

Beaufort County Community College

Agribusiness Technical Standards

Criteria: Critical Thinking and Problem-Solving Standard:

- A) Ability to process information, exercise good judgement, and perform assessments.
 - 1) Example: Apply information, evaluate the meaning of observed system operation, and engage in critical thinking in the classroom and lab.
 - 2) Example: Apply broad class concepts to lab and internship situations.

Criteria: Communication Standard:

- A) Appropriate interpersonal interaction with other students, faculty, staff, and professionals.
 - 1) Example: Establish and maintain a professional relationship with others.
 - 2) Example: Demonstrate appropriate impulse control and professional level of maturity.
- B) Effective communication with others.
 - 1) Example: Convey information in a clear, professional and timely manner.
 - 2) Example: Listen and respond to others in an accepting and respectful manner.
 - 3) Example: Respond appropriately to verbal and non-verbal cues.
 - 4) Example: Demonstrate correct grammar and spelling in written communications.

Criteria: Motor Skills Standard:

- A) Sufficient motor function to execute movements required.
 - 1) Example: Ability to walk, bend, kneel, reach and climb in classroom, lab, and internship environments.
 - 2) Example: Operate necessary tools, equipment, and machinery.
 - 3) Example: Exercise mobility to respond to imminently harmful situations.
 - 4) Example: Be able to lift 50 pounds.
- B) Sufficient physical endurance to participate fully in the academic settings at an appropriate level.
 - 1) Example: Participate fully during live project and lab settings.
 - 2) Example: Participate fully in required activities in internship setting.

Criteria: Professional Conduct Standard:

- A) Function effectively and adapt to circumstances including highly stressful or rapidly changing situations.
 - 1) Example: Ability to function under stress and adapt to changing environments.
 - 2) Example: Demonstrate emotional stability to participate fully in the academic setting at an appropriate level.
- B) Incorporate professional standards of practice into all activities.
 - 1) Example: Work effectively with a team in an academic and internship setting.
 - 2) Example: Refrain from using improper grammar, profane or inappropriate communications.
- C) Demonstrate integrity and accountability in the academic setting.
 - 1) Example: Complete all assignments in a timely manner.
 - 2) Example: Respond appropriately to constructive feedback.

- D) Present self in a professional manner in academic settings.
 - 1) Example: Wear appropriate clothing that is not distracting or offensive when in the learning environment.

Criteria: Sensory Standard:

- A) Hearing sufficient to assess health needs.
 - 1) Example: Hear unusual equipment noises; recognize dangerous situations.
- B) Vision sufficient for assessment necessary to be effective in the classroom.
 - 1) Example: Accurately interpret non-verbal communications when working at a distance from others.

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Beaufort County Community College

Automotive Technology Technical Standards

Criteria: Critical Thinking and Problem-Solving Standard:

- A) Ability to raise important questions, analyze problems and develop solutions. Demonstrate the ability to reason and understand the consequences of one's actions.
 - 1) Example: Apply information, evaluate the meaning of observed system operation and engage in critical thinking in the classroom and lab setting.
 - 2) Example: Apply broad class concepts to unique customer situations.
 - 3) Example: Able to analyze and diagnose automotive system malfunctions and repair or replace defective components.
 - 4) Example: Distinguish between operating characteristics of 4, 6, and 8-cylinder engines.
 - 5) Example: Make decisions based on industry supported training materials.

Criteria: Communication Standard:

- A) Appropriate interpersonal interaction with other students, faculty, staff, customers, and other technicians.
 - 1) Example: Establish and maintain a professional relationship with customers and coworkers.
- B) Communicate and comprehend oral and written information pertaining vehicle mechanics.
 - 1) Example: Explain services and repair needs, document technicians' actions.
 - 2) Example: Convey information in a clear, professional and timely manner.
 - 3) Example: Listen and respond to others in an accepting and respectful manner.
 - 4) Example: Interpret and use written information in common job formats, such as tables, charts, and reference materials and manuals.

Criteria: Motor Skills Standard:

- A) Sufficient motor function to execute movements required to repair and service modern Auto/Heavy Equipment vehicles.
 - 1) Example: Participate during automotive and engine repairs and service.
 - 2) Example: Participate fully during live project and lab setting including extended periods of standing, lifting heavy equipment and being able to work on a vehicle from underneath and from above the vehicle.
 - 3) Example: Operate necessary tools, equipment, and machinery.
 - 4) Example: Able to inspect engine parts. Remove and replace failed components.
 - 5) Example: Position and maneuver in confined vehicle interior and engine compartment to do repairs.

Criteria: Professional Conduct Standard:

- A) Function effectively and efficiently during demanding workload periods.
- B) Assess implications of cultural and religious diversity for classroom and workplace relationships.
 - 1) Example: Devises solutions to problems arising from gender, cultural, racial, and religious diversity.
- C) Demonstrate attitudes conducive to workplace success.

- 1) Example: Maintain an understanding and effective relationships with customers, colleagues, faculty, staff and other industry professionals.
- 2) Example: Work effectively with a team in an academic or live project setting.
- D) Incorporate professional standards of practice into all activities.
 - 1) Example: Refrain from using improper grammar, profane or inappropriate communications.
- E) Demonstrate integrity and accountability during field work and academic setting.
 - 1) Example: Complete all assignments in a timely manner.
 - 2) Example: Respond appropriately to constructive feedback provided by fellow students, faculty, staff, and customers.
- F) Present self in a professional manner during field projects and academic settings.
 - 1) Example: Assesses the potential impact of an individual's work ethic on an organizational system.
 - 2) Example: Wear appropriate clothing that is not distracting or offensive when in the learning environment.
 - 3) Example: Modifies behavior to increase productivity in the classroom, laboratory and workplace.
- G) Utilize computers correctly, effectively and professionally to acquire information and to communicate with others.
 - 1) Example: Utilize the internet to collect current information from appropriate resources to use during installation, service, and repair of transportation systems.

Criteria: Sensory Standard:

- A) Hearing sufficient to assess equipment needs.
 - 1) Example: Hear unusual equipment noises to diagnose improper or damaged parts.
 - 2) To participate in meetings, interact with employees and receive direction.
- B) Vision sufficient for assessment necessary to service, repair and maintain transportation equipment.
 - 1) Example: Vision is sufficient to perform data analysis, data entry, report preparation and usage of appropriate technology to prepare a service work order based on customer input, vehicle information and service history.
 - 2) Have the ability to inspect engine parts and evaluate components for wear.

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Boat Manufacturing & Service Technical Standards

Criterion: Cognitive Standard:

- A) Ability to measure, calculate, reason, analyze, integrate and synthesize information.
 - 1) Establish and manage time requirements for project completion.
 - 2) Demonstrate judgment and decision making as required to organize various tasks to complete assignments and projects.
 - 3) Determine solutions and procedures to guarantee conformance with required tolerances and specifications.
 - 4) Use self-evaluation of performance to determine new approaches for personal improvement.
 - 5) Exhibit the ability to analyze documentation like blueprints, technical documents, and specifications; then use this knowledge to build, fabricate, and rig projects.
 - 6) Determine precise measurements using various tools.

Criterion: Communication Standard:

- A) Appropriate interpersonal interaction with other students, faculty, and other professionals.
 - 1) Use a variety of strategies to convey the necessary information required to complete a specific task or project.
- B) Effective communication with others, both verbally and in writing.
 - 1) Discuss available alternatives and methods that may be used to accomplish the objective.
 - 2) Use oral expression, reading, and writing comprehension to verify the information was received.
 - 3) Use of information on blueprints, projects, technical documents, and procedure specifications.

Criterion: Motor Skills Standard:

- A) Demonstrate physical abilities including: standing, sitting, walking, stooping, crawling, reaching, squatting, lifting, **climbing, and** bending.
 - 1) Demonstrate ability to perform boat building and rigging operations in an industrial laboratory while wearing all required personal protective equipment.
 - 2) Pass required medical evaluation and fit test for respirator use.
 - 3) Demonstrate ability to perform various tasks while the body is in an awkward and/or uncomfortable position.
 - 4) Demonstrate the ability to lift various sized/shaped objects of 50 pounds.
- B) Exhibit full range of motion of all extremities.
 - 1) Participate completely in classroom activities.

- 2) Demonstrate ability to perform repetitive physical movements and motor skills intermittently and/or continuously for extended periods of time.
- C) Perform controlled accurate movements, motor skills, and techniques with both hands and both arms independently and/or simultaneously.
 - 1) Demonstrate ability to continuously improve and further develop manual motor skills and fabrication techniques.
 - 2) Demonstrate ability to develop and refine manual dexterity motor skills to implement various fabrication techniques.

Criterion: Professional Conduct Standard:

- A) Function effectively and efficiently during demanding workload periods.
 - 1) Maintain an understanding and effective relationships with colleagues, faculty, staff and other professionals.
- B) Incorporate professional standards of practice into all activities.
 - 1) Work effectively with a team in an academic or live project setting.
 - 2) Refrain from using improper grammar, profane or inappropriate communications.
- C) Demonstrate integrity and accountability in shop and academic settings.
 - 1) Complete all assignments in a timely manner.
 - 2) Respond appropriately to constructive feedback.
 - 3) Take all tests and final examinations as scheduled.
- D) Present self in a professional manner in an academic setting.
 - 1) Wear appropriate clothing that is not distracting or offensive when in the learning environment or that may cause an unsafe environment.

Criterion: Sensory Standard:

- A) Hearing sufficient to:
 - 1) Communicate with peers in close or far proximity.
 - 2) Communicate effectively with other coworkers inside of an industrial shop.
 - 3) Hear and detect sounds that could indicate safety hazards and potentially dangerous situations.
- B) Visual skills:
 - 1) Vision sufficient for maintaining safety and quality work.
 - 2) Visually observe project work and rigging spatial distance.
 - 3) Ability to see fine detail in various marine finishes.
- C) Olfactory senses:
 - 1) Detect hazardous and/or objectionable fumes.

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Cosmetology Technical Standards

Criteria: Critical Thinking and Problem-Solving Standard:

- A) Ability to measure, calculate, reason, analyze, integrate and synthesize information
 - 1) Example: Apply information, evaluate the meaning of data and engage in critical thinking in the classroom and salon.
 - 2) Example: Apply broad class concepts to unique client situations.
 - 3) Example: Concentrate to correctly perform calculations and analyze information to make decisions in the often distracting and noisy salon setting.
 - 4) Example: Make correct judgments on seeking consultation or supervision in a timely manner.
 - 5) Example: Respond appropriately to constructive feedback.

Criteria: Communication Standard:

- A) Appropriate interpersonal interaction with other students, faculty, staff, children, families and other professionals.
 - 1) Example: Establish and maintain a relationship with clients and colleagues.
 - 2) Example: Demonstrate appropriate impulse control and professional level of maturity.
- B) Effective communication with others.
 - 1) Example: Convey information in a clear, professional and timely manner.
 - 2) Example: Listen and respond to others in an accepting and respectful manner.
 - 3) Example: Respond appropriately to verbal and non-verbal cues.
 - 4) Example: Demonstrate correct grammar and spelling in written communications.
 - 5) Example: Explain treatments and interventions, document actions, record client responses to treatment in a professional manner.

Criteria: Motor Skills Standard:

- A) Sufficient motor function to execute movements required to provide general care and treatment to clients in all settings.
 - 1) Example: Function in the salon--shampooing, haircutting, applying color, using rollers, wrapping hair around curling iron, waxing eyebrows, etc.
 - 2) Example: Manipulate equipment to perform treatments.
- B) Sufficient physical endurance to participate fully in the clinical and academic settings at an appropriate level.
 - 1) Example: Participate completely in classroom activities.
 - 2) Example: Participate fully in required activities in salon including extended periods of standing and lifting equipment as is reflective of the general practice of cosmetology.

Criteria: Professional Conduct Standard:

- A) Function effectively and adapt to circumstances including highly stressful or rapidly changing situations.
 - 1) Example: Examine and change his or her behavior when it interferes with professional relationships or the academic or salon/lab environments.
 - 2) Example: Maintain mature, sensitive and effective relationships with clients, colleagues, faculty, staff and other professionals.
 - 3) Example: Demonstrate emotional stability to participate fully in the theory and salon/lab setting at an appropriate level.
- B) Incorporate professional standards of practice into all activities.
 - 1) Example: Engage in delivery of cosmetology services in all settings and be able to deliver services to all populations.
 - 2) Example: Adhere to sanitation standards as directed by the State Board of Cosmetic Arts and Cosmetology faculty.
 - 3) Example: Work effectively with a team in an academic setting.
 - 4) Example: Refrain from using improper grammar, profane or inappropriate communications.
- C) Demonstrate integrity and accountability in the salon and academic setting.
 - 1) Example: Complete all assignments in a timely manner.
 - 2) Example: Respond appropriately to constructive feedback.
- D) Present self in a professional manner in salon and academic settings.
 - 1) Example: Attend theory and salon following uniform policy, including appropriate hygiene with no detectable scents or odors.
 - 2) Example: Complies with appropriate professional image standards for Cosmetic Arts industry and BCCC Cosmetology Department Policies.

Criteria: Sensory Standard:

- A) Hearing sufficient to assess health needs.
 - 1) Example: Ability to hear and address client needs. Unless a student has an interpreter with her or him at all times, yes, hearing is essential. Each student has to have an effective and clear consultation with clients in order to establish a level of comfort and clear directions about how to proceed with the service.
- B) Vision sufficient for assessment necessary to provide services.
 - 1) Example: Observe and accurately interpret non-verbal communications.
 - 2) Example: Visual acuity to not present a danger to the client when performing services.
 - 3) Example: Vision is essential, also. Students need to be able to clearly read instructions, assess color level and tone, choose the appropriate size rollers and rods, cut certain lengths off the hair. To be frank, customers would be very nervous about having a visually impaired student cut, color, perm, straighten and style their hair.
- C) Tactile feeling to assess client need.
 - 1) Example: Student can feel changes in texture of hair and skin.

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Electrical Engineering Technology Technical Standards

Criteria: Critical thinking and/problem solving Standard:

- A) Ability to measure, calculate, reason, analyze, integrate and synthesize information.
 - 1) Example: Able to read and understand engineering/technical drawings and schematics.
 - 2) Example: Apply engineering mathematical skills to solve problems.
 - 3) Example: Demonstrate knowledge and applications of electronic test equipment.
 - 4) Example: Able to use the scientific method during problems solving.

Criteria: Communication Standard:

- A) Appropriate interpersonal interaction with Co-workers, Superiors, Customers, facility owners, and other technicians.
 - 1) Example: Able to communicate the knowledge and understanding of engineering/technical drawings and schematics.
- B) Effective communication with others, both verbally and in writing.
 - 1) Example: Communicate with oral and written documents technical information of electrical/electronic designs and applications.

Criteria: Motor Skills Standard:

- A) Sufficient motor function to operate electronic equipment in a safe manner.
 - 1) Example: Demonstrate the ability to perform bench related work activities such as troubleshooting and repair of electronic equipment.
 - 2) Example: Manual dexterity sufficient to gain access to control systems on a variety of electrical/electronic equipment.
 - 3) Example: Maintain proper safety precautions while working on electrical/electronic equipment with potentially lethal voltages and mechanical hazards.
- B) Physical conditioning to a level that allows full day's activity in a manufacturing environment.

Criteria: Professional Conduct Standard:

- A) Function effectively and efficiently during demanding seasonal workload periods.
 - 1) Example: Maintain an understanding and effective relationships with colleagues, customers and technicians found in a design/manufacturing environment.
 - 2) Example: Work effectively within a team environment.

- B) Incorporate professional standards of practice into all activities.
 - 3) Example: Maintain professionalism through all personal contacts and communication.
- C) Demonstrate professional integrity and accountability.
 - 1) Example: Respond appropriately to constructive feedback provided by colleagues, management and customers.
- D) Present self in a professional manner.
 - 1) Example: Wear appropriate clothing that is consistent with professional responsibilities and contacts.

Criteria: Sensory Standard:

- A) Hearing sufficient to operate equipment in a safe/professional manner.
 - 1) Example: Ability to hear alarms in the operation of some electrical/electronic equipment.
- B) Vision sufficient to operate equipment in a safe/professional manner.
 - 1) Example: Ability to see alarms in the operation of some electrical/electronic equipment.

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Mechanical Engineering Technology Technical Standards

Criteria: Critical thinking and problem-solving Standard:

- A) Ability to measure, calculate, reason, analyze, integrate and synthesize information.
 - 1) Example: Able to read and understand engineering/technical drawings and schematics.
 - 2) Example: Apply engineering mathematical skills to solve problems.
 - 3) Example: Able to use the scientific method during problem solving.
 - 4) Example: Demonstrate knowledge in related computations

Criteria: Communication Standard:

- A) Appropriate interpersonal interaction with other students, faculty, staff, customers, facility owners, and other technicians.
 - 1) Example: Demonstrate knowledge and understanding of engineering drawings.
 - 2) Example: Ability to translate geometric tolerances and symbols as they relate to quality and inspection.
- B) Effective communication with others, written and verbally.
 - 1) Example: Communicate with oral and written documents in the machining processes as they relate to part drawings.
 - 2) Example: Communicate with team to troubleshoot machine and programming issues.

Criteria: Motor Skills Standard:

- A) Sufficient motor function to set-up and run manual and CNC machines.
 - 1) Example: Perform basic competencies related to machining of various parts on manual and CNC machines.
- B) Sufficient physical endurance to work on cement floors for extended periods of time with minimal travel in the work area.
 - 1) Example: Participate completely in lab activities.
 - 2) Example: Demonstrate the ability to perform bench related work activities.

Criteria: Professional Conduct Standard:

- A) Function effectively and efficiently during demanding seasonal workload periods.
 - 1) Example: Maintain an understanding and effective relationships with customers, colleagues, faculty, staff and other professionals.
- B) Incorporate professional standards of practice into all activities.
 - 1) Example: Work effectively with a team in an academic or live project setting.
 - 2) Example: Refrain from using improper grammar, profane or inappropriate communications.

- 3) Example: Respond appropriately to constructive feedback provided by fellow students, faculty, staff, and customers.
- C) Demonstrate integrity and accountability during field work and academic setting.
 - 1) Example: Complete all assignments in a timely manner.
 - 2) Example: Be on time to class and have good attendance.
- D) Present self in a professional manner during field projects and academic settings.
 - 1) Example: Wear appropriate clothing that is not distracting or offensive when in the learning environment or that may cause an unsafe environment.
- E) Utilize computers correctly, effectively and professionally to acquire information and to communicate with others.
 - 1) Example: Utilize the internet to collect current information from appropriate resources to use during programming and set-up of CNC machines.

Criteria: Sensory Standard:

- A) Hearing sufficient to assess equipment needs.
 - 1) Example: Hear and recognize unusual equipment noise and take appropriate action to resolve any safety hazard.
- B) Vision sufficient to operate equipment in a safe/professional manner.
 - 1) Example: Accurately interpret non-verbal communications when working in a manufacturing environment.
- C) Knowledge of industrial safety procedures.
 - 1) Example: Read and understand Material Safety Data Sheets (SDS) information related to clean-up and reporting chemical spills and personal safety concerns.

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Welding Technology Technical Standards

Criterion: Cognitive Standard:

- A) Ability to measure, calculate, reason, analyze, integrate and synthesize information.
 - 1) Example: Establish and manage time requirements for welding project completion.
 - 2) Example: Demonstrate judgment and decision making as required to organize various tasks to complete welding assignments and projects.
 - 3) Example: Determine solutions and procedures to guarantee conformance with welding tolerances and specifications.
 - 4) Example: Use self-evaluation of performance to determine new approaches for personal improvement.
 - 5) Example: Exhibit the ability to analyze documentation like blueprints and welding procedures specifications and then use this knowledge to build, fabricate, weld projects and/or structures.

Criterion: Communication Standard:

- A) Appropriate interpersonal interaction with other students, faculty, and other professionals.
 - 1) Example: Use a variety of strategies to convey the necessary welding information required to complete a specific welding task or project.
- B) Effective communication with others, both verbally and in writing.
 - 1) Example: Discuss available alternatives and methods that may be used to accomplish the objective.
 - 2) Example: Use oral expression, reading, and writing comprehension to verify the information was received.
 - 3) Example: Use of welding symbols to represent information on blueprints, projects, work orders, and welding procedure specifications.

Criterion: Motor Skills Standard:

- A) Demonstrate physical abilities including: standing, sitting, walking, stooping, crawling, reaching, squatting, lifting, and bending.
 - 1) Example: Demonstrate ability to perform physical welding and cutting operations in an industrial laboratory while wearing all required personal protective equipment.
 - 2) Example: Demonstrate ability to perform various welding and cutting tasks while the body is in an awkward and/or uncomfortable position.
- B) Exhibit full range of motion of all extremities.
 - 1) Example: Participate completely in classroom activities.

- 2) Example: Demonstrate ability to perform repetitive physical movements and motor skills intermittently and/or continuously for extended periods of time. Be able to lift 50 pounds.
- C) Perform controlled accurate movements, motor skills, and techniques with both hands and both arms independently and/or simultaneously.
 - 1) Example: Demonstrate ability to continuously improve and further develop manual motor skills and welding techniques.
 - 2) Demonstrate ability to develop and refine manual dexterity motor skills to implement various welding techniques.

Criterion: Professional Conduct Standard:

- A) Function effectively and efficiently during demanding seasonal workload periods.
 - 1) Example: Maintain an understanding and effective relationships with customers, colleagues, faculty, staff and other professionals.
- B) Incorporate professional standards of practice into all activities.
 - 1) Example: Work effectively with a team in an academic or live project setting.
 - 2) Example: Refrain from using improper grammar, profane or inappropriate communications.
- C) Demonstrate integrity and accountability in shop and academic settings.
 - 1) Example: Complete all assignments in a timely manner.
 - 2) Example: Respond appropriately to constructive feedback.
 - 3) Example: Take all tests and final examinations as scheduled.
- D) Present self in a professional manner in clinical and academic settings.
 - 1) Example: Wear appropriate clothing that is not distracting or offensive when in the learning environment or that may cause an unsafe environment. with no detectable scents or odors.

Criterion: Sensory Standard:

- A) Hearing sufficient to communicate with peers in close or far proximity.
 - 1) Example: Communicate effectively with other welders or coworkers inside of an industrial shop or in the field by voice, loud speaker, phone, and/or two-way radio.
 - 2) Example: Hear and detect safety hazards like flammable gas leaks. For example: welders are notified of gas leaks with a repeating buzzer sound.
- B) Vision sufficient for maintaining safety.
 - 1) Example: Visually observe weld bead and spatial distance.
- C) Olfactory senses to detect gas and fumes.
 - 1) Example: Detect hazardous and/or objectionable welding fumes.
 - 2) Example: Detect specific flammable gas leaks like acetylene or propylene gas.

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