIONS:

ENC 1102, English Composition II, 3*

GENERAL COMMUNICATION ELECTIVES:

ENC 2210, Technical Writing, 3 *

ENC 1133, Research Writing, 1 *

*Gordon Rule Writing Course

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

Student must choose from among the following:

- One core course AND,
- Two general courses OR one general humanities and one general communications. Must total 12 hours of writing.

CORE HUMANITIES:

ARH 1000, Art Appreciation, 3
MUL 2010, Music Appreciation, 3
THE 1000, Theatre Appreciation, 3

GENERAL HUMANITIES:

AML 2010, Survey of American Literature I, 3
AML 2020, Survey of American Literature II, 3
ENL 2012, Survey of English Literature I, 3
ENL 2022, Survey of English Literature II, 3
HUM 2235, Introduction to Humanities with Writing II, 3
SPT 2521, Hispanic Cinema, 3
THE 2304, Script Analysis, 3
*HUM 1020, Introduction to Humanities with Writing I, 3

*May count as Core or General Ed Course

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.

**ARH 2016, Art Criticism I, 3

**ARH 2017, Art Criticism II, 3

**These general humanities courses do not meet the Gordon Rule writing requirement.

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 Art Appreciation
- ARH 2016, 2017 Art History Criticism I & II
- 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
- THE 1000 Theatre Appreciation
- 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.

Civics Literacy

Prior to the award of an Associate in Arts or baccalaureate degree, first-time-in-college students entering a Florida College System institution in the 2018-2019 school year, and thereafter must demonstrate competency in civics literacy through one of the following options prior to graduation: 1) successfully passing either POS 2041 American Government or AMH 2020 American History Since 1865, or 2) achieving the standard score on one of the following assessments:

	<u>Score</u>
AP Government and Politics: United States	3
AP United States History	4
CLEP: American Government	50

Modern Language Requirement

First time in college students, beginning with Fall 2014, must demonstrate Modern (foreign) language competency in order to earn 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 2 semesters of the same language at the college level.

The College allows a student to demonstrate proficiency in a native language other than English or demonstrate they have a level of competence in a foreign language at least equivalent to that of students who have completed two (2) credits of such instruction in high school to meet 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 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 pre-planned 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 admissions to the junior 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 - Engineering Mgt
 Business Administration - Infor. Systems
 Business Administration - Management
 Elementary Education
 English Education
 Exceptional Student Education
 Middle School Mathematics
 Middle School Science
 Nursing
 Secondary Education (Mathematics)
 Secondary Science- Biology Education

Chipola College (AA Degrees)

Music Education
 Music Performance
 Theatre
 Theatre Technology

Florida A & M University

Agribusiness
 Animal Science
 Architecture
 Business
 Cardiopulmonary Sciences
 Criminal Justice
 Elementary Education/Early Childhood
 Engineering
 Health Science
 (Pre-Occupational Therapy)
 (Pre-Physical Therapy)
 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
 Criminology
 Elementary Education
 Engineering
 English
 English Education
 Exercise Physiology
 Forensic Science
 Information Technology
 Management Information Systems
 Mathematics - FSU Teach
 Nursing
 Political Science
 Psychology
 Social Science Education
 Social Work
 Special Education
 Sport Management

Florida State University-Panama City Campus

Business
 Computer Science
 Elementary Education
 Engineering
 Intelligence/Operations/Crime Scene Investigation
 Law Enforcement
 Professional Communication
 Psychology
 Social Science Interdisciplinary
 Social Work

University of Florida

Agriculture Education
 Animal Science
 Athletic Training
 Business

Chemistry
 Communication Sciences & Disorders
 Criminology and Law
 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
 Nutritional Sciences
 Pharmacy
 Political Science
 Psychology
 Sport Management
 Wildlife Ecology/Conservation

University of West Florida

Business
 Communication Arts
 Computer Science
 Criminal Justice
 Elementary Education
 Exercise Science
 Marine Biology
 Nursing
 Psychology
 Social Work
 Sport Management

University of Central Florida

Athletic Training
 Undecided Majors
 General College/ College Prep

If you are interested in a major or a state university that is not listed, consult an 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 ¹	English Composition I	3	ENC 1102 ¹	English Composition II	3
XXX XXXX ²	NATURAL SCIENCE CORE	3	CGS 1060	Intro to Microcomputer Use	3
XXX XXXX ³	SOCIAL SCIENCE CORE	3	or XXX XXXX	or ELECTIVE	
XXX XXXX ⁴	MATHEMATICS CORE	3-4	XXX XXXX	NATURAL SCIENCE	3
SLS 1401	Career and Life Planning	1	XXX XXXX	SOCIAL SCIENCE	3
SLS 1101	Orientation	1	XXX XXXX	MATHEMATICS	3
TOTAL		14-15	TOTAL		15

SOPHOMORE YEAR

1st Semester		Sem. Hrs.	2nd Semester		Sem. Hrs.
XXX XXXX ¹	GORDON RULE WRITING	3	XXX XXXX ¹	GORDON RULE WRITING	3
XXX XXXX ⁶	HUMANITIES CORE	3	XXX XXXX ⁸	GENERAL ED COURSE	3
SPN 1120 ⁷	Elementary Spanish I		SPN 1121 ⁷	Elementary Spanish II	
or XXX XXXX	or ELECTIVE	3-4	or XXX XXXX	or ELECTIVE	3-4
XXX XXXX ⁵	ELECTIVE	3	XXX XXXX ⁵	ELECTIVE	3
XXX XXXX ⁵	ELECTIVE	3	XXX XXXX ⁵	ELECTIVE	2-3
TOTAL		15-16	TOTAL		14-15

¹ Twelve (12) hours of Gordon Rule Writing are required. In addition to ENC 1101 and ENC 1102, choose from the following courses to complete the 12 hour requirement: AML 2010, AML 2020, ENL 2012, ENL 2022, HUM 1020, HUM 2235, SPT 2521, ENC 1133, or THE 2304.

² Must choose one of the following AST 1000, BSC 1005, BSC 2010, BSC 2085, CHM 1045, ESC 1000, EVR 1001, PHY 1053C, PHY 2048C, or PSC 1121.

³ Choose one of the following AMH 2020, ECO 2013, POS 2041, PSY 2012, or SYG 1000.

⁴ Choose one of the following MAC 1105, MAC 1311, MGF 1106, MGF 1107, or STA 2023.

⁵ Electives: These courses should be prerequisites for the student's intended major.

⁶ Must choose one of the following ARH 1000, MUL 2010, or THE 1000.

⁷ If student has taken 2 credits of Foreign Language in high school, then choose elective.

⁸ Choose 3 hours from any of the general education courses 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. All Associate in Science degree students must complete the required English and mathematics courses with a grade of “C” or higher. Courses designated [O] in the “course description” section of this catalog may not transfer. Interested students should check with Student Affairs or a departmental academic advisor 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. Additional hours of specific general education courses, the Gordon Rule and GEE requirements would be needed to earn an Associate in Arts degree.

A minimum of 60 semester credit hours is needed to graduate with an AS degree in Business Administration from Chipola College.

CIVIL ENGINEERING TECHNOLOGY

Program Code 2178

The Civil Engineering Technology program provides students with the skills and knowledge required to enter the field of civil engineering as a technologist or a technician. The focus of this program is in the area of building & material systems, site development, and surveying. Significant emphasis is placed on the CAD (Computer Aided Drafting) capability required to interact with today’s GPS and GIS Mapping associated with modern surveying processes to define property boundaries, highway rights of way, parking lots, retention ponds, residential development, and elevations. Further emphasis is placed on site investigation, soil foundation design, soil properties, compaction and stabilization of soils. The content also includes legal considerations, employability skills, hydrology, engineering and math training to prepare the student for further education and careers in the Architecture and Construction career cluster. The Autodesk Certificates can be tested for upon competencies learned within this program.

A minimum of 60 semester credit hours is needed to graduate with an AS degree in Civil Engineering Technology 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. Content includes topics and skills emphasized in various industry certifications including the CompTIA A+, Security+, and Network+, as well as various Microsoft network certifications (MTA, MTICP). Students holding valid current IT industry certifications should contact a departmental advisor about credit that may be awarded for selected courses based on such certifications.

A minimum of 60 semester credit hours is needed to graduate with an AS degree in Computer Engineering 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 60 semester credit hours is needed to graduate with an AS degree in Criminal Justice Technology from Chipola College.





DENTAL HYGIENE *Program Code 9096*

Articulation Agreement between Chipola 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 60 semester credit hours is needed to graduate with an AS degree in Early Childhood Education from Chipola College.

ENGINEERING TECHNOLOGY

Program Code 2187

The purpose of the Engineering Technology AS program is to prepare students for employment or provide additional training for persons previously or currently employed in the manufacturing, electronics, aerospace, or other related industries. This degree is a planned sequence of instruction with one common core and several specializations; we are now offering Advanced Manufacturing specialization with a Hydraulics/Pneumatics/Motors certificate. Engineering Technology AS degree holders can transfer to a number of BAS degrees offered in Florida's colleges and universities. The ET Core is MSSC (Manufacturing Skills Standards Council) CPT (Certified Production Technican) aligned. This program has a solid Industrial Maintenance component in order to equip mechanical and electrical technicians, but also includes the Advanced Manufacturing elements to prepare plant operations personnel for the current high-tech requirements. Topics include communication skills, technical competency, safe and efficient work practices and a combination of theory and laboratory activities to gain the necessary cognitive and manipulative skills to support engineering design, processes, production, testing, and product quality.

A minimum of 60 semester credit hours is needed to graduate with an AS degree in Engineering Technoloy from Chipola College.

INDUSTRIAL MANAGEMENT TECHNOLOGY

Program Code 2158

The Industrial Management Technology program is designed to prepare students for initial employment with occupational title as industrial (supervisory) manager. This degree will make individuals more marketable in all facets of industry, retail, commercial, small business and military commands. 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. Additional hours of specific general education courses, the Gordon Rule and GEE requirements would be needed to earn an Associate in Arts degree.

A minimum of 60 semester credit hours is needed to graduate with an AS degree in Industrial Management Technology from Chipola College.

NETWORKING SYSTEMS TECHNOLOGY

Program Code 2181, 2182, and 2183

This program prepares students for entry-level positions as network support technicians, network administrators, network security personnel, and digital forensic technicians. Content includes topics and skills emphasized in various industry certifications including the CompTIA A+, Security+, and Network+ as well as various Microsoft network certifications. Students holding valid current IT industry certifications should contact a departmental advisor about credit that may be awarded for selected courses based on such certifications.

This academic plan is set up for fall initial enrollment. Students in this program must work closely with a departmental advisor for proper course sequencing. Students who need to complete developmental reading, math, and/or writing courses, or who plan to enter during spring or summer or attend part-time should contact a departmental advisor about recommended sequence.

All coursework in this program can be counted toward the AS degree in Network Systems Technology from Chipola College. Students who plan to pursue an AS or AA degree can complete general education requirements concurrently while completing the courses in this program. Students desiring both AS and AA degrees will need additional credit hours of general education courses beyond the requirements for the AS degree and need to fulfill GEE test requirements for the AA.

A minimum of 60 semester credit hours is needed to graduate with an AS degree in Network Systems Technology from Chipola College.

NURSING (RN) - ADMISSION

Program Code 2194

All coursework in the Associate in Science degree in Nursing must be completed with a grade of “C” or higher.

The Associate Degree Nursing program is a limited enrollment, 72-credit hour program, approved by the Florida Board of Nursing and accredited by the Accreditation Commission for Education in Nursing (ACEN) and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

Chipola College ADN program admits students twice a year during the fall & spring semesters. Current Nursing applications can be obtained online on the Chipola College Nursing site. Deadlines for fall and spring are listed online and on the college calendar.

SPORTS, FITNESS, AND RECREATION MANAGEMENT

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 21 hours of specific general education courses, the Gordon Rule, and GEE requirements would be needed to earn an Associate in Arts degree.

A minimum of 60 semester credit hours is needed to graduate with an AS degree in Sports, Fitness, and Recreation Management from Chipola College.

THEATRE AND ENTERTAINMENT TECHNOLOGY

Program Code 2165

This Associate in Science degree program prepares students for employment in the Theatre and Entertainment Technology field with an emphasis in Technical Theatre Production or for continued education beyond the Associate degree level. Students who plan to pursue a bachelor’s degree in Technical Theatre should fulfill the Associate in Arts requirements for the chosen transfer school.

Possible occupations include actor/actress, stage hand, managing director, director, makeup artist, property manager, producer, wardrobe mistress, public relations manager, playwright, writer, stage manager, teacher, light designer/technician, scenery painter, drama critic, scene designer, box office manager, artistic director, sound technician, house manager.

A minimum of 64 semester credit hours is needed to graduate with an AS degree in Theatre and Entertainment Technology from Chipola College.



COLLEGE CREDIT CERTIFICATE PROGRAMS

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 (Elective)
- CHD 2800 Childcare Education Administrative Overview (Elective)



COMPUTER INFORMATION TECHNOLOGY CERTIFICATES

Help Desk Support Technician

Program Code 5244

This program prepares students for entry-level positions as help desk representatives and software application technicians. Content includes topics and skills emphasized in various industry certifications including the CompTIA A+, Security+, and Network+ as well as various Microsoft network certifications. Students holding valid current IT industry certifications should contact a departmental advisor about credit that may be awarded for selected courses based on such certifications.

This academic plan is set up for fall initial enrollment. Students in this program must work closely with a departmental advisor for proper course sequencing. Students who need to complete developmental reading, math, and/or writing courses, or who plan to enter during spring or summer or attend part-time should contact a departmental advisor about recommended sequence.

All coursework in this program can be counted toward the AS degree in Computer Information Technology from Chipola College. Students who plan to pursue an AS or AA degree will need additional credit hours. Students can complete general education requirements concurrently while completing the courses in this program.

- CGS 1100 Microcomputer Applications
- CTS 1110 Microcomputer Operating Systems
- CTS 1131 Intro to Microcomputer Maintenance and Repair
- CTS 1155 IT User Support
- CTS 1163 Microsoft Desktop Systems Configuration
- CTS 2156 Desktop Support

IT Support Specialist

Program Code 5245

This program prepares students for entry-level positions as microcomputer support specialists. Content includes topics and skills emphasized in various industry certifications including the CompTIA A+, Security+, and Network+ as well as various Microsoft network certifications. Students holding valid current IT industry certifications should contact a departmental advisor about credit that may be awarded for selected courses based on such certifications.

This academic plan is set up for fall initial enrollment. Students in this program must work closely with a departmental advisor for proper course sequencing. Students who need to complete developmental reading, math, and/or writing courses, or who plan to enter during spring or summer or attend part-time should contact a departmental advisor about recommended sequence.

All coursework in this program can be counted toward the AS degree in Computer Information Technology from Chipola College. Students who plan to pursue an AS or AA degree will need additional credit hours. Students can complete general education requirements concurrently while completing the courses in this program.

- CGS 1100 Microcomputer Applications
- CTS 1110 Microcomputer Operating Systems
- CTS 1120 Introduction to Network Security
- CTS 1131 Intro to Microcomputer Maintenance and Repair
- CTS 1155 IT User Support
- CTS 1163 Microsoft Desktop Systems Configuration
- CTS 1390 Introduction to LAN and Server Management
- CTS 1650 Introduction to Networking and Communications
- CTS 2156 Desktop Support

NETWORK SYSTEMS TECHNOLOGY CERTIFICATES

Digital Forensics

Program Code 5242

This program prepares students for entry-level positions as digital forensic technicians. Content includes topics and skills emphasized in various industry certifications including the CompTIA A+, Security+, and Network+ as well as various Microsoft network certifications. Students holding valid current IT industry certifications should contact a departmental advisor about credit that may be awarded for selected courses based on such certifications.

This academic plan is set up for fall initial enrollment. Students in this program must work closely with a departmental advisor for proper course sequencing. Students who need to complete developmental reading, math, and/or writing courses, or who plan to enter during spring or summer or attend part-time should contact a departmental advisor about recommended sequence.

All coursework in this program can be counted toward the AS degree in Network Systems Technology from Chipola College. Students who plan to pursue an AS or AA degree will need additional credit hours. Students can complete general education requirements concurrently while completing the courses in this program.

- CGS 1100 Microcomputer Applications
- CIS 2381 Introduction to Digital Forensics
- CJL 2130 Criminal Evidence and Procedure
- CTS 1110 Microcomputer Operating Systems
- CTS 1120 Introduction to Network Security
- CTS 1131 Intro to Microcomputer Maintenance and Repair
- CTS 1111 Intro to Linux
- CTS 1390 Introduction to LAN and Server Management
- CTS 1650 Introduction to Networking and Communications
- CTS 2127 Advanced Network Security
- XXX XXXX Approved Elective

Network Security

Program Code 5246

This program prepares students for entry-level positions as network security personnel. Content includes topics and skills emphasized in various industry certifications including the CompTIA A+, Security+, and Network+ as well as various Microsoft network certifications. Students holding valid current IT industry certifications should contact a departmental advisor about credit that may be awarded for selected courses based on such certifications.

This academic plan is set up for fall initial enrollment. Students in this program must work closely with a departmental advisor for proper course sequencing. Students who need to complete developmental reading, math, and/or writing courses, or who plan to enter during spring or summer or attend part-time should contact a departmental advisor about recommended sequence.

All coursework in this program can be counted toward the AS degree in Network Systems Technology from Chipola College. Students who plan to pursue an AS or AA degree will need additional credit hours. Students can complete general education requirements concurrently while completing the courses in this program.

- CIS 1352 Introduction to Server and Network Security
- CTS 1110 Microcomputer Operating Systems
- CTS 1111 Intro to Linux

- CTS 1120 Introduction to Network Security
- CTS 1131 Intro to Microcomputer Maintenance and Repair
- CTS 1163 Microsoft Desktop Systems Configuration
- CTS 1390 Introduction to LAN and Server Management
- CTS 1650 Introduction to Networking and Communications
- CTS 2127 Advanced Network Security
- CTS 2391 Windows Server Administration

Network Support Technician

Program Code 5247

This program prepares students for entry-level positions as network support technicians. Content includes topics and skills emphasized in various industry certifications including the CompTIA A+, Security+, and Network+ as well as various Microsoft network certifications. Students holding valid current IT industry certifications should contact a departmental advisor about credit that may be awarded for selected courses based on such certifications.

This academic plan is set up for fall initial enrollment. Students in this program must work closely with a departmental advisor for proper course sequencing. Students who need to complete developmental reading, math, and/or writing courses, or who plan to enter during spring or summer or attend part-time should contact a departmental advisor about recommended sequence.

All coursework in this program can be counted toward the AS degree in Network Systems Technology from Chipola College. Students who plan to pursue an AS or AA degree will need additional credit hours. Students can complete general education requirements concurrently while completing the courses in this program.

- CTS 1110 Microcomputer Operating Systems
- CTS 1111 Intro to Linux
- CTS 1120 Introduction to Network Security
- CTS 1131 Intro to Microcomputer Maintenance and Repair
- CTS 1163 Microsoft Desktop Systems Configuration
- CTS 1390 Introduction to LAN and Server Management
- CTS 1650 Introduction to Networking and Communications

Network Server Administration

Program Code 5248

This program prepares students for entry-level positions as network administrators. Content includes topics and skills emphasized in various industry certifications including the CompTIA A+, Security+, and Network+ as well as various Microsoft network certifications. Students holding valid current IT industry certifications should contact a departmental advisor about credit that may be awarded for selected courses based on such certifications.

This academic plan is set up for fall initial enrollment. Students in this program must work closely with a departmental advisor for proper course sequencing. Students who need to complete developmental reading, math, and/or writing courses, or who plan to enter during spring or summer or attend part-time should contact a departmental advisor about recommended sequence.

All coursework in this program can be counted toward the AS degree in Network Systems Technology from Chipola College.

Students who plan to pursue an AS or AA degree will need additional credit hours. Students can complete general education requirements concurrently while completing the courses in this program.

- CTS 1110 Microcomputer Operating Systems
- CTS 1120 Introduction to Network Security
- CTS 1131 Intro to Microcomputer Maintenance and Repair

- CTS 1163 Microsoft Desktop Systems Configuration
Or CIS 1352 Introduction to Server and Network Security
Or CTS 1111 Intro to Linux
- CTS 1390 Introduction to LAN and Server Management
- CTS 1650 Introduction to Networking and Communications
- CTS 2391 Windows Server Administration
- CTS 2392 Advanced Windows Server Administration

WORKFORCE PROGRAMS

Advanced Manufacturing: Pneumatics, Hydraulics, and Motors Certification ***Program 5270***

This certificate program focuses on maintenance and operation of various industrial components. The 12 credit hour program requires completion of Engineering Technology Technical Core or permission of the Program Director.

- EET 1084C Intro to Electronics w/Lab
- ETM 1401C Mechanical Drive Systems
- ETM 2315C Hydraulics and Pneumatics
- ETS 2511C¹ Motors and Controls

¹ Prerequisite: EET 1084C

Engineering Tech Support Specialist ***Program 5275***

This certificate program is part of the Engineering Technology AS degree program. The 18 credit hour technical core has been defined to align with the Manufacturing Skills Standards Council's (MSSC) skills standards. MSSC skill standards define the knowledge, skills, and performance needed by today's frontline manufacturing workers.

- EET 1084C Introduction to Electronics
- ETI 1420 Manufacturing Processes & Materials
- ETI 1701 Industrial Safety
- ETI 1110 Introduction to Quality Assurance
- ETM 1010C Mechanical Measurement & Instrumentation
- ETD 1320 Introduction to Auto CAD

HEALTH SCIENCE 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.

Paramedic ***Program 5280***

The Paramedic program is a limited enrollment, competency-based program. The goal of the department is "to prepare competent entry-level Paramedics in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains with or without exit points at the Advanced Emergency Medical Technician and/or Emergency Medical Technician, and/or Emergency Medical Responder levels." The program prepares students for the certification examination as a Paramedic in accordance with Florida Statute 401 and Chapter 64j of the Florida Administrative Code. The curriculum encompasses theoretical and simulated learning, clinical, and internship including Capstone experiences following the National Education Standards and is inclusive of the Department of Education Curriculum Framework. EMS students will adhere to standards as listed in the program Emergency Medical Services Handbook that complies with the Department of Health-Bureau of EMS. This program is a forty-two (42) credit hours course that spans three (3) semesters, approximately twelve (12) months. Clinical and internship assignments are required in addition to regular class hours.

Program Accreditation Status. The Chipola College Emergency Medical Services - Paramedic Program is accredited by the



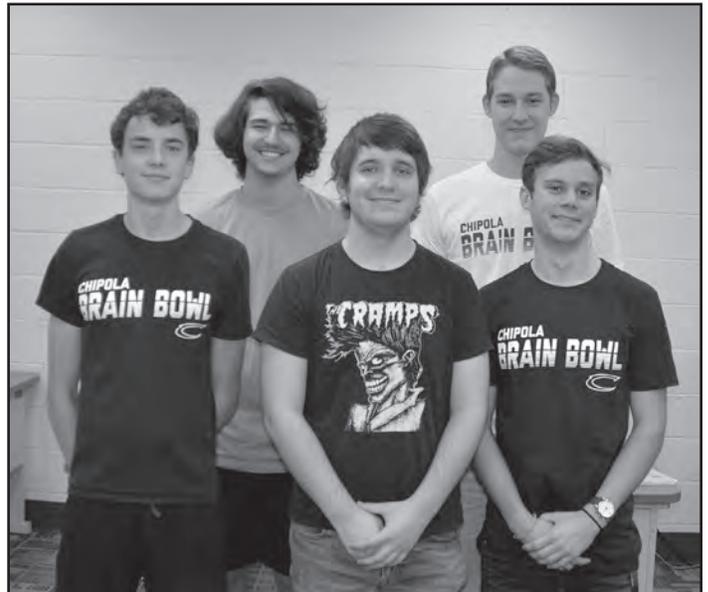
Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP).

CAAHEP contact information:
 25400 US Highway 19 North
 Suite 158
 Clearwater, FL 33763
 P: 727-210-2350
 F: 727-210-2354
www.caahep.org

CoAEMSP contact information:
 8301 Lakeview Parkway
 Suite 111-312
 Rowlett, TX 75088
 P: 214-703-8445
 F: 214-703-8992
www.coaemsp.org

Prerequisite: Completed Program application, State of Florida EMT License, Basic Life Support for Healthcare Provider certification, Passing scores less than 2 years old on the reading section of the PERT or other state approved entrance exam, or a passing grade of “C” or higher in REA 0019, or ENC 1101. Three letters of recommendation and documented 240 hours of EMS work/volunteer experience. Must have a valid driver’s license and current health insurance. Upon acceptance applicants must complete a background check conducted through Chipola College that will include fingerprinting, alcohol screening, and drug screening.

EMS 2620	Paramedic I
EMS 2621	Paramedic II
EMS 2622	Paramedic III





THE Florida
COLLEGE SYSTEM
COUNCIL OF PRESIDENTS



Being a part of the Chipola College Academic Center for Excellence and Student Government Association gave me the opportunity to gain leadership and academic skills that I am using daily in my career pathway in Law. Chipola was home and it is a privilege to say I am part of the Chipola Nation.

- KACI COMPTON



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, Cosmetology, 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 of 450 hours or more) 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. See TABE Requirements located in the Enrollment Services section of this catalog and scheduling information. 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 clockhours 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.

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 Testing Center.



ADVANCED MANUFACTURING AND PRODUCTION TECHNOLOGIES

Program Code 2259

This college clock hour certificate program prepares students for employment and/or specialized training in the building construction industry, including manufacturing factories, power plants, fruit and vegetable processors, small and medium farm energy improvements. This program includes electrical, mechanical, quality and automation processes.

As per FL. Rule 6A-10.040, students enrolled in a postsecondary program offered for career education credit of 450 hours or more shall complete the entry-level basic skills examination (TABE) within the first six weeks after admission into the program. (Basic skills remediation may be required as indicated by the TABE.)

Advanced Manufacturing and Production Technologies Course of Study

Course	Title	Hours
ETI 0400V	Entry-level Production Worker	150
ETI 0431V	Production Quality and Assurance	150
ETI 0432V	Manufacturing and Production Processes	150
ETI 0453V	Manufacturing and Production Maintenance	150
Total		600



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 Services Assistor, learns introductory equipment and math skills; safety regulations; an understanding of basic sciences, maintenance and consumer services; employability skills; a foundation for entrepreneurship; and becomes proficient in routine maintenance and consumer services.

(B) Engine Repair Technician, becomes proficient in engine theory and repairs.

(C) Automatic Transmission and Transaxle Technician, becomes proficient in the operation and servicing of automatic transmissions and transaxles.

(D) Manual Drive Train and Axle Technician, becomes proficient in the operation and servicing of manual and drive trains and axles.

(E) Automotive Suspension and Steering Technician, becomes proficient in the operation of steering, suspension and wheel systems.

(F) Automotive Brake System Technician, becomes proficient in the operation and servicing of automotive brake systems.

(G) Automotive Electrical/Electronic System Technician, becomes proficient in diagnosing and troubleshooting electrical/electronic components as related to power train.

(H) Automotive Heating and Air Conditioning Technician, becomes proficient in heating, air conditioning and engine cooling systems.

(I) Automotive Engine Performance Technician, becomes proficient in engine performance service. For further information, call (850) 718-2306, Building WD, Room 134A.

Automotive Technology Course of Study

Course	Title	Hours
AER 0014V	Automotive Services Assistor	300
AER 0110V	Engine Repair Technician	150
AER 0172V	Automotive Heating & Air Conditioning Technician	150
AER 0257V	Automatic Transmission and Transaxle Technician	150
AER 0274V	Manual Drivetrain and Axle Technician	150
AER 0360V	Automotive Electrical/Electronic System Technician	300
AER 0418V	Automotive Brake System Technician	150
AER 0453V	Automotive Suspension and Steering Technician	150
AER 0503V	Automotive Engine Performance Technician	300
AER 0936V	Special Topics in Automotive Service Technology	various
Total		1800

VPI 0100¹ Vocational Preparatory Reading

VPI 0200¹ Vocational Preparatory Mathematics

VPI 0300¹ Vocational Preparatory Language

¹Students who have satisfactory TABE scores are not required to take these courses.

BUILDING CONSTRUCTION TECHNOLOGIES

Program Code 2248

This college clock hour certificate program prepares students for employment and/or specialized training in the construction industry. This is a comprehensive program with a goal of project based learning aimed at the abilities to build a home from the ground up.

As per FL. Rule 6A-10.040, students enrolled in a postsecondary program offered for career education credit of 450 hours or more shall complete the entry-level basic skills examination (TABE) within the first six weeks after admission into the program. (Basic skills remediation may be required as indicated by the TABE.)

Building Construction Technologies Course of Study

Course	Title	Hours
BCV 0400V	Building Construction Helper	450
BCV 0401V	Building Construction Technician 1 of 2	300
BCV 0402V	Building Construction Technician 2 of 2	300
Total		1050



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 0100¹ Vocational Preparatory Reading

VPI 0200¹ Vocational Preparatory Mathematics

VPI 0300¹ Vocational Preparatory Language

¹Students who have satisfactory TABE scores are not required to take these courses.

*COS 0087 Career Preparation and Regulations Review. This course provides instruction in laws, rules and regulations related to the practice of cosmetology and salon ownership. Students become familiar with employability skills and study state board of cosmetology requirements. Focus is preparing the individual with the opportunity to receive review of skills and techniques of cosmetology along with laboratory practices, information, related technology and correct terminology necessary to successfully become employed in the field of cosmetology. 300 clock hours. [V]

*Not required for cosmetology program



WELDING TECHNOLOGY *Program Code 2275*

This program prepares students to become Welder Helpers, Shielded Metal Arc Welders, Gas Metal Arc Welders, Flux Cored Arc Welders, Gas-Tungsten Arc Welders and Pipe Welders. Welding Technology 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 manufacturing industries and for employment in welding positions. The content includes but is not limited to planning, management, finance, technical and product skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues. The program is 1,050 clock-hours which can be completed in approximately one year. Classes will meet Monday through Thursday from 7:30 a.m. to 3:30 p.m. Financial aid is available for those who qualify with special consideration for veterans. Prospective welding students must earn a minimum score on the Test of Adult Basic Education (TABE).

Course	Title	Hours
PMT 0101V	Welding Symbols & Blueprints	90
PMT 0104V	Fundamentals of Metallurgy	90
PMT 0750V	Fundamentals of Metallurgy Lab	30
PMT 0111V	Oxygen/Fuel Gas Process	60
PMT 0121V	Shielded Metal Arc Welding Principles	90
PMT 0751V	Shielded Metal Arc Welding Lab 1	90
PMT 0752V	Shielded Metal Arc Welding Lab 2	90
PMT 0131V	Gas Tungsten Arc Welding Principles	90
PMT 0137V	Gas Tungsten Arc Welding Lab 1	90
PMT 0134V	Gas Metal Arc Welding	90
PMT 0138V	Gas Tungsten Arc Welding Lab 2	90
PMT 0153V	Plasma Arc Skills	30
PMT 0143V	Flux Cord Arc Welding	90
PMT 0164V	Welding Fabrication Fundamentals	30
PMT 0936V	Special Topics in Welding Technology	various
Total		1,050

VPI 0100¹ Vocational Preparatory Reading
 VPI 0200¹ Vocational Preparatory Mathematics
 VPI 0300¹ Vocational Preparatory Language

¹Students who have satisfactory TABE scores are not required to take these courses.



WELDING TECHNOLOGY—ADVANCED

Program Code 2276

This program prepares students to become advanced welders within the manufacturing industry. The 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 manufacturing 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 manufacturing careers. This program offers a broad foundation of knowledge and skills to prepare students for employment in the welding industry. Welding Technology is a core program. It is recommended that students successfully complete Welding Technology or demonstrate mastery of the outcomes in that program prior to enrollment in the Welding Technology - Advanced program. The program is 750 clock-hours which can be completed in approximately two semesters. Classes will meet Monday through Thursday from 7:30 a.m. to 3:30 p.m. Prospective welding students must earn a minimum score on the Test of Adult Basic Education (TABE).

Course	Title	Hours
PMT0075	Advanced Welder 1	600 hours
PMT0076	Advanced Welder 2	150 hours
Total		750 hours

CERTIFIED 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 Certificate is 120 hours taught over 10 weeks. 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

Public Service Programs

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.

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 0300V	Introduction to Corrections	32
CJK 0305V	CJSTC Communications	40
CJK 0310V	Officer Safety	16
CJK 0315V	Facility and Equipment	8
CJK 0320V	Intake and Release	18
CJK 0325V	Supervising in a Correctional Facility	40
CJK 0330V	Supervising Special Populations	20
CJK 0335V	Responding to Incidents and Emergencies	16
CJK 0340V	Officer Wellness and Physical Abilities	30
CJK 0031V	CMS First Aid for Criminal Justice Officers	40
CJK 0040V	Firearms	80
CJK 0051V	CMS Criminal Justice Defensive Tactics	80
		Total 420

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
CJK0001V	Introduction to Law Enforcement	10
CJK0012V	Legal	62
CJK0013V	Interactions in a Diverse Community	40
CJK0014V	Interviewing and Report Writing	56
CJK0064V	Fundamentals of Patrol	35
CJK0065V	Calls for Service	36
CJK0077V	Criminal Investigations	50
CJK0078V	Crime Scene to Courtroom	35
CJK0092V	Critical Incidents	44
CJK0087V	Traffic Stops	30
CJK0084V	DUI Traffic Stops	24
CJK0088V	Traffic Crash Investigations	32
CJK0020V	CMS Law Enforcement Vehicle Operations	48
CJK0031V	CMS First Aid for Criminal Justice Officers	40
CJK0040V	CMS Criminal Justice Firearms	80
CJK0051V	CMS Criminal Justice Defensive Tactics	80
CJK0422V	Dart-Firing Stun Gun	8
CJK0096V	Criminal Justice Officer Physical Fitness Training/Law Enforcement	60
		Total 770



LAW ENFORCEMENT CROSS-OVER TO CORRECTIONAL OFFICER *Program Code 2222*

The Criminal Justice Standards and Training Commission has established basic recruit cross-over training programs to provide lateral movement of officers between criminal justice disciplines. Applicants to cross-over programs must meet the requirements of 11B-35.002(6), Florida Administrative Code.

Law Enforcement Cross-Over to Correctional Officer Course of Study

Prerequisite: Completion of the Basic Law Enforcement Program

Course	Title	Hours
CJK 0300V	Introduction to Corrections	32
CJK 0305V	Communications	40
CJK 0310V	Officer Safety	16
CJK 0315V	Facility and Equipment	8
CJK 0320V	Intake and Release	18
CJK 0325V	Supervising in a Correctional Facility	40
CJK 0330V	Supervising Special Populations	20
CJK 0335V	Responding to Incidents and Emergencies	16
CJK 0393V	Cross-Over Program Updates	8
		Total 198

CORRECTIONAL OFFICER CROSS-OVER TO LAW ENFORCEMENT *Program Code 2221*

The Criminal Justice Standards and Training Commission has established basic recruit cross-over training programs to provide lateral movement of officers between criminal justice disciplines. 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 0001V	Introduction to Law Enforcement	10
CJK 0012V	Legal	62
CJK 0013V	Interactions with a Diverse Community	40
CJK 0014V	Interviewing and Report Writing	56
CJK 0064V	Fundamentals of Patrol	35
CJK 0065V	Calls for Service	36
CJK 0077V	Criminal Investigations	50
CJK 0078V	Crime Scene to Courtroom	35
CJK 0092V	Critical Incidents	44
CJK 0087V	Traffic Stops	30
CJK 0084V	DUI Traffic Stops	24
CJK 0088V	Traffic Crash Investigations	32
CJK 0393V	Cross-Over Program Updates	8
CJK 0020V	CMS Law Enforcement Vehicle Operations	48
CJK 0422V	Dart-Firing Stun Gun	8
		Total 518

LAW ENFORCEMENT EQUIVALENCY OF TRAINING

Easily accessible through airport and interstate travel, Chipola College Criminal Justice Training Center provides professional one-stop convenience for its Equivalency of Training (EOT) students.

We have the availability of extended-stay, discounted accommodation rates at local inns and suites, and numerous restaurants and shopping facilities. While on campus, students are welcomed at Chipola's On-Site Cafeteria.

Who is eligible for equivalency of training assessment?

Out-of-State, military, federal and previously certified Florida officers w/rtvgtith less than eight years break in service.

If you want to become a certified law enforcement officer, you will be required to successfully complete a three step process:

1. Assessment procedure. Chipola College uses Gulf Coast State College to complete our assessments. (250.00) For more information follow this link: http://www.gulfcoast.edu/public_safety/reinstatement/default.htm

2. Successful completion of a 40 hour High Liability Proficiency Review Course (Tuition \$450).

3. Pass the Florida Law Enforcement Officer Certification State Exam. Students are provided with current curriculum books, containing all the information necessary to successfully pass the written state examination. Additionally, during the EOT training course an optional state exam preparation/review class is offered at no additional charge.

Equivalency of training classes are offered throughout the year, but the class sizes are limited, so you should confirm your date as soon as possible.

Law Enforcement Equivalency of Training Course of Study

Course	Title	Hours
CJSTC - 6	Defensive Tactics Perf. Evaluation	8
CJSTC - 5	First Aid Performance Evaluation	8
CJSTC - 4	Firearms Performance Evaluation	8
CJSTC - 7	Vehicle Operations Performance Evaluation	16
		Total 40



FIRE FIGHTER

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 (BFST).

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 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 0030V	Fire Fighter I	191
FFP 0031V	Fire Fighter II	301
Total		492

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

APPLIED TECHNOLOGY DIPLOMAS

The Applied Technology Diploma program prepares students for immediate entry into a career in the workforce. The program requires prescribed technical courses. For students who meet degree seeking requirements college credit hours earned in an Applied Technology Diploma program are applicable towards a related Associate in Applied Science Degree or an Associate in Science Degree. The Applied Technology Diploma does not contain a separate general education component, but students are required to demonstrate or achieve a specified level of competence in basic skills as evidenced by minimum scores on the Test of Adult Basic Skills (TABE) before graduation..

EMT CERTIFICATE Program Code 2219

The Emergency Medical Technician Program is a limited enrollment 300 Clock hour, Applied Technology Diploma.

The goal of the EMS Department is "to prepare competent entry-level Paramedics in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains with or without exit points at the Advanced Emergency Medical Technician and/or Emergency Medical Technician, and/or Emergency Medical Responder levels." Program students must maintain a 2.0 cumulative grade point average or higher in all certificate program courses.

EMT Certificate Course of Study

Prerequisites: Candidates are required to take the TABE: Level A-Reading 10; Math 10; Language 10.

Course	Title	Hours
EMS 0110V	Emergency Medical Technician	300
Total		300

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/EMERGENCY MEDICAL TECHNICIAN

Program Code 2216

The purpose of this program is to provide the necessary training required for students to become certified firefighters as well as licensed Emergency Medical Technicians. It is not intended for those who are currently certified/licensed as either firefighters or EMTs. Students wishing to add an additional certification to an existing credential must enroll in either the Fire Fighter I/II program or the Emergency Medical Technician program.

Fire Fighter/EMT - Combined Course of Study

Prerequisites: Candidates are required to take a physical examination. Entry requirements of the 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 0030V	Fire Fighter I	191
FFP 0031V	Fire Fighter II	301
EMS 0110C	Emergency Medical Technician	300
Total		792

*FFP 0142V Medical First Responder (40 clock hours) is required for certification.

VPI 0100** Vocational Preparatory Reading

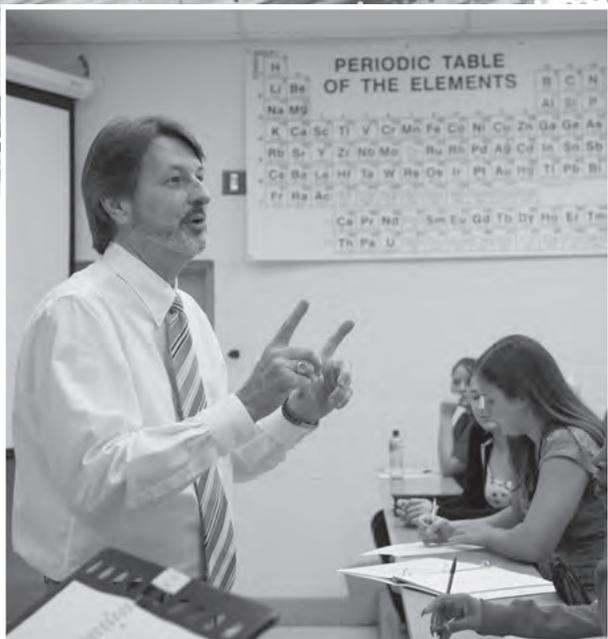
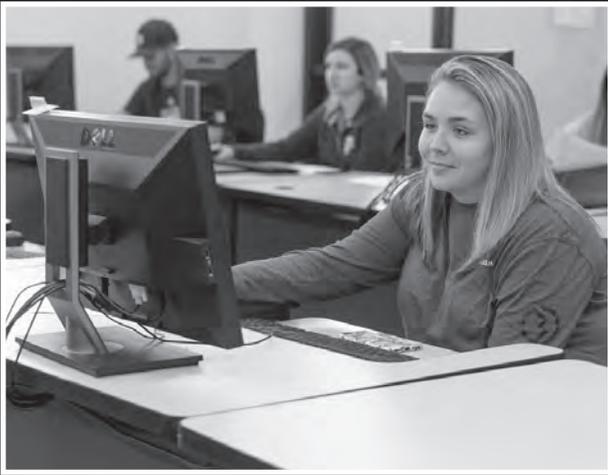
VPI 0200** Vocational Preparatory Mathematics

VPI 0300** Vocational Preparatory Language

**Students who have satisfactory TABE scores are not required to take these courses



Course DIRECTORY



Changing Lives
Creating Futures

- Statewide Course Numbering System
- Directory of Courses by Prefixes
- Course Descriptions

"I was very satisfied with my overall educational experience."

Graduating Student Survey

"Great instructors!!!!"

Graduating Student Survey

"I am very happy with my overall experience at Chipola for my bachelor's degree."

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**

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 (SCNS). This numbering system is used by all public postsecondary institutions in Florida and by participating nonpublic institutions. The major purpose of this system is to facilitate the transfer of courses between participating institutions. Students and administrators can use the online SCNS to obtain course descriptions and specific information about course transfer between participating Florida institutions. This information is at the SCNS website at <http://scns.fldoe.org>.

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 SCNS. The listing of prefixes and associated courses is referred to as the "SCNS taxonomy." Descriptions of the content of courses are referred to as "statewide course 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, as listed below in Exceptions to the General Rule for Equivalency.

For example, a freshman composition skills course is offered by 84 different public and nonpublic postsecondary institutions. Each institution uses "ENC_101" to identify its freshman composition skills 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, "ENC" means "English Composition," the century digit "1" represents "Freshman Composition," the decade digit "0" represents "Freshman Composition Skills," and the unit digit "1" represents "Freshman Composition Skills I."

In the sciences and certain 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 that has the same prefix and course number but meets at a different time or place.

Transfer of any successfully completed course from one participating 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, ENC 1101 is offered at a community college. The same course is offered at a state university as ENC 2101. A student who has successfully completed ENC 1101 at a Florida College System institution is guaranteed to receive transfer credit for ENC 2101 at the state university if the student transfers. The student cannot be required to take ENC 2101 again since ENC 1101 is equivalent to ENC 2101. Transfer credit must be awarded for successfully completed equivalent courses and used by the receiving institution to determine satisfaction of requirements by transfer students 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. NOTE: Credit generated at institutions on the quarter-term system may not transfer the equivalent number of credits to institutions on the semester-term system. For example, 4.0 quarter hours often transfers as 2.67 semester hours.

The Course Prefix

The course prefix is a three-letter designator for a major division of an academic discipline, subject matter area, or subcategory 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, 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.

Example of Course Identifier

Prefix	Level Code (first digit)	Century Digit (second digit)	Decade Digit (third digit)	Unit Digit (fourth digit)	Lab Code
ENC	1	1	0	1	
English Composition	Lower (Freshman) Level at this Institution	Freshman Composition	Freshman Composition Skills	Freshman Composition Skills I	No laboratory component in this course

Exceptions to the General Rule for Equivalency

Since the initial implementation of the SCNS, specific disciplines or types of courses have been excepted from the guarantee of transfer for equivalent courses. These include courses that must be evaluated individually or courses in which the student must be evaluated for mastery of skill and technique. 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 not offered by the receiving institution.

B. For courses at non-regionally accredited institutions, courses offered prior to the established transfer date of the course in question.

C. Courses in the _900-999 series are not automatically transferable, and must be evaluated individually. These include such courses as Special Topics, Internships, Apprenticeships, Practica, Study Abroad, Theses, and Dissertations.

D. Applied academics for adult education courses.

E. Graduate courses.

F. Internships, apprenticeships, practica, clinical experiences, and study abroad courses with numbers other than those ranging from 900-999.

G. Applied courses in the performing arts (Art, Dance, Interior Design, Music, and Theatre) and skills courses in Criminal Justice (academy certificate courses) are not guaranteed as transferable. These courses need evidence of achievement (e.g., portfolio, audition, interview, etc.).

Courses at Non-regionally Accredited Institutions

The SCNS makes available on its home page (<http://scns.fldoe.org>) a report entitled "Courses at Non-regionally Accredited Institutions" that contains a comprehensive listing of all nonpublic institution courses in the SCNS inventory, as well as each course's transfer level and transfer effective date. This report is updated monthly.

Questions about the SCNS and appeals regarding course credit transfer decisions should be directed to the Director of Enrollment Services located in Building A- Room 107 or to the Florida Department of Education, Office of Articulation, 1401 Turlington Building, Tallahassee, Florida 32399-0400. Reports and technical information may be requested by calling the SCNS office at (850) 245-0427 or at <http://scns.fldoe.org>.

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, TAX	Human Development	DEP
Agribusiness	AEB	Humanities	HUM
Art	ARH, ART	Journalism	MMC
Astronomy	AST	Language Arts and English Ed	LAE
Biological Sciences	BCH, BSC, MCB, PCB	Leisure	LEI
Business	BUL, ENT, FIN, GEB, ISM, MAN, MAR, QMB	Linguistics	LIN
Chemistry	CHM	Math Education	MAE
Child Care	CHD	Mathematics	MAC, MAE, MAP, MAS, MAT, MGF, MHF, MTB, MTG, STA
Computing	CGS, CIS, COP, CTS, GIS	Music	MUE, MUL, MUN, MUS, MUT, MV_
Criminal Justice	CCJ, CJB, CJC, CJD, CJE, CJL, CJK, CJT	Nursing	NSP, NUR
Economics	ECO	Physical Education	HLP, PEL, PEM, PEN, PEO, PEQ, PET, SPM
Education	EDE, EDF, EDG, EEX, EME, MAE, RED, SCE, SSE, TSL	Physical Science	ESC, EVR, PSC
Emergency Medical Services	EMS	Physics	PHY
Engineering	BCN, CET, EET, EGN, ETD, ETI, ETM, ETS, GIS, SUR	Political Science	CPO, INR, POS
English	AML, EAP, ENC, ENG, 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	Theater	THE, TPA, TPP
Honors	IDH	Welding	PMT

Course Descriptions

ACG 2002. Accounting on the Microcomputer. This course is intended for students desiring a working knowledge of computerized accounting using microcomputer software, such as Quick Books. The five major systems commonly found in computerized accounting environments are covered – general ledger, depreciation, accounts receivable, accounts payable, and payroll. 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 3101. Financial Accounting and Reporting I. This course reviews the basic accounting cycle, financial statement preparation, and the framework of accounting theory. Included in this course is an in-depth study of the accounting for current assets, fixed assets, 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. 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 current liabilities, long-term liabilities, leases, pensions, income taxes, revenue recognition, the statement of cash flows, and stockholders equity and earnings per share. There is 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. This course reviews and reinforces the financial accounting cycle, decision making and the integration of decisions into the organization's structure (including control structure), strategies, and objectives. Applications include issues in decentralized organizations, cost behavior, budgeting, cost estimates, tactical decision making, performance motivation and assessment, and cost-volume-profit analysis. Prerequisite: ACG 2071. 3 semester hours credit. [A]

ACG 3351. Cost Accounting II. This course is a continuation of ACG 3341, where students will learn more about cost accounting principles and managerial accounting practices. This course covers product costing systems, inventory and quality control, capital investment, resource management, generation and use of accounting information in managerial business 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 business combinations, consolidated enterprises, foreign operations, partnerships, non-profit organizations, and government entities. There is also 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. This course is 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 4930. Selected Topics in Accounting. This course covers topics of current interest or of special interest to students or instructors. Topics may vary. This course 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 dean of the department. 1-6 semester hours credit. No more than six (6) credit hours may be earned for this course. [A]

AER 0014V. Automotive Service Assistor. This course prepares the student to perform a vehicle inspection and all basic vehicle service and maintenance procedures. This course also instructs on automotive industry operations, A.S.E. certification programs, service manual interpretation, and tire and wheel maintenance. Components include lecture/discussion, written assignments, and hands-on experience. 270 clock hours. [V]

AER 0110V. Engine Repair Technician. Prepares the student to test, diagnose, and repair four, six and eight-cylinder engines. Components include lecture/discussion both online and face-to-face, written and online assignments, online testing and hands-on experience. 150 clock hours. [V]

AER 0172V. Automotive Heating And Air Conditioning Technician. This course prepares the student to diagnose, service, and repair automotive heating and air conditioning systems. Automatic temperature control systems are introduced, and refrigerant recovery procedures are taught. Components include lecture/discussion, online testing and assignments, written assignments, and hands-on experience. 150 clock hours. [V]

AER 0257V. Automatic Transmission And Transaxle Technician. Prepares the student to test, diagnose and repair automatic transaxles and electronic transmissions. Theory of operation, testing and diagnosis is stressed. Components include lecture/discussion, written assignments, and hands-on experience. 150 clock hours. [V]

AER 0274V. Manual Drivetrain And Axle Technician. This course prepares the student to diagnose and repair manual transaxles, clutches, transmissions, differentials, driveline components, hydraulic systems, and four-wheel transfer cases. Components include lecture/discussion, written assignments, and hands-on experience. 150 clock hours. [V]

AER 0360V. Automotive Electrical/Electronic System Technician. Prepares the student to test, diagnose, and repair starting, charging,

lighting, and associated electrical systems. Electrical measurement and circuit tracing are stressed, along with an introduction to the operation of basic components associated with electrical and electronic systems. Components include lecture/discussion, written assignments, and hands-on experience. 300 clock hours. [V]

AER 0418V. Automotive Brake System Technician. This course prepares the student to diagnose, service, and repair late model disc and drum braking systems and controls, including anti-lock braking systems. Components include lecture/discussion, online testing and assessment, written assignments, and hands-on experience. 150 clock hours. [V]

AER 0453V. Automobile Suspension And Steering Technician. This course prepares the student to diagnose and repair steering and suspension systems, including electronic suspensions, and four-wheel steering systems. The most common wheel alignment techniques are taught. Components include lecture/discussion, written assignments and hands-on experience. 150 clock hours. [V]

AER 0503V. Automotive Engine Performance Technician. This course prepares the student to test, diagnose, and repair electronic ignition and emissions control systems. Prepares the student to test, diagnose and repair electronic fuel injection systems utilizing industry standard tools. Five-gas theory and oscilloscope diagnosis are introduced. Components include lecture/discussion, written assignments, and hands-on experience. 300 clock hours. [V]

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 clock hours. [V]

AGG 2004. Introduction to Agricultural Science. This course has been designed to create awareness, provide introductory experiences, and develop an understanding of all areas of Agricultural Sciences, Agribusiness, Animal Science, Entomology, and Structural Pest Control Horticulture and Landscape Design, Agronomy, Food Science, and Agricultural Education. 1 semester hour credit. [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. This course meets civic literacy requirement. 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. Art Appreciation. This course explores visual expression from across world cultures and historical periods. Particular emphasis is placed on developing visual literacy by identifying thematic connections, as well as the elements, principles, and media that artists use to create visual culture. This course has been designated as an international/diversity course. 3 semester hours credit. [A]

ARH 2016. Art History Criticism I. This course is a broad and global perspective of art development and usage throughout time, as well as the historical contexts in which these works of art were created. This course identifies and examines world art historical movements from prehistoric times to the 14th century. It briefly analyzes the historical, religious, social, and political contexts that influenced both famous artists and larger art movements. A global perspective is used throughout this course and this course encourages students to examine works of art throughout the world and from a wide variety of cultures including arts from Africa, Asia, the early Americas, and Oceania. This course has been designated as an international/diversity course. 3 semester hours credit. [A]

ARH 2017. Art History Criticism II. This course is a broad and global perspective of art development and usage throughout time, as well as the historical contexts in which these works of art were created. This course identifies and examines world art historical movements from the Renaissance to the 21st century. It briefly analyzes the historical, religious, social, and political contexts that influenced both famous artists and larger art movements. A global perspective is used throughout this course and this course encourages students to examine works of art throughout the world and from a wide variety of cultures including arts from Africa, Asia, the early Americas, and Oceania. 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 2500C. Color and Pictorial Composition I. 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 II. 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 BCN 1214C. Materials and Methods of Construction. This course examines how various materials and construction methods associated with: site construction; concrete; masonry; metals; and wood & plastics (Master Format sections 1 -6), affect the construction cost, total life, and maintenance cost of a building. The merits of new materials and methods are introduced and compared to existing products and methods. The major focus will be from a builder perspective emphasizing proper installation procedures and processes. 3 semester hours credit. [A]

BCN 2598C. Sustainable Building Systems. This course will focus on the house as a system. The interactions of foundations, framing, roofs and attics, windows and doors, plumbing, HVAC, electrical, insulation, siding, interior finishes, and landscaping will be discussed along with their relationship to indoor air quality and energy efficiency. 3 semester hours credit. [A]

BCV 0400V. Building Construction Helper. Students learn skills for entry into the construction industry. Content includes safety practices and disaster plans; an understanding of the construction industry and related occupations; the use of basic hand tools; understanding the proper operation of power tools; construction components; masonry skills and employability skills. 450 clock hours. [V]

BCV 0401V. Building Construction Technician 1 of 2. This course prepares the student with the first of two courses for employment and certifications in the construction industry. The content includes local, state, and federal codes and regulations; math skills; reading blueprints, contract documents and specifications; the operation of heavy equipment; using power tools; and carpentry skills. 300 clock hours. [V]

BCV 0402V. Building Construction Technician 2 of 2. This course prepares the student for employment and certifications in the construction industry as the second of the Building Construction Technician courses. Content includes the installation of cabinets; preparation and application of finishes to surfaces; the installation of roofing materials; troubleshooting,

repairing, and installing plumbing systems; troubleshooting, repairing, and installing electrical systems; maintaining, repairing, and installing heating, ventilation, and air-cooling (HVAC) systems; performing site preparation and maintenance; and entrepreneurship. 300 clock hours. [V]

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. 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 0019. 3 semester hours credit. [A]

BSC1005L. Introduction to Biological Science Lab. A lab designed to provide practical experiences related to subject matter presented in BSC1005, Introduction to Biological Sciences. Topics will include: microscopy, cellular organization, vertebrate anatomy and physiology, health and nutrition, heredity, plant structure and function and ecology. This lab is for non-science majors. 2 hours of laboratory per week. Corequisite or Prerequisite: BSC1005 or consent of department. 1 semester hour credit. [A]

BSC 1084. Basic Anatomy and Physiology. This course provides a background in basic anatomy and physiology for students interested in health sciences and also fulfills the general education requirement for a science course. It is not designed for students desiring to enter nursing. This course cannot be used to satisfy degree requirements for students who already have credit in BSC 2010 and/or BSC 2011. This course is not a substitute for BSC 2085 and BSC 2086 when those courses are required for a program of study. 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 0019. 4 semester hours 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, cellular metabolism, genetic and biochemical control mechanisms, and cellular reproduction. Prerequisite: One full credit in high school biology, or a grade of C or higher in BSC 1005. Recommended: One full credit of high school chemistry, or a grade of "C" or higher in CHM 1030 or CHM 1045. 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. Prerequisite: One full credit in high school biology, or a grade of C or higher in BSC 1005, or consent of department. 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, non-seed and seed plants, and may include field trips. Corequisite: BSC 2011. Two hours laboratory per week. 1 semester hours credit. [A]

BSC 2085. Anatomy & Physiology I. This course focuses on the study of the anatomical and physiological 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: Successful completion of one year of high school biology or a grade of "C" or higher in BSC 1005. 3 semester hours credit. [A]

BSC 2085L. Anatomy and Physiology I Lab. A laboratory course that follows the scope of topics in BSC 2085 with dissection and experiments. Two hours of laboratory per week. Corequisite or Prerequisite: BSC 2085. 1 semester hour credit. [A]

BSC 2086. Anatomy and 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 2085 and BSC2085L, or a grade of "C" or better in both BSC 2010 and BSC 2011, or consent of department. 3 semester hours credit. [A]

BSC 2086L. Anatomy and Physiology II Lab. A laboratory course that follows the scope of topics in BSC 2086 with dissection and experiments. Two hours of laboratory per week. Corequisite or prerequisite: BSC 2086. 1 semester hour 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 education 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 2085/2086 or CHM 1045/1046 with the corresponding laboratories or consent of the department. 3 semester hours credit. [A]

BUL 2131. Legal Environment of Business. This is a survey course in the study of the legal environment of business. This class provides an overview of the major areas of the law that shape the environment in which a business operates. 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. This course is an introduction to the legal setting in which businesses operate. Legal topics include the nature of law and the legal process, administrative law, business and the constitution, statutory and common law, business ethics, regulatory law, and agency/unemployment law. 3 semester hours credit. [A]

BUL 4330. Law for Accountancy. Students study the 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. Students will review the Accountancy Law portion of the CPA exam. Prerequisite: BUL 4310. 3 semester hours credit. [A]

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]

CET 2280C. Data Acquisition. This course focuses on the development of data acquisition systems, dataflow programming, data-logging, instrument control, and measurement applications. LabVIEW software will be used to acquire, process, display, and store real-world data. Programming a user interface, optimizing reuse of existing code, and common program design patterns will also be covered. Hardware labs will be used to assist in the design, implementation, testing, and deploying of a project. This course prepares the student to take the NI CLAD certification exam. Prerequisite: EET 1084C. 3 semester credit hours. (6 contact hours). [A]

CGS 1060. Introduction to Microcomputer Use. This course is an introduction to the use of microcomputers. Topics include terminology and an introduction to the operation of typical microcomputer hardware and software. No prerequisite. No previous computer experience required, but keyboarding or typing skills are recommended. 3 semester hours credit. [A]

CGS 1100. Microcomputer Applications for Business and Economics. This 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 CIS 1000 or an acceptable score on the CGS 1100 Screening Exam, or consent of department. 3 semester hours credit. [A]

CGS 2518. Spreadsheets for Business Environments. This course provides an in-depth study of spreadsheets utilizing a problem-solving approach. Spreadsheet-based solutions are explored for common business tasks and problems. The course presents a thorough coverage of spreadsheet functions and tools, along with a deep understanding of their purpose in a business environment. The course is ideal for students with professional interests related to business and economics, as well as for students wishing to obtain a deeper understanding of spreadsheets in general. Prerequisite: CGS 1100 with a C or better or consent of department. 3 semester hours 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. The 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. 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. Prerequisites: CHD 1220 or consent of the department. 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. 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. 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 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: 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]

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 1352. Introduction to Server and Network Security. This course is an introduction to the principles and practices of network and system penetration testing and techniques to defend against attacks that exploit system vulnerabilities. CIS 1352 prepares students for the EC-Council Certified Ethical Hacking industry certification. This course includes both lecture and structured lab experiences. 3 semester hours credit. [A]

CIS 1941. Internship in Computer Science. Students will receive supervised, practical work experience in an appropriate business, industry, government agency, or institution which relates to the Computer Science/Information Technology field of study. A minimum of 35 clock hours on the job is required for each semester hour of credit earned. Prerequisites: The student must have completed a minimum of 15 semester hours of technical coursework toward an AA or AS degree in Computer Science, Information Systems, Information Technology, or Network Systems Technology or a related field and be recommended by the appropriate course instructor or advisor for the program. A written application may be required. 1-3 semester hours credit. May be repeated for a maximum of 3 semester hours credit. [A]

CIS 2381. Introduction to Digital Forensics. This course will provide an introduction to the field of digital forensics. The student will learn how to obtain and analyze digital information for possible use as evidence in civil, criminal, or administrative cases. Topics include applications of hardware and software to digital forensics, computer forensics law, volume and file system analysis, digital forensics investigations, and digital forensics in the laboratory. Hands-on exercise guide discussions and reinforce the subject matter. 3 semester hours credit.

CIS 2930-2931. Topics in Computer Science. This course is 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]

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 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 hours credit. [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 hours credit. [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 hour credit. [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 hours credit. [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 hours credit. [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]

CJD 0250V. Interviews and Interrogations. An advanced course designed to cover the techniques, methods, principles, and issues of interviews and interrogations. 40 clock hours. [V]

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 clock hours. [V]

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 clock hours. [V]

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 clock hours. [V]

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 clock hours. [V]

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 clock hours. [V]

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 clock hours. [V]

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 clock hours. [V]

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 clock hours. [V]

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 clock hours. [V]

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 hours credit. [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 hours credit. [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]

CJE 2600. Criminal Investigation. 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]

CJJ 1002. 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]

CJK 0001V. Introduction to Law Enforcement. This course is a component of the Law Enforcement Florida CMS Basic Recruit Academy. It is designed to introduce the student to law enforcement, the process for becoming a certified law enforcement officer, and the requirements of the academy program. This course is open only to students admitted to the Law Enforcement Florida CMS Basic Recruit Academy. 10 clock hours.[V]

CJK 0012V. Legal. This course is a component of the Law Enforcement Florida CMS Basic Recruit Academy. It is designed to introduce the student to the criminal justice system, the chain-of-command system in law enforcement, constitutional law, Florida statutes, and the police code of ethics. This course includes classroom instruction and scenario-based training exercises. This course is open only to students admitted to the Law Enforcement Florida CMS Basic Recruit Academy. 62 clock hours.[V]

CJK 0013V. Interactions in a Diverse Community. This course is a component of the Law Enforcement Florida CMS Basic Recruit Academy. It is designed to enhance student awareness and understanding of human diversity issues and to teach students skills to enable them to effectively interact with people of diverse backgrounds. This course includes classroom instruction and scenario-based training exercises. This course is open only to students admitted to the Law Enforcement Florida CMS Basic Recruit Academy. 40 clock hours.[V]

CJK 0014V. Interviewing and Report Writing. This course is a component of the Law Enforcement Florida CMS Basic Recruit Academy. It is designed to help the student learn vital English Composition Including interviewing, note taking, statement taking, and report writing. It also helps the student to develop survival skills, stress management skills, and problem solving skills utilizing the secure model. This course includes classroom instruction and scenario-based training exercises. This course

is open only to students admitted to the Law Enforcement Florida CMS Basic Recruit Academy. 56 clock hours.[V]

CJK 0020V. CMS Law Enforcement Vehicle Operations. This course is a component of the Law Enforcement Florida CMS Basic Recruit Academy. This course is designed to prepare prospective police officers to apply vehicle operations knowledge, principles and techniques to the police driving environment. This course includes classroom instruction and practical application on the driving range. 48 clock hours. [V]

CJK 0031V. CMS First Aid for Criminal Justice Officers. This course is a component of the Law Enforcement Florida CMS Basic Recruit Academy. This course is designed to prepare prospective police officers to apply first responder knowledge and techniques to medical emergency situations. This course includes classroom instruction and hands-on practical demonstration. This course is open only to students admitted to the Law Enforcement Florida CMS Basic Recruit Academy or Correctional Officer Basic Recruit Academy. 40 clock hours. [V]

CJK 0040V. CMS Criminal Justice Firearms. This course is a component of the Law Enforcement Florida CMS and Correctional Officer Basic Recruit Academies. This course is designed to give the student basic skills and knowledge needed to safely operate a firearm, and shoot a handgun, and shotgun and/or rifle with a prescribed degree of accuracy. This course includes classroom instruction and firing range practice/qualification. This course is open only to students admitted to the Law Enforcement Florida CMS Basic Recruit Academy or Correctional Officer Basic Recruit Academy. 80 clock hours. [V]

CJK 0051V. CMS Criminal Justice Defensive Tactics. This course is a component of the Law Enforcement Florida CMS and Correctional Officer Basic Recruit Academies. It is designed to prepare prospective officers to control subjects and defend themselves using appropriate defensive tactics in accordance with Florida state statute, the United States Constitution, and case law. This course includes classroom instruction and practical physical exercises and demonstrations. This course is open only to students admitted to the Law Enforcement Florida CMS Basic Recruit Academy or Correctional Officer Basic Recruit Academy. 80 clock hours. [V]

CJK0064V. Fundamentals of Patrol. This course is a component of the Law Enforcement Florida CMS and Correctional Officer Basic Recruit Academies. It is designed to enable students to understand community oriented policing and how it is implemented as a problem solving model, identify the secure problem solving model its application in real life situations; understand officer safety issues, identify and avoid fatal errors, identify and manage stress, maintain mental and physical fitness; respond to a call, approach a suspect, make an arrest, transport a prisoner and process the prisoner at a detention facility; and understand how to direct traffic, how to enforce traffic citations, identify how to respond to alarms and conduct a building search, and search, inventory and impound vehicles. This course is open only to students admitted to Law Enforcement Florida CMS Basic Recruit Academy. 35 clock hours.[V]

CJK 0065V. Calls for Service. This course is a component of the Law Enforcement Florida CMS Basic Recruit Academy. It is designed to enable students to respond to calls for service, disturbances, people in distress and court orders. This course is open only to students admitted to the Law Enforcement Florida CMS Basic Recruit Academy. 36 clock hours.[V]

CJK 0077V. Criminal Investigations. This course is a component of the Law Enforcement Florida CMS Basic Recruit Academy. It is designed to prepare the student to respond appropriately to a crime against a person or property victim, witness, and suspect; conduct a preliminary investigation on crimes against persons and crimes against property offenses; conduct a follow-up investigation to establish a suspect's identity and/or ascertain facts of the case; and, give testimony in different types of court proceedings. It includes classroom instruction and practical exercises. This course

is open only to students admitted to the Law Enforcement Florida CMS Basic Recruit Academy. 50 clock hours.[V]

CJK 0078V. Crime Scene To Courtroom. This course is a component of the Law Enforcement Florida CMS Basic Recruit Academy. It is designed to prepare the student to respond to a crime scene, protect and survey a crime scene, process a crime scene, dust for latent prints, and document a crime scene by sketching. This course includes classroom instruction and scenario-based training exercises. This course is open only to students admitted to the Law Enforcement Florida CMS Basic Recruit Academy. 35 clock hours. [V]

CJK 0084V. DUI Traffic Stops. This course is a component of the Law Enforcement Florida CMS Basic Recruit Academy. It introduces the student to the basic rules for conducting safe and effective DUI stops, including identifying a driver under the influence of alcohol or drugs, conducting field sobriety tests, and completing a DUI investigation. It includes classroom instruction and practical proficiency exercises. This course is open only to students admitted to the Law Enforcement Florida CMS Basic Recruit Academy. 24 clock hours. [V]

CJK 0087V. Traffic Stops. This course is a component of the Law Enforcement Florida CMS Basic Recruit Academy. It introduces the student to the basic rules for conducting safe and effective traffic stops, including ethical consideration, safety considerations, citation and warning procedures, and dealing with abandoned vehicles. It includes classroom instruction and practical proficiency exercises. This course is open only to students admitted to the Law Enforcement Florida CMS Basic Recruit Academy. 30 clock hours. [V]

CJK0088V. Traffic Crash Investigations. This course is a component of the Law Enforcement Florida CMS Basic Recruit Academy. It introduces the student to traffic crash investigations, laws pertaining to traffic crashes and procedures for responding to a traffic crash. It includes classroom instruction and practical exercises. This course is open only to students admitted to the Law Enforcement Florida CMS Basic Recruit Academy. 32 clock hours. [V]

CJK 0092V. Critical Incidents. This course is a component of the Law Enforcement Florida CMS Basic Recruit Academy. It is designed to enable students to identify the crowd control procedures to safely and effectively disperse or control a large group of people; understand local emergency response plans; respond to a bomb threat, assesses the scene, search and evacuate a building or suspected bomb sight, identify weapons of mass destruction and properly respond to a WMD incident. This course is open only to students admitted to the Law Enforcement Florida CMS Basic Recruit Academy. 44 clock hours. [V]

CJK 0096V. Criminal Justice Officer Physical Fitness Training/Law Enforcement. This course is a component of the Law Enforcement Florida CMS and Correctional Officer Basic Recruit Academies. It is designed to encourage students to improve their overall physical fitness, improve their score on the final fitness evaluation, and adopt a foundation for lifelong fitness. This course is open only to students admitted to the Law Enforcement Florida CMS Basic Recruit Academy or Correctional Officer Basic Recruit Academy. 60 clock hours. [V]

CJK 0200V. Overview of Corrections. This course provides the student with an overview of the correctional officer training program and the requirements for becoming a certified officer. It provides a legal foundation from which students may begin to function as correctional officers. It gives instruction on basic criminal justice values, ethics, and ways to demonstrate professionalism when interacting with others. Students will learn about the command structure within the criminal justice agency, acquire a working knowledge of federal and state laws, and how to apply them to specific incidents. 14 clock hours. [V]

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 clock hours. [V]

CJK 0293V. Overview of Law Enforcement. This course is a component of the Law Enforcement Florida CMS and Correctional Officer Basic Recruit Academies. It is designed to teach prospective officers to understand law enforcement legal concepts, criminal law, civil law and juvenile law. This course is open only to students admitted to the Correctional Officer Cross-Over Training To Florida Law Enforcement Academy. 64 clock hours. [V]

CJK 0295V. Correctional Cross-Over to Law Enforcement Officer Wellness. This course is part of the Correctional Officer Cross-Over Training to Florida CMS Law Enforcement Basic Recruit Training Program and address the basic elements of nutrition, weight control, stress management, and other applicable topics. 35 clock hours. [V]

CJK 0296V. Reporting Procedures. This course is a component of the Law Enforcement Florida CMS and Correctional Officer Basic Recruit Academies. It is designed to teach prospective officers the proper skills necessary for interviewing a person and completing a written report. This course is open only to students admitted to the Correctional Officer Cross-Over Training to Florida Law Enforcement Academy. 32 clock hours. [V]

CJK 0297V. Interactions in Crisis Situations. This course is a component of the Law Enforcement Florida CMS and Correctional Officer Basic Recruit Academies. It is designed to teach prospective officers to identify, interact and understand communicating in a crisis situation, communicating in a diverse society, and identifying high risk groups. This course is open only to students admitted to the Correctional Officer Cross-Over Training to Florida Law Enforcement Academy. 10 clock hours. [V]

CJK 0300V. Introduction to Corrections. This is a basic course in which the overview of the correctional officer training program, basic criminal justice values and ethics, ways to demonstrate professionalism when interacting with others, the command structure, state and federal laws, and agency policy and procedures are studied. Objectives are addressed as specified by the criminal justice standards and training commission. 32 clock hours. [V]

CJK 0305V. CJSTC Communications. This is a basic course in which practical communication skills that will assist the new correctional officer in managing and supervising inmates, giving directions, answering questions, and interacting with others in a professional and safe manner are studied. Interpersonal communications, telecommunications, interviewing, note taking, and report writing are also studied. Objectives are addressed as specified by the criminal justice standards and training commission. 40 clock hours. [V]

CJK 0310V. Officer Safety. This is a basic course in which the knowledge and understanding of the facilities policies and procedures as well as being prepared to respond appropriately to minimize safety and security concerns are studied. Objectives are addressed as specified by the criminal justice standards and training commission. 16 clock hours. [V]

CJK 0315V. Facility and Equipment. This is a basic course in which the use of standard equipment used including weapons, hazardous materials, and sensitive supplies are studied. The safe and efficient operation of this equipment to provide a safe environment for all staff and inmates is also studied. Objectives are addressed as specified by the criminal justice standards and training commission. 8 clock hours. [V]

CJK 0320V. Intake and Release. This is a basic course in which the intake and release procedures of inmates are studied. Fingerprinting, photographing and classification of inmates are also studied. Objectives are addressed as specified by the criminal justice standards and training commission. 18 clock hours. [V]

CJK 0325V. Supervising in a Correctional Facility. This is a basic course in which the care, custody, and control of inmates is studied. The development of good observation skills, practicing officer safety guidelines, and following agency policy and procedures to ensure the safe operation of the facility are also studied. Objectives are addressed as specified by the criminal justice standards and training commission. 40 clock hours. [V]

CJK 0330V. Supervising Special Populations. This is a basic course in which the supervision of special population inmates is studied. The ability of the officer to categorize, approach, and redirect these inmates to ensure officer safety and effective communication is also studied. Objectives are addressed as specified by the criminal justice standards and training commission. 20 clock hours. [V]

CJK 0335V. Responding to Incidents and Emergencies. This is a basic course in which the officer learns to apply knowledge, training, and reasonable judgment to assure the safety and security of all persons at the facility during an emergency. The officers ability to recognize signs that an incident could develop into an emergency and how to appropriately respond to different types of emergencies is also discussed. Objectives are addressed as specified by the criminal justice standards and training commission. 16 clock hours. [V]

CJK 0340V. Officer Wellness and Physical Abilities. This is a basic course in which physical fitness and wellness is studied. The student will also be required to be physically evaluated using the physical fitness standards. Objectives are addressed as specified by the criminal justice standards and training commission. 30 clock hours. [V]

CJK 0354V. Law Enforcement Cross-Over to Correctional Officer Wellness. This course is part of the Law Enforcement Officer Cross-Over training to Correctional Basic Recruit Training program and provides instruction to effectively supervise and maintain the care, custody and control of special population inmates. 12 clock hours. [V]

CJK 0392V. Cross-Over Handgun Transition Course. This course provides training and transitions a student from the use of a semiautomatic handgun to a revolver, or vice versa. Students must demonstrate proficiency for both handgun daytime and handgun nighttime using the course of fire specified in this course. 24 clock hours. [V]

CJK 0393V. Cross-Over Program Updates. This course is designed for instructors to deliver expanded or updated instruction on curriculum topics contained in this cross-over program. 8 clock hours. [V]

CJK 0422V. Dart Firing Stun Gun. This course is a component of the Law Enforcement Florida CMS and Correctional Officer Basic Recruit Academies. It is designed to encourage students to improve their overall physical fitness, improve their score on the final fitness evaluation, and adopt a foundation for lifelong fitness. This course is open only to students admitted to the Law Enforcement Florida CMS Basic Recruit Academy or Correctional Officer Basic Recruit Academy. 60 clock hours. [V]

CJL 1500. The Court System. This course examines the history, traditions, and philosophy of the American Court System. Emphasis is on the roles of the prosecutor, judge, defense attorney, jurors, offenders and the public. This course focuses on the general themes of law on the books, law in action, and law in controversy. 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]

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 and restore, contingency planning, and disaster recovery. The operation of a database management system is explored using hands-on exercises. 3 semester hours credit. [A]

COP 1822. Introduction to Web Authoring and Design. This course covers the procedures involved in designing and creating Web pages and Web sites. The class includes hands-on laboratory assignments using current Web development software and/or current Web languages. Prerequisite: CGS 1060 or consent of department. 3 semester hours credit. [A]

COP 2000. Introduction to Computer Programming. This class is 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. This course is 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. This is the 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 consent of department. 3 semester hours credit. [A]

COP 2900. Applied Programming Specialty. This is 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]

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. [V]

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. [V]

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. [V]

COS 0087V. Career Preparation and Regulations Review. This course provides instruction in laws, rules and regulations related to the practice of cosmetology and salon ownership. Students become familiar with employability skills and study state board of cosmetology requirements. Focus is preparing the individual with the opportunity to receive review of skills and techniques of cosmetology along with laboratory practices, information, related technology and correct terminology necessary to successfully become employed in the field of cosmetology. 300 clock hours. [V]

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 clock hours. [V]

CTS 1110. Microcomputer Operating Systems. This course gives students 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. This course prepares students for a CompTIA A+ Operating Systems industry certification. This course includes both lecture and structured lab experiences. 3 semester hours credit. [A]

CTS 1111. Introduction to Linux. This course is an introduction to the Linux network operating system. Topics include installation and configuration of client, GUI and command line interface, file management, system utilities, remote connectivity, and scripting. Hands-on laboratory exercises are included. This course includes both lecture and structured lab experiences. 2 semester hours credit. [A]

CTS 1120. 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. This course prepares students for CompTIA Security+ or Microsoft Security Fundamentals (MTA) industry certification. This course includes both lecture and structured lab experiences. Prerequisite: Acceptable college-ready placement score in reading or successful completion of appropriate college-prep reading course(s). 3 semester hours credit. [A]

CTS 1131. 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. This course prepares students for a CompTIA A+ Hardware industry certification. This course includes both lecture and structured lab experiences. 3 semester hours credit. [A]

CTS 1155. IT User Support. This course covers the technical, business, and interpersonal skills needed by information technology support personnel in an IT user support setting. 3 semester hours credit. [A]

CTS 1163. Microsoft Desktop Systems Configuration. This course provides students with the knowledge and skills necessary to install, configure, customize and troubleshoot Microsoft Windows client software. This course prepares students for a Microsoft Windows Desktop industry certification. This course includes both lecture and structured lab experiences. Prerequisite: Acceptable college-ready placement score in reading or successful completion of appropriate college-prep reading course(s). 3 semester hours credit. [A]

CTS 1390. Introduction to LAN and Server Management. This course introduces the student to the skills needed to install and configure servers using Microsoft Windows Server software. It prepares students for the first exam leading to the Microsoft MCSA Server industry certification. Prerequisite: Acceptable college-ready placement score in reading or successful completion of appropriate college-prep reading course. CTS 1110 or equivalent certification or consent of department. 3 semester hours credit. [A]

CTS 1650. Introduction to Networking and Communications. The purpose of this course is to prepare a student to learn and apply the basics of computer networking using common network devices. The course covers the OSI model and industry standards network topologies, IP addressing including subnet masks, and basic network design. This course prepares students for the following industry certifications: CompTIA Network+ and Microsoft Network Fundamentals (MTA). This course includes both lecture and structured lab experiences. Prerequisite: Acceptable college-ready placement score in reading or successful completion of appropriate college-prep reading course(s). 3 semester hours credit. [A]

CTS 2127. Advanced Network Security. This course is a study of advanced information system security concepts, including those of the ten network security domains. By the completion of this course, you will be able to design access controls, assess and manage risks, and manage operational and physical security to support organizational missions. Students will study hardware and software reliability and security using currently available technology. Emphasis will be placed on security analysis of the

system, physical threats to systems, virus protection, systems recovery, and encryption. Prerequisite: CIS 1352 or consent of department. 3 semester hours credit. [A]

CTS 2142. Project Management. This course provides an introduction to the project management body of knowledge, as specified by CompTIA Project+. This course discusses the processes, methods, techniques and tools that organizations use to manage information systems projects. The course covers a systematic methodology for initiating, planning, executing, controlling, and closing projects. Prerequisite: Acceptable college-ready placement score in reading or successful completion of appropriate college-prep reading course. 3 semester hours credit. [A]

CTS 2156. Desktop Support. In this course, students learn how to install, configure, troubleshoot and administer the desktop operating system within a network and internet environment. Topics may include operating system installation, device configuration, security and access control, network connectivity, system performance, and optimization. 3 semester hours credit. [A]

CTS 2391. Windows Server Administration. This course introduces the student to the skills needed to manage and maintain servers and administer network services using Microsoft Windows Server software. It prepares students for the second exam leading to the Microsoft MCSA Server industry certification. 3 semester hours credit. [A]

CTS 2392. Advanced Windows Server Administration. This course introduces the student to the skills needed to configure and administer advanced network services using Microsoft Windows Server software. It prepares students for the second exam leading to the Microsoft MCSA Server industry certification. 3 semester hours credit. [A]

CTS 2939. IT Certification Prep Review. This course provides an opportunity for the student to review for a designated industry IT certification exam. In order for a student to receive a passing grade, it is required that they attempt an industry certification test per the course prep review. Prerequisite: Completion of at least one CTS course with a "C" or better or consent of the department. 1-3 semester hours credit. Maybe repeated up to a maximum of 3 semester hours credit total. [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 EAP 1180. Combined Skills. This integrated course is designed for non-native speakers of English with varying levels of English proficiency. It is designed to assist students with academic studies and to develop skills in vocabulary, reading, grammar, speaking, and writing. In this course, students develop skills that promote the use of language in oral and written form through the context of guided discourse on personal topics. Students develop the ability to understand frequently used words in oral and written contexts. They also learn to control basic, high frequency grammatical structures and statement/question patterns. 3 semester hours credit. [P]

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 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 or EDG 4940 and RED 4854. 3 semester hours credit. [A]

EDE 4945. Student Teaching in Elementary Education. This course requires a teacher candidate to demonstrate pre-professional competencies during a 15-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: EDE 4943 or EDG 4936 and RED 4854. 8 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, State-adopted 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, socio-economic 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, State-adopted Standards, 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. Students will link these theories to behaviors observed in the classroom. Prerequisite: PSY 2012 or consent of the department. 3 semester hours credit. [A]

EDF 4430. Measurement & Evaluation. 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. 3 semester hours credit. [A]

EDG 2316. Introduction to Teaching Math and Science. This course is a study of specific math and science content skills required for K-12 teachers by the FLDOE competencies and skills and national/state/district content standards. Content skills include confident and creative problem-solving; constructing sound mathematical and scientific arguments; applying math and science to everyday life; integrating cutting-edge technologies; and speaking and writing

about math and science. Students develop an understanding of the K-12 learning environment effective for mathematics and science teaching. It is required that students complete a series of test prep sessions for the General Knowledge certification exam. 3 semester hours credit. [A]

EDG 2370. Introduction to Teaching Reading and Language Arts. This course is a study of specific reading and language arts content skills required for K-12 teachers by the FLDOE competencies and skills and national/state/district content standards. Content skills include knowledge of language structure, vocabulary application, and standard English conventions, and formal college-level writing; knowledge of key ideas and details, craft and structure, integration of information and ideas, all based on text selection. Major areas of study include the reading process as one of the integrated language arts, literature and materials used in teaching assessment, teaching strategies, and current issues in reading instruction. Completion of a series of test prep sessions for the General Knowledge certification exam is required. 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. This course requires 10 hours of field experience. 3 semester 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. 3 semester hours credit. [A]

EDG 4936. Senior Seminar. EDG 4936 is a capstone experience taken concurrently with the final internship. Trends and issues within the field of education are examined from the perspective of the internship experience. A minimum grade of C is required. Corequisite: Internship. 1-3 semester hours credit. [A]

EDG 4940. Internship I. EDG 4940 is an internship course designed for teacher education majors as a preliminary field experience in their program of study. This course is a semester-long supervised teaching experience, which requires pre-service teachers to participate in a K-12 classroom setting for one day per week (minimum of 100 hours). In addition to observing in the classroom, pre-service teachers will demonstrate skills, knowledge, and dispositions in the selected grade level. Current background check (fingerprinting) acceptable to the district in which the field experience takes place is required for this course. Students must complete this course with a grade of C or higher prior to enrolling in EDG 4941 Internship II. (3 credit hours). [A]

EDG 4941. Internship II. EDG 4941 is an internship course designed for teacher education majors as a culminating field experience to their program of study. This is a 15 week, supervised teaching experience in a K-12 classroom. Students are not allowed to enroll in other courses while completing this internship. Current background check (fingerprinting) acceptable to the district in which the field experience takes place is required for this course. Students must complete this course with a grade of C or higher or retake the course. Prerequisites: EDG 4940 and passing scores on all Florida teacher certification exams. Corequisite: EDG 4936 Senior Seminar. (9 credit hours). [A]

EET 1084C. Introduction to Electronics. This course provides the foundation for electronic circuits and measurements. Students will study principles of electricity, magnetism, and basic laws of electronics. Course topics will include fundamentals of DC circuits, AC circuits, semiconductors, and digital circuits. The course will integrate the conceptual measurements with the various electronic measuring instruments and their usage in weekly laboratory exercises. This course is one of four courses that comprise the Pneumatics, Hydraulics and Motors for Industry college credit certificate. 3 semester credit hours. (5 contact hours). [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 state-adopted standards 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. 15 hours of field placement is required. 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 K-5 classrooms. Weekly seminars with the course instructor will be held for informative and evaluative purposes. Corequisite: EEX 3264. 1 semester hour credit. [A]

EEX 3831. Special Education Practicum II. Observation and participation field experience in a Special Education 6-12 classroom setting. Weekly seminars with the course instructor will be held for informative and evaluative purposes. Corequisite: EEX 4265. 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 state-adopted standards and Access Points for students in grades 6-12. This course requires 15 hours of field experience. 3 semester hours credit. [A]

EEX 4933. Seminar in Exceptional Student Education. This course is designed to provide students with instructional strategies, planning

techniques, evaluation procedures and class management skills. Pre-requisites: all program requirements complete. Corequisites: EEX 4945 or EDG 4940 and RED 4854. 1 semester hour credit. [A]

EEX 4945. Student Teaching in Exceptional Student Education. This course requires a teacher candidate to demonstrate pre-professional competencies during a 15 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: EEX 4933 or EDG 4936 and RED 4854. 9 semester hours credit. [A]

EGN 1002. Introduction to Engineering. This course is an introductory course to the engineering and technology professions with emphasis on the spectrum of knowledge, work opportunities, and careers. The student is introduced to engineering work habits, responsibilities, communications, problem solving techniques, and technical calculations. The various engineering specialties will be presented. Presentations will be made by working professionals in the local engineering and technical community. The student will complete a series of exercises and projects. Prerequisite: Eligibility for MAC 1105, College Algebra, and a basic understanding of Windows / Microsoft Office. 3 semester hours credit. [A]

EGN 1108. Engineering Graphics. This course provides instruction in the concepts and graphic language used in engineering drawing and technical environments. It will cover the basics of drawing including line techniques, using scales, lettering, sketching, sectioning, and dimensions. The material will include various methods and techniques of orthographic and multi-view projections related to all types of engineering projects. The student will complete a series of exercises and drawings. 3 semester hours 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, state adopted standards, the Professional Educator Competencies, and the National Educational Technology Standards. 3 semester hours credit. [A]

EMS 0110V. Emergency Medical Technician. The Emergency Medical Technician program is a limited enrollment, competency based program. The program prepares students in the cognitive, psychomotor, and effective learning domains to become certified and licensed as a competent entry-level EMT. The program prepares students for the certification examination as an EMT in accordance with Florida Statute 401 and Chapter 64j of the Florida Administrative Code. The curriculum encompasses theoretical and simulated learning, clinical, and internship experiences following the National Education Standards and is inclusive of the Department of Education Curriculum Framework. EMS students will adhere to standards as listed in the program Emergency Medical Services Handbook that complies with the Department of Health-Bureau of EMS. This course is 300 clock-hours in length. Clinical and internship assignments are required in addition to regular class hours. Students will complete 24 hours of emergency room clinicals and 96 hours of field internship with a local EMS agency. Prerequisites: Completed Program Application, Basic Life Support for Healthcare Provider CPR certification, passing scores less than 2 years old in math, language, and reading, on the TABE or other state approved

entrance exam, or a passing grade of “C” or higher in REA 0019, or ENC 1101. Must have a valid driver’s license and current health insurance. Upon acceptance applicants must complete a background check conducted through Chipola College that will include fingerprinting, alcohol screening, and drug screening. 300 Clock Hours. [V]

EMS 1158. 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, lab and selected clinical experiences are provided. The goal of the EMS Department is to prepare competent entry-level Emergency Medical Technicians in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. 12 semester hours credit. [O]**See Note

EMS 2620. Paramedic I. Paramedic I broadens the previous knowledge, skills, assessments, treatments, and accumulated experiences attained in EMS1158 and while functioning as a licensed EMT. Paramedic I introduces advanced life support knowledge, skills, assessments, treatments, and experiences. All EMT knowledge, skills, assessments, and treatments will be reassessed during this course. The course includes sections related to fundamentals, airway management and ventilation, pharmacology, and advanced patient assessment, anatomy and physiology, and medical emergencies. Topics to be covered include but are not limited to: airway management and intravenous therapy, pharmacology, anatomy and physiology, cardiology, pulmonology, neurology, endocrinology, immunology, gastroenterology, urology, toxicology, hematology, behavioral, and infectious disease. Lab and clinical experiences included. Prerequisite: State of Florida EMT -B License, Basic Life Support for Healthcare Provider certification, Minimum Reading Score on ACT (19), CPT (83), or PERT (106) no more than two years old or eligibility for ENC1101. The goal of the department is “to prepare competent entry-level Paramedics in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains with or without exit points at the Advanced Emergency Medical Technician and/or Emergency Medical Technician, and/or Emergency Medical Responder levels.” 15 semester hours. [O]**See Note

EMS 2621. Paramedic II. Paramedic II is a continuation of advanced life support knowledge, skills, assessments, treatments, and experiences attained in Paramedic I with emphasis on special patient considerations, traumatic injuries, operations, and specialized instruction and advanced labs. Topics to be covered include but are not limited to: obstetrics, pediatrics, challenged patients, traumatic injuries, and EMS operations. Lab, clinical, and field experiences included. Prerequisites: Successfully completed EMS 2620. The goal of the department is “to prepare competent entry-level Paramedics in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains with or without exit points at the Advanced Emergency Medical Technician and/or Emergency Medical Technician, and/or Emergency Medical Responder levels.” 15 semester hours. [O]**See Note

EMS 2622. Paramedic III. The Capstone phase of the Paramedic program. This course builds upon the advanced life support knowledge, skills, assessments, treatments, and experiences attained in EMS2620 and EMS2621 with additional advanced level training and certifications. This course prepares the student for state licensure, national certification, and employment as a competent entry-level Paramedic. Lab, clinical, field experience, and Team Leader field internship included. Prerequisite: EMS 2621. The goal of the department is “to prepare competent entry-level Paramedics in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains with or without exit points at the Advanced Emergency Medical Technician and/or Emergency Medical Technician, and/or Emergency Medical Responder levels.” 12 semester hours credit. [O]**See Note

***The goal of the EMS Department is “to prepare competent entry-level Paramedics in the cognitive (knowledge), psychomotor (skills), and affective*

(behavior) learning domains with or without exit points at the Advanced Emergency Medical Technician and/or Emergency Medical Technician, and/or Emergency Medical Responder levels.”

ENC 0022. Developmental Writing-Combined. This course is designed to augment writing skills by concentrating on writing sentences, paragraphs, and short themes. This course is designed for those exempt, non-exempt, or opt-in students whose placement scores indicate remediation. Prerequisite: Placement scores on ACT 0-16; PERT 0-102; SAT 200-430. A grade of “C” or higher in this course is required before advancing to ENC 1101. 3 semester hours non-college credit. [P]

ENC 0056. Developmental Writing-Modularized. This course is designed to remediate deficiencies in writing skills. Prerequisite: Placement scores on ACT 0-16; PERT 0-102; SAT 200-430. A grade of “C” or higher in this course is required before advancing to ENC 1101. 2 semester hours non-college credit. [P]

ENC 1101. English Composition 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. A documented essay is required. ENC 1101 fulfills 6,000 words of the Gordon Rule writing requirement. Prerequisite: Acceptable placement scores in writing (or a grade of “C” or higher in ENC 0022 or ENC 0056) and reading (or a grade of “C” or higher in REA 0019 or REA 0056). 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. 3 semester hours credit. [A]

ENC 1102. English Composition 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 6,000 words of the Gordon Rule writing requirement. Prerequisite: A grade of “C” or higher in ENC 1101. 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. 3 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 2210. Technical Writing. This course is designed to prepare technicians, professionals and administrators to communicate information concerning 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 goals of this course are: refinement or acquisition of English skills and connections between English topics needed for successfully tutoring in an academic setting; acquisition of general methods of tutoring as well as specific tutoring techniques needed for specific courses. Teacher-tutor seminars, teacher-tutor conferences, and formal instruction will supplement the extensive tutoring experiences. Prerequisite: Consent of the department. The number of hours of credit varies from 1 to 3 hours depending upon the number of hours tutoring. [A]

ENC 3311. Advanced Expository Writing. This course emphasizes the techniques for writing prose, both fiction and non-fiction, in which student essays are evaluated and discussed. The focus is on expository, persuasive, and descriptive writing, as well as on conducting effective research and analyzing valid arguments and fallacies. The analysis and integration of

various stylistic elements of writing will be included, in addition to the analysis of various media texts and the use of propaganda to distort meaning. 3 semester hours credit. [A]

ENG 2930. Special Topics: English Journal. Special Topics: English Journal. This course centers on topics of special interest to the instructor and students as they relate to the annual publication of the Florida English Journal. The course will satisfy elective credit and will not earn English credit. Prerequisites: Successful completion of ENC 1101 and instructor permission. 1-3 semester hours credit can be awarded multiple times. [A]

ENG 3063. Advanced Grammar: Analysis and Application. The course provides a brief introduction to the history of the English language, as well as instruction in the study and application of traditional English grammar, mechanics, and usage, including sentence patterns and punctuation. Application will result in the sentence and essay composing process. Study of basic linguistic elements such as morphemes, syntax, and semantics will also be covered. 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]

ENL 4333. Shakespeare. This course is a study of representative works of William Shakespeare and their relationship to the Renaissance and the Elizabethan period. Topics may also include an exploration of Shakespeare's dramatic career, conventions of the early stage, and methods of teaching Shakespeare in a middle or secondary classroom. 3 semester hours credit. [A]

ENT 2112. Entrepreneurship and Business Plans. This course provides real world knowledge involving entrepreneurial experiences. Students will identify entrepreneurial career paths and identify challenges and solutions in the entrepreneurial workplace. Also the students will be responsible for completing a business plan and will present this plan to a panel. 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]

ETC 2521. Hydraulics and Hydrology. The course introduces the basic theory, engineering, and design technology related to hydrology and drainage areas, storm water runoff, and stream flow analysis. The student is also introduced to the basic theory and engineering design of the hydraulic flow in pipes and in open channel systems. Design concepts, techniques, and illustrations of hydrology and hydraulics are covered. Prerequisite: MAC 1114. 3 semester hours credit. [A]

ETD 1320. Introduction to Auto CAD. This course will provide basic instruction in the various commands, methods, and techniques of Computer Aided Drafting (CAD) systems using Auto CAD. Start up procedures, menu/icon software operations and the basic draw, modify, dimension and plot commands will be emphasized. Students will complete a series of review exercises and drawings. Prerequisite: Eligibility for MAC 1105, College Algebra, (A basic understanding of Windows and use of the mouse is helpful.) 3 semester hours credit. [A]

ETD 1842. 3D Visualization. This course is an introduction to the creation of 3-dimensional industrial modeling and presentations. This course will use the software 3ds Max Design 2013 to create various forms of industrial models such as mechanical parts, architectural structures and topographic landscapes. The primary functions relating to the preliminary areas including modeling methods, application of materials, lighting techniques, cameras controls animation techniques and will be addressed. Topics will include a description of the software interface, and an understanding of the workflow to create a presentation of a product. Discussions and projects will be developed in line with the features used to create geometry, modify geometry, import geometry, create surface shaders, create illumination schemes, These projects will then be used to create full color still image renderings and computer generated animations develop motion paths and render single images as well animated sequences. 3 semester hours credit. [A]

ETD 2340. Auto CAD Level II. To create advanced level technical drawings and prepare industrial type 3D models using Auto CAD software. Intermediate and advanced commands will be covered and drawings will be produced from all areas of engineering; mechanical, architectural, civil, and more including 3-dimensional modeling and renderings. Students will complete a series of review exercises and drawings. Recommended corequisite ETD 1320 or instructor permission. 3 semester hours credit. [A]

ETD 2551. CAD Civil. This course will provide instruction in the various commands, methods, and techniques of computer aided drafting systems for civil engineering especially using Auto CAD and the Civil 3D software modules. Software operations will be stressed and the student will complete a series of exercises, drawings, and projects. Prerequisite: ETD 1320, Intro to Auto CAD. 3 semester hours credit. [A]

ETD 2554. CAD Surveying. This course will provide instruction in the various commands, methods, and techniques of computer aided drafting systems for surveying especially using Auto CAD and the Civil 3D software. Operations will be stressed and the student will complete a series of exercises, drawings, and projects in the classroom and in the field. Prerequisites: ETC 1320, Intro to Auto CAD. 3 semester hours credit. [A]

ETI 0400V. Entry-Level Production Worker. This course prepares students for entry into the advanced manufacturing industry. Content emphasizes beginning skills key to the success of working in the manufacturing industry. Students gain an understanding of technology and the concept of design for manufacturing, study workplace safety and workplace organization, workplace communication skills, and basic machine operation. 150 clock hours. [V]

ETI 0431V. Production Quality and Assurance. The Production Quality and Assurance course prepares students for entry into the advanced manufacturing industry. Content emphasizes beginning skills key to the success of working in the manufacturing industry. Students study how to accurately read and interpret blueprints and schematics; graphic design and computer-aided drawing; quality assurance methods and quality control concepts; use of precision measurement tools and instruments; and understanding modern business practices. 150 clock hours. [V]

ETI 0432V. Manufacturing and Production Processes. The Production Quality and Assurance course prepares students for entry in The Manufacturing and Production Processes course prepares students for entry into the advanced manufacturing industry. Content emphasizes beginning skills key to the success of working in the manufacturing industry. Students study how to select production processes; computer-aided manufacturing and flexible manufacturing planning; produce a product via a master project; manual milling machines, computer numeric-control machines, and welding systems; and robotic systems used in manufacturing. 150 clock hours. [V]

ETI 0453V. Manufacturing and Production Maintenance. The Manufacturing and Production Maintenance course prepares students for entry into the

advanced manufacturing industry. Content emphasizes beginning skills key to the success of working in the manufacturing industry. Students study mechanisms; AC/DC electrical control; programmable logic control; fluid power; maintenance of technological systems; and exploration of career opportunities. 150 clock hours. [V]

ETI 1110. Introduction to Quality Assurance. This course introduces the student to the tools and techniques utilized to measure, maintain, and continuously improve quality to ensure that products and processes meet the quality standards required in the advanced manufacturing environment. Students who have earned the MSSC-CPT certification are eligible to receive articulated credit for completion of this course. 3 semester credit hours. [A]

ETI 1420. Manufacturing Process and Materials. This course provides an overview of the manufacturing processes utilized in advanced manufacturing facilities as well as the materials most likely to be encountered. Students will be exposed to manufacturing machines, automated systems, operating systems, and maintenance. Manpower, skill sets, tools, procurement, production timing, productivity, raw materials, schematics, and engineering documentation will be discussed. Students who have earned the MSSC-CPT certification are eligible to receive articulated credit for completion of this course. 3 semester credit hours. [A]

ETI 1701. Industrial Safety. This course covers the knowledge and skills needed to create and maintain a safe and productive work environment as defined by OSHA regulations that are applicable to advanced manufacturing facilities. Handling and disposal of hazardous materials, MSDS, NIOSH, EPA, and other regulatory agencies will also be emphasized. Students who have earned the MSSC-CPT certification are eligible to receive articulated credit for completion of this course. 3 semester credit hours. [A]

ETI 2622. Concepts of Lean Manufacturing and Six Sigma. This course provides the student with an introduction to the fundamentals of lean, based on the concepts in the Toyota production system model of business function operating systems. A comprehensive overview of the lean and six sigma methodologies including the Define, Measure, Analyze, Improve, and Control (DMAIC) process improvement paradigm will be presented. Prerequisite: ETI 1110. 3 semester credit hours. [A]

ETM 1010C. Mechanical Measurement and Instrumentation This course provides the foundation for both mechanical and electronic measurement techniques encountered in the advanced manufacturing environment. The course will integrate the conceptual measurements with the various mechanical and electronic measuring instruments and their usage. Hand tools, power tools, inspection equipment, measurements, mechanical drives, and rigging will be covered on the mechanical side. The electrical side will cover industrial electrical wiring and instrumentation, including digital sensors, optical and magnetic switches, pressure, temperature, and piezoelectric sensors. 3 semester hours credit. (5 contact hours). [A]

ETM 1401C. This course covers the systems used in industry to transfer power from prime movers like electric motors to mechanical devices. Introduction to the basic physics concepts, design considerations, installation and repair techniques applicable to the mechanics of industrial production equipment, with additional emphasis on efficient power transmission, components will be taught. This course is suitable for industrial maintenance and repair technicians in all industries. This course is one of four courses that comprise the Pneumatics, Hydraulics and Motors for Industry college credit certificate. 3 semester credit hours. (5 contact hours). [A]

ETM 2315C. Hydraulics and Pneumatics. This course treats principles of fluid and airflow, the basic components of hydraulic and pneumatic systems and how they are combined and function in instrumentation. Experience will include demonstration and setting up various hydraulic and pneumatic circuits and how they respond to pressure, heat, flow and restriction. This course is one of four courses that comprise the

Pneumatics, Hydraulics and Motors for Industry college credit certificate. 3 semester credit hours. (6 contact hours). [A]

ETM 2905. Special Topics in Engineering Technology. Individual study by students under the direction of the engineering technology instructor. The topics vary and are usually selected on an individual basis. The topic will focus on the practical aspects of a specific technical discipline preparing students to do one or more of the following: analyze, assemble, design, fabricate, install, operate, troubleshoot, maintain, or manage engineering and related systems. Students who have earned the MSSC-CPT certification are eligible to receive articulated credit for completion of this course. 1-3 semester hours credit (variable).[A]

ETS 2511C. Motors and Controls. This course provides a theory of operation of direct current (DC) and alternating current (AC) motors. Motor components, forces, Nema ratings, and nameplate information are identified and defined. Inverter and pulse width moderator drives will be explained as well as AC to DC rectifiers and signal regeneration for 3-phase systems. A laboratory for AB Powerflux Menu Navigation will be included. This course is one of four courses that lead to a Pneumatics, Hydraulics and Motors state certification. Prerequisite: EET 1084C. 3 semester credit hours. (6 contact hours). [A]

ETS 2535C. Process Control & Automation. This course serves as a capstone for the advanced manufacturing program. Concentration will be on integration of sensors and control systems for level, flow, temperature, pressure, and other applications. Human Machine Interfaces and methods of control theory including PID will be a central focus. Prerequisite: ETS 2542C. 3 semester credit hours. (6 contact hours). [A]

ETS 2542C. Introduction to Programmable Logic Controllers. This course covers fundamental ladder logic, programmable controller theory and application techniques, and design and troubleshooting of PLC-based (Programmable Logic Controller) systems in classroom presentations, lab construction and redesign, simulation trainers, and multi-modal software learning labs. Basic instruction sets are presented and reinforced by computer-based training simulations. Hands-on replications of PLC functions are created in the lab with Rockwell/Allen Bradley and comparable PLC components. This course is one of four courses that comprise the Pneumatics, Hydraulics and Motors for Industry college credit certificate. Prerequisites: EET 1084C. 3 semester hours credit. (5 contact hours). [A]

EVR 1001. Introduction to Environmental Science. This course of study provides the student with an overview of current environmental concerns and the management of these concerns. Emphasis is on the application of biological, physical, and chemical methods to the understanding of and solutions to environmental problems. The student will gain insight into the natural interactions among living things and physical aspects of the environment. To include field experience. 3 semester hours credit. [A]

FFP 0030V. 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. 191 Clock Hours. [V]

FFP 0031V. 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. 301 Clock Hours [V]

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 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]

FIN 3400. Financial Management of the Firm. This course is a study of financial decision making in the corporate form of enterprise, through 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. 3 semester hours credit. [A]

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]

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. This course is 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. Students will receive 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 35 clock hours on the job is required for each semester hour of credit earned. Prerequisites: The student must have completed a minimum of 15 semester hours of technical coursework toward an AA or AS degree in Accounting, Business Administration, Economics, Management or a related field and be recommended by the appropriate course instructor or advisor for the program. A written application may be required. 1-3 semester hours credit. May be repeated for a maximum of 3 semester hours credit. [A]

GEB 2214. Business Communications. This course develops effective oral and written English Composition in a business environment. It includes written correspondence, interviewing, public relations and business presentations. Prerequisite: ENC 1101. 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. 3 semester hours credit. [A]

GEB 4213. 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: Must be taken graduating semester or permission of Dean. 3 semester hours credit. [A]

GEB 4434. 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. 3 semester hours credit. [A]

GEB 4930. Selected Topics in Business. This course covers topics of current interest or of special interest to students or instructors. Topics may vary. This course 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 dean of the department. [A]

GIS 1040. Introduction to Geographic Information Systems. This course introduces students to the uses of Geographic Information Systems (GIS). The objective of the course is to provide hands-on instruction in spatial data exploration, map creation, data editing, and analysis. This is an entry level course. No prior knowledge of GIS is necessary. Topics will include the application of GIS to various fields, the use of different tools to explore and modify spatial data, and the analysis of spatial data to answer real-world questions. Prerequisite: CGS 1060 or consent of department. 3 semester hours credit. [A]

GIS 1060. Introduction to GIS with ArcGIS. This course teaches how to implement Geographic Information Systems (GIS) by utilizing ESRI's (Environmental Systems Research Institute) current ArcGIS software. Curriculum focuses on GIS software and procedures by viewing, analyzing, and producing maps based on various geographical/spatial data including location area information. 3 semester hours credit. [A]

GIS 2041. Introduction to GIS and GPS Applications. This course teaches the basic concepts of Geographic Information Systems (GIS) and introduces Global Positioning Systems (GPS), related software program orientation, field data collection, and basic procedures in the techniques of these applications. Practical experience in local projects related to agriculture, civil engineering, and government operations will be highlighted. The student will complete a series of tutorials, exercises, and projects. Prerequisite: GIS 1060. 3 semester hours credit. [A].

H **HCP0122V.** 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. 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 receive certification as a nursing assistant. 120 clock hours. [V]

HIS 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]

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 1020. Introduction to Humanities with Writing I. This course increases the student's understanding and appreciation of western culture through the study of art, literature, music, and philosophy. HUM 1020 is a survey of our ancient, medieval and renaissance cultural heritages. This course 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]

HUM2235. Introduction to Humanities with Writing II. This course increases the student's understanding and appreciation of western culture through the study of art, literature, music, and philosophy. HUM 2235 is a survey of our baroque, revolutionary and modern cultural heritages. This course 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]

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]

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]

INP 2390. 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 2060. Social Media Innovation. Students learn how social media works, why social media matters to business, and how to use it successfully. They gain an understanding of multiple forms of centralized/ decentralized and hybrid business models supported by social media information technology. They develop the ability to identify and articulate the business value of social media. They obtain the skills to administer and create compelling web content to grow the business. 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]

ISM4930. Selected Topics in Information Systems Management. This course covers topics of current interest or of special interest to students or instructors. Topics may vary. This course may be repeated for up to 9 semester hours credit. Prerequisite: permission of department chair. 1-3 semester hours credit. [A]

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. Requires 10 hours field experience. 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. 10 hours field experience is 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, including students from diverse backgrounds and at varying English proficiency levels. 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 state-adopted

standards, subject matter competencies and pedagogy pertinent to the discipline and required for certification. Co-requisite: LAE 3940. 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, to include (10) hours of teaching. Project presentations will be coordinated with cooperating teachers and their curriculum schedules and needs. This course addresses specific state-adopted standards, subject matter competencies, and pedagogy pertinent to the discipline and required for certification. Co-requisite: 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 state adopted 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 middle school classroom, to include (10) hours of teaching. Project presentations will be coordinated with cooperating teachers and their curriculum schedules and needs. This course addresses specific state-adopted standards, subject matter competencies, pedagogy pertinent to the discipline and required for certification. Co-requisite: 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: All program requirements completed. Corequisite: 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 15 week, full-time internship in a public school approved by the department. Contact hours: a minimum of 35 hours per week for 15 weeks. This course is designed to provide students with multiple opportunities to practice the 6 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. Prerequisite: All program requirements completed. Corequisite: LAE 4943 or EDG 4946. 9 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 3010. Introduction to Linguistics. This course is designed to explore the various forms of language, including phonetics, phonology, morphology, and semantics. Other topics will be covered: the history of language, language acquisition, sociolinguistics, neurolinguistics, language diversity, and dialects. There is also an emphasis on enabling the students to evaluate speech, to understand phonetic, physiological, and psychological factors involved in speech. A study of the phonetic alphabet is included. Prerequisites: Successful completion of ENC 1101 and ENC 1102, admission to the English education program. 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 the 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]

LIT 4333. Literature for Adolescents. This course examines texts appropriate for students in grades 6-12 English classes. Students will read classic and contemporary literature from social, psychological, and educational points of view, as well as read literary criticism focusing on the literary texts. The course considers the characteristic themes and concerns presented by the various texts. This course is designed to assist with teacher certification. 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 1105 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]

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 state-adopted standards, subject matter competencies, pedagogy pertinent to the discipline and required

for certification. Co-requisite: MAE 3940 or consent of the Education Department. 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 state-adopted 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. 2 semester hours 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 geometries. 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, to include (10) hours of teaching. Project presentations will be coordinated with cooperating teachers and their curriculum schedules and needs. This course addresses specific state-adopted standards, subject matter competencies, pedagogy pertinent to the discipline and required for certification. Co-requisite: MAE 3320. 1 semester hour credit. [A]

MAE 4310. Teaching Elementary School Math. Theory and methods for teaching mathematics in the elementary school, contemporary approaches to teaching concepts, number systems, numeration systems, computational algorithms, problem solving, informal geometry, measurement and other math related topics. This course requires a minimum grade “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]

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 problem solving, cooperative learning and appropriate technology. This course addresses specific state-adopted standards, subject matter competencies, and pedagogy pertinent to the discipline and required for certification. Co-requisite: MAE 4941 or consent of the Education Department. 3 semester hours credit. [A]

MAE 4815. Elements of Algebra. This course offers an approach to number theory with an emphasis in understanding the nature of integer numbers, congruence classes, and their operations and applications. Topics include divisibility and divisibility tests, greatest common divisor, mathematical induction, division and Euclidian algorithms, primes, congruence, linear Diophantine equations, theorems of Euler and Fermat, linear congruences, and the Chinese Remainder Theorem. 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 6-12 or 5-9. This practicum accompanies MAE 4330 and provides students with opportunities to present interactive curriculum projects to secondary school students in local area school districts. Students spend a minimum of 30 school-based hours in the middle school classroom, to include (10) hours of teaching. Project presentations will be coordinated with cooperating teachers and their curriculum schedules and needs. This course addresses specific state-adopted standards, subject matter competencies, pedagogy pertinent to the discipline and required for certification. Co-requisite: MAE 4330 or consent of the Education Department. 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 or EDG 4940. 3 semester hours credit. [A]

MAE 4945. Student Teaching in Mathematics. This course requires a teacher candidate to demonstrate pre-professional competencies during a 15 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 or EDG 4936. 10 semester hours credit. [A]

MAN 2345. Introduction to Supervision and Management. In this course, the supervisor's job is studied in detail. The supervisor performs many management functions (planning, organizing, leadership, decision making and effective communication), but must do so in close contact with the people and sometimes the machinery used to produce a product or service. Students will closely examine the unique problems of managing at the supervisor level. 3 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. 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. 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. Topics of discussion will include quality and outcomes, efficiency, forecasting, work flow processes, inventory control, design of goods and services, waiting lines, and critical path. Students will manage a project from beginning to end, including how to identify needs, and define, assign, and track items. Prerequisite: STA 2023 or STA 2122. 3 semester hours credit. [A]

MAN 4120. Leadership Challenges and Supervision. This course includes discussion and application of leadership theories as well as skill formation to develop leadership abilities. Team building skills are emphasized to en-

hance leadership effectiveness. Students learn the importance of visioning in their organizations. 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 customer's wants and needs, customer orientation, product or service differentiation and value-creating processes to attract, satisfy and retain customers through relationship management. 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. 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 or ACG 3341, FIN 3400, MAN 3025 and MAR 3023. 3 semester hours credit. [A]

MAN 4802. Introduction to Small Business Management. This course introduces the student to the world of small business and family business management. It explores the managerial processes related to these areas and differentiates them from those found in corporations and large organizations. The class 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. 3 semester hours credit. [A]

MAP2302. Differential Equations. This course is an introductory course in ordinary differential equations. Topics covered include methods for solving various types of first-order differential equations, second-order and higher-order linear differential equations, and systems of linear differential equations. Methods include undetermined coefficients, variation of parameters, Laplace transforms, power series solutions, and numerical methods Prerequisite or Corequisite: MAC 2313. 3 semester hours credit. [A]

MAR 2011. Introduction to Marketing. Using a unique blend of lectures, videos, case studies, class projects, readings, research, and student presentations, this course will emphasize the necessity of marketing in today's business environment. Particular emphasis will be placed on marketing research, selection of a target market, development of an appropriate marketing mix, and promotion and advertising of goods and services. 3 semester hours credit. [A]

MAR 3023. Basic Marketing Concepts. This course provides an overview of the comprehensive field of marketing. The concepts, terminology, methodology, and structures explored in this course will 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. Applied 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. 3 semester hours credit [A]

MAS 4203. Number Theory. This course offers an approach to number theory in which students develop their capacity to formulate conjectures and proofs. Topics include divisibility and divisibility tests, greatest common divisor, mathematical induction, division and Euclidian algorithms, primes, number-theoretic functions, congruence, linear Diophantine equations, theorems of Euler and Fermat, linear congruences and the Chinese Remainder Theorem. Prerequisite: MAC 2312. 3 semester hours credit. [A]

MAT 0022. Developmental Mathematics-Combined. 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. This course content is presented in the traditional lecture format and includes both in-class practice and out-of-class computer-assisted homework assignments. Students with placement test scores of 18 or lower on the ACT or 113 or lower on the PERT are required to take MAT 0022. A grade of “C” or higher must be earned in the course to advance to the next higher mathematics course which is MAT 1033, MGF 1106 or MGF 1107. This course does not meet general education requirements in mathematics. 3 semester hours non-college credit. [P]

MAT 0055L. Developmental Mathematics - Co-requisite Lab. This is a developmental, co-requisite course designed for the student who has little or no secondary school background in algebra and needs MAT 1033, as a prerequisite course for MAC1105. Course content will supplement topics presented in MAT 1033. Students with placement test scores of 18 or lower on the ACT or 113 or lower on the PERT or students that are required to take MAT 1033 will take MAT0055L as a co-requisite. A grade of “C” or higher must be earned in MAT1033/MAT0055L to advance to the next higher mathematics course - MAC1105. This course does not meet general education requirements in mathematics. 2 hours lab per week with 0 semester hours credit. [P]

MAT 0056. Developmental Mathematics Modular. This course is designed for students whose PERT placement test scores fall slightly below the minimum score required for entry into college-level math courses, but whose diagnostic test scores indicate mastery of multiple course competencies. This course consists of student-centered computer-based interactive instruction using professionally developed mathematics instructional software, along with instructor assistance as needed. The content is presented in an individualized modular format with a focus on the competencies listed below that are identified through a diagnostic tool as needing review on an individual basis: Graphing linear equations, solving linear equations, simplifying expressions, polynomial operations, simplifying radical expressions, factoring polynomials, solving quadratic equations, applying order of operations, solving literal equations, and solving linear inequalities. Prerequisite: An appropriate score on the PERT placement test, along with an appropriate score on the PERT diagnostic test or equivalent, 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. 2 semester hours non-college credit. [P]

MAT 1033. Intermediate Algebra. Topics in this course include: linear and quadratic equations, linear inequalities, systems of linear equations and inequalities in two variables, exponents, factoring, rational expressions and equations, radicals, complex numbers, introduction to functions, and applications. Prerequisite: A score of 114 – 122 on the PERT placement exam, OR an acceptable score on ACT or SAT with successful completion of the equivalent of one year of Algebra I, OR a “C” or higher in the high school course Math for College Success within the past two years, or consent of the department. Co-requisite: MAT0055L – Developmental Math – Co-requisite – 2 hours lab per

week. This is not a Gordon Rule course and does not satisfy part of the general education requirements in mathematics. A “C” grade or higher must be made in this course to advance to a higher level mathematics course. 4 semester hours elective, 2 ½ hours classtime. [A]

MAT 2905. Mathematics Through Tutoring. The goals of this course are: refinement or acquisition of mathematics skills and connections between mathematics topics needed for successfully tutoring in an academic setting; acquisition of general methods of tutoring as well as specific tutoring techniques needed for specific courses. Teacher-tutor seminars, teacher-tutor conferences, and formal instruction will supplement the extensive tutoring experiences. Prerequisite: Consent of the department. The number of hours of credit varies from 1 to 3 hours depending upon the number of hours tutoring. [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 semester hours credit. [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 2085 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. This course will not satisfy the prerequisite requirement for College Algebra - MAC 1105. Corequisite: MGF 1106L, 2 hour lab. A “C” grade or higher must be earned in this course to satisfy part of the general education requirements in mathematics. 4 semester hours credit. [A]

MGF 1106L. Mathematics for Liberal Arts I Lab - Co-requisite. This is a developmental, co-requisite course designed for the student who is enrolled in MGF1106, Math for Liberal Arts I. The course will supplement instruction in MGF1106 and is a required co-requisite. 2 hours lab per week, 0 semester hours credit. [P]

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 a “C” or higher in MGF1106, or eligible for MAC1105 or a “C” grade or higher in any MAC course. 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]

MGF 2117. Review of Essential Skills in Mathematics. This is an elective course to provide a review of the essential mathematics skills required by the Florida Teacher Certification exams. It provides practice to students who

are currently preparing to take and/or retake these exams. Topics include knowledge of number sense, fractions, ratios, integers, geometry, measurement, algebraic thinking, probability, statistics and data interpretation. This is not a Gordon Rule course and does not satisfy part of the general education requirements in mathematics. 1 semester elective 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 state-adopted standards, subject matter competencies, and pedagogy pertinent to the discipline and is required for certification. 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]

MTG 3212. Modern Geometries. This course is designed for in-service middle and high school teachers and for students who are majoring in secondary mathematics education. It 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 geometries. There is emphasis on making conjectures and constructing proofs concerning geometrical relationships. Prerequisite: MAC 2312. 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 1140–MUN 2141. Wind Ensemble. An instrumental ensemble providing an outlet and learning experience to study and perform standard wind band literature, to improve individual instrumental skills, and to sharpen ensemble techniques. The Wind Ensemble performs in both on and off campus venues. Membership is open to all part-time and full-time students with high school or community band experience on a credit or non-credit 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]

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 per course. [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, choreography, 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 per course. [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 per course. [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. An introduction to the elements of music, including study of clefs, staff, key signatures, notation, meter, rhythm, chords, scales, and sight-singing exercises. The emphasis is on developing music reading skills. This course is a prerequisite for MUT 1111. 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 1241–1242–2246–2247. Sight Singing and Ear Training 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 credit. [P]

MV-(B,K,P,S,V,W) 12xx - 22xx. Applied Music for non-music majors and secondary instruments. A course in applied music instruction is offered in voice, piano, and other instruments for non-music majors. Private instruction for the music major is offered in his or her secondary instrument and/or voice. Credit will depend upon successful completion of course requirements. 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. Private instruction consists of one one-half hour lesson per week. Credit will be granted up to four times for each course. 1 semester hour credit per semester. [A]

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 1211-2221. App. Music - Violin

MVS 1212. App. Music - Viola

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

MV-(B,K,P,S,V,W) 13xx - 23xx - 14xx. Applied Music for majors. A course in applied music instruction is offered in voice, piano, and other instruments. Private instruction for the music major is offered in his or her primary instrument and/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 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 1312. App. Music - Viola

MVS 1313-2313 App. Music - Cello

MVB 1314-2314 App. Music - Double Bass

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 credit. [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 credit. [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 credit. [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 credit. [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 credit. [A]

NSP 3185. 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. [A]

NUR 1020C. Fundamentals in Nursing. 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, ethno-cultural, 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, MAC 1105, BSC 2085C/L, ENC 1101, PSY 2012 Co-requisites: NUR 1020L, NUR 1141, NUR 1280C/L, BSC 2086 C/L, DEP 2004 8 semester hours credit[A]

NUR 1020L. Fundamentals in Nursing 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]

NUR 1141. 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: BSC 2085C/L, ENC 1101, MAC1105, SLS 1101, PSY 2012 Co-requisites: NUR 1020C/L, NUR 1280C/L, BSC 2086C/L, DEP 2004 2 semester hours credit[A]

NUR 1211C. Adult Nursing I. This course covers utilization of the nursing process with applications to the adult experiencing alterations in the health state. Content addressed during this introductory medical surgical course is designed to provide students with the opportunity to acquire the knowledge and skills to provide safe and effective care for patients from different and diverse backgrounds with a variety of medical conditions. Clinical, observation, and simulation experience is geared towards beginning principles learned during this course, as well as previous information learned from other nursing courses. Prerequisites: NUR 1020C/L, NUR1280C/L, NUR 114, BSC2086 C/L, PSY 2012, DEP2004 Co-requisites: NUR 2142, MCB 2010C/L 9 semester hours credit. [A]

NUR 1211L. Adult Nursing I 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]

NUR 1280C. 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 ageism, safety/falls, age related impairments, and environments of care will be discussed. End of Life Care is included in the course content. Prerequisites: BSC 2085C/L, ENC 1101, MAC 1105, SLS 1101, PSY 2012 Co-requisites: NUR 1280L, NUR 1020C/L, NUR 1141, BSC 2086C/L, DEP2004. 1 semester hours credit[A]

NUR 1280L. 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]

NUR 2142. 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 1280 C/L, NUR 1141, BSC 2086C/L, PSY 2012, DEP 2004. Co-requisites: NUR 1211C/L, MCB 2010C/L 2 semester hours credit. [A]

NUR 2243C. Adult Nursing II. 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 advanced medical and/or surgical problems. This course builds upon material previously presented in Adult Nursing I. 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/or specialty care areas. Observational time may be scheduled to enhance learning experiences. Prerequisites: NUR 2440C/L, NUR 2142, Humanities; Corequisite: NUR 2243L, NUR 2950. All courses without the NUR prefix may be taken prior to entering the program. NUR courses must be taken in the semester that they are scheduled per the academic advising guide and admission schedule. Microbiology with Lab must be completed by the end of the semester listed on the academic advising guide. Humanities must be completed by the end of the semester listed on the academic advising guide. Students may not progress to the following semester unless all courses in the present semester have been completed with a "C" or higher. ½ didactic hour per credit and 1 clinical hour per credit each week. 11 semester hours credit. [A]

NUR 2243L. Adult Nursing II Lab. This advanced 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 complicated/critical medical and/or surgical problems. This course builds upon Adult I Nursing 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 2243C. [A]

NUR 2440C. Maternal Child Nursing. Designed to present the knowledge and skills to care for a client from conception through adolescence, the course presents an introduction of high risk factors. The nursing process provides a framework for planning care on the wellness-illness continuum. Clinical experiences may be provided in both clinic and acute care settings. Specific exercises in management principles are provided in the clinical setting. Students may not progress to the following semester unless all courses in the present semester have been completed with a “C” or higher. ½ didactic hour per credit and 1 clinical hour per credit each week. 6 semester hours credit. Prerequisites: NUR1211C/L, NUR 2142, MCB 2010C/L, DEP 2004 Co-requisites: NUR 2522C/L, Humanities [A]

NUR 2440L. Maternal Child Nursing Lab. This course is designed to present the nursing student with knowledge and skills related to care of a client from conception through childhood and adolescence. 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 cares are discussed. Clinical experiences may be provided in both clinic and acute care settings. Specific exercises in management principles are provided in the clinical setting. All courses without the NUR prefix may be taken prior to entering the program. NUR courses must be taken in the semester that they are scheduled per the academic advising guide and admission schedule Microbiology with Lab must be completed by the end of the semester listed on the academic advising guide Humanities must be completed by the end of the semester listed on the academic advising guide Students may not progress to the following semester unless all courses in the present semester have been completed with a “C” or higher. ½ didactic hour per credit and 1 clinical hour per credit each week. Prerequisites: NUR1211C/L, NUR 2142, MCB 2010C/L, and DEP 2004. Corequisites: NUR 2522C/L and Humanities. 6 semester hours credit. [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. Therapeutic nurse/patient interaction 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. All courses without the NUR prefix may be taken prior to entering the program. NUR courses must be taken in the semester that they are scheduled per the academic advising guide and admission schedule. Microbiology with Lab must be completed by the end of the semester listed on the academic advising guide. Humanities must be completed by the end of the semester listed on the academic advising guide. Students may not progress to the following semester unless all courses in the present semester have been completed with a grade of “C” or higher. ½ didactic hour per credit and 1 clinical hour per credit each week. Prerequisites: NUR1020 C/L, NUR1280 C/L, NUR1141, BSC 2086 C/L, PSY2012. 3 semester hours’ credit. [A]

NUR 2522L. Mental Health Lab. This course provides the opportunity to acquire knowledge and skills needed to care for patients with maladaptive coping disorders. Therapeutic nurse/patient interaction skills are stressed. Clinical experiences help students increase understanding of the interdisciplinary health team and the nurse’s role as a team member. Clinical practice is in a psychiatric setting. Students may not progress unless all courses in the present semester have been completed with a

grade of “C” or higher. ½ didactic hour per credit and 1 clinical hour per credit each week. 3 semester hours’ credit. 3 semester hours’ credit. [A]

NUR 2950. Capstone. This course is designed to assist the student in the transition from the role of student nurse 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 to give the student nurse an overall view of the nursing profession. Included in the information will be such issues as dealing effectively with legal, ethical, political and on-the-job issues as well as social and economic factors that impact the nursing profession. Topics involving the role of professional organizations and licensure requirements will be covered as well. Tools for developing leadership-management roles, delegating appropriately, and thinking critically and creatively will be presented. Plans to enhance workplace communication, time management and self-care tactics are among other career advancement tools provided. Information related to effective resume writing, interview tips, compilation of professional portfolio and employee benefits is also provided. Prerequisites: NUR 2440C/L, NUR 2142, Humanities. All courses without the NUR prefix may be taken prior to entering the program. NUR courses must be taken in the semester that they are scheduled per the academic advising guide and admission schedule. Microbiology with Lab must be completed by the end of the semester listed on the academic advising guide. Humanities must be completed by the end of the semester listed on the academic advising guide. Students may not progress to the following semester unless all courses in the present semester have been completed with a “C” or higher. Corequisite NUR2243C/L. 2 semester hours credit. [A]

NUR 2960. Nursing Review I. This is a review course to assist the student in retaining nursing skills/concepts attained during the first two semesters in the nursing program. The roles of the nurse as provider of care, communicator, teacher, manager, and member of the profession are reviewed. 1-2 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. 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 must be taken in the last semester and 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. 3 semester hours credit. [A]

ORI2000. 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]

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; community organization, development and classification; population structure and dynamics. Labs include field work, lab analysis and use of interactive software. This course addresses specific state-adopted 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 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. [A]

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. [A]

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. [A]

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]

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 2004. Theory and Practice of Coaching a Specific Sport. This course is designed to provide knowledge of the rules, teaching progressions, and strategies for competition. This course includes acceptable behavior and ethics for coaches. The course will be offered for the following specific sports; baseball/softball, basketball, football, golf, soccer, swimming, tennis, track and field/cross country, volleyball, and wrestling. 3 Semester credits. [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]

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 2760. Theory and Methods of Coaching Sports. This course includes the study of theories and methods of coaching for optimum sports performances, including sport psychology, philosophy of coaching, the learning of motor skills, and styles of leadership behavior. The course provides basic information about the profession and assists athletic coaches at various levels of experience to achieve the fundamental competencies related to preparation for coaching, and to expand their knowledge of the basic concepts of athletic coaching. 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]

PMT 0075V. Advanced Welder 1. This course prepares the student for entry into the welding industry. Students explore career opportunities and requirements of a professional welder. Content emphasizes advanced skills key to the success of working in the welding industry. Intermediate and advanced shielded metal arc welding (SMAW) B-class welder, pipe fitting fabrication techniques are covered. Prerequisite: Students must successfully complete welding technology or demonstrate mastery of the outcomes in that program prior to enrollment. 600 clock hours. [O]

PMT 0076V. Advanced Welder 2. This course prepares advanced welders for entry into emerging welding industries. Students explore career opportunities and requirements of a professional welder. Content emphasizes advance skills key to the success of working in the welding industry. Students study emerging technologies directly related to geographically relevant welding needs of business and industry. 150 clock hours. [O]

PMT 0101V. Welding Symbols & Blueprints. This course introduces the student to weld symbol interpretation in accordance with American Welding Society (AWS) standards. Welding details with symbols layout provide a systematic approach to blueprint reading. Fundamentals of drawing elements, scales, layouts, and title blocks are included. 90 clock hours. [O]

PMT 0104V. Fundamentals of Metallurgy. This course provides principles of metallurgy. Emphasis is placed on metallurgical terms for metal structures common to the science of materials. Understanding the distinctions

among metallic properties of strength, hardness, and ductility provides insight for managing desirable material properties. Differences between ferrous and nonferrous metals are covered in simple definitions, diagrams, and charts highlighting standard industry terms and practices related to metal. 90 clock hours. [O]

PMT 0111V. Oxygen/Fuel Gas Process. This course provides a basic orientation for shop and construction site safety. Instruction includes oxyacetylene welding and cutting processes, safety and proper handling of compressed gas cylinders, fluent equipment set-up, operation, and storage. Emphasis is placed on proper adjustment of welding and cutting flames and material preparation. Use of Personal Protective Equipment (PPE) and basics of shop safety are introduced. 60 clock hours. [O]

PMT 0121V. Shielded Metal Arc Welding Principles. This course addresses principles related to Shielded Metal Arc Welding (SMAW) including SMAW power supplies, electrode holders, equipment set-up, joint configuration, layout, electrode selection, electrode manipulation, arc control, finished bead characteristics, and safety. 90 clock hours. [O]

PMT 0131V. Gas Tungsten Arc Welding Principles. This course provides students with the fundamentals of Gas Tungsten Arc Welding (GTAW). Emphasis is placed on power sources, controls, polarity settings, and high frequency usage concepts. Lectures focus on GTAW torch components, setup, and safety. 90 clock hours. [O]

PMT 0134V. Gas Metal Arc Welding. This course introduces terminology and procedures related to Gas Tungsten Arc Welding (GMAW, MIG), including power source configurations, hardware, equipment, set-up, and consumable gum components. Students are presented with practical applications related to shielding gas flow, weld bead characteristics, and weld bead geometry needed for certifications in fillet and groove weld fabrication. 90 clock hours. [O]

PMT 0137V. Gas Tungsten Arc Welding Lab 1. This course provides students with technical and practical skills needed to perform Gas Tungsten Arc Welding (GTAW) processes on ferrous and nonferrous base materials. Fundamentals of GTAW safety are addressed. 90 clock hours. [O]

PMT 0138V. Gas Tungsten Arc Welding Lab 2. This course provides students with advanced instruction in a lab setting for Gas Tungsten Arc Welding (GTAW) practical skills needed to obtain certifications on ferrous and nonferrous base materials. Emphasis is placed on developing consistency in weld bead geometry and weld bead placement, along with proper set-up and finishing of GTAW welds. 90 clock hours. [O]

PMT 0143V. Flux Cored Arc Welding. This course covers the practical application of setting up, inspecting, and making minor repairs to flux core arc welding equipment and accessories, operating FCAW equipment, making fillet and groove welds all positions, on plain carbon steel. The student will practice skills relating to personal safety in accordance with regulating authorities, environmental practices, workplace communication and employability skills. 90 clock hours. [O]

PMT 0153V. Plasma Arc Skills. This course introduces the student to the process of plasma arc cutting. The students develop techniques of applying plasma arc cutting skills to nonferrous metals. 30 clock hours. [O]

PMT 0164V. Welding Fabrication Fundamentals. This course introduces general drawing fundamentals, drawing construction, sketching, and drawing view placement, along with fabrication techniques, fabrication set-up, fixtures, jigs, and templates. Fabrication fundamentals, including tack and fit-up technique, using squares, plumb-bobs, levels, rulers, and machine elements, are also introduced. 30 clock hours. [O]

PMT 0750V. Fundamentals of Metallurgy Lab. This course covers basic material identification, file hardness testing, and comparisons of hardness

scales. Demonstrations are given utilizing a Rockwell tester for material hardness, along with tests for heat affected zone (HAZ) hazards due to welding processes. Experiments in heat treatment operations and comparison with tensile strength elongation and hardness are conducted. 30 clock hours. [O]

PMT 0751V. Shielded Metal Arc Welding Lab 1. This course introduces the student to basic arc manipulation, running beads, and cleaning the weld. Applications relating to starts/stops, bead geometry, and bead placement with advancement into vertical and overhead positions from flat and horizontal positions are addressed. General lab safety related to shielded metal arc welding is covered. 90 clock hours. [O]

PMT 0752V. Shielded Metal Arc Welding Lab 2. This course addresses principles related to Shielded Metal Arc Welding (SMAW) including SMAW power supplies, electrode holders, equipment set-up, joint configuration, layout, electrode selection, electrode manipulation, arc control, finished bead characteristics, and safety. 90 clock hours. [O]

PMT 0936V. Special Topics in Welding Technology. This is a special course centering around current topics or special interests to meet the needs of the community. Various hours. [O]

POS 2041. American Federal Government. POS 2041. American 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. This course meets the civic literacy requirement. 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 hours credit 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 PSC 1121. 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 2012. 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 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. 3 semester hours credit. [A]

R REA 0019. Developmental Reading-Combined. This course is designed to improve general study skills: reading comprehension, listening, note-taking, and question-answering. Prerequisite: placement scores on ACT 0-18; PERT 84-105; SAT 260-430. Non-exempt students must make a grade of "C" or higher in this course before advancing to ENC 1101. 3 semester hours non-college credit. [P]

REA 0056. Developmental Reading-Modularized. This course is designed to improve general study skills: reading comprehension, listening, note-taking, and question-answering using a modularized computer program. Prerequisite: placement scores on ACT 0-18; PERT 84-105; SAT 260-430. Non-exempt students must make a grade of "C" or higher in this course before advancing to ENC 1101. 2 semester hours non-college credit. [P]

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. 10 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. Includes 10 hours observation, participation, and teaching in school settings. 3 semester hours credit. [A]

RED 3360. Teaching Reading in Middle/Secondary Schools. This course is designed to develop middle and secondary teacher candidates understanding of literacy, teaching and learning content subjects. The major emphasis of this course is placed on current theories, the basic components of the reading and writing processes. Through the course content and activities, teachers will become more effective in their abilities to increase student performance in content subject areas by understanding and utilizing research-based strategies and materials, as well as to gain an understanding of the variety and purpose of literacy assessments. Upon successful completion of this course, the teacher will have gained a greater understanding of the issues and theories related to the literacy development of all students including students of diverse cultural, socio-economic and linguistic backgrounds. Students will also complete 10 hours observation in a middle or secondary school. Includes 10 hours observation in a middle or secondary school. 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. 10 hours of participation and teaching required.

Prerequisites: RED 3009, RED 3311 or RED 3360. 3 semester hours credit. [A]

RED 4519. Diagnostic and Instructional Interventions in Reading. Formal and informal methods (standardized norm-referenced, criterion-referenced, performance assessment) and materials used to identify reading strengths and needs of students. Case studies will be completed to demonstrate ability to diagnose and correct reading difficulties. Topics include assessments that address all elements of reading (comprehension, word recognition, phonemic awareness, phonics, fluency, vocabulary and concept development, etc). Major emphasis on reading problems diagnosis, assessments administration, evaluation of results, and planning instruction/interventions to correct or remediate. 10 hours of participation and teaching required. Prerequisite: RED 3009, RED 3311 or RED 3360. 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. Prerequisites: RED 3009, RED 3311 or RED 3360, RED 4312, RED 4519. 20 hours of observations/practice in local school classroom is included. 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]

SCE 2905. Science Through Tutoring. The goals of this course are: refinement or acquisition of science skills and connections between science topics needed for successfully tutoring in an academic setting; acquisition of general methods of tutoring as well as specific tutoring techniques needed for specific courses. Teacher-tutor seminars, teacher-tutor conferences, and formal instruction will supplement the extensive tutoring experiences. Prerequisite: Consent of the department. The number of hours of credit varies from 1 to 3 hours depending upon the number of hours tutoring. [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 state-adopted standards, subject matter competencies and pedagogy pertinent to the discipline and required for certification. Co-requisite: 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 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, to include (10) hours of teaching. Project presentations will be coordinated with cooperating teachers and their curriculum schedules and needs. This course addresses specific

state-adopted standards, subject matter competencies, and pedagogy pertinent to the discipline and required for certification. Co-requisite: 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 pre-service 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 School 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 state-adopted standards, subject matter competencies and pedagogy pertinent to the discipline and required for certification. Co-requisite: SCE 4941 or consent of Education Department. 3 semester hours credit. [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 interactive curriculum projects to secondary school students in local area school districts. Students spend a minimum of 30 school-based hours in the middle school classroom, to include (10) hours of teaching. Project presentations will be coordinated with cooperating teachers and their curriculum schedules and needs. This course addresses specific state-adopted standards, subject matter competencies, and pedagogy pertinent to the discipline and required for certification. Co-requisite: 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 or EDG 4940. 3 semester hours credit. [A]

SCE 4945. Student Teaching in Science. This course requires a teacher candidate to demonstrate pre-professional competencies during a 15 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 or EDG 4936. 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 each course. [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 each course. [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. 1 semester hour credit. [A]

SLS 3355L. Orientation to BS in Education Program. The purpose of this course is to introduce students to the School of Education processes and overall expectations for disposition for teaching. Pre-service teachers will learn the use of the College's online portfolio system (LiveText), how coursework relates to meeting the Florida Department of Education requirements for teacher certification, and how to ensure they remain a satisfactory candidate for graduation. This course is a one-day orientation. 0 credit hours.

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 public or private school students will be emphasized. Open to Chipola College School of Teacher Education applicants only. Prerequisites: ENC 1101 and ENC 1102 with grades of "C" or higher. 3 semester hours credit. [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. Spanish Conversation for Foreign Travel. This one-semester course is designed for those who wish to acquire a conversational knowledge of Spanish for foreign travel. Although it does not meet university curriculum requirements in foreign language, this course may also be useful as a refresher course for students who have interrupted their studies in Spanish by a semester or more. A brief introduction to the culture of Spanish-speaking countries is included, as well as essential communication for work, travel, and volunteer service in a Hispanic environment. 2 semester hours credit. [A]

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: Passing scores on the Reading and Writing Section of ACT or Passing scores on the Reading and Writing Section of PERT, or a Grade of C or higher in ENC 1101, or consent of the 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 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]

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. Methods for Teaching Elementary School Social Studies. 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. 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 science 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, T-Test, ANOVA, and analysis of various statistical concepts. Prerequisite: A grade of "C" or higher in MAT1033, MGF1106 or MGF1107 or eligible for MAC1105, or consent of the department. Credit will not be granted to students who have previously received credit for STA 2122. 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]

SUR 1101. Introduction to Surveying. This course covers the principles of measurements of distances, elevations, and angles. It also includes error theory in measurement and calculations, traverse calculations, and the

basic principles of surveying and mapmaking. The use of various surveying equipment such as levels, EDM, transits, and GPS will be examined. Prerequisite: Eligibility for MAC 1105. 3 semester hours credit. [A]

SUR 2400. Legal Aspects of Surveying. This course is a study of the legal principles of boundary location and professionalism, history of boundary surveys, sectional surveys system, property transfer, evidence and procedure for boundary location, water boundaries, minimum technical standards, and Chapter 177 and 42 (Florida Statutes). Prerequisite: SUR 1101 or department approval. 3 semester hour 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]

TAX 2000. Income Tax Accounting. This course 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. This course gives a survey of federal income taxation with primary emphasis on the taxation of individuals and corporations. 3 semester hours credit. [A]

THE 1000. Theatre Appreciation. 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 semesters 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 2304. Script Analysis. This course is a study of the play, from page to stage, with emphasis on critical analysis of structure, genre, theme, style, character, language, dramatic event, and point of view of the actor, director, designers, and audience. An introduction to theatre research methods. THE 2304 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]

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 1201. Introduction to Theatre Production. This course will introduce students to practices of technical production areas: scenic construction, lighting, audio, properties, and running crews. Students will become familiar with the glossary of technical technology, backstage etiquette, and career opportunities in technical theatre. In addition to lecture, there will be production hours outside of class. 3 semester hours credit. [A].

TPA 1210. Stagecraft I. This course is an introduction to the principles of stagecraft. It includes practical application utilizing tools, terminology, and scenic materials. In addition to lecture, there will be production hours outside of class. 3 semester hours credit. [A]

TPA 1211. Stagecraft II. This course focuses on advanced scenic carpentry techniques and an introduction to technical production management. In addition to lecture, there will be production hours outside of class. 3 semester hours credit. [A]

TPA 1220. Introduction to Stage Lighting. This course is an introduction to stage lighting fundamentals. Students will be introduced to principles of electricity, stage lighting instrumentation, control, and color theory. This course will also touch on the lighting design process. In addition to lecture, there will be production hours outside of class. 3 semester hours credit. [A]

TPA 1228. Stage Makeup. This course is an introduction to the principles, design concepts, and skills of stage makeup. It includes practical application utilizing tools, terminology, and stage makeup materials. In addition to lecture, there will be production hours outside of class. 3 semester hours credit. [A]

TPA 1232. Introduction to Costuming. This course is an introduction to the principles of costume production. It includes practical application utilizing tools, terminology, and costume materials. In addition to lecture, there will be production hours outside of class. 3 semester hours credit. [A]

TPA 1274. Stage Properties. This course focuses on the collection and production of stage properties. Students will be introduced to the history, style, and ornamentation of scenic and hand properties. In addition to lecture, there will be production hours outside of class. 3 semester hours credit. [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 each course. [A]

TPA 1340. Drafting for Theatre. This course is an introduction to the principles and techniques of drafting for the theatre. Students will acquire skills in hand drafting as well as Computer Assisted Drafting (CAD). 3 semester hours credit. [A]

TPA 1990. Theatre and Entertainment Technology AS Review I. This course is an introduction to the tools, materials, and techniques used to create a portfolio and resume for the theatre and will determine the student's ability to continue in the program. Successful completion of this course will determine student's ability to continue in the program. Prerequisite:

Completion of at least 12 hours of Technical Theatre Core coursework. 3 semester hours credit. [A]

TPA 2000. Introduction to Theatrical Design. This course is an introduction to the design process as it relates to the theatre. It includes study in design principles, script analysis, and stylistic considerations. Students will learn basic skills culminating in conceptualizing and developing a design project. 3 semester hours credit. [A]

TPA 2077. Introduction to Scene Painting. This course is an introduction to the tools, materials, and techniques used to paint scenery for the theatre. In addition to lecture and lab assignments, there will be production hours outside of class. 3 semester hours credit. [A]

TPA 2212. Introduction to Stage Audio. This course is an introduction to audio productions and reinforcement for the stage. Students will learn how to use and maintain audio equipment; record and edit sound effects; and mixing live sound. Emphasis will be placed on digital audio techniques and equipment. In addition to lecture, there will be production hours outside of class. 3 semester hours credit. [A]

TPA 2991. Technical Theatre Production AS Review II. This course is a continuation of the development of tools, materials, and techniques used to create a portfolio and resume for the theatre and will determine the student's ability to complete the program. Successful completion of this course will determine student's ability to complete the program. Prerequisite: TPA 1990 and 12 hours of additional Technical Theatre Core coursework. 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 2294. 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. [A]

TPA 2295. 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]

TPA 2600. Stage Management. This course is an introduction to stage management practices addressing all aspects of the production process from preproduction meeting to post production. In addition to lecture, there will be production hours outside of class. 3 semester hours credit. [A]

TPP 1100. Acting Fundamentals. An introduction to the requirements of acting in plays. The focus will be placed equally upon script analysis and developing the technical skills necessary to perform comfortably on a stage. This course is designed for a non-theater major and focuses on the development of the student as an aware, educated member of the theater. The final grade will not be based upon talent. 3 semester hours credit. [A]

TPP 1500. Movement Techniques for the Theatre. This course will acquaint the acting student with the many elements of using physical movement to develop a character. Physical movement will be explored in form, emotional embodiment, characterization, and performance in a laboratory environment. This course includes a rehearsal/performance lab. (12 contact hours required) Prerequisite: TPP 2110 or consent of instructor. 3 semester hours credit. [A]

TPP 1700. Voice Techniques for the Theatre. This course will acquaint the student with the correct techniques of voice production, pronunciation, articulation and delivery by increasing the student's vocal quality

and awareness of tonal and structural energy. Voice for the theatre and amplified voice techniques are included. This course includes a rehearsal/performance lab. (12 contact hours required) Prerequisite: TPP 2110 or consent of instructor. 3 semester hours credit. [A]

TPP 2110. Acting I. Study of the acting process as an individual and group creative process, including basic acting techniques, preparation, improvisation, role-playing, text analysis, and character. Emphasis is placed on foundation work in vocal production, physicality and blocking, character development, ensemble and individual scene work, and script and character analysis. The course includes a rehearsal/performance lab. (12 contact hours required) 3 semester hours credit. [A]

TPP 2111. Acting II. Advanced study of the acting process as an individual and group creative process, including basic acting techniques, preparation, improvisation, role-playing, text analysis, and character. Emphasis is placed on vocal production, physicality and blocking, character development, ensemble and individual scene work, and script and character analysis. The course will include application in monologues, scenes, and audition pieces. Pre-requisite: TPP 2110. This course includes a rehearsal/performance lab. (12 contact hours required) 3 semester hours credit. [A]

TPP 2120. Creative Improvisation. This course explores the use of creativity and imagination, engaging the actor in a wide variety of improvisational theatre games. The course examines the basic physical and mental resources of the performer and enables the individual to achieve greater self-confidence, poise and freedom of expression. Prerequisite: TPP 2110 or consent of instructor. 3 semester hours credit. [A]

TPP 2210. 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]

TPP 2220. Auditioning for Stage. This course introduces advanced acting students to the development of skills in performance technique for stage auditions. As a result of participating in this course, the student will be able to demonstrate a basic working knowledge of the principles and techniques of acting for audition purposes and be able to express a basic understanding of the vocabulary of the creative process and of the art form. Pre-requisite: TPP 2111 or consent of instructor. 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 of field experience are required for course completion. 3 semester hours credit. [A]

TSL 4081. 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. Ten hours of field experience are required for course completion. This course has been designated as an International/Diversity Course. Prerequisite: TSL 3520. 3 semester hours credit. [A]

W **WOH 2012.** 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]



PERSONNEL



Changing Lives
Creating Futures

- District Board of Trustees
- Administration
- Faculty and Administrators
- Non-Teaching Staff
- Administrator and Faculty Emeriti

The faculty was very helpful. The respect, dedication and care that was given by staff was something that I will always remember.

Graduating Student Survey

"I love Chipola College. It is a great school with a wonderful faculty and staff."

Graduating Student 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."

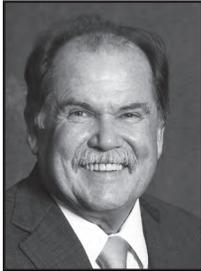
David Melvin, CEO, Melvin Civil Engineering and Outstanding Alumnus

PERSONNEL

District Board of Trustees

The board meets on the third Tuesday of each month at 6:30 p.m. in the college Public Service Building to set college policy. There are no meetings scheduled in August and December. For information, contact the Board Secretary at 850-718-2201.

Calhoun County



Ryals
2021-2022
Vice Chair

Holmes County



Young



Paul

Washington County



Wall

Jackson County



Lassmann
2021-2022
Chair



Dean

Dates indicate expiration of the trustee's current appointment to the board.

Danny Ryals (2021) Post Office Box 100, Blountstown, FL 32424

Tommy S. Lassmann (2019) Post Office Box 6166, Marianna, FL 32447

Jim Dean (2021) 3097 Fifth Street, Marianna, FL 32446

Brandon Young (2021) Post Office Box 787, Bonifay, FL 32425

Joel Paul, Jr. (2019) Post Office Box 1210, Bonifay, FL 32425

Darrin Wall (2019) 1319 Watts Avenue, Chipley, FL 32428

B. Shannon Saunders, Board Attorney, Post Office Box 5896, Marianna, FL 32447

ADMINISTRATION

Dr. Sarah Clemmons
President



Steve Young
Vice President of
Administrative &
Business Affairs



Dr. Pam Rentz
Vice President of
Instructional Affairs



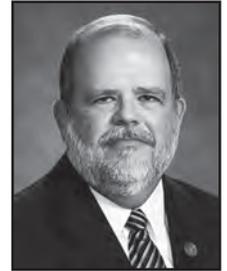
Bonnie Smith
Associate
Vice President of
Student Affairs



Wendy Pippen
Associate
Vice President of
Human Resources,
Equity and Title IX



Dennis Everett
Associate
Vice President of
Information Systems



Comptroller - **Shanda O'Bryan**
Dean of General Studies - Vacant
Dean of General Studies - **Dr. Willie Spires**
Dean of School of Business and Technology - **Dr. David Bouvin**
Dean of School of Education - **Dr. Gina McAllister**
Dean of School of Health Sciences - **Dr. Trilla Mays**
Dean of Workforce and Economic Development - **Darwin Gilmore**
Dean of Assessment, Compliance and Grants - **Dr. Matthew Hughes**
Director of Academic Center for Excellence (ACE) - **Allyson Howell**
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Director of Distributed Systems - **Matt White**
Director of Enrollment Services - **Shannon Mercer**
Director of Facilities and Campus Operations - **Dennis Kosciw**
Director of Financial Aid - **Beverly Hambright**
Director of Fine and Performing Arts - **Evelyn Ward**
Director of Foundation - **Julie Fuqua**
Director of Learning Resources - **Vikki Milton**
Director of Public Relations - **Dr. Bryan Craven**
Director of Public Service Programs - **Jamie McAllister**
Director of Student Support Services (SSS) Grant - **Kristie Mosley**
Director of TV & Video - **Eric Dove**

FACULTY, ADMINISTRATORS AND OTHER PROFESSIONALS

Italics indicates administrators. Dates indicate beginning of employment at Chipola College.

- Bates, Lessa** – (2018) Instructor, Engineering Technology
B.S., Embry-Riddle Aeronautical University
- Bates, Travis** – (2019) Instructor, Chemistry
B.S., B.A., University of Oklahoma
M.S., Florida State University
- Bender, Stephanie** – (2018) Assistant Professor, English
B.A., M.A., Florida State University
Ph.D., Florida State University
- Bernatis, Jennifer** – (2020) Assistant Professor, Biology
B.S., M.S., Fort Hays State University; M.S. University of Nevada Las Vegas; Ph.D., University of Florida
- Bethel, Glenda** – (2004) Assistant Professor, Computer Science
A.A., Chipola Junior College
B.A., University of West Florida
M.S., Nova Southeastern University
- Bodart, Jeffrey R** – (1995) Professor, Physics
B.S., University of Missouri-St. Louis
M.A., Ph.D., Washington University
- Bouvin, David** – (2015) *Dean - School of Business & Technology*
M.B.A., D.B.A., Argosy University
M.A., American Public University
- Brookins, Kelly** – (2010) Assistant Coach, Softball
B.A., Nova Southeastern University
- Bruner, Amber** – (2012) Assistant Professor, Nursing
A.S., Horry Georgetown Technical College
B.S.N., University of South Carolina
M.S.N., Walden University
- Burdock, John** – (2021) Program Manager-Law Enforcement & Range Master
B.S., Barry University
- Carr, George Raines** – (2020) Instructor, Theatre
M.F.A., University of Alabama
- Chabot, Nancy** – (2018) Human Resources Manager
- Clark, Amanda** – (2013) Associate Professor, Biology
B.S., M.S. – Florida State University
Ph.D., Florida State University
- Clark, Cornelius Jujan** – (2019) Instructor, Teacher Education
A.A., B.S., Chipola College
M. Ed., University of West Florida
Ed.S., Capella University
Ph.D., Capella University
- Clemmons, Sarah M.** - (1979) *President*
A.A., Chipola Junior College
B.A., University of West Florida
M.S., Troy State University
M.A., Ph.D., 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
- Creamer, Matt** – (2016) – Assistant Coach: Women’s Basketball
B.A., Lyon College
- Cruz-White, Irma** – (2003) Professor, Mathematics
B.S., University of Puerto Rico
M.S., Ph.D., Florida State University
- Daniels, Morgan** – (2016) Program Manager, Corrections
B.A., University of West Florida
- Dove, Eric** – (2016) – *Director of TV & Video Production*
- Dowgul, Casey** – (2010) Assistant Professor, Teacher Education
A.A., Gulf Coast Community College
B.S., M.S., Florida State University
- Duke, Chastity** – (2003) 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) *Assoc. Vice President, Infor. Systems*
A.A., Chipola Junior College
B.S., University of West Florida
- Fineman, Ryan** – (2020) Assistant Coach-Baseball
B.S., Indiana University Bloomington
- Franklin, Greg** – (2012) Head Coach, Women’s Basketball
B.S., Austin Peay State University
- Freeman, Denise** – (2020) Instructor, Biology
B.S., University of Central Oklahoma; M.S., University of Nebraska
- Fuqua, Julie A.** – (1994) *Director of Foundation*
B.S., University of Florida
- Gambill, Sarah** – (2007) Assistant Professor, Economics
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
- Gilmore, Darwin** – (2014) *Dean, Workforce & Economic Dev.*
B.S., Auburn University
- Givens, Steve** – (2008) Professor, Physical Education
B.S., M.S., Ph.D., Florida State University
- Gray, Kali** – (2021) Instructor - Nursing
B.S.N., M.S.N., University of West Florida
- Hall, Karen** – (2019) Student Advisor
M.S., Troy University

- Hambright, Beverly** – (2014) *Director of Financial Aid*
A.A., Chipola College
B.S., Troy University
- Harvey, Ashley** – (2008-10; 2019) Registrar, Enrollment Services
A.A., Chipola College
B.S., Grambling State University
M.S., Troy University
- Hayes, Katherine** – (2017) Coordinator, Patient Simulation
B.S.N., Florida State University
- Hendrix, Belinda** – (2004) Head Coach: Softball
B.S., Troy State University
- Hinson, Richard** – (2017) Assistant Professor, English
A.A. Chipola Junior College
B.S., M.S., Florida State University
- Howell, Allyson** – (2019) *Director of Academic Center for Excellence (ACE)*
A.A., Chipola College
B.S., Florida State University
M.Ed., Florida A & M University
- Hughes, Matthew** – (2014) *Dean of Assessment, Compliance & Grants*
B.S., Mississippi State University
Masters, University of Florida
Ph.D., Ohio State University
- Ivey, Robert** – (2006) Professor, History
B.A., University of West Florida
M.S., Troy State University
- Jenkins, Curtis** – (2014) Instructor, Welding Certificate, Welding, Washington-Holmes Technical Center
- Johnson, Annamarie** – (2017) Instructor, Nursing
A.A.S., Chipola College
B.S.N., M.S.N., University of Phoenix
- Johnson, Jeff** – (1996) *Director of Athletics & Head Baseball Coach*
A.A., Gulf Coast Community College
B.S., University of Central Florida
- Johnson, Mackenzie** – (2017) Instructor, English, Teacher Education
A.A., B.S., Chipola College
M.S., Florida State University
Ph.D., Florida State University
- Kallies, Kenneth** – (2018) Student Advisor
B.S., University of West Alabama
M.A., University of Alabama-Birmingham
- Klanjac, Sherry** – (2016) Instructor, Business
M.P.A., University of Texas-Austin
- Kosciw, Dennis** – (1998) *Director of Facilities & Campus Operations*
- Lay, Terolyn** – (2010) Assistant Professor, Natural Science
B.S., University of Southwest Louisiana
M.S., Texas Woman's University
Ed.D., University of Florida
- Maloy, Tina** – (2014) EMS Program Manager
A.A.S., Wallace Community College
B.S., University of South Alabama
National Registered Paramedic
State of Alabama and Florida Licensed Paramedic
- Martin, T. Joshua** – (2006) Assistant Professor, Music
B.A., Huntingdon College
M.M., D.M.A., University of Alabama
- Massengill, Rance** – (2001) Pool & Wellness Coordinator
A.A., Chipola Junior College
B.S. University of West Florida
- Mays, Trilla** – (2019) *Dean of School of Health Science*
B.S.N., University of North Florida
M.S.N., University of Pennsylvania
E.D., Ph.D., Walden University
- McAllister, Gina** – (1998) *Dean of School of Education*
A.A., Chipola Junior College
B.S., Troy State University
M.Ed., Auburn University
Ed. S., Ed.D., University of West Florida
- McAllister, Jamie** – (2013) *Director of Public Service Programs*
A.A., Chipola College
B.A., University of West Florida
- McInnis, Kurt** – (2012) Assistant Professor, English
A.A., Okaloosa Walton Community College
B.A., Huntingdon College
M.A., Southern Baptist Theological Seminary
- Melton, CaSandra** – (2016) Instructor, Nursing
A.S., A.A., Chipola College
B.S.N., Florida State University
M.S.N., University of Phoenix
- Mercer, Shannon** – (2019) *Director of Enrollment Services*
B.S., Florida State University
M.S., Troy University
- Milton, Vikki** – (1993) *Director of Learning Resources*
B.S., University of Florida
M.B.A., Troy State University
M.C.P. , M.C.S.E., M.C. T.
- Moore, Latresha** – (2013) Assistant Professor, Sociology
B.S., M.S., Troy University
Ed.D., National Louis University
- Mosley, Kristie S.** – (2003) *Director of Student Support Services (SSS) Grant*
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'Bryan, Shanda** – (1994) *Comptroller*
A.A., Chipola Junior College
B.S., Florida State University

Perdue, Debra – (2018) Program Coordinator - Take Stock in Children Program Grant
M.B.E., Florida A & M University
M.A., University of Alabama-Birmingham

Phelps, Jay Scott – (2020) Instructor, Building Construction Technologies
A.A., B.S., Chipola College; M.Ed., University of West Florida

Pippen, Wendy L. – (2003) *Associate Vice President of Human Resources, Equity and Title IX*
A.A., Chipola Junior College
B.S., Florida State University

Purvee, Lisa. – (2021) Instructor, Mathematics
A.A., Chipola College; B.S., M.S., Troy University

Rentz, Pam – (2005) *Vice President of Academic Affairs*
A.A., Chipola Junior College
B.A., University of West Florida
M.S., Nova Southeastern University
Ph.D., Florida State University

Rushing, John – (2020) Assistant Athletic Director
B.S., Troy University

Sampson, Amy – (2010) Assistant Professor, Nursing
A.A., Hillsborough Community College
B.S.N., University of South Florida
M.S.N., Walden University

Saunders, Carol I. – (1988) Professor, English/Speech
A.A., Chipola Junior College
B.S., M.S., Auburn University

Schaefer, Thomas – (2020) Instructor, Business
B.S., University of South Florida
M.B.A., D.B.A., Argosy University

Shingles, Brandon – (2020) Assistant Coach, Men's Basketball
B.A., Morehead State University

Smith, Bonnie B. – (2018) *Director of Academic Center for Excellence (ACE)*
A.A., Chipola Junior College
B.A., University of West Florida
M.A., Troy State University

Smith, Constance – (2012) Director of Technical Theatre
B.F.A., Auburn University
M.S., University of South Alabama
M.F.A., Florida State University

Spires, Willie E. - (1987) *Dean of General Studies*
A.A., Chipola Junior College
B.A., University of West Florida
M.S., Ed.S., Troy State University
Ph.D., Florida A & M University

Stephens, Belinda – (2021) Career Center & Alumni Development Coordinator
A.A., B.S., 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

Tetlow, Joshua– (2017) Assistant Technical Theatre Director
B.F.A., Valdosta State University

Tyndall, Donnie – (2020) Head Coach, Men's Basketball
B.A., Morehead State University
M.S., Louisiana State University and A & M College

Vanderwerf, Paige – (2007) Instructor, Cosmetology
A.A., A.S., Cosmetology Certificate, Chipola College

VerHulst, Jordan – (2020) Assistant Coach, Men's Basketball
B.A., Grand Valley State University; M.S., The University of Memphis

Ward, Evelyn C. – (1996) *Director of Fine and Performing Arts*
A.A., Chipola Junior College
B.A., University of West Florida
M.S., Florida State University

Ward, Stephanie– (2017) Instructor, Mathematics
A.A., B.S., Chipola College
M.A., Troy University

West, Rachel – (1993) Professor, English
B.A., Florida State University
M.A., University of Central Florida
Ph.D., Florida State University

White, Angie – (2010) Instructor, Music
A.A., Chipola College
B.A., Florida State University
M.S., Capella University

White, Matthew – (2004) *Director of Distributed Systems*
A.S., Chipola Junior College
B.A.S., Chipola College
M.Ed., Liberty University

White, S. Paige – (2016) Accountant
M.A., University of West Florida

Whittington, Leigh Ellen – (2014) Student Advisor
M.A., Louisiana State University

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 Administrative & Business Affairs*
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.

Allen, Mary – (2020) Custodian, Facilities & Campus Operations

Baker, Lucinda – (1988) Custodian

Baker, Lemon – (2020) Groundskeeper, Facilities & Campus Operations

Baxter, Cody – (2017) Teaching Assistant: Welding
Welding Technology Certificate, Chipola College

Berry, Laurie – (2000) Department Associate: Financial Aid

Blanchette, Shelly - (2017) Staff Assistant - Enrollment Services

- Bowen, Adam** – (2020) I.T. Support Associate, Information Systems
A.A., Liberty University
- Bradley, Karen** – (2010) Coordinator of Testing Center
A.A., Chipola College
B.A., University of West Florida
- Brooks, Darrell** – (2021) Custodian, Facilities & Campus Operations
- Bryant, Sarieta** – (2000-01; 2019) Departmental Staff Assistant, Student Support Services Grant
B.A., Fort Hays State University
- Clenney, David** – (2021) Distributed Computing Coordinator, Information Systems
A.S., A.A., Chipola College
- Corbin, Catrica** – (2021) Departmental Staff Assistant, Facilities
- Croxton, Cindy** – (2018) Senior Office Assistant, Financial Aid
- Cummings, Jan** – (1984-86; '89) Executive Assistant, President
A.A., Catonsville Community College
- Donaldson, Nell** – (2000) Senior Office Assistant: Library
A.A., Chipola Junior College
- Dunaway, James** – (2011) Property/Inventory & Records Coordinator
- Ellis, Joshua** – (2018) Teaching Assistant, Automotive Technology
A.A., Chipola College
Automotive Certificate, Chipola College
- Farnell, Robert** – (2011) Foundation Accounting Manager
C.P.A.B.S., M.B.A., University of South Alabama
- Foran, Laurel** – (1996) Staff Assistant: Accounts Payable
- Fowler, Terri** – (2004) Tech Office Assistant: Information Systems
A.S., Chipola College
- Hall, Matthew** – (2012) Maintenance Repair Worker
- Hamil, Lillie** – (2004) Dept. Staff Assistant: Public Relations
- Hamilton, Mary B.** – (1989) Senior Staff Assistant: Public Service
- Head, Robert** – (2020) HVAC Technician, Facilities & Campus Operations
Certificate, Tom P. Haney Technical Center
- Ivey, Ugreenal** – (2019) Senior Office Assistant, Financial Aid
Certificate, Lively Technical Center; A.A., Chipola 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, Tameka** – (2015) – Custodian, Facilities
- Jones, Vickie** – (1999) Custodian
- Keihn, Shawn** – (2008) Division Associate, Instructional Affairs
B.S., Ball State University
- Martin, Robert** – (2001-2004, 2006) Custodian
- Mayo, Steve** - (2018) Electrician
- McCoy, John** – (2018) Electrician
- Mercer, Sheila** – (2000) Coordinator of Student Accounts
- Morales, Herlinda** – (2015) Departmental Staff Assistant, Social & Behavior Sciences
A.A., Chipola College
B.S., Troy University
- Neal, Tammy** – (1998) Departmental Staff Assistant: Public Service
Certificate, Office Management, Chipola College
- Oliver, Gwen** – (2002) Office Assistant: Foundation
A.S., Chipola Junior College
- Pittman, Taylor** – (2015) – Human Resources Clerk
A.A., Chipola College
B.S., Florida A&M University
- Poole, Ashley** – (2021) Teaching Assistant, Cosmetology
Certificate, Cosmetology, Washington-Holmes Technical Center
- Price, Anita** – (1988) Staff Assistant: Fine and Performing Arts
- Roulhac, Melvin** – (2013) Custodian
- Severson, Elissa** – (2008) Assessment, Compliance & Grants
Coordinator, Assessment Compliance & Grants
B.A., Stetson University
- Sikora, Charity** – (2014) Coordinator of Academic Center for Excellence Online
A.A., B.S., Chipola College
- Skipper, Samantha** – (2019) Departmental Staff Assistant, School of Health Sciences
- Smith, Jeremy** – (2000) Mail/Shipping & Receiving Clerk
- Smith, Rachel** – (2015) – Senior Staff Assistant, Admissions and Registration
A.S., Chipola College
- Spikes, John Tracy** – (2004) Maintenance Repairman
- 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
- White, Gary** – (2019) Maintenance Repair Worker
- White, Jennifer** – (2014) Staff Assistant: Central Cashier

ADMINISTRATOR & FACULTY EMERITI

- Donald W. Adams** (1967-69, 1976-99) *Deceased*
English
- Augustus M. Adkison** (1965-83) *Deceased*
Music
- Brenda Alford** (1993-07)
Mathematics
- G. W. Allen, Jr.** (1948-78) *Deceased*
Dean of the College
- Warren H. Almand** (1964-02)
English
- Steve Anderson** (2007-16)
Director of Criminal Justice/Public Service
- Mary Lu Andreu** (1973-08)
Social Science
- Georgia Ashmore** (2005-2021)
Mathematics
- Miriam S. Bailey** (1972-96) *Deceased*
Director, Publications & Public Relations
- Elizabeth M. Barnes** (1966-76) *Deceased*
Social Science
- Walter Basford** (1967-85) *Deceased*
Automotive
- Mary Bennett** (1969-74)
Manager, Student Center, (1983-85)
Head Dormitory Resident

Paul Braxton (1968-81) *Deceased*
Electronics

Francis W. Breivogel (1983-06) *Deceased*
Chemistry/Physics

Theodore H. Brittain (1963-74) *Deceased*
Mathematics

Nancy Burns (1986-14)
Professor, Computer Science

R. Earl Carroll (1957-58, 1960-95) *Deceased*
Dean, Instructional Services

Albert B. Caraway (1966-82) *Deceased*
Dean, Vocational-Technical

Melissa Cauley (1994-2002; 2009-2012; 2014-2021)
Associate Vice President of Student Affairs

Rose Cavin (1996-18)
Associate Dean of Mathematics and Natural Science

Dorothy T. Clemmons (1967-88) *Deceased*
English

Linda L. Cleveland (1982-05, 2006-15)
Director of Mathematics, Natural Science & Education
Dean, School of Education

Sybil Cloud (1975-15)
Director of Financial Aid

Robert Collins (1988-95) *Deceased*
Dean, Administration & Business

Mil Cox (1994-05)
Nursing

Santine Cuccio – (2003-2020)
Natural Science

Karan Davis – (1986-18)
Associate Vice President of Human Resources, Equity and Title IX

Ruth Davis (1948-49, 1964-87) *Deceased*
English

Geraldine DeFelix (1997-13)
Professor, English

Raymond M. Deming (1969-79) *Deceased*
President

Eva J. Dixon (1955-79) *Deceased*
Director, Library Services

Michael Dolan (1983-13)
Criminal Justice

Eulles Edenfield (1969-85) *Deceased*
Automotive

Joe Fagan (1967-93) *Deceased*
Director, Testing

Harry Fleener (1996-13)
Director of Physical Plant

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 (1982-14)
Associate Dean of Institutional Development & Planning

Doris B. Herring (1979-99) *Deceased*
Librarian-Circulation/Reference/Audiovisual

Loletia S. Henson (1986-04)
Foreign Language/English

David Hilton (1997 - 2021)
Dean of General Studies

Richard Hinson (1999-16)
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) *Deceased*
Dean, Vocational Division

Paul C. Huang (1966-03)
Biology

Robert Ivey (1993-06)
History

Milton H. Johnson (1961-93) *Deceased*
Head Basketball Coach, Athletic
Director, Division Chairman Physical Education

Charlton D. Keen (1965-03)
Social Science
Vice President, Instructional and Student Services

Lonnie H. Keene (1970-98)
Humanities

Carroll Keith (2004-05)
English

Lou Kind (1997-13)
Director of Library and Distance Learning

Lawrence J. Kuszynski (1995-04)
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 (1990-02)
Mathematics

Arthur R. Manning (1965-76)
Social Science

Mary M. McClendon (1975-09)
History/Social Science

James H. McGill (1952-83) *Deceased*
Director, Physical Plant

Fauline J. Mathis (1965-95) *Deceased*
Mathematics

Patricia B. Mathis (1965-95)
Mathematics

June Mays (1981-10)
Biological Science/Chemistry

Joan Miller (1982-10)
Dean of Student Services

Jay L. Mitchell (1962-90) *Deceased*
Physics and Physical Science

Margie G. Mixson (1966-79)
English

Allen W. Molineux (1988-06)
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 (1981-11)
Vice President of Instruction & Baccalaureate Program Development

Lawrence Nelson (1960-87) *Deceased*
Coordinator, Fine Arts

David Nicholson (1962-93) *Deceased*
Chairman, Mathematics, Natural & Social Sciences

Nancy Nobles-Dunkle (1978-06)
Librarian/Head Cataloger

H. Dale O'Daniel (1967-86; 1995-02, 2003-12)
Economics
Vice President of Administrative & Business Services
President
Director of Athletics

Elizabeth Odom – (2012-2019)
Mathematics

JoAnn Parish (2007-13)
Mathematics

James S. Pavy (1956-88) *Deceased*
Physical Education

Gloria Peacock (1966-97) *Deceased*
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 (1994-14)
Dean of Workforce Development
Executive Vice President
President

Byron Quivey (1995-11)
Coordinator of Law Enforcement

Royce Reagan (1998-12, 2013-15)
Director of TV and Video Production

Harriet R. Reeves (1989-96)
English

Peggy Register (1967-97)
Cosmetology

Richard Rehberg (1997-2019)
Director of Facilities and Campus Operations

Helen Rhynes (1981-06)
Clerical/Secretarial

Mertice B. Ringer (1961-92) *Deceased*
Director, Institutional Planning & Research
and CJC Foundation

Robert E. Ringer (1960-83) *Deceased*
Chairman, Natural Science and Mathematics

Judy Riviere (1997-12)
Director of Talent Search and Student Support Services Grants

Marion "Bud" Riviere (1997-11)
Dean of Workforce Development & Continuing Education

R. Lindsay Roach (1991-09) *Deceased*
Articulation Coordinator and Honors Advisor

Jayne P. Roberts – (1986-2019)
Vice President of Student Affairs

Kathryn A. Roberts (1979-07)
Economics & Business

R. A. Rogers (1970-82) *Deceased*
Carpentry

Maria E. Scott (1986-96) *Deceased*
Nursing

Stephen Shimmel (1985-08)
Biological Sciences/Mathematics

Lee Shook (1993–13)
Professor, Accounting

Bonnie Smith (1986–17)
Director, ACE

William H. Stabler (1961-89) *Deceased*
Director, Library Services

Joan Stadsklev (1986-11)
Associate Dean of Fine and Performing Arts

Vickie Stephens (2009-15)
Dean, School of Health Sciences

Josephine Story (1955-86)
Chairman, Natural Science and Mathematics

Addie Summers (1988-96)
Single Parent/Displaced Homemaker Programs

Tommy J. Tharp (1965-94) *Deceased*
Physical Science

Rene Tharpe (1978-08)
Social Science

Allan Tidwell (1994-07, 2007-20)
Natural Science

Wilbur I. Throssell (1954-71) *Deceased*
Chairman, Literature and Language

Cleatus C. Toole (1967-78)
Welding

Angela V. Tyler – (1989 - 2019)
Student Advisor/Student Support Services (SSS)

Richard H. Vail (1970-99)
Art

Jane P. Walker (1980-07)
Success Center

Ron Ward (1995-03)
Vice President: Administrative Services

Jeanette P. Watford (1969-88) *Deceased*
English and Speech

Kelly Weems (1986-97)
English

C. D. West, Jr. (1960-78) *Deceased*
Registrar and Admissions Officer

E. Bruce White (1990-10)
English

Kenneth R. Whitehead (1983-95) *Deceased*
Electronics

Annette Widner (1964-72; 1973-05) *Deceased*
Director of Registration and Admissions

Horace Williams (1974-82, 1984-01)
Automotive Mechanics

Carolyn Wilson (1968-05)
Music/Humanities

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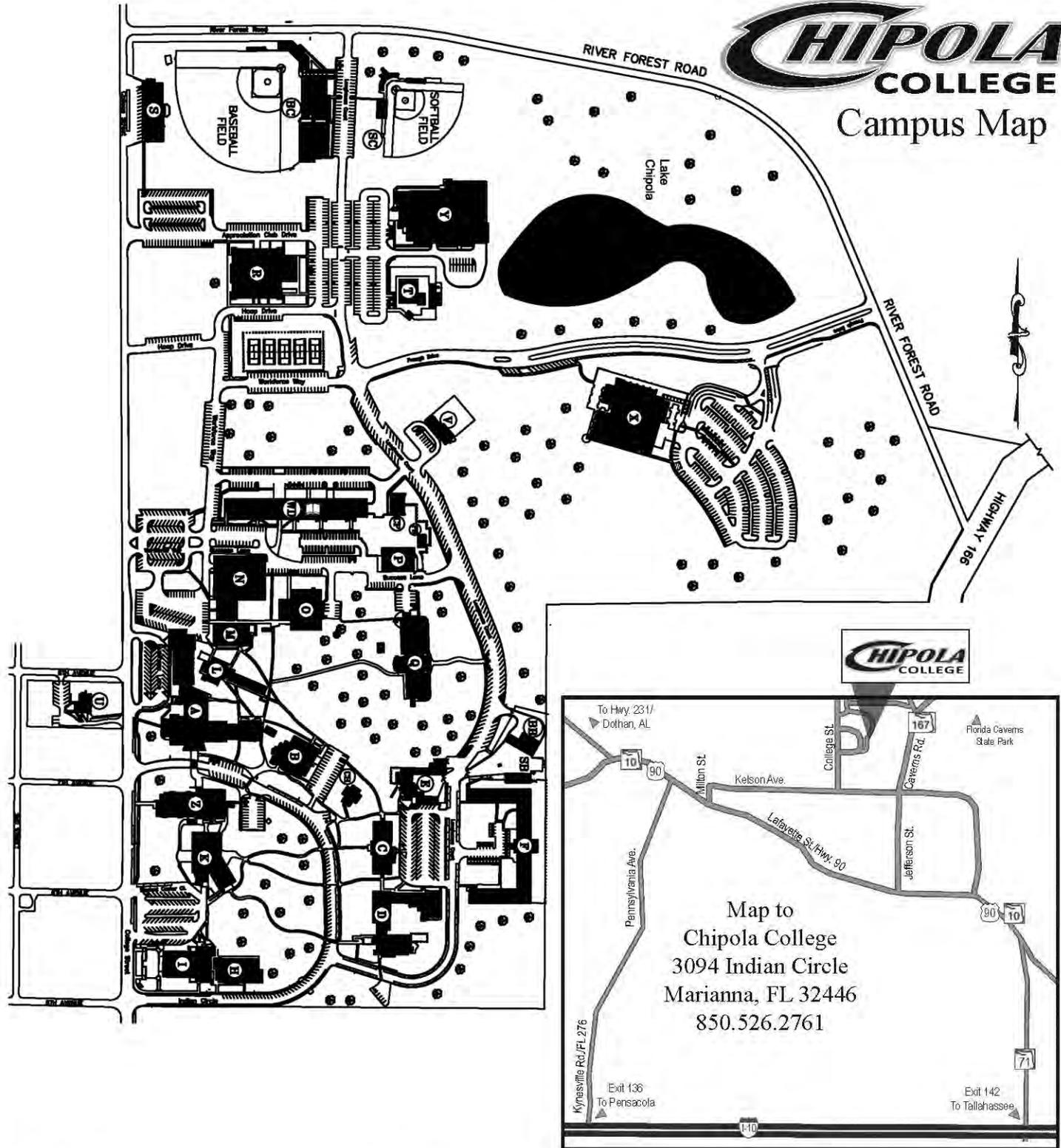
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Buildings

- | | | |
|---|---------------------------------------|--|
| A- Student Services/Administration | M- Vacant | Y- Public Service |
| B- Library | N- Old Workforce Shops | Z- Literature/Language and Business and Technology |
| C- Social Science | O- Teacher Education/Engineering Tech | BB- Bus Barn |
| D- Natural Science | P- Automotive | BC- Baseball Complex |
| E- Receiving/Maintenance | Q- Health Science | CH- Chapel |
| F- Residence Hall | R- Milton Johnson Health Center | CP- Chiller Plant |
| H- McLendon Fine Arts | S- Continuing Ed/Conference Center | PS- Automotive Storage |
| I- Chipola Cultural Center | T- Pool | SC- Softball Complex |
| K- Student Center/Cafeteria | U- Foundation | WD- Workforce Development |
| L- Academic Center for Excellence (ACE) | V- Environmental Services | ☒ - Bookstore |
| | X- Prough Center for the Arts | |



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