



# COLLEGE CATALOG & STUDENT HANDBOOK

2021-2022



**Rappahannock**  
Community College

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# **2021-2022 Academic Catalog**

## **Terms: Summer 2021, Fall 2021, and Spring 2022**

### **Academic Calendar**

Rappahannock Community College archives all past official catalogs so that relevant information for the course and degree requirements sufficient to serve former and returning students is readily available. Hard copies of RCC official catalogs from the last six years are available as a resource in the library on both the Glens and Warsaw campuses. Digital-PDF versions of catalogs from the last six years can be obtained by emailing [records@rappahannock.edu](mailto:records@rappahannock.edu). Please note that students can only graduate from a catalog that is not more than six years old. Beyond six years, archived official catalogs are stored in the Office of the Registrar. If catalog information is needed from more than six years ago, please contact the College Registrar.

Rappahannock Community College provides its website, catalog, handbooks, and any other printed materials or electronic media for your general guidance. The college does not guarantee that the information contained within them, including, but not limited to, the contents of any page that resides under the DNS registrations of [rappahannock.edu](http://rappahannock.edu), is up-to-date, complete, and accurate, and individuals assume any risks associated with relying upon such information without checking other credible sources, such as a student's academic advisor.

In addition, a student's or prospective student's reliance upon information contained within these sources, or individual program catalogs or handbooks, when making academic decisions does not constitute, and should not be construed as, a contract with the college.

Further, the college reserves the right to make changes to any provision or requirement within these sources, as well as changes to any curriculum or program. Our students are responsible for staying abreast of all publicized changes and for complying with those changes.

Links or references to other materials and websites provided in the above-referenced sources are also for information purposes only and do not constitute the college's endorsement of products or services referenced.

Students and prospective students may find the information resources of the State Council of Higher Education for Virginia (SCHEV) of use in planning for college and careers. SCHEV has created an institutional profile for each Virginia public college and university and each independent college or university participating in the Virginia Tuition Assistance Grant Program.

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# Declaration

## Nondiscrimination Policy

Rappahannock Community College is an equal opportunity institution providing educational and employment opportunities, programs, services, and activities. RCC shall promote and maintain equal employment and educational opportunities without regard to race, color, religion, disability, sex, sexual orientation, gender identity, ethnicity, marital status, pregnancy, childbirth, or related medical conditions including lactation, age (except when age is a bona fide occupational qualification), status as a veteran, national origin, or other non-merit factors. RCC also prohibits sexual misconduct, including sexual violence or harassment.

Inquiries may be directed to the Director of Human Resources, Caroline Stelter at [cstelter@rappahannock.edu](mailto:cstelter@rappahannock.edu); 12745 College Drive, Glens, VA 23149, 804-758-6728.

## Accreditation

Rappahannock Community College is accredited by the Southern Association of Colleges Commission on Colleges to award 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 Rappahannock Community College.

As one of Virginia's twenty-three community colleges, RCC is approved by the Virginia State Board for Community Colleges. The college's associate degrees - Arts and Sciences and Applied Science - are approved by the State Council of Higher Education for Virginia (SCHEV).

The Associate Degree in Nursing Program at RCC is accredited by the Accreditation Commission for Education in Nursing, Inc. (ACEN). Contact the ACEN (formerly NLNAC) at 3343 Peachtree Road NE, Suite 850, Atlanta, Georgia 30326.

The associate of applied science degree in nursing (ADN program) and the certificate program in practical nursing (PN program) are approved by the Virginia Board of Nursing. Contact the Virginia Board of Nursing through the Virginia Department of Health Professions, Perimeter Center, 9960 Mayland Drive, Suite 300, Henrico, Virginia 23233.

The EMS Programs, Basic and Advanced through Intermediate, are accredited by the Virginia Office of Emergency Medical Services.

"The Rappahannock Community College Paramedic Program is accredited by the Commission on Accreditation of Allied Health Education Programs ([www.caahep.org](http://www.caahep.org)) upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP)."

To Contact CAAHEP

Commission on Accreditation of Allied Health Education Programs

25400 U.S. Highway 19 North, Suite 158

Clearwater, FL 33763

[CAAHEP](http://www.caahep.org)

To Contact COAEMSP

8301 Lakeview Parkway, Suite 111-312

Rowlett TX 75088

(214) 703-8445,

FAX (214) 703-8992

[COAEMSP](http://www.coaemsp.org)

The college is a member of the American Association of Community Colleges and is approved for listing in the U.S. Office of Education directories.

## Content

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## Letter from the President

### A welcome from Dr. Shannon L. Kennedy

Thank you for choosing to explore Rappahannock Community College! We are excited to share our programs and courses with you. Whether you are planning to transfer to a four-year institution, gain skills for a better paying job, or earn a credential to help you get a job quickly, RCC has an affordable program for you.

RCC is a community of dedicated faculty and staff that will help you navigate college. We have Guaranteed Admission Agreements with nearly 40 public and private institutions, allowing for seamless transfer with junior status at some of the most prestigious colleges and universities!

Our programs are very affordable. With more financial aid and scholarships available than ever before, RCC is free for many students. Connect with a navigator today!

We look forward to you joining the RCC family. We are here to help you whether this is your first college experience or you are a returning student. RCC has been educating the citizens of the Middle Peninsula and Northern Neck for more than 50 years. Let's get started!

Best wishes,

*Shannon L. Kennedy, Ed.D.*

# Mission, Vision, and Values

## Who We Are

Rappahannock Community College (RCC) is a two-year public institution of higher education in the Virginia Community College System (VCCS). It is one of 23 community colleges that make up the VCCS. Established in 1970 as a comprehensive community college, RCC serves the residents of Essex, Gloucester, King and Queen, King George, King William, Lancaster, Mathews, Middlesex, New Kent, Northumberland, Richmond, and Westmoreland counties with quality, accessible, and affordable educational opportunities and is governed by policies set by the Virginia State Board for Community Colleges with support and advice from the RCC Local Board. Funding for the college derives primarily from student tuition, followed by state appropriations, grants, and local funds contributed from the 12 counties that make up the RCC service area.

RCC has guaranteed admissions agreements with over 35 public and private colleges and universities, providing a wide variety of opportunities for transfer.

## Our Mission

Rappahannock Community College provides inclusive access to exceptional training and educational opportunities meeting the community's needs and preparing individuals for success as learners, employees, and citizens.

## Our Vision

RCC transforms lives, strengthens communities, and inspires excellence.

## Our Values

Values: IDEAL - Integrity, Diversity and Inclusion, Excellence, Access, Learning for Life.

## Values Expanded

Integrity - We expect honesty and model accountability.

Diversity and Inclusion - We value cultural and individual perspectives in our workplace, classroom, and community.

Excellence - We maintain high academic standards through student-centered learning, relevant curricula, and holistic support services.

Access -We provide convenient, affordable, and flexible educational opportunities for all.

Learning for Life - We educate for today and tomorrow.

## **RCC Campus Locations and Facilities**

Rappahannock Community College's service area includes the counties of Essex, Gloucester, King and Queen, King George, King William, Lancaster, Mathews, Middlesex, New Kent, Northumberland, Richmond, and Westmoreland. The region is bordered on the north and south by the Potomac and York Rivers, respectively, and on the east by the Chesapeake Bay.

The Glens Campus consists of a 100-acre site in Gloucester County and includes a large wooded area with a nature trail and pond. The family of Justice Joseph W. Chinn donated his 1908 home and surrounding farm to the Commonwealth of Virginia, and it now sits at the entrance of the 117-acre Warsaw Campus in Richmond County. The offices of the President and College Advancement are now located in the Chinn House.

RCC also maintains off-campus sites in King George County and New Kent County. The King George site provides instruction during the late afternoon and evening, while the New Kent site provides instruction during the day and evening.

The Kilmarnock Center is located in the Chesapeake Commons Shopping Center in Lancaster County. This serves as the college's Workforce Development Center and includes facilities to support occupational and technical instruction.

### **Glens Campus**

12745 College Drive  
Glens, VA 23149  
804-758-6700

### **Warsaw Campus**

52 Campus Drive  
Warsaw, VA 22572  
804-333-6700

### **King George Site**

447 N. Main Street  
King George, VA 22485  
540-775-0087

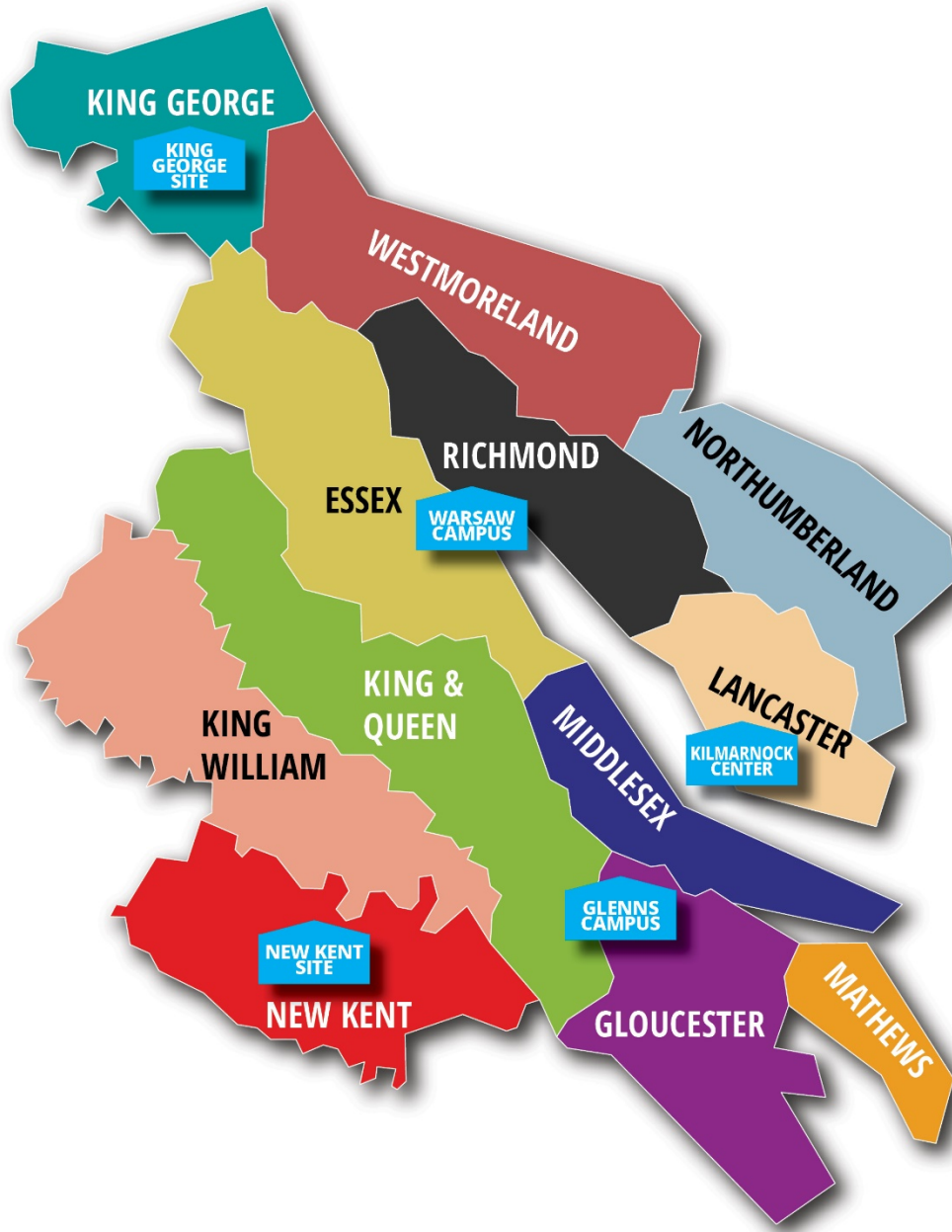
### **New Kent Site**

11825 New Kent Highway  
New Kent, VA 23124  
804-557-2959

### **Kilmarnock Center**

Chesapeake Commons Shopping Center  
447 N. Main Street  
Kilmarnock, VA 22482  
804-435-8970





# The College

## RCC History

Rappahannock Community College (RCC) stands as an embodiment of Thomas Jefferson's vision of Virginia's future, which included a system of colleges that would put the opportunity for higher education "within a day's ride" of every citizen of the Commonwealth. On January 9, 1970, Jefferson's dream began to come true for residents of the Middle Peninsula and the Northern Neck. At this time, the local board of RCC met for the first time in Urbanna to chart the direction of the new educational institution. With two campuses planned - one in Glens and the other in Warsaw - the new college would serve both sides of the Rappahannock River. It, therefore, seemed fitting that the river should give the College its name. As a symbol of the cooperation that made the building of the College possible, soil from all the counties in RCC's service region was mixed at the groundbreaking ceremony held in Glens on September 11, 1970.

A year later, students enrolled for classes at the Glens Campus. Although new construction for the Warsaw Campus did not begin until 1972, classes were held in the Chinn House, which was built in 1908 by Justice Joseph W. Chinn and donated to the Commonwealth of Virginia by his family in Warsaw until the main building opened in 1973.

RCC held its first graduation in June 1973; 40 degrees and 11 certificates were conferred. Today, RCC continues to serve the region with an enrollment of 3,780 students in 2019-20. In 2019-20 992 degrees and certificates were awarded; 623 graduates were prepared for transfer or to enter the workforce.

The College, now 51 years old, offers diverse programming, including short-term credentials to two-year transferable associate degrees. RCC has guaranteed admissions agreements with 35 public and private colleges and universities, providing a wide variety of opportunities for transfer. RCC has locations in Glens, Warsaw, Kilmarnock, King George, New Kent, and Montross.

# Business Hours + Contact Information

## Business Hours

Monday through Thursday, general business hours on the Glenss and Warsaw campus are from 8 a.m. to 4:30 p.m. Hours on Fridays are 8 a.m. to noon. RCC staff can provide limited assistance with administrative matters after 4:30 p.m., Monday through Thursday evenings, and Saturdays when classes are in session.

Advising Services (Navigators) are available from 8:00 a.m. to 8:00 p.m. Evening hours (5:00 p.m. to 8:00 p.m.) are remote. Appointments are preferred, but walk-ins are accepted.

On both the Warsaw and Glenss campuses, the walking trails and wooded areas around the campus close at sundown, even while classes are in session.

The Kilmarnock Center business hours are Monday - Thursday 8 a.m. - 4:30 p.m. and Friday 8 a.m. - noon.

RCC staff can assist in the evenings at King George High School when classes are in session.

Please refer to the RCC website for the specific libraries, testing centers, and counseling hours.

## Contact Information

### **Glenss Campus** **12745 College Drive** **Glenss, VA 23149**

Campus Receptionist: 804-758-6700  
Toll-free: 800-836-9381  
Admissions and Records: 804-758-6740  
Adjunct Faculty Office: 804-758-6758  
Bookstore: 804-758-6726  
Business Office: 804-758-6720  
Academic Dean: 804-758-6770  
Counseling: 804-758-6730  
Dean of Health Sciences: 804-758-6769  
Financial Aid: 24-hour student support services 1-855-877-3942  
Governor's School: 804-758-6788  
Human Resources: 804-758-6727  
Old Dominion University: 804-758-6795

### **Warsaw Campus** **52 Campus Drive** **Warsaw, VA 22572**

Campus Receptionist: 804-333-6700  
Toll-free: 800-836-9379  
Admissions and Records: 804-333-6740  
Adjunct Faculty Office: 804-333-6787  
Bookstore: 804-333-6794  
Business Office: 804-333-6720  
Academic Dean: 804-333-6770  
College Advancement: 804-333-6707

Counseling: 804-333-6730  
Financial Aid: 804-333-6743  
Governor's School: 804-333-6823  
Old Dominion University: 804-758-6795

**Kilmarnock Center**  
**Chesapeake Commons Shopping Center**  
**447 N. Main St.**  
**Kilmarnock, VA 22482**

Site Phone: 804-435-8970  
Library: 804-758-6710  
Public Relations Office: 804-333-6808  
Testing Center: 804-758-6854  
Telecommunication Device for the Deaf: 804-758-6760  
Workforce and Community Development: 804-758-6750

**King George Site**  
**10100 Foxes Way**  
**King George, VA 22485**

Site Phone: 540-775-0087  
Library: 804-333-6710  
Public Relations Office: 804-333-6808  
Testing Center: 804-333-6834  
Telecommunication Device for the Deaf: 804-758-6760  
Workforce and Community Development: 804-333-6828  
Old Dominion University: 804-758-6795

**New Kent Site**  
**11825 New Kent Highway**  
**New Kent, VA 23124**

Site Phone: 804-557-2959  
Library: 804-758-6710  
Public Relations Office: 804-333-6808  
Testing Center: 804-333-6834  
Telecommunication Device for the Deaf: 804-758-6760  
Workforce and Community Development: 804-333-6828  
Old Dominion University: 804-758-6795

# Campus Closings Emergency Announcements

## RCC Alert

RCC Alert is a college service used to send emergency alerts, notifications, and updates to your cell phone, pager, and/or e-mail account. In the event of a campus closing or emergency, RCC Alert will send important updates to landline phones, cell phones, e-mail addresses, or other mobile devices. The college community may sign up for RCC Alerts by going to the RCC website. Multiple devices (cell phones, pagers, PDAs) may be added to an RCC Alert account. Alerts can be sent to all devices listed on the account.

## Inclement Weather and Non-Scheduled Closings

In the event of an emergency or inclement weather, a decision regarding a closing or late opening will be made by 6:00 AM. In the absence of any announcement, classes will be held.

**Announcements-** Closing announcements will be posted on the RCC website, sent from RCC Alert, sent via student email, and released to social and local media.

## **Campus Security and Crime Awareness**

RCC endeavors to maintain campuses on which everyone is secure and safe. Each campus has trained security staff, "best practices" procedures and planning, convenient emergency call boxes, ample lighting, and surveillance cameras. Additionally, the College maintains a threat assessment team of trained administrators, staff, external professional service providers, and law enforcement representatives. It is each individual's responsibility to maintain his/her own situational awareness and to be familiar with College emergency procedures. Emergency procedures, instructions, and other emergencies, security, and safety information can be found on the RCC website. Students can promote their own safety and the safety of others by doing the following:

- walk with others to vehicles at night or request escort by campus security
- report suspicious behavior to campus security or receptionist
- keep possessions with you at all times
- lock vehicles at all times
- sign up for RCC Alert to receive safety and inclement weather messages

## **Threat Assessment**

The College has established a formal and effective process for identifying and addressing violent threats. If you feel you or anyone else is threatened by violence, it is your obligation to report it to faculty, staff, campus security, an advisor, or directly to the Threat Assessment Team. If there is a clear and present danger of violence, a crime, or an act of violence is occurring, call 911 immediately. Likewise, campus security staff can be alerted using a blue light emergency call box at locations around campus or a red emergency telephone in each classroom. Local or state police authorities will be contacted promptly for criminal offenses such as theft, robbery, assault, or other criminal acts.

## **Purpose of the Threat Assessment Team**

As a requirement of Virginia Code Section 23-9.2:10, each public college or university shall have in place policies and procedures for the prevention of violence on campus. RCC is committed to providing a safe campus environment that promotes student learning. As part of this commitment, RCC has established the Threat Assessment Team, a multi-disciplinary group responsible for evaluating and managing risks associated with behaviors that may present a threat to the campus community's safety. The RCC Threat Assessment Team (TAT) will help develop policies and procedures for violence prevention, including assessment and intervention with individuals whose behavior may pose a threat to campus safety. The RCC TAT members include the Vice President of Administrative Services, Academic Deans, Dean of Student Development, Human Resources Manager, counselors, law enforcement, and legal counsel. All members of the TAT are considered to be school officials and will have complete access to student records when necessary to do their job. The TAT is responsible for addressing reported behavioral or mental health incidents involving students, faculty, staff, or visitors which occur on an RCC campus or site.

Anyone may make a referral to the TAT; this includes students, faculty, staff, and parents. Behavior that warrants a referral to the TAT includes behaviors that might compromise safety, erratic behavior that disrupts teaching or college activities, self-injurious behaviors, and suicidal ideation. You do not need to make the decision about whether a situation is an issue for TAT or should be handled by another department; when in doubt, make a referral. The TAT members will review the information provided in the referral and take the appropriate action.

## **Report a Threat**

If you feel there is an immediate threat, dial 911, and contact campus security:

- **Glenns** 804-758-6765
- **Warsaw** 804-333-6765
- **Kilmarnock Center, King George, and New Kent site:** call 911

To make a report in person, you may provide a report to one of the deans, administrators, or staff. Your report will be forwarded to the TAT.

You may report a threat online. With online reporting, you may remain anonymous or self-identify and request follow-up communication.

## Crime Awareness and Campus Security Act

Rappahannock Community College intends to provide a safe environment for all students and employees and be in compliance with the Campus Awareness and Campus Security Act of 1990. Procedures are in place to aid students and employees in reporting criminal actions or obtaining information on crime statistics.

## How to Report Criminal Actions

Criminal actions should be reported to campus security or the college receptionist. Reports may be made:

- by personal contact
- by dialing -0- on any office phone during business hours (8 a.m. - 4:30 p.m. Monday-Friday)
- by depressing the button on blue lighted emergency call boxes located on the Glenns and Warsaw Campuses
- by calling 911

Local or state police authorities will be contacted promptly for the following criminal offenses:

- murder
- rape
- robbery
- aggravated assault
- burglary
- motor vehicle theft
- liquor law violations
- drug abuse violations
- weapons possession

The Vice President of Administrative Services will determine if local or state police authorities are to be contacted for other crimes.

## Timely Warning Policy

It is the policy of Rappahannock Community College to issue a timely warning to the college community for any Clery Act crime that occurs on RCC's Clery geography. Timely warnings are issued for crimes that have been reported to campus security or local police agencies and that are considered by the institution to represent a serious or continuing threat to students and employees. Timely Warnings may be issued for threats to persons or to property. Timely Warnings may be issued for non-Clery crimes as the individual situation warrants if such crimes pose a serious or continuing threat to the campus community. Issuance of a timely warning will be made on a case-by-case basis to be determined by the nature of the crime, the continuing danger to the campus community, and other factors that may be pertinent to the particular situation. Timely warnings will be issued to the campus community as soon as

pertinent information regarding the crime is available. It is not the intent of the college to compromise law enforcement efforts in issuing a timely warning to the college community.

## Security of and Access to Facilities

Facilities will be locked during non-operating hours. Access to campus facilities will be during normal operating hours. Access to the off-campus sites (Kilmarnock, New Kent, and King George) will be determined by offerings and events, as scheduled.

## Importance of Reporting Criminal Actions

It is important to report all crimes, no matter how minor they may seem. Most importantly, crimes or suspicious activity should be reported immediately, so action can be taken right away.

## Drug or Alcohol Abuse

Rappahannock Community College prohibits the illegal possession, use, and sale of illegal drugs and alcohol. The college adheres to the Drug-Free Schools and Communities Act and the Commonwealth of Virginia's Policy on Alcohol and Other Drugs. Copies of these policies are available in the human resources office.

## Crime Definitions

Following are the Uniform Crime Reporting Program definitions of reportable crimes:

- Murder is "the willful (non-negligent) killing of one human being by another."
- Rape is "penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim."
- Dating violence is violence committed by a person: (A) who is or has been in a social relationship of a romantic or intimate nature with the victim; and (B) where the existence of such a relationship shall be determined based on a consideration of the length and type of relationship and the frequency of interaction between the persons involved in the relationship.
- Domestic violence is crimes of violence committed by a current or former spouse of the victim, by a person with whom the victim shares a child, by a person who is cohabitating or has cohabitated with the victim as a spouse, by a person similarly situated to a spouse of the victim under Virginia's domestic or family violence laws, or by any other person against an adult or youth victim who is protected from that person's acts under Virginia's domestic or family violence laws.
- Stalking is engaging in the course of conduct directed at a specific person that would cause a reasonable person to fear for his/her safety or the safety of others; or suffer substantial emotional distress.
- Robbery is "the taking or attempting to take anything of value from the care, custody, or control of a person or persons by force or threat of force or violence and/or by putting the victim in fear."
- Aggravated Assault is "an unlawful attack by one person upon another for the purpose of inflicting severe or aggravated bodily injury." Burglary is "the unlawful entry of a structure to commit a felony or theft."
- Motor vehicle theft is "the theft or attempted theft of a motor vehicle."



## Degrees and Certificates

### Associate of Arts and Sciences (AA&S) Transfer Degree

CIP Code: 24.0101

Length: 4 Semesters

#### Purpose

The Associate of Arts and Sciences Transfer Degree program is designed for persons who plan to transfer to a four-year college or university to complete a baccalaureate degree. By selecting appropriate electives, students should be able to complete the lower-division requirements for a variety of baccalaureate majors. Examples of majors to which this program may prepare students for transferring are:

- Liberal Arts
- Science
- Social or Behavioral Sciences
- Teacher Prep/Education

In order to be assured that courses transfer to meet lower-division requirements at the specific institution the student plans to transfer to and the major anticipated, students should consult their academic advisor to schedule their courses. Students are also encouraged to investigate guaranteed admission agreements (GAA), available for many colleges and universities in Virginia, contact their selected college's admissions office, and consult their selected college's transfer guide if one is available. Counselors and academic advisors can assist with locating these resources.

#### Admission Requirements

In addition to the admission requirements established for the college, entry into this program requires proficiency in English and mathematics. Students whose placement by VPT or other measures indicates a need for further preparation will be placed in the appropriate developmental courses in English and mathematics. Although developmental course credits do not apply toward the degree, these courses prepare students for collegiate-level work. Students required to take two or more developmental courses will need additional semesters to complete the degree.

#### Program Requirement

This curriculum should provide sufficient flexibility to meet lower-division requirements for a variety of majors at many colleges and universities, and should allow students to succeed in transferring to obtain a baccalaureate degree. It is extremely important for students to work closely with their academic advisors to assure a successful transfer.

#### Curriculum

##### First Semester

- ENG 111 - College Composition I (**3 Credits**)
- HIS - Approved Transfer History (**3 Credits**) <sup>1</sup>
- MTH - Approved Transfer Mathematics (**3 Credits**) <sup>2</sup>
- Approved Transfer Lab Science (**4 Credits**) <sup>3</sup>

- SDV 100 - College Success Skills **(1 Credit)**
- Approved Transfer Social Science **(3 Credits)** <sup>4</sup>

First Semester Total Credits: 17

Second Semester

- ENG 112 - College Composition II **(3 Credits)**
- HIS - Approved Transfer History **(3 Credits)** <sup>1</sup>
- MTH - Approved Transfer Mathematics **(3 Credits)** <sup>2</sup>
- Approved Transfer Lab Science **(4 Credits)** <sup>3</sup>
- Approved Transfer Humanities/Fine Arts **(3 Credits)** <sup>5</sup>

Second Semester Total Credits: 16

Third Semester

- ITE 119 - Information Literacy **(3 Credits)**
- ENG - Approved 200 level American or English Literature or Advanced Composition Course **(3 Credits)** <sup>6</sup>
- Approved Transfer Elective **(3 Credits)** <sup>7</sup>
- Approved Transfer Elective **(3 Credits)** <sup>7</sup>
- Approved Transfer Elective **(3 Credits)** <sup>7</sup>

Third Semester Total Credits: 15

Fourth Semester

- Approved Transfer Humanities/Fine Arts **(3 Credits)** <sup>5</sup>
- Approved Transfer Social Science **(3 Credits)** <sup>4</sup>
- Approved Transfer Elective **(3 Credits)** <sup>7</sup>
- Approved Transfer Elective **(3 Credits)** <sup>7</sup>
- HLT/PED - Health/Physical Education Elective **(1 Credits)**

Fourth Semester Total Credits: 13

Total Minimum Credits: 61

<sup>1</sup> Courses used to fulfill this requirement: HIS 121, HIS 122, HIS 111, HIS 112, HIS 101, and HIS 102.

<sup>2</sup> MTH 154 or higher. Students should consult with their academic advisor to select appropriate math courses, especially students in a Science track.

<sup>3</sup> Laboratory courses include BIO, CHM, PHY, GOL.

<sup>4</sup> Courses used to fulfill this requirement: ECO, GEO, HIS, PLS, PSY, SOC.

<sup>5</sup> Courses used to fulfill this requirement: HUM, MUS, ART, PHI, REL, ENG (lit). MUS and ART cannot be skills based.

<sup>6</sup> Courses used to fulfill this requirement: ENG 241, ENG 242, ENG 243, ENG 244, ENG 251, ENG 252, ENG 255, or ENG 210.

<sup>7</sup> Students should consult with their academic advisor to select courses required by their desired degree at their transfer institution.

# Business Administration Specialization, AA&S Transfer Degree

CIP Code: 24.0101

Length: 4 Semester

## Purpose

The Associate of Arts and Sciences Transfer Degree: Business Administration Specialization program, is designed for persons who plan to transfer to a four-year college or university to complete a baccalaureate degree in a business-related field such as Business Administration or Accounting. Students are also encouraged to investigate Guaranteed Admission Agreements (GAA), available for many colleges and universities in Virginia. Interested students should discuss this with their academic advisor, contact the admissions office of their selected college, and review the college's transfer guide.

## Admission Requirements

In addition to the admission requirements established for the college, entry into this program requires proficiency in English and mathematics. Students whose placement by VPT or other measures indicates a need for further preparation will be placed in the appropriate developmental courses in English and mathematics. Although developmental course credits do not apply toward the degree, these courses prepare students for collegiate-level work. Students required to take two or more developmental courses will need additional semesters to complete the degree.

## Program Requirement

This curriculum should provide sufficient flexibility to meet lower-division requirements for business majors at a variety of colleges and universities and provide students success in transferring to obtain a baccalaureate degree. It is extremely important for students to work closely with their academic advisors to assure their successful transfer.

## Curriculum

### First Semester

- ENG 111 - College Composition I **(3 Credits)**
- HIS - Approved Transfer History **(3 Credits)** <sup>1</sup>
- MTH - Approved Transfer Mathematics **(3 Credits)** <sup>2</sup>
- Approved Transfer Lab Science **(4 Credits)** <sup>3</sup>
- SDV 100 - College Success Skills **(1 Credit)**

First Semester Total Credits: 14

### Second Semester

- ENG 112 - College Composition II **(3 Credits)**
- HIS - Approved Transfer History **(3 Credits)** <sup>1</sup>
- Approved Transfer Mathematics **(3 Credits)** <sup>2</sup>
- Approved Transfer Lab Science **(4 Credits)** <sup>3</sup>
- ITE 119 - Information Literacy **(3 Credits)**

Second Semester Total Credits: 16

Third Semester

- Approved Transfer Humanities/Fine Arts **(3 Credits)** <sup>4</sup>
- ECO 201 - Principles of Macroeconomics **(3 Credits)**
- ENG - Approved 200 Level Transfer American or English Literature or Advanced Composition Course **(3 Credits)** <sup>5</sup>
- ACC 211 - Principles of Accounting I **(4 Credits)**
- Approved Transfer Elective **(3 Credits)** <sup>6</sup>

Third Semester Total Credits: 16

Fourth Semester

- Approved Transfer Humanities/Fine Arts **(3 Credits)** <sup>4</sup>
- ECO 202 - Principles of Microeconomics **(3 Credits)**
- ACC 212 - Principles of Accounting II **(4 Credits)**
- Approved Transfer Elective **(3 Credits)** <sup>6</sup>
- HLT/PED - Health/Physical Education Elective **(1 Credit)**

Fourth Semester Total Credits: 14

Total Minimum Credits: 60

<sup>1</sup> Courses used to fulfill this requirement: HIS 121, HIS 122, HIS 111, HIS 112, HIS 101, and HIS 102.

<sup>2</sup> Recommend MTH 154 followed by MTH 245. MTH 161 and higher math courses may replace MTH 154. Students should consult with their academic advisor to select appropriate math courses, especially students in a Science track.

<sup>3</sup> Laboratory courses include BIO, CHM, PHY, GOL.

<sup>4</sup> Courses used to fulfill this requirement: HUM, MUS, ART, PHI, REL, ENG (lit). MUS and ART cannot be skills based.

<sup>5</sup> Courses used to fulfill this requirement: ENG 241, ENG 242, ENG 243, ENG 244, ENG 251, ENG 252, ENG 255, or ENG 210. Students should consult with their academic advisor to select courses required by their desired degree at their transfer institution.

<sup>6</sup> Students should consult with their academic advisor to select courses required by their desired degree at their transfer institution.

# **Criminal Justice Specialization, AA&S Transfer Degree**

**CIP Code: 24.0101**

**Length: 4 Semesters**

## **Purpose**

The Associate of Arts and Sciences Transfer Degree: Criminal Justice Specialization program is designed for persons who plan to transfer to a four-year college or university to complete a baccalaureate degree in criminal justice. By completing this specialization, students should be able to complete the lower-division requirements for a baccalaureate degree in criminal justice.

In order to be assured that courses transfer to meet lower-division requirements at the specific institution the student plans to transfer to and the major anticipated, students should consult their academic advisor to schedule their courses. Students are also encouraged to investigate guaranteed admission agreements (GAA), available for many colleges and universities in Virginia, contact their selected college's admissions office, and consult their selected college's transfer guide if one is available. Counselors and academic advisors can assist with locating these resources.

The following employers hire applicants with 4-year degrees in criminal justice:

- Federal Bureau of Prisons
- Federal Bureau of Investigation (FBI)
- State and national parks
- State and federal prisons, local law enforcement, and corrections agencies
- Private security corporations and protective service
- Risk management/assessment companies
- Private investigative services
- Border patrol
- U.S. Customs
- Child protective services

## **Admission Requirements**

In addition to the admission requirements established for the college, entry into this program requires proficiency in English and mathematics. Students whose placement by VPT or other measures indicates a need for further preparation will be placed in the appropriate developmental courses in English and mathematics. Although developmental course credits do not apply toward the degree, these courses prepare students for collegiate-level work. Students required to take two or more developmental courses will need additional semesters to complete the degree.

## **Program Requirement**

This curriculum should provide sufficient flexibility to meet lower-division requirements for a major in Administration of Justice, Criminal Justice, and related fields at many colleges and universities, and should allow students to succeed in transferring to obtain a baccalaureate degree. It is extremely important for students to work closely with their academic advisors to ensure a successful transfer.

# Curriculum

## First Semester

- ENG 111 - College Composition I **(3 Credits)**
- HIS - Approved Transfer History **(3 Credits)** <sup>1</sup>
- MTH - Approved Transfer Mathematics **(3 Credits)** <sup>2</sup>
- Approved Transfer Lab Science **(4 Credits)** <sup>3</sup>
- SDV 100 - College Success Skills **(1 Credit)**
- Approved Transfer Social Science **(3 Credits)** <sup>4</sup>

First Semester Total Credits: 17

## Second Semester

- ENG 112 - College Composition II **(3 Credits)**
- HIS - Approved Transfer History **(3 Credits)** <sup>1</sup>
- MTH - Approved Transfer Mathematics **(3 Credits)** <sup>2</sup>
- Approved Transfer Lab Science **(4 Credits)** <sup>3</sup>
- Approved Transfer Humanities/Fine Arts **(3 Credits)** <sup>5</sup>

Second Semester Total Credits: 16

## Third Semester

- ITE 119 - Information Literacy **(3 Credits)**
- ENG - Approved 200 Level of American or English Literature or Advanced Composition Course **(3 Credits)** <sup>6</sup>
- ADJ 100 - Survey of Criminal Justice **(3 Credits)**
- Approved Transfer Elective **(3 Credits)** <sup>7</sup>
- Approved Transfer Elective **(3 Credits)** <sup>7</sup>

Third Semester Total Credits: 15

## Fourth Semester

- Approved Transfer Humanities/Fine Arts **(3 Credits)** <sup>5</sup>
- Approved Transfer Social Science **(3 Credits)** <sup>4</sup>
- ADJ 201 - Criminology **(3 Credits)**
- ADJ 211 - Criminal Law, Evidence & Procedures I **(3 Credits)**
- HLT/PED - Health/Physical Education Elective **(1 Credit)**

Fourth Semester Total Credits: 13

Total Minimum Credits: 61

<sup>1</sup> Courses used to fulfill this requirement: HIS 121, HIS 122, HIS 111, HIS 112, HIS 101, and HIS 102.

<sup>2</sup> Recommend MTH 154 and MTH 245. MTH 161 and higher math courses may replace MTH 154. Check your transfer institution.

<sup>3</sup> Laboratory courses include BIO, CHM, PHY, GOL.

<sup>4</sup> Courses used to fulfill this requirement: ECO, GEO, HIS, PLS, PSY, SOC.

<sup>5</sup> Courses used to fulfill this requirement: HUM, MUS, ART, PHI, REL, ENG (lit). MUS and ART cannot be skills based.

<sup>6</sup> Courses used to fulfill this requirement: ENG 241, ENG 242, ENG 243, ENG 244, ENG 251, ENG 252, ENG 255, or ENG 210.

<sup>7</sup> Any transfer-level ADJ or approved transfer elective may be used. Students should consult with their academic advisor to select courses required by their desired degree at their transfer institution.

# Health-STEM Specialization, AA&S Transfer Degree

**CIP Code: 24.0101**

**Length: 4 Semesters**

## Purpose

The Associate of Arts and Sciences Transfer Degree: Health-STEM Specialization is designed for persons who plan to transfer to a four-year college or university to complete a baccalaureate degree in preparation for matriculation into health fields that require education beyond the baccalaureate, such as medicine, dentistry, occupational therapy, pharmacy, and physical therapy. Students are encouraged to investigate Guaranteed Admission Agreements (GAAs) available for many colleges and universities in Virginia. Interested students should discuss GAAs with their academic advisor, contact the admission office of their selected college, and review the college's transfer guide.

## Admission Requirements

In addition to the admission requirements established for the college, entry into this program requires proficiency in English and mathematics. Students whose placement by VPT or other measures indicates a need for further preparation will be placed in the appropriate developmental courses in English and mathematics. Although developmental course credits do not apply toward the degree, these courses prepare students for collegiate-level work. Students required to take two or more developmental courses will need additional semesters to complete the degree.

## Program Requirement

This curriculum should provide sufficient flexibility to meet lower-division requirements for science majors at a variety of colleges and universities. Further, it should provide students success in transferring to obtain a baccalaureate degree. Students should work closely with their academic advisors to ensure their successful transfer.

## Curriculum

### First Semester

- ENG 111 - College Composition I **(3 Credits)**
- HIS - Approved Transfer History **(3 Credits)** <sup>1</sup>
- MTH 161 - Precalculus I **(3 Credits)** <sup>2</sup>
- BIO 101 - General Biology I **(4 Credits)** <sup>3,8</sup>
- CHM 111 - General Chemistry I **(4 Credits)** <sup>4,8</sup>
- SDV 100 - College Success Skills **(1 Credit)**

First Semester Total Credits: 18

### Second Semester

- ENG 112 - College Composition II **(3 Credits)**
- MTH 162 - Precalculus II **(3 Credits)** <sup>2</sup>
- BIO 102 - General Biology II **(4 Credits)** <sup>3,8</sup>
- CHM 112 - General Chemistry II **(4 Credits)** <sup>4,8</sup>



- Approved Transfer Humanities/Fine Arts **(3 Credits)** <sup>5</sup>

Second Semester Total Credits: 17

Third Semester

- ENG - Approved 200 level American/English Literature or Advanced Composition **(3 Credits)** <sup>6</sup>
- PHY 201 - General College Physics I **(4 Credits)** <sup>8</sup>
- MTH 245 - Statistics I **(3 Credits)**
- Approved Transfer Social Sciences **(3 Credits)** <sup>7</sup>

Third Semester Total Credits: 13

Fourth Semester

- PHY 202 - General College Physics II **(4 Credits)** <sup>8</sup>
- Approved Transfer Social Sciences **(3 Credits)** <sup>7</sup>
- Approved Transfer Humanities/Fine Arts **(3 Credits)** <sup>5</sup>
- HIS - Approved Transfer History **(3 Credits)** <sup>1</sup>
- HLT/PED - Health/Physical Education Elective **(1 Credit)**

Fourth Semester Total Credits: 14

Total Minimum Credits: 62

<sup>1</sup> Courses used to fulfill this requirement: HIS 121, HIS 122, HIS 111, HIS 112, HIS 101, and HIS 102.

<sup>2</sup> MTH 161-MTH 162 or higher transfer Math. Students should consult with their academic advisor to select courses required by their desired degree at their transfer institution.

<sup>3</sup> Courses used to fulfill this requirement: BIO 141, BIO 142, BIO 205, BIO 231 or BIO 232 .

<sup>4</sup> CHM 111 and CHM 112 are strongly recommended. CHM 101 and CHM 102 may be replaced, but students should consult with their academic advisor to select courses required by their desired degree at their transfer institution.

<sup>5</sup> PHI 220 recommended. Courses used to fulfill this requirement: HUM, MUS, ART, PHI, REL, ENG (lit). MUS and ART cannot be skills based. Students should consult with their academic advisor to select courses required by their desired degree at their transfer institution.

<sup>6</sup> Courses used to fulfill this requirement: ENG 241, ENG 242, ENG 243, ENG 244, ENG 251, ENG 252, ENG 255, or ENG 210.

<sup>7</sup> PSY 200, PSY 230, and SOC 200 strongly recommended. Students should consult with their academic advisor to select courses required by their desired degree at their transfer institution.

<sup>8</sup> 24 credits of lab sciences (4 credits each) are required for this degree. The choice of sciences depends on your transfer institution requirements and may include: BIO 101, BIO 102, BIO 141, BIO 142, BIO 231 , BIO 232 , BIO 150, BIO 205, CHM 101, CHM 102, CHM 111, CHM 112; PHY 101, PHY 102, PHY 201, PHY 202

# Pre-BSN Specialization, AA&S Transfer Degree

CIP Code: 24.0101

Length: 4 Semesters

## Purpose

The Associate of Arts and Sciences Degree: Pre-BSN Specialization is designed for 1) students who plan to pursue either traditional pre-licensure baccalaureate in nursing programs; 2) students who have graduated from RCC, another VCCS nursing program, or a private nursing program and who are pursuing post-licensure completion of the baccalaureate degree in nursing (BSN); and, 3) currently enrolled students in the ADN program at RCC who want to complete requirements for the BSN as they complete their pre-licensure education.

## Admission Requirements

In addition to the admission requirements established for the college, entry into this program requires proficiency in English, mathematics, and science. Students whose placement by VPT or other measures indicates a need for further preparation will be placed in the appropriate developmental courses in English and mathematics. Students who have already met the admission requirements for the Associate Degree in Nursing program have satisfied these requirements. Students must be advised by a nursing program advisor in order to be placed in the plan. Placement is contingent upon nursing program advisor approval.

## Program Requirement

This curriculum will provide the most complete foundation for the pursuit of the BSN. Consult with an advisor at your desired four-year institution to verify.

## Curriculum

### First Semester

- ENG 111 - College Composition I (**3 Credits**)
- HIS 101 - Western Civilizations Pre-1600 CE (**3 Credits**) <sup>1</sup>
- MTH 154 - Quantitative Reasoning (**3 Credits**) <sup>2</sup>
- BIO 101 - General Biology I (**4 Credits**)
- CHM 111 - General Chemistry I (**4 Credits**) <sup>3</sup>
- SDV 101 - Orientation to Health Sciences (**1 Credit**) <sup>4</sup>

First Semester Total Credits: 18

### Second Semester

- ENG 112 - College Composition II (**3 Credits**)
- HIS 102 - Western Civilizations Post-1600 CE (**3 Credits**) <sup>5</sup>
- PSY 200 - Principles of Psychology (**3 Credits**)
- BIO 102 - General Biology II (**4 Credits**)
- PHI 220 - Ethics (**3 Credits**)

Second Semester Total Credits: 16

Milestone: General Studies Certificate

Third Semester

- ENG 241 - Survey of American Literature I (**3 Credits**)<sup>6</sup>
- BIO 141 - Human Anatomy and Physiology I (**4 Credits**)
- BIO 150 - Introductory Microbiology (**4 Credits**)<sup>7</sup>
- PSY 230 - Developmental Psychology (**3 Credits**)

Third Semester Total Credits: 14

Fourth Semester

- REL 230 - Religions of the World (**3 Credits**)<sup>8</sup>
- SOC 200 - Principles of Sociology (**3 Credits**)
- BIO 142 - Human Anatomy and Physiology II (**4 Credits**)
- MTH 245 - Statistics I (**3 Credits**)
- HLT/PED - Health/Physical Education Elective (**1 Credit**)<sup>9</sup>

Fourth Semester Total Credits: 14

Milestone: AA&S Transfer Degree

Total Minimum Credits: 62

<sup>1</sup> Courses used to fulfill this requirement include HIS 111 or HIS 112

<sup>2</sup> Any higher level MTH course may replace this requirement

<sup>3</sup> CHM 101 may be substituted, but CHM 111 is strongly encouraged.

<sup>4</sup> SDV 100 may be used to fulfill this requirement if taken before being placed in this program plan.

<sup>5</sup> Courses used to fulfill this requirement include HIS 112 or HIS 122

<sup>6</sup> Courses used to fulfill this requirement include ENG 242, ENG 243, ENG 244, ENG 251, ENG 252, ENG 255, or other courses approved by an academic advisor.

<sup>7</sup> BIO 205 may replace BIO 150.

<sup>8</sup> Courses used to fulfill this requirement include HUM, MUS, ART, PHI, REL, ENG (lit). MUS and ART cannot be skills based.

<sup>9</sup> HLT 230 is strongly encouraged.

# Pre-Engineering Specialization, AA&S Transfer Degree

CIP Code: 24.0101

Length: 4 Semesters

## Purpose

The Associate of Arts and Sciences Transfer Degree: Pre-Engineering Specialization Program is designed for persons who plan to transfer to a four-year college or university to complete a baccalaureate degree in Engineering. By selecting appropriate electives, students should be able to complete the lower-division requirements for a variety of baccalaureate majors. Examples of majors to which this program may prepare students for transferring are:

- Engineering
- Mathematics

In order to be assured that courses transfer to meet lower-division requirements at the specific institution the student plans to transfer to and the major anticipated, students should consult their academic advisor to schedule their courses. Students are also encouraged to investigate guaranteed admission agreements (GAA), available for many colleges and universities in Virginia, contact their selected college's admissions office, and consult their selected college's transfer guide if one is available. Counselors and academic advisors can assist with locating these resources.

## Admission Requirements

In addition to the admission requirements established for the college, entry into this program requires proficiency in English and mathematics. Students whose placement by VPT or other measures indicates a need for further preparation will be placed in the appropriate developmental courses in English and mathematics. Although developmental course credits do not apply toward the degree, these courses prepare students for collegiate-level work. Students required to take two or more developmental courses will need additional semesters to complete the degree.

## Program Requirement

This curriculum should provide sufficient flexibility to meet lower-division requirements for majors in engineering or related fields at many colleges and universities and should allow students to succeed in transferring to obtain a baccalaureate degree. Given extensive requirements for engineering programs, you will usually have more than 2 years of coursework after transferring. It is extremely important for students to work closely with their academic advisors to ensure a successful transfer.

## Curriculum

First Semester

- ENG 111 - College Composition I (**3 Credits**)
- HIS - Approved Transfer History (**3 Credits**) <sup>1</sup>
- MTH 161 - Precalculus I (**3 Credits**) or higher math
- CHM 111 - General Chemistry I (**4 Credits**)
- SDV 100 - College Success Skills (**1 Credit**)

First Semester Total Credits: 14

## Second Semester

- Approved Transfer Elective **(3 Credits)** <sup>2</sup>
- ENG 112 - College Composition II **(3 Credits)**
- MTH 162 - Precalculus II **(3 Credits)** or higher math
- Approved Transfer Social Science **(3 Credits)** <sup>3</sup>
- HLT/PED - Health/Physical Education Elective **(1 Credit)**
- Approved Transfer Humanities/Fine Arts **(3 Credits)** <sup>4</sup>

Second Semester Total Credits: 16

## Third Semester

- ENG - Approved 200 Level American or English Literature or Advanced Composition Course **(3 Credits)** <sup>5</sup>
- PHY 201 - General College Physics I **(4 Credits)** or University Physics
- Approved Transfer Elective **(4 Credits)** <sup>2</sup>
- MTH 263 - Calculus I **(4 Credits)** or higher math

Third Semester Total Credits: 15

## Fourth Semester

- MTH 264 - Calculus II **(4 Credits)** or higher math
- Approved Transfer Humanities/Fine Arts **(3 Credits)** <sup>4</sup>
- PHY 202 - General College Physics II **(4 Credits)** or University Physics
- Approved Transfer Social Science **(3 Credits)** <sup>3</sup>
- Approved Transfer Elective **(3 Credits)** <sup>2</sup>

Fourth Semester Total Credits: 17

Total Minimum Credits: 62

<sup>1</sup> Courses used to fulfill this requirement: HIS 121, HIS 122, HIS 111, HIS 112, HIS 101, and HIS 102.

<sup>2</sup> Students should consult with their academic advisor to select courses required by their desired degree at their transfer institution. EGR 120 and EGR 140 are recommended as transfer electives for most students.

<sup>3</sup> Courses used to fulfill this requirement: ECO, GEO, HIS, PLS, PSY, SOC.

<sup>4</sup> Courses used to fulfill this requirement: HUM, MUS, ART, PHI, REL, ENG (lit). MUS and ART cannot be skills based.

<sup>5</sup> Courses used to fulfill this requirement: ENG 241, ENG 242, ENG 243, ENG 244, ENG 251, ENG 252, ENG 255, or ENG 210.

# Pre-Teacher Preparation Elementary (PreK-6) Specialization, AA&S Transfer Degree

CIP Code: 24.0101

Length: 4 Semesters

## Purpose

The Associate of Arts and Sciences Transfer Degree, Pre-Teacher Preparation Elementary (PreK-6) Specialization is designed for students who are interested in teacher education, specifically in grades Pre-Kindergarten through Grade 6, to test the academic field in which they will be working. They will also have the courses required by numerous four-year institutions in Virginia for entrance into colleges of education. Students pursuing this specialization would attain requisite coursework for university programs and, in part, for teacher licensure in Virginia for elementary and middle school levels.

In order to be assured that courses transfer to meet lower-division requirements at the specific institution the student plans to transfer to and the major anticipated, students should consult an academic advisor before scheduling their courses. Students are also encouraged to investigate guaranteed admission agreements (GAA), available for many colleges and universities in Virginia, contact their selected college's admissions office, and consult their selected college's transfer guide if one is available. Counselors and academic advisors can assist with locating these resources.

## Admission Requirements

In addition to the admission requirements established for the college, entry into this program requires proficiency in English and mathematics. Students whose placement by VPT or other measures indicates a need for further preparation will be placed in the appropriate developmental courses in English and mathematics. Although developmental course credits do not apply toward the degree, these courses prepare students for collegiate-level work. Students required to take two or more developmental courses will need additional semesters to complete the degree.

## Program Requirement

This curriculum should provide sufficient flexibility to meet lower-division requirements for majors in education or related fields at many colleges and universities and should allow students to succeed in transferring to obtain a baccalaureate degree. It is extremely important for students to work closely with their academic advisors to ensure a successful transfer.

## Curriculum

First Semester

- ENG 111 - College Composition I (**3 Credits**)
- HIS 121 - United States History to 1877 (**3 Credits**)
- OR HIS 122 - United States History Since 1865 (**3 Credits**) <sup>7</sup>

- MTH 161 - Precalculus I (**3 Credits**)
- **OR** MTH 154 - Quantitative Reasoning (**3 Credits**)<sup>1,7</sup>
- Approved Transfer Lab Science (**4 Credits**)<sup>2,7</sup>
- SDV 100 - College Success Skills (**1 Credit**)
- ITE 119 - Information Literacy (**3 Credits**)

First Semester Total Credits: 17

Second Semester

- ENG 112 - College Composition II (**3 Credits**)
- Approved Transfer History (**3 Credits**)<sup>3,7</sup>
- MTH 155 - Statistical Reasoning (**3 Credits**)  
**OR** MTH 245 - Statistics I (**3 Credits**)<sup>1,7</sup>
- Approved Transfer Lab Science (**4 Credits**)<sup>2,7</sup>
- Approved Transfer Humanities/Fine Arts (**3 Credits**)<sup>4,7</sup>

Second Semester Total Credits: 16

Third Semester

- EDU 200 - Introduction to Teaching as a Profession (**3 Credits**)
- Approved 200 Level of Literature or Advanced Composition Course (**3 Credits**)<sup>5,7</sup>
- PSY 230 - Developmental Psychology (**3 Credits**)  
**OR** PSY 235 - Child Psychology (**3 Credits**)<sup>7</sup>
- Approved Social Science Elective (**3 Credits**)<sup>6,7</sup>
- Approved Transfer Elective (**3 Credits**)<sup>7</sup>

Third Semester Total Credits: 15

Forth Semester

- Approved Transfer Humanities/Fine Arts (**3 Credits**)<sup>4,7</sup>
- Approved Transfer Elective (**3 Credits**)<sup>7</sup>
- Approved Transfer Elective (**3 Credits**)<sup>7</sup>
- Approved Transfer Elective (**3 Credits**)<sup>7</sup>
- Health/Physical Education Elective (**1 Credit**)<sup>7</sup>

Forth Semester Total Credits: 13

Total Minimal Credits 61

<sup>1</sup> MTH 161 and MTH 245 are strongly recommended and are more universally transferable. Students should consult with their academic advisor to select math courses required by their desired degree at their transfer institution.

<sup>2</sup> Laboratory courses include BIO, CHM, PHY, GOL.

<sup>3</sup> Courses used to fulfill this requirement: HIS 121, HIS 122, HIS 111, HIS 112, HIS 101, and HIS 102.

<sup>4</sup> Courses used to fulfill this requirement: HUM, MUS, ART, PHI, REL, ENG (lit). MUS and ART cannot be skills-based.

<sup>5</sup> Courses used to fulfill this requirement: ENG 210, ENG 241, ENG 242, ENG 243, ENG 244, ENG 251, ENG 252, and ENG 255

<sup>6</sup> Courses used to fulfill this requirement: ECO, GEO, HIS, PLS, PSY, SOC

<sup>7</sup> Students should consult with their academic advisor to select courses required by their desired degree at their transfer institution.



# Psychology/Social Work Specialization, AA&S Transfer Degree

CIP Code: 24.0101

Length: 4 Semesters

## Purpose

The Associate of Arts and Sciences Transfer Degree: Psychology/Social Work Specialization program is designed for persons who plan to transfer to a four-year college or university to complete a baccalaureate degree. By selecting appropriate electives, students should be able to complete the lower division requirements for a variety of baccalaureate majors. Examples of majors to which this program may prepare students for transferring are:

- Psychology
- Sociology
- Social Work
- Anthropology
- Education

In order to be assured that courses transfer to meet lower division requirements at the specific institution the student plans to transfer to and the major anticipated, students should consult their academic advisor to schedule their courses. Students are also encouraged to investigate guaranteed admission agreements (GAA), available for many colleges and universities in Virginia, contact their selected college's admissions office, and consult their selected college's transfer guide if one is available. Counselors and academic advisors can assist with locating these resources.

## Admission Requirements

In addition to the admission requirements established for the college, entry into this program requires proficiency in English and mathematics. Students whose placement by VPT or other measures indicates a need for further preparation, will be placed in the appropriate developmental courses in English and mathematics. Although developmental course credits do not apply toward the degree, these courses prepare students for collegiate level work. Students required to take two or more developmental courses will need additional semesters to complete the degree.

## Program Requirement

This curriculum should provide sufficient flexibility to meet lower division requirements for majors in psychology, sociology or related fields at many colleges and universities, and should allow students to succeed in transferring to obtain a baccalaureate degree. It is extremely important for students to work closely with their academic advisors to assure a successful transfer.

## Curriculum

First Semester

- ENG 111 - College Composition I (**3 Credits**)
- HIS - Approved Transfer History (**3 Credits**) <sup>1</sup>
- MTH - Approved Transfer Mathematics (**3 Credits**) <sup>2</sup>
- Approved Transfer Lab Science (**4 Credits**) <sup>3</sup>
- SDV 100 - College Success Skills (**1 Credit**)

- PSY 200 - Principles of Psychology **(3 Credits)**

First Semester Total Credits: 17

Second Semester

- ENG 112 - College Composition II **(3 Credits)**
- HIS - Approved Transfer History **(3 Credits)** <sup>1</sup>
- MTH - Approved Transfer Mathematics **(3 Credits)** <sup>2</sup>
- Approved Transfer Lab Science **(4 Credits)** <sup>3</sup>
- Approved Transfer Humanities/Fine Arts **(3 Credits)** <sup>4</sup>

Second Semester Total Credits: 16

Third Semester

- ITE 119 - Information Literacy **(3 Credits)**
- ENG - Approved 200 Level American or English Literature or Advanced Composition **(3 Credits)** <sup>5</sup>
- PSY 230 - Developmental Psychology **(3 Credits)**
- SOC 200 - Principles of Sociology **(3 Credits)**
- Approved Transfer Elective **(3 Credits)** <sup>6</sup>

Third Semester Total Credits: 15

Fourth Semester

- Approved Transfer Humanities/Fine Arts **(3 Credits)** <sup>4</sup>
- SOC 210 - Survey of Physical and Cultural Anthropology **(3 Credits)**
- Approved Transfer Elective **(3 Credits)** <sup>6</sup>
- Approved Transfer Elective **(3 Credits)** <sup>6</sup>
- HLT/PED - Health/Physical Education Elective **(1 Credit)**

Fourth Semester Total Credits: 13

Total Minimum Credits: 61

<sup>1</sup> Courses used to fulfill this requirement: HIS 121, HIS 122, HIS 111, HIS 112, HIS 101, and HIS 102.

<sup>2</sup> Recommend MTH 154 and MTH 245. MTH 161 and higher math courses may replace MTH 154. Check your transfer institution. Please consult with Academic Advisor to select appropriate math courses.

<sup>3</sup> Laboratory courses include BIO, CHM, PHY, GOL.

<sup>4</sup> Courses used to fulfill this requirement: HUM, MUS, ART, PHI, REL, ENG (lit). MUS and ART cannot be skills based.

<sup>5</sup> Courses used to fulfill this requirement: ENG 241, ENG 242, ENG 243, ENG 244, ENG 251, ENG 252, ENG 255, or ENG 210.

<sup>6</sup> Students should consult with their academic advisor to select courses required by their desired degree at their transfer institution.

# Sustainable Science Specialization, AA&S Transfer Degree

CIP Code: 24.0101

Length: 4 Semesters

## Purpose

The Associate of Arts and Sciences Transfer Degree/Sustainable Science Specialization Program is designed for persons who plan to transfer to a four-year college or university to complete a baccalaureate degree. The specialization courses fulfill the laboratory science requirement and provide education in basic science and laboratory techniques. The specialization focuses on the modern challenge of introducing ways to apply chemical and biological knowledge and techniques for less toxic, less waste-producing outcomes in the environment, requiring the study of the interrelationships of science, technology, and the human world. By selecting appropriate electives, students should be able to complete the lower-division requirements for a variety of baccalaureate majors. Examples of majors to which this program may prepare students for transferring are:

- Chemistry
- Environmental Science
- Ecology
- Biology
- Mathematics

In order to be assured that courses transfer to meet lower-division requirements at the specific institution the student plans to transfer to and the major anticipated, students should consult their academic advisor to schedule their courses. Students are also encouraged to investigate guaranteed admission agreements (GAA), available for many colleges and universities in Virginia, contact their selected college's admissions office, and consult their selected college's transfer guide if one is available. Counselors and academic advisors can assist with locating these resources.

## Admission Requirements

In addition to the admission requirements established for the college, entry into this program requires proficiency in English and mathematics. Students whose placement by VPT or other measures indicates a need for further preparation will be placed in the appropriate developmental courses in English and mathematics. Although developmental course credits do not apply toward the degree, these courses prepare students for collegiate-level work. Students required to take two or more developmental courses will need additional semesters to complete the degree.

## Program Requirement

This curriculum should provide sufficient flexibility to meet lower-division requirements for majors in engineering or related fields at many colleges and universities and should allow students to succeed in transferring to obtain a baccalaureate degree. It is extremely important for students to work closely with their academic advisors to ensure a successful transfer.

## Curriculum

First Semester

- ENG 111 - College Composition I (**3 Credits**)
- HIS - Approved Transfer History (**3 Credits**) <sup>1</sup>

- MTH - Approved Transfer Mathematics **(3 Credits)** <sup>2</sup>
- BIO 101 - General Biology I **(4 Credits)**
- SDV 100 - College Success Skills **(1 Credit)**
- Approved Transfer Social Science **(3 Credits)** <sup>3</sup>

First Semester Total Credits: 17

Second Semester

- ENG 112 - College Composition II **(3 Credits)**
- HIS - Approved Transfer History **(3 Credits)** <sup>1</sup>
- MTH - Approved Transfer Mathematics **(3 Credits)** <sup>2</sup>
- BIO 102 - General Biology II **(4 Credits)**
- Approved Transfer Humanities/Fine Arts **(3 Credits)** <sup>4</sup>

Second Semester Total Credits: 16

Third Semester

- ITE 119 - Information Literacy **(3 Credits)**
- ENG - Approved 200 Level American or English Literature or Advanced Composition Course **(3 Credits)** <sup>5</sup>
- CHM 129 - Chemistry for a Sustainable World I **(4 Credits)**
- BIO 278 - Coastal Ecology **(3 Credits)** <sup>6</sup>
- Approved Transfer Elective **(3 Credits)** <sup>7</sup>

Third Semester Total Credits: 16

Fourth Semester

- CHM 130 - Chemistry for a Sustainable World II **(4 Credits)**
- Approved Transfer Elective **(3 Credits)** <sup>7</sup>
- Approved Transfer Humanities/Fine Arts **(3 Credits)** <sup>4</sup>
- Approved Transfer Social Science **(3 Credits)** <sup>3</sup>
- HLT/PED - Health/Physical Education Elective **(1 Credit)**

Fourth Semester Total Credits: 14

Total Minimum Credits: 63

<sup>1</sup> Courses used to fulfill this requirement: HIS 121, HIS 122, HIS 111, HIS 112, HIS 101 and HIS 102.

<sup>2</sup> MTH 161-MTH 162 recommended. Students should consult with their academic advisor to select courses required by their desired degree at their transfer institution.

<sup>3</sup> Courses used to fulfill this requirement: ECO, GEO, HIS, PLS, PSY, SOC.

<sup>4</sup> Courses used to fulfill this requirement: HUM, MUS, ART, PHI, REL, ENG (lit). MUS and ART cannot be skills based.

<sup>5</sup> Courses used to fulfill this requirement: ENG 241, ENG 242, ENG 243, ENG 244, ENG 251, ENG 252, ENG 255, or ENG 210.

<sup>6</sup> May replace with BIO 270 - General Ecology.

<sup>7</sup> Courses used to fulfill this requirement: GOL 105, GOL 225, BIO 270, MTH 261. Students should consult with their academic advisor to select courses required by their desired degree at their transfer institution.

# Administration of Justice, Associate of Applied Science (G3 Eligible)

CIP Code: 43.0103

Length: 4 Semesters

## Purpose

Administration of Justice encompasses the career fields of law enforcement, corrections, and private security. The Associate of Applied Science degree is designed to meet both the academic and the technical needs of those employed in the field of Administration of Justice. This two-year program will provide knowledge and skills for the beginning employee as well as the more experienced employee desiring career advancement. After taking the required general education and major classes, students may select up to twelve credits of electives in law enforcement, corrections, and private security.

Law enforcement and correctional officers who have completed studies at formal training academies may receive advanced standing credit for training experiences that are equivalent to RCC's administration of justice courses. Students must contact the academic advisor for evaluation of training experiences.

## Occupational Objectives

- Correctional Officer
- Police Officer
- Deputy Sheriff
- Investigator
- Community Corrections Officer
- Correctional Supervisor
- Police Supervisor
- State Trooper
- Security Specialist

## Admission Requirements

In addition to the admission requirements established for the college, entry into this program requires proficiency in English, mathematics, and reading. Students who do not meet entry requirements, or whose placement test scores indicate a need for further preparation, will be placed in the appropriate developmental studies courses in English, mathematics, and/or reading.

These developmental course credits do not apply toward degrees or certificates. Students required to take two or more developmental courses will need additional semesters to complete any program.

### Curriculum

[Click here to see a complete list of Approved Transfer Electives.](#)

[Click here to access the advising sheet.](#)

### First Semester

- ADJ 100 - Survey of Criminal Justice (**3 Credits**)
- ENG 111 - College Composition I (**3 Credits**)

- MTH - 100 Level of Higher Math **(3 Credits)** <sup>1</sup>
- Approved Social Science Elective **(3 Credits)** <sup>2</sup>
- ADJ 227 - Constitutional Law for Justice Personnel **(3 Credits)**
- SDV 100 - College Success Skills **(1 Credit)**

First Semester Total Credits: 16

Second Semester

- ADJ 201 - Criminology **(3 Credits)**
- **OR** SOC 236 - Criminology **(3 Credits)**
- ENG 112 - College Composition II **(3 Credits)**
- Approved Social Science Elective **(3 Credits)** <sup>2</sup>
- ADJ 236 - Principles of Criminal Investigation **(3 Credits)**
- Elective **(3 Credits)** <sup>3</sup>
- ITE 100 - Introduction to Information Systems **(3 Credits)**

Second Semester Total Credits: 18

Third Semester

- ADJ 140 - Introduction to Corrections **(3 Credits)**
- ADJ 105 - The Juvenile Justice System **(3 Credits)**
- **OR** SOC 235 - Juvenile Delinquency **(3 Credits)**
- ADJ 116 - Special Enforcement Topics **(3 Credits)**
- HLT/PED - Health/Physical Education Elective **(1 Credit)** <sup>4</sup>
- CST 100 - Principles of Public Speaking **(3 Credits)**
- **OR** BUS 236 - Communication in Management **(3 Credits)**
- Approved Humanities/Fine Arts Elective **(3 Credits)** <sup>5</sup>

Third Semester Total Credits: 16

Fourth Semester

- HLT 121 - Introduction to Drug Use & Abuse Explores **(3 Credits)** <sup>6</sup>
- ADJ 211 - Criminal Law, Evidence & Procedures I **(3 Credits)**
- ADJ 225 - Courts and the Administration of Justice **(3 Credits)**
- HLT/PED - Health/Physical Education Elective **(1 Credit)** <sup>4</sup>
- Elective **(3 Credits)** <sup>3</sup>
- Elective **(3 Credits)** <sup>3</sup>

Fourth Semester Total Credits: 16

Total Minimum Credits: 66

<sup>1</sup> May substitute an approved transfer mathematics courses or approved lab course BIO, CHM, PHY, or GOL. Students should consult with their academic advisor to select courses required by their desired degree at their

transfer institution.

<sup>2</sup> Courses used to fulfill this requirement: ECO, GEO, HIS, PLS, PSY, SOC.

<sup>3</sup> Any ADJ or approved transfer elective may be used. Students should consult with their academic advisor to select courses required by their desired degree at their transfer institution.

<sup>4</sup> Consult with academic advisor to assure courses are consistent with your transfer degree goals.

<sup>5</sup> Courses used to fulfill this requirement: HUM, MUS, ART, PHI, REL, ENG (lit). MUS and ART cannot be skills based.

<sup>6</sup> May replace with ADJ 228.

# **Business Management, Associate of Applied Science**

**CIP Code: 52.0299**

**Length: 4 Semesters**

## **Purpose**

The Business Management program is designed to meet the needs of recent high school graduates as well as experienced employees who want to upgrade or supplement their existing business knowledge and skills, or to acquire new ones.

Students who wish to pursue an education in the area of Business Management have several options from which to choose. The curriculum offerings are designed to enable students to begin with a career studies certificate or certificate in various career-related areas. Students can then apply certificate credits toward an Associate of Applied Science degree in Business Management. (65 credits)

## **Admission Requirements**

In addition to the admission requirements established for the college, entry into this program requires proficiency in English, mathematics, and reading. Students who do not meet entry requirements, or whose placement test scores indicate a need for further preparation, will be placed in the appropriate developmental studies courses in English, mathematics, and/or reading. These developmental course credits do not apply toward degrees or certificates. Students required to take two or more developmental courses will need additional semesters to complete any program.

## **Graduation Requirement**

The Business Management program follows general graduation requirements as stated in this catalog.

## **Program Outcomes**

Graduates of the Business Management program at RCC should be able to:

- Identify differences between American and global communication etiquette standards.
- Compose written, verbal and nonverbal communication using appropriate business etiquette standards.
- Apply good human relations skills through personal and first-line supervisory leadership skills to promote effective business outcomes.
- Apply introductory marketing and economic theory to entry-level business scenarios.
- Apply the principles of the accounting cycle to support successful business operations.
- Operate basic office technology and equipment.
- Select appropriate hardware and software tools to support successful business operations.
- In addition, the program provides a well-balanced graduate through exposure to general education knowledge.

## **Opportunities for Employment**

Depending upon the career-related electives chosen, the successful graduate should be eligible for employment in one or more of the following occupations: Accounting, Banking, Administrative Assistant, Management Trainee, Office Supervisor, or Small Business Manager.



## Curriculum

Click here to access the advising sheet.

### First Semester

- ACC 105 - Office Accounting **(3 Credits)**
- BUS 100 - Introduction to Business **(3 Credits)**
- ITE 100 - Introduction to Information Systems **(3 Credits)** <sup>1</sup>
- ENG 111 - College Composition I **(3 Credits)**
- MTH 132 - Business Mathematics **(3 Credits)** <sup>2</sup>
- SDV 100 - College Success Skills **(1 Credit)**

First Semester Total Credits: 16

### Second Semester

- ACC 215 - Computerized Accounting **(3 Credits)**
- BUS 236 - Communication in Management **(3 Credits)**
- ITE 130 - Introduction to Internet Services **(3 Credits)**
- ITE 140 - Spreadsheet Software **(3 Credits)**
- MKT - Marketing Elective **(3 Credits)**

Second Semester Total Credits: 15

### Third Semester

- BUS 200 - Principles of Management **(3 Credits)**
- BUS 111 - Principles of Supervision I **(3 Credits)**
- BUS 240 - Introduction to Business Law **(3 Credits)**
- ECO 120 - Survey of Economics **(3 Credits)**
- HLT/PED - Health/ Physical Education Elective **(1 Credit)**
- Approved Career Elective **(3 Credits)** <sup>3</sup>

Third Semester Total Credits: 16

### Fourth Semester

- BUS 270 - Interpersonal Dynamics in the Business Organization **(3 Credits)**
- BUS 285 - Current Issues in Management **(3 Credits)** <sup>4</sup>
- Approved Career Elective **(3 Credits)** <sup>3</sup>
- Approved Career Elective **(3 Credits)** <sup>3</sup>
- Approved Career Elective **(3 Credits)** <sup>3</sup>
- Approved Humanities Electives **(3 Credits)** <sup>5</sup>

Fourth Semester Total Credits: 18

Total Minimum Credits: 65

<sup>1</sup> May replace with an approved ITE transfer course (ITE 115 or ITE 119) in place of this non-transfer course.

<sup>2</sup> MTH 141 or higher. Students should consult with their academic advisor to select appropriate math courses.

<sup>3</sup> In selecting courses, students should seek the advice of a counselor or academic advisor in order to assure that courses taken are consistent with transfer or career goals. ENG 112, and FIN 107 are often accepted as electives. Students are encouraged to complete one of the Career Studies Certificates or Certificates and use additional courses to fulfill degree electives. Suggested elective courses are located in the listing of Career Studies Certificate Courses accepted as Electives.

<sup>4</sup> Requires successful completion of ENG 111 and completion of 40 or more credits prior to enrollment.

<sup>5</sup> Courses used to fulfill this requirement: ART, HUM, MUS, PHI, REL, ENG (Lit).

# General Engineering Technology, Associate of Applied Science (G3 Eligible)

**CIP Code: 15.0000**

**Length: 4 Semesters**

## Purpose

The General Engineering Technology program is designed to prepare individuals to meet the growing needs of high-technology industries for trained technicians. Courses in this applied science degree are designed to develop competent engineering technicians who, upon graduation, will have the academic and technical preparation to enter demanding workforce positions, to pursue additional on-the-job training, or to enroll in an advanced program of study in engineering technology. Students in this program should consult with the engineering technology faculty advisor to select career electives.

## Occupational Objectives

Students completing this degree should be eligible for employment in one or more of the following occupations: manufacturing technician, industrial engineering technician, industrial electronics technician, industrial instrumentation technician, instrumentation specialist, instrumentation planner, instrumentation engineering assistant, and instrument repairperson. In addition, instrument technicians often work with engineers or scientists developing and designing highly complex instruments to measure and record data, control and regulate the operation of machinery, or measure the variables encountered in industrial processes.

## Admission Requirements

In addition to the admission requirements established for the college, entry into this program requires proficiency in English, reading, and mathematics. Students who do not meet entry requirements or whose placement test scores indicate a need for further preparation will be placed in the appropriate developmental courses in English, mathematics, and/or reading. These developmental course credits do not apply toward the degree. Students required to take two or more developmental courses will need additional semesters to complete the degree.

## Graduation Requirements

The General Engineering Technology Degree follows general graduation requirements as stated in the catalog.

## Program Outcomes

Graduates of the General Engineering Technology program should have the ability to:

- Understand the fundamental concepts of current and voltage, both alternating current (AC) and direct current (DC);
- Understand fundamental concepts of fluid systems including pneumatics, hydraulics, control systems, and instrumentation associated with those systems;
- Become familiar with the functionality of electrical components such as resistors, capacitors, inductors, transformers, transistors, electro-mechanical, optical, and integrated circuits;
- Analysis of circuits to determine functionality;
- Perform troubleshooting on an electrical circuit to determine faults and corrective action;

- Use technical documentation for analysis, troubleshooting, and repair, and
- Communicate technical concepts and status in both verbal and written form.

## Curriculum

### First Semester

- ENG 111 - College Composition I **(3 Credits)**
- ETR 113 - DC & AC Fundamentals I **(3 Credits)**
- SAF 126 - Principles of Industrial Safety **(3 Credits)**
- MTH 154 - Quantitative Reasoning **(3 Credits)** or higher <sup>1</sup>
- ITE 115 - Introduction to Computer Applications and Concepts **(3 Credits)** <sup>2</sup>
- SDV 100 - College Success Skills **(1 Credit)**
- HLT/PED - Health/Physical Education Elective **(1 Credit)**

First Semester Total Credits: 17

### Second Semester

- ENG 112 - College Composition II **(3 Credits)**
- ETR 114 - DC & AC Fundamentals II **(3 Credits)**
- ETR 203 - Electronic Devices I **(4 Credits)**
- CAD 201 - Computer Aided Drafting and Design I **(4 Credits)**
- IND 150 - Industrial Management **(3 Credits)** <sup>3</sup>

Second Semester Total Credits: 17

### Third Semester

- ELE 239 - Programmable Controllers **(3 Credits)**
- Approved Career Elective **(3 Credits)** <sup>4</sup>
- INS 232 - System Troubleshooting **(3 Credits)**
- Approved Career Elective **(3 Credits)** <sup>4</sup>
- Approved Career Elective **(3 Credits)** <sup>4</sup>
- Approved Transfer Social Science **(3 Credits)** <sup>5</sup>

Third Semester Total Credits: 17

### Fourth Semester

- INS 230 - Instrumentation I **(3 Credits)**
- Approved Career Elective **(4 Credits)** <sup>4</sup>
- Approved Career Elective **(3 Credits)** <sup>4</sup>
- Approved Humanities Elective **(3 Credits)** <sup>6</sup>
- Elective **(3 Credits)** <sup>7</sup>

Fourth Semester Total Credits: 17

Total Minimum Credits: 68

<sup>1</sup> Any higher-level MTH course may replace this requirement.

<sup>2</sup> ITE 115 is recommended. ITE 100 or ITE 119 may replace this course Contact advisor for a recommendation.

<sup>3</sup> IND 146 may replace IND 150.

<sup>4</sup> Courses used to fulfill this requirement DRF 231, EGR 120, ELE 120 , ELE 127, ELE 138, ELE 143, ELE 144, ELE 149, ENE 104, ETR 167, ETR 198 ETR 263 ETR 271 ETR 272, INS 220, INS 231, INS 233, INS 290, ITN 107, ITP 100 ITP 110 ITP 120 ITP 132.

<sup>5</sup> Courses used to fulfill this requirement: ECO, GEO, HIS, PLS, PSY, SOC.

<sup>6</sup> Courses used to fulfill this requirement: HUM, MUS, ART, PHI, REL, ENG (lit). MUS and ART cannot be skills-based.

<sup>7</sup> Students may take an approved career elective or contact an advisor for a recommendation.

# Nursing, Associate of Applied Science (G3 Eligible)

CIP Code: 51.3801

Length: Minimum 5 Semesters

## Purpose

The associate of applied science degree in nursing (ADN) is designed to prepare students as beginning practitioners in the art and science of nursing and to deliver direct client care in a variety of health care facilities and settings. At the completion of the nursing program, students will be able to integrate nursing skills, including appropriate ethical values and legal principles, with health teaching to provide safe and effective total client care. Students will also learn to coordinate the care of their clients in a variety of health care settings.

At the successful completion of the program, students will be eligible to take the National Council Licensure Exam (NCLEX-RN), leading to licensure as a registered nurse (RN).

## Occupational Objectives

Registered nurses practice in hospitals, long-term care facilities, health departments, medical offices, clinics, school systems, and other comparable health care facilities and agencies. Nursing is an in-demand profession that offers excellent salaries, benefits, and professional upward mobility.

## Admission Requirements

- High School graduate or General Equivalency Diploma (GED) completion with verification on file in Admissions and Records (A&R)
- Completion of all RCC admission requirements
- Competency in science knowledge as evidenced by completion of high school (HS) biology (BIO) and chemistry (CHM) or the college equivalents; in certain circumstances, students who have successfully completed BIO 141 and BIO 142 or its equivalents with a grade of "C" or higher may have this requirement waived
- Competency in mathematics as evidenced by placement out of MTE 1-5 on the Virginia Placement Test (VPT), successful completion of the developmental modules prior to the last application date in the admission cycle, or meeting multiple measure requirements
- Competency in English as evidenced by eligibility for ENG 111 in the first semester of the program
- Students will be initially in the Pre-Nursing Career Studies Certificate (CSC) for completion of the first semester curricular requirements.
- Cumulative GPA of 2.0 or higher
- Curricular GPA of 2.5 or higher in the five courses in the first semester of the program
- Completion of the Kaplan Nursing Entrance Test within the past 3 years, target scores of 60% overall and 45% in each category. The test may be taken up to two times in an academic year.
- Successful completion of all five courses in the first semester of the program with a grade of "C" or higher with grades posted to transcripts preceding the fall admission.
- Completion and submission of a nursing program application by the designated deadlines for each admission cycle
- If offered a seat in the nursing program, the student must accept or deny admission by the stated due date. Failure to respond will automatically forfeit the seat in the program.

## Guaranteed Admission Eligibility

Students may be admitted to the ADN or the Practical Nursing (PN) certificate program with guaranteed admission by:

- Completion of all RCC admission requirements, including HS transcript or GED on file in A&R
- Completion of all mathematics, science, and English competencies as described above
- Successful completion of all courses in the two-semester Pre-Nursing CSC with no grade less than a "C" in any course, no repeated courses, and a curricular GPA of 3.0 prior to application.
- Completion of the Kaplan Nursing Entrance Test within the past 3 years, target scores of 60% overall and 45% in each category. The test may be taken up to two times in an academic year.
- Meeting with nursing program advisors to verify eligibility
- Completion of an application and submission by the deadline for the admission cycle.

**NOTE:** LPNs are not eligible for guaranteed admission.

## Program Requirements

- ADN students attend an orientation program in the summer prior to the fall start of clinical nursing courses.
- LPN to ADN students: Attend orientation program in spring prior to the summer start of clinical nursing courses.
- Health Record Requirement: Physical examinations, including immunizations, must be completed prior to the start of clinical nursing courses. Students who are required to perform clinical rotations in cooperating healthcare agencies must be willing and able to conform to all clinical requirements of participating clinical agencies, including but not limited to: criminal background investigation; drug screening; immunizations including seasonal influenza vaccines; Tuberculosis screening; employment verifications; and, successful completion of cardiopulmonary resuscitation (CPR) certification. (CPR certification must be the American Heart Association Certification for Healthcare Providers). Students are responsible for all costs associated with these requirements. It is the responsibility of the student to maintain current records throughout the program. RCC uses a third-party vendor for all screenings and for the maintenance of documents. Your instructor will provide you with all details to purchase this service, including deadlines for completion.
- Maintain a grade of "C" or higher in all courses in the curriculum.
- Maintain professionalism in both campus and clinical settings, especially in attitude and responsibility. Failure to meet this requirement can result in termination from the program.
- Students are responsible for purchasing the required clinical uniforms and name tags through the college's designated supplier.
- Standardized tests will be taken after each module/semester or other stated intervals in the nursing program. The cost of the standardized testing packages is the responsibility of the student.
- Conviction of a felony, misdemeanor, or any offense substantially related to the qualifications, functions, and duties of a registered nurse may constitute grounds for not allowing a candidate to take the licensing exam. The State Board makes this decision of Nursing. For questions regarding this issue, call the Virginia Board of Nursing 804-367-4515.
- Criminal Background Checks and Drug Screens: A criminal background check and urine drug screen are required of each student and must be conducted by the college-designated contractor. Information will be provided at orientation. The costs of the background check and the drug screen are the responsibility of the student.
- Nursing students should be in good standing from all previous healthcare employers. Students may be denied clinical placement based on previous work history and thus, cannot be entered into or possibly complete the nursing program.
- Nursing students enrolled in clinical nursing courses are required to have malpractice insurance. Students may purchase malpractice insurance from independent providers.

- Some clinical agencies may require student health insurance for attendance at their facility. All students are not required to meet this criterion unless required by the clinical agency but are advised to seek appropriate resources to protect their health.
- Students are responsible for following the clinical policy for safe handling of bio-hazards and utilizing appropriate personal protective equipment (PPE) in the prevention of blood-borne pathogens and communicable diseases. Additionally, students are responsible for employing appropriate ergonomics to prevent injury. Students will be responsible for medical costs for any injury received while in a clinical setting, including injuries for which clinical agencies require testing. Rappahannock Community College is not responsible for student accidents/incidents which occur in the classroom, clinical, or lab setting.
- RCC does not provide any student health services. The student assumes financial responsibility for accidents/incidents requiring medical attention.
- RCC does not provide any student health services. The student assumes responsibility for accidents, incidents, and/or illnesses that require medical attention.
- All students will sign an Assumption of Risk form at the beginning of the program that shall remain in force for the duration of the student's program.

## Program Progression

- The student must complete all support courses either preceding or concurrently with the appropriate nursing course, as indicated in the curriculum plan. All courses in the nursing sequence must be completed each semester successfully to progress. Specific clinical courses must be taken with the corresponding didactic course as listed in the course sequence.
- The student is required to complete a sequence of courses and learning experiences provided at the college and selected community agencies. The nursing faculty will observe and evaluate the student's nursing performance and direct patient care in the clinical sites.
- The student must maintain at least an 80% competency level in all courses in the nursing sequence to progress to the next semester. The student will earn at least a grade of "C" in all general education courses in order to progress to the next semester.
- A student must obtain permission from the program head to continue in the nursing program under the following conditions: 1) receiving a grade below "C" in any general education course, or 2) withdrawal from any curricular courses, including those courses in the nursing sequence. In accordance with VCCS policy, a student cannot enroll in the same course more than twice without administrative approval. Additional policies for the program are listed in the Nursing Student Handbook. The handbook is given to all entry-level nursing students and is available online via Canvas to admitted students.
- Clinical agencies reserve the right to deny access to or dismiss a student from their agency at any time with due cause.
- The student releases the hospital, its agents, and its employees from any liability for any injury or death to himself or damage to his property arising out of the clinical agreement or use of the hospital's facilities.

## Graduation Requirements

The Associate of Applied Science in Nursing follows the guidelines of the RCC graduation requirements. Students in the final nursing semester are responsible for completing an application to the Virginia Board of Nursing and the National Council Licensing Examination (NCLEX-RN).

## Accreditation and USDOE Standards

<https://www.rappahannock.edu/academics/nursing#toggle-id-1>

The Associate of Applied Science Degree in Nursing is approved by the Virginia Board of Nursing, located at Perimeter Center, 9960 Mayland Drive, Suite 300, Henrico, Virginia 23233-1463.



The Associate of Applied Science Degree in Nursing is accredited by the Accreditation Commission for Education in Nursing, Inc. (ACEN). Contact the ACEN (formerly NLNAC) at 3343 Peachtree Road NE, Suite 850, Atlanta, Georgia 30326.

### **USDOE Standards**

Pursuant to United States Department of Education (US DOE) regulation 34 CFR 668.43 (a) (5) (v), the Rappahannock Community College Associate Degree in Nursing (ADN) program provides the following information for all prospective and current students:

The Rappahannock Community College ADN program meets all Virginia Board of Nursing requirements for pre-licensure nursing education programs in the Commonwealth of Virginia. In addition, the Rappahannock Community College ADN program meets all requirements for nationally recognized accreditation by the Accrediting Commission for Education in Nursing.

The Commonwealth of Virginia participates with 32 other states in the National Council of State Boards of Nursing (NCSBN) National Licensing Compact (NLC) to allow nurses licensed in one state to provide nursing care across state lines in other compact states. The Uniform Licensing Requirements (ULRs) are found here. .

States currently in the NLC are found at: <https://www.ncsbn.org/nlcmemberstates.pdf>. Prospective and current students are strongly encouraged to evaluate all state requirements in jurisdictions where they intend to practice nursing. A list of all state requirements is found at: <https://www.ncsbn.org/14730.htm>.

Rappahannock Community College has not determined if the ADN program meets all of the requirements of any other state. The preliminary evaluation of state requirements is found in the attached table. This statement serves to meet the USDOE regulation until further notice.

## **Student Estimated Costs**

<b>Item</b>	<b>Estimate Cost</b>
Tuition and Fees (67 credits X \$160.65*)	\$10,763.55
Uniforms and Shoes	\$400
Books and ancillary support programs	\$1,750
Integrated & Summative Achievement Testing (Kaplan)	\$550
Clinical Supplies	\$400
Malpractice Insurance	\$58
Criminal Background Checks/Drug Screens/Document Tracker	\$150
Medical	\$500
Graduation and Licensure	\$500
Travel to Clinical Agencies	Variable
<b>Total Estimated Costs</b>	<b>\$15,071.55+</b>

*\* Tuition and Fees are subject to change. Costs are estimates only.*

# Curriculum

## First Semester: Prerequisites

Prerequisite courses are included in the first semester as a basis for ranking applicants for admission to the nursing sequence in the second semester. All courses must be successfully completed with a grade of "C" or higher. These courses are included in the total credit amount for award of the AAS degree in Nursing.

- ENG 111 - College Composition I **(3 Credits)**
- BIO 141 - Human Anatomy and Physiology I **(4 Credits)**
- PSY 230 - Developmental Psychology **(3 Credits)**
- HLT 230 - Principles of Nutrition & Human Development **(3 Credits)**
- SDV 101 - Orientation to Health Sciences **(1 Credit)** <sup>1</sup>

First Semester Total Credits: 14

Milestone: Students Eligible for Admission to the ADN Nursing Sequence

## Second Semester: Begin NSG Sequence

- BIO 142 - Human Anatomy and Physiology II **(4 Credits)**
- NSG 100 - Introduction to Nursing Concepts **(4 Credits)**
- NSG 106 - Competencies for Nursing Practice **(2 Credits)**
- NSG 130 - Professional Nursing Concepts **(1 Credit)**
- NSG 200 - Health Promotion and Assessment **(3 Credits)**

Second Semester Total Credits: 14

## Third Semester

- BIO 150 - Introductory Microbiology **(4 Credits)** <sup>2</sup>
- NSG 152 - Health Care Participant **(3 Credits)**
- NSG 170 - Health/Illness Concepts **(6 Credits)**

Third Semester Total Credits: 13

## Fourth Semester

- ENG 112 - College Composition II **(3 Credits)**
- NSG 210 - Health Care Concepts I **(5 Credits)**
- NSG 211 - Health Care Concepts II **(5 Credits)**

Fourth Semester Total Credits: 13

## Fifth Semester

- NSG 230 - Advanced Professional Nursing Concepts **(2 Credits)**
- NSG 252 - Complex Health Care Concepts **(4 Credits)**
- NSG 270 - Nursing Capstone **(4 Credits)**

- PHI 220 - Ethics (3 Credits) <sup>3</sup>

Fifth Semester Total Credits: 13

Milestone: Graduates Eligible to Apply for NCLEX-RN Testing and Advance to Licensure as Registered Nurses

Total Minimum Credits: 67

<sup>1</sup> SDV 100 may be substituted if taken at other institutions or before the student entered any Health Science program plan at RCC.

<sup>2</sup> BIO 205 may be substituted.

<sup>3</sup> PHI 220 is strongly encouraged. ART, HUM, MUS, PHI, REL, ENG (Lit) may be substituted. Skills based courses are not acceptable.

### Advanced Placement Option-LPN to ADN Transition Program

The Advanced Placement Option-LPN to ADN Transition Program is open to Licensed Practical Nurses (LPNs) who possess an unencumbered license to practice practical nursing in the Commonwealth. This option allows for advanced placement into the 4th semester of the ADN nursing program for all eligible and qualified applicants who successfully complete all of the prerequisite and corequisite courses listed below. *Recent graduates of any Practical Nursing program who are admitted to this option must be licensed as a Practical Nurse by the end of the summer term in which they are admitted. Failure to achieve licensure will result in withdrawal from the transition program.*

This option begins in the summer and ends the following May. Students will want to make careful arrangements for work and other responsibilities in order to devote the appropriate attention to learning complex material.

Admission to the program is not guaranteed. Campus locations are also not guaranteed. All potential students must:

- Have a high school diploma or General Equivalency Diploma (GED) completion with verification on file in Admissions and Records (A&R).
- Complete of all RCC admission requirements.
- Demonstrate competency in science knowledge as evidenced by completion of high school (HS) biology (BIO) and chemistry (CHM) or the college equivalents; in certain circumstances, students who have successfully completed BIO 141 and BIO 142 or its equivalents with a grade of "C" or higher may have this requirement waived.
- Demonstrate competency in mathematics as evidenced by placement out of MTE 1-5 on the Virginia Placement Test (VPT), successful completion of the developmental modules prior to the last application date in the admission cycle, or meeting multiple measure requirements.
- Demonstrate competency in English as evidenced by eligibility for ENG 111 in the first semester of the program.
- Be placed in the Pre-Nursing Career Studies Certificate (CSC) for completion of the first semester curricular requirements or the Pre-BSN AA&S with nursing faculty approval.
- Apply during the application period.
- be advised by a nursing faculty member prior to application.
- Submit all official transcripts to Admissions and Records.
- Completion of the Kaplan Nursing Entrance Test within the past 3 years, target scores of 60% overall and 45% in each category. The test may be taken up to two times in an academic year.
- Have a curricular GPA (see the six courses below) of 2.5 or higher.
- Have a cumulative GPA of 2.0 for all college-level work.attend the mandatory orientation session in spring prior to the start of the summer term.
- If offered a seat in the nursing program, the student must accept or deny admission by the stated due date. Students who fail to respond will forfeit their seats in the program.

- **LPNs are NOT eligible for Guaranteed Admission to the ADN program.**

#### Prerequisite Courses

The following six (6) courses must be successfully completed with a grade of C or higher and a curricular GPA of 2.5 before you enter the summer semester to begin the ADN Transition program:

- ENG 111 - College Composition I **(3 Credits)**
- BIO 141 - Human Anatomy and Physiology I **(4 Credits)**
- PSY 230 - Developmental Psychology **(3 Credits)**
- HLT 230 - Principles of Nutrition & Human Development **(3 Credits)**
- SDV 101 - Orientation to Health Sciences **(1 Credit)**
- BIO 142 - Human Anatomy and Physiology II **(4 Credits)**

#### Transition Sequence

Once the student has successfully completed the prerequisite courses, the student may apply to the Advanced Placement Option-LPN to ADN program. Students will enter in the summer semester. Courses required in the summer semester are:

- BIO 150 - Introductory Microbiology **(4 Credits) \***
  - NSG 200 - Health Promotion and Assessment **(3 Credits)**
  - NSG 115 - Healthcare Concepts for Transition **(5 Credit)**
- \*Students are strongly encouraged to take BIO 150 prior to the summer you enter into the program.

#### Remainder of the ADN program

After successfully completing the above courses, the student will join the existing traditional students in the last two semesters of the nursing program. These courses include:

#### Fall Semester

- ENG 112 - College Composition II **(3 Credits)**
- NSG 210 - Health Care Concepts I **(5 Credits)**
- NSG 211 - Health Care Concepts II **(5 Credits)**

Fall Semester Total Credits: 13

#### Spring Semester

- NSG 230 - Advanced Professional Nursing Concepts **(2 Credits)**
- NSG 252 - Complex Health Care Concepts **(4 Credits)**
- NSG 270 - Nursing Capstone **(4 Credits)**
- PHI 220 - Ethics **(3 Credits)**<sup>3</sup>

Spring Semester Total Credits: 13

Total Minimum Credits: 67

LPNs in good standing will receive advanced standing for the courses in the first two semesters of the nursing sequence (NSG 100, NSG 106, NSG 130, NSG 152, and NSG 170) upon successful completion of the summer semester and maintenance of an unencumbered license to practice as a LPN. The student will graduate with the same number of credits as the traditional student. Students who enter the Advanced Placement Transition program immediately after completing a PN program must be licensed by the beginning of the fall term or they will not be allowed to continue until they do pass the licensure examination.

<sup>3</sup> PHI 220 is strongly encouraged. ART, HUM, MUS, PHI, REL, ENG (Lit) may be substituted. Skills based courses are not acceptable.

# Accounting Certificate

CIP Code: 52.0399

Length: 2 semesters

## Purpose

To train persons for full- or part-time employment in accounting.

## Occupational Objectives

Accounts Receivable Clerk; Accounts Payable Clerk; Bookkeeper; Cash Receipts Clerk; Cash Payments Clerk; Bill and Account Collectors; Bookkeeping, Accounting, and Auditing Clerks; Payroll and Timekeeping Clerks.

## Admission Requirements

In addition to the admission requirements established for the college, entry into this program requires proficiency in English, mathematics, and reading. Students who do not meet entry requirements, or whose placement test scores indicate a need for further preparation, will be placed in the appropriate developmental studies courses in English, mathematics, and/or reading. These developmental course credits do not apply toward degrees or certificates. Students required to take two or more developmental courses will need additional semesters to complete any program.

## Program Requirements

Accounting is a one-year program which meets the Virginia Community College System general education requirements for certificate programs. It also provides basic accounting training. More than one-half of the program consists of accounting courses at the college level.

Students successfully completing this course with an overall GPA of "C" or higher are awarded a Certificate in Accounting.

## Curriculum

### First Semester

- ENG 111 - College Composition I (**3 Credits**)
- MTH - Any MTH level 100 or higher (**3 Credits**)
- ACC 211 - Principles of Accounting I (**4 Credits**)
- ACC 124 - Payroll Accounting (**3 Credits**)
- ITE 100 - Introduction to Information Systems (**3 Credits**) <sup>1</sup>
- SDV 100 - College Success Skills (**1 Credit**)

First Semester Total Credits: 17

### Second Semester

- ACC 212 - Principles of Accounting II (**4 Credits**)

- ACC 134 - Small Business Taxes **(3 Credits)**
- ACC 231 - Cost Accounting I **(3 Credits)**
- ACC 215 - Computerized Accounting **(3 Credits)**
- ITE 140 - Spreadsheet Software **(3 Credits)**

Second Semester Total Credits: 16

Total Minimum Credits: 33

<sup>1</sup> May replace with an approved ITE transfer course (ITE 115 or ITE 119) in place of this non-transfer course.

# Administrative Support Technology Certificate

CIP Code: 52.0499  
Length: 2 Semesters

## Purpose

The Administrative Support Technology Certificate is designed to train persons for full-time employment in an office-related environment. With the rapid growth of industry and business in Virginia, there is a steady demand for qualified administrative assistants in this region.

## Occupational Objectives

Administrative Assistant, Clerical Assistant; Data Entry Technician; Receptionist, Data Entry Keyer; Office Clerk/General Word Processor.

## Admission Requirements

In addition to the admission requirements established for the college, entry into this program requires proficiency in English, mathematics, and reading. Students who do not meet entry requirements, or whose placement test scores indicate a need for further preparation, will be placed in the appropriate developmental studies courses in English, mathematics, and/or reading. These developmental course credits do not apply toward degrees or certificates. Students required to take two or more developmental courses will need additional semesters to complete any program.

## Program Requirements

Administrative Support Technology is a one-year program combining instruction in the many subject areas required for competence in administrative support for business, government, industry, and other organizations.

Approximately one-half of the program will include courses in administrative systems, with the remaining courses in related subjects and general education. Students who receive a grade lower than "C" in any Administrative Support (AST) class may be required to repeat the course and to earn a grade of "C" or higher before registering for the next course in the sequence. Students successfully completing this program are awarded a Certificate in Administrative Support Technology.

## Curriculum

### First Semester

- ENG 111 - College Composition I (**3 Credits**)
- MTH - Any MTH level 100 or higher (**3 Credits**)
- AST 141 - Word Processing I (Specify Software) (**3 Credits**)
- AST 243 - Office Administration I (**3 Credits**)
- ITE 100 - Introduction to Information Systems (**3 Credits**)
- SDV 100 - College Success Skills (**1 Credit**)

First Semester Total Credits: 16



Second Semester

- BUS 236 - Communication in Management **(3 Credits)** <sup>1</sup>
- ACC 105 - Office Accounting **(3 Credits)**
- AST 260 - Presentation Software **(3 Credits)**
- AST 244 - Office Administration II **(3 Credits)**
- ITE 140 - Spreadsheet Software **(3 Credits)**

Second Semester Total Credits: 15

Total Minimum Credits: 31

<sup>1</sup> May replace with an approved transfer course in place of this non-transfer course.

# **Diesel Mechanics Technology Certificate**

**CIP Code: 47.0605**

## **Purpose**

The Diesel Mechanics Technology curriculum is designed to introduce the fundamentals of diesel equipment repair and provide instruction in hydraulic systems, welding, diesel engine overhaul and tune-up, electrical circuits, power train maintenance, and fuel injection. The Diesel Mechanics Technology program will give graduates a practical background in basic diesel equipment technology principles. The curriculum provides practical training and the option of on-the-job experience through cooperative education. The demand for trained diesel mechanic personnel and technicians is increasing.

## **Occupational Objectives**

The Diesel Mechanics Technology curriculum prepares graduates for employment in any of the following occupations: Diesel Equipment Repair, Diesel Truck Repair, Supervisor, Shop Foreman, Heavy Duty Repair, Purchasing Agent, Salesperson, Power Train Repair, Fuel Injection Repair, Diesel Engine Repair, and Automotive Diesel Repair.

## **Admission Requirements**

General college curricular admission

## **Program Notes**

Students are strongly encouraged to meet with the program head either before registering for their first semester or early in their first semester of study. Students will be required to furnish clear lens safety glasses, leather work footwear, and proper clothing for working in the lab.

## **Computer Competency Requirement**

Students in this program will meet the college's computer competency requirement by successfully completing ITE 115.

## **Admission Requirements**

In addition to the admission requirements established for the college, entry into this program requires proficiency in English. Students whose placement test scores indicate a need for further preparation will be placed in the appropriate developmental courses in English. Although developmental course credits do not apply toward the degree, these courses prepare students for collegiate-level work. Students required to take two or more developmental courses will need additional semesters to complete the degree.

# Curriculum

## First Semester

- DSL 152 - Diesel Power Trains, Chassis, and Suspension **(4 Credits)**
- WEL 120 - Introduction to Welding **(2 Credits)**
- SDV 100 - College Success Skills **(1 Credit)**
- DSL 143 - Diesel Truck Electrical Systems **(4 Credits)**
- DSL 150 - Mobile Hydraulics and Pneumatics **(3 Credits)**
- ENG 111 - College Composition I **(3 Credits)**

First Semester Total Credits: 17

## Second Semester

- DSL 176 - Transportation Air Conditioning **(2 Credits)**
- DSL 126 - Diesel Engine Reconditioning **(6 Credits)**
- DSL 131 - Diesel Fuel Systems and Tune-Up **(4 Credits)**
- DSL 160 - Air Brake Systems **(3 Credits)**
- ITE 115 - Introduction to Computer Applications and Concepts **(3 Credits)** <sup>1</sup>

Second Semester Total Credits: 18

## Third Semester

- DSL 197 - Cooperative Education **(3 Credits)** <sup>2</sup>  
or Approved Elective

Third Semester Total Credits: 3

Total Minimum Credits: 38

<sup>1</sup> ITE 119 can be used as a replacement.

<sup>2</sup> Approved electives include MEC 175 and other courses as approved by the program head.

# General Education Certificate

**CIP Code: 24.0199**

**Length: 2 Semesters**

## Purpose

The General Education Certificate is designed to provide students working for the AA&S transfer degree with an academic credential recognizing their completion of a specific course of study that leads to that degree. Students in other degree programs can also complete the general education certificate. The program provides a strong foundation in the core competency areas. It provides students with an advantage in transferring to a four-year institution over others who have not completed a college program of study. Students completing the General Education Certificate are strongly encouraged to continue their studies and complete the associate degree prior to transferring.

## Admission Requirements

In addition to the admission requirements established for the college, entry into this program requires proficiency in English, mathematics, and reading. Students who do not meet entry requirements or whose placement test scores indicate a need for further preparation will be placed in the appropriate developmental studies courses in English, mathematics, and/or reading. These developmental course credits do not apply toward degrees or certificates. Students required to take two or more developmental courses will need additional semesters to complete any program.

## Program Requirements

This curriculum should provide sufficient flexibility to meet first-year requirements for a variety of majors at most colleges and universities.

## Curriculum

### First Semester

- ENG 111 - College Composition I **(3 Credits)**
- MTH - Approved Transfer Math **(3 Credits)** <sup>1</sup>
- HIS - Approved Transfer History **(3 Credits)** <sup>2</sup>
- Approved Transfer Lab Science **(4 Credits)** <sup>3</sup>
- SDV 100 - College Success Skills **(1 Credit)**
- Approved Transfer Humanities **(3 Credits)** <sup>4</sup>

First Semester Total Credits: 17

### Second Semester

- ENG 112 - College Composition II **(3 Credits)**
- HIS - Approved Transfer History **(3 Credits)** <sup>2</sup>
- Approved Transfer Lab Science **(4 Credits)** <sup>3</sup>
- Approved Transfer Humanities **(3 Credits)** <sup>4</sup>

- Approved Transfer Social Science (**3 Credits**)<sup>5</sup>

Second Semester Total Credits: 16

Total Minimum Credits: 33

In selecting courses, students should seek the advice of a counselor or academic advisor in order to assure that courses taken are consistent with transfer or career goals.

<sup>1</sup> MTH 154 or higher. Students should consult with their academic advisor to select appropriate math courses.

<sup>2</sup> Courses used to fulfill this requirement: HIS 121, HIS 122, HIS 111, HIS 112, HIS 101 and HIS 102.

<sup>3</sup> Courses used to fulfill this requirement: BIO 101 and BIO 102, CHM 101, CHM 102, CHM 111, and CHM 112, PHY 201 and PHY 202, GOL 105, GOL 106, GOL 111 and GOL 112.

<sup>4</sup> Courses used to fulfill this requirement: ART 100, ART 101, and ART 102, HUM, MUS, PHI, REL.

<sup>5</sup> Courses used to fulfill this requirement: ECO 201, HIS, PLS, PSY, SOC.

# Law Enforcement Certificate (G3 Eligible)

CIP Code: 43.0103

Length: 4 Semesters

## Purpose

The certificate in law enforcement is designed for practitioners in law enforcement and associated fields who wish to concentrate on courses which relate directly to their career needs. However, students who fail to demonstrate an ability to meet academic standards may be advised to enroll in appropriate classes which are designed to provide the background necessary for academic proficiency.

## Occupational Objectives

Police Officer; Private Investigator; Deputy Sheriff; Private Security Officer; Corrections Officer

## Admission Requirements

In addition to the admission requirements established for the college, entry into this program requires proficiency in English, mathematics, and reading. Students who do not meet entry requirements or whose placement test scores indicate a need for further preparation will be placed in the appropriate developmental studies courses in English, mathematics, and/or reading. These developmental course credits do not apply toward degrees or certificates. Students required to take two or more developmental courses will need additional semesters to complete any program.

## Program Requirements

The law enforcement certificate program is designed to improve the job-related skills of persons engaged in law enforcement. Students will be advised as to which courses are most applicable to their field of interest and will, upon completion of the curriculum, be awarded a Certificate in Law Enforcement.

## Program Notes

The Law Enforcement Program advisor must approve all courses. Graduates of the Virginia State Police Basic Training Academy and the Law Enforcement Officers Training Standards Course may receive advanced standing credit for some program requirements. Additional credits may be received for relevant and qualified in-service criminal justice seminars and courses. Students must be enrolled in the program in order to have previous law enforcement training evaluated.

## Curriculum

First Semester

- ADJ 100 - Survey of Criminal Justice **(3 Credits)**
- ENG 111 - College Composition I **(3 Credits)**
- SDV 100 - College Success Skills **(1 Credit)**
- ITE 100 - Introduction to Information Systems **(3 Credits)**

First Semester Total Credits: 10

Second Semester

- ADJ 201 - Criminology (**3 Credits**)
- **OR** ADJ 140 - Introduction to Corrections (**3 Credits**)
- ENG 112 - College Composition II (**3 Credits**)
- Approved Social Science Elective (**3 Credits**) <sup>1</sup>
- Elective (**3 Credits**) <sup>2</sup>

Second Semester Total Credits: 12

Third Semester

- ADJ 105 - The Juvenile Justice System (**3 Credits**)
- Approved Social Science Elective (**3 Credits**) <sup>1</sup>
- HLT/PED - Health or Physical Education (**1 Credit**)

Third Semester Total Credits: 7

Fourth Semester

- ADJ 227 - Constitutional Law for Justice Personnel (**3 Credits**)
- Elective (**3 Credits**) <sup>2</sup>

Fourth Semester Total Credits: 6

Total Minimum Credits: 35

<sup>1</sup> Courses used to fulfill this requirement: ECO, GEO, HIS, PLS, PSY, SOC

<sup>2</sup> In selecting courses, students should seek the advice of a counselor or academic advisor in order to assure that courses taken are consistent with transfer or career goals

## Practical Nursing Certificate (G3 Eligible)

CIP Code: 51.3901

Length: 3 Semesters (one year)

### Purpose

The purpose of the Practical Nursing Certificate (PN) curriculum is to prepare students to provide safe and effective nursing care for clients with common health problems as defined by the role of the practical nurse, as well as to collaborate effectively with all members of the healthcare team. Graduates will provide clinically competent, contemporary care that meets the needs of individuals across the lifespan, families, and communities. Upon successful completion of the curriculum, the graduate will be eligible to apply to take the NCLEX-PN® examination leading to licensure as a practical nurse.

### Occupational Objectives

Employment opportunities for the LPN include nursing and staff positions in clinics, hospitals, nursing homes, health departments, home health agencies, clinics, prisons, and physicians' offices. \* Gainful Employment Data

### Admission Requirements and Prerequisites

In addition to the requirements for admission to the college, the applicant must meet the following prerequisites for admission to the practical nursing program:

- Graduation from high school or satisfactory completion of the General Education Diploma (GED).
- Completion of college placement tests in reading, writing, and mathematics or multiple measures or other assessment equivalents.
- Completed all applicable developmental courses (MTE modules MTE 1, MTE 2, MTE 3 completed) and ENF 3 (eligible to take ENG 111 );
- Completion of one unit of high school biology or the college equivalent BIO 101 with a grade of "C" or better.
- Cumulative GPA of 2.0.
- The Kaplan Nursing School Admissions Test within 2 years with a minimum total score of 45% average or greater and no item less than 35%. The test may be taken up to two times in one academic year.
- Complete and submit an application to the nursing program by the designated time in the semester preceding the start of the program (see nursing link on the RCC webpage for more information).
- If offered a seat in the practical nursing program, the student must accept or deny admission by the stated due date. If the student fails to respond, the seat will be forfeited.

**NOTE:** PNE 155 and NUR 120 will no longer be taught. However, the Practical Nursing Program will accept these two courses for one academic year. Students in the PN cohort to be admitted in the Summer of 2022 must have taken BIO 145.

### Guaranteed Admission Status

Students may be admitted to the PN program with guaranteed admission by completing the Career Studies Certificate, Pre-Nursing in its entirety by the end of the application period with a curricular GPA of 3.0 or higher, with no repeated courses in the curriculum and no less than a "C" in any course. Grades must be posted on your transcripts. No student is eligible for guaranteed admission if any curricular courses are missing or incomplete.

Students applying via guaranteed admission must also have completed the following:



- High School diploma or GED
- All VPT placement testing, multiple measures or other assessments, as well as developmental coursework as described above,
- Have met with a nursing faculty advisor to determine the appropriateness of guaranteed admission and to choose the appropriate nursing program
- Met all of the deadlines for completion and submission of the nursing program application(s). The Virginia Board of Nursing has the authority to deny licensure to any applicant who has violated any of the provisions of 54.1-3007 of the Code of

Virginia. Any student entering the nursing program who has committed any illegal offenses other than minor traffic violations should discuss these matters with the nursing program head for clarification prior to admission. In all cases, the recommendation of the admission committee is the final determinant for admission to the Practical Nursing Program. All admission requirements must be completed prior to entry into the program. In all cases, the recommendation of the admission committee is the final determinant for admission to the Practical Nursing Program. All admission requirements must be completed prior to entry into the program.

The Practical Nursing Program is open to men and women who provide evidence of interest, motivation, and aptitude in the area of health care, and especially in direct patient care.

## Program Requirements:

- Attend orientation program in the semester prior to the start of clinical nursing courses.
- Health Records Requirement: Physical examination, including immunizations, must be completed prior to the start of the first clinical nursing course. The required medical forms will be provided at orientation or during the first week of classes for high school and early college students. Applicants must be free of any physical or mental condition that might adversely affect their acceptance or performance as nurses. More detailed information is provided in the Nursing Student Handbook.
- CPR certification (American Heart Association, BLS for the Health Care Provider) is required of all students prior to entry into the first clinical course. Information, including a schedule of CPR classes, will be provided at nursing program orientation or may be found on the website under Workforce Programs.
- Maintain a grade of "C" or higher in all courses in the curriculum.
- Maintain professionalism in both campus and clinical settings, especially in attitude and responsibility. Failure to meet this requirement can result in termination from the program.
- Students are responsible for purchasing the required clinical uniforms and name tags through the college's designated supplier.
- Standardized tests are integrated throughout the nursing program. The cost will be the responsibility of the student.
- Conviction of a felony, misdemeanor, or any offense substantially related to the qualifications, functions, and duties of a registered nurse may constitute grounds for not allowing a candidate to take the licensing exam. This decision is made by the State Board of Nursing. For questions regarding this issue, call the Virginia Board of Nursing 804-367-4515.
- Nursing students must be in good standing from all previous health care employers. Students may be denied clinical placement based on previous work history and thus, cannot be entered into or possibly complete the nursing program.
- Nursing students enrolled in clinical nursing courses are required to have malpractice insurance. Students may purchase malpractice insurance from independent providers.
- Students are responsible for following the clinical policy for safe handling of biohazards and utilizing appropriate personal protective equipment (PPE) in the prevention of blood-borne pathogens and communicable diseases. Additionally, students are responsible for employing appropriate ergonomics to prevent injury. Students will be responsible for medical costs for any injury received while in a clinical setting, including injuries for which testing is required by clinical agencies. Rappahannock Community College is not responsible for student injuries in a clinical or lab setting.

- The College does not assume responsibility for accidents/incidents which occur in clinicals, nor does it provide any student health services. The student assumes financial responsibility for accidents/incidents requiring medical attention. Students will sign an Assumption of Risk form at the beginning of the program.
- Some agencies require health insurance coverage as a condition of attending clinical. Students are advised to have health insurance in place.

## Program Progression:

- The student must complete all support courses either preceding or concurrently with the appropriate nursing course, as indicated in the curriculum plan.
- The student is required to complete a sequence of courses and learning experiences provided at the college and selected community agencies. The nursing faculty will observe and evaluate the student's performance in nursing and with direct patient care in the clinical sites.
- A student must obtain permission from the program head to continue in the nursing program under the following conditions: 1) receiving a grade below "C" or 2) withdrawal from a nursing course. In accordance with VCCS policy, a student cannot enroll in the same course more than twice without administrative approval. Additional policies for the program are listed in the Nursing Student Handbook. The handbook is given to all entry-level nursing students and is available online via Blackboard to admitted students.
- Clinical agencies reserve the right to deny access to or dismiss a student from their agency at any time with due cause.
- The student releases the hospital, its agents, and its employees from any liability for any injury or death to himself or damage to his property arising out of the clinical agreement or use of the hospital's facilities.

## Approvals and USDOE Standards:

**The Certificate in Practical Nursing Program at Rappahannock Community College is approved by the Virginia Board of Nursing**

9960 Mayland Drive, Suite 300  
 Richmond, Virginia 23233  
 Phone: 804-367-4515  
 Web: <https://www.dhp.virginia.gov/nursing/>

**The Practical Nursing Program at Rappahannock Community College is not nationally accredited by the NCEA or ACEN.**

### USDOE Standards

Pursuant to United States Department of Education (US DOE) regulation 34 CFR 668.43 (a) (5) (v), the Rappahannock Community College Certificate Practical Nursing (PN) Program provides the following information for all prospective and current students:

The Rappahannock Community College PN program meets all Virginia Board of Nursing requirements for pre-licensure nursing education programs in the Commonwealth of Virginia. In addition, the Rappahannock Community College PN program meets all requirements for practical nursing education per the Virginia Board of Nursing and is a fully approved program.

The Commonwealth of Virginia participates with 32 other states in the National Council of State Boards of Nursing (NCSBN) National Licensing Compact (NLC) to allow nurses licensed in one state to provide nursing care across state lines in other compact states. The Uniform Licensing Requirements (ULRs) are found at: [https://www.ncsbn.org/NLC\\_ULRs.pdf](https://www.ncsbn.org/NLC_ULRs.pdf).

States currently in the NLC are found at: <https://www.ncsbn.org/nlcmemberstates.pdf>. Prospective and current students are strongly encouraged to evaluate all state requirements in jurisdictions where they intend to practice

nursing. A list of all state requirements is found at: <https://www.ncsbn.org/14730.htm>. Rappahannock Community College has not determined if the PN program meets all of the requirements of any other states. The preliminary evaluation of state requirements is found in the attached table. This statement serves to meet the USDOE regulation until further notice.

## Curriculum

### First Semester

- BIO 145 - Basic Human Anatomy and Physiology (**4 Credits**)<sup>1</sup>
- ENG 111 - College Composition I (**3 Credits**)
- PNE 161 - Nursing in Health Changes I (**7 Credits**)
- SDV 101 - Orientation to Health Sciences (**1 Credit**)<sup>2</sup>
- HLT 105 - Cardiopulmonary Resuscitation (**1 Credit**)<sup>3</sup>

First Semester Total Credits: 16

### Second Semester

- PNE 162 - Nursing in Health Changes II (**10 Credits**)
- PSY 230 - Developmental Psychology (**3 Credits**)
- HLT 230 - Principles of Nutrition & Human Development (**3 Credits**)

Second Semester Total Credits: 16

### Third Semester

- PNE 163 - Nursing in Health Changes III (**8 Credits**)
- PNE 145 - Trends in Practical Nursing (**1 Credit**)
- PHI 220 - Ethics (**3 Credits**)

Third Semester Total Credits: 12

Total Minimum Credits: 44

<sup>1</sup> BIO 141 and BIO 142 may replace BIO 145.

<sup>2</sup> SDV 100 is accepted if taken prior to entering the Certificate curriculum in Practical Nursing.

<sup>3</sup> Credit for prior learning is accepted with a valid and current American Heart Association CPR for Health Care Professionals card.

### Financial and Program Requirements

## Financial and Program Requirements

Students are responsible for providing their own transportation to and from the various clinical and social agencies used throughout the program for observational and direct care learning experiences. In addition to college tuition, the student will need to purchase textbooks, uniforms (including white hose or socks and shoes), a nursing pin, and a

stethoscope. The student will also have to pay fees for achievement and other standardized testing associated with the program and will need to have a watch with a second hand, a penlight, and bandage scissors.

All students entering the program will be required to undergo a background check (except high school students) and drug screening prior to their admission to the clinical sites.

## Estimated Cost

Students are responsible for providing their own transportation to and from the various clinical and social agencies used throughout the program for observational and direct care learning experiences. In addition to college tuition, the student will need to purchase textbooks, uniforms (including white hose or socks and shoes), a nursing pin, and a stethoscope. The student will also have to pay fees for achievement and other standardized testing associated with the program and will need to have a watch with a second hand, a pen light, and bandage scissors.

Item	Estimate Cost
Tuition and Fees (44 credits X \$160.65*)	\$7,068.60
Uniform and Shoes	200
Books and other supplemental programs	1000
Achievement Tests (Kaplan)	475
Clinical Supplies	200
Malpractice Insurance	58
Criminal Background Checks/ Drug Screens/Document Tracker	150
Medical	500
Graduation and Licensure	500
Travel to Clinical Agencies	Variable
Total Estimated Costs	\$10,633.55

\* Tuition and Fees are subject to change and based on in-state tuition rates.

All students entering the program will be required to undergo a background check (except high school students) and drug screening prior to their admission to the clinical sites.

# Autism Career Studies Certificate

CIP Code: 51.1502

Length: 9 credits

## Purpose

To increase the effectiveness of educators and community members who, personally or professionally, deal with students exhibiting autism spectrum disorders. The program is designed to provide an introduction, curriculum development, and methodologies for supporting students with autism.

## Opportunities for employment

Classroom teachers, aides, and other school personnel involved with teaching autistic students.

## Admission requirement

Applicants must meet general admission requirements of the college.

## Program requirements

Students are required to earn a minimum GPA of 2.0 in the curriculum to be awarded the Career Studies Certificate.

## Curriculum

- EDU 270 - Introduction to Autism Spectrum Disorders (**3 Credits**)
- EDU 271 - Methodologies and Curriculum Development for Students with Autism Spectrum Disorders (**3 Credits**)<sup>1</sup>
- EDU 272 - Methods for Supporting Students with Autism Spectrum Disorders in the School Setting (**3 Credits**)<sup>2</sup>

Total Minimum Credits: 9

<sup>1</sup> Prerequisite: EDU 270.

<sup>2</sup> Prerequisite: EDU 270 and EDU 271.

# Advanced Culinary Arts Career Studies Certificate

CIP Code: 12.0500

Length: 2 Semesters

## Purpose

To continue to build food production knowledge and increase the skills necessary to advance in the hospitality field. There is continued demand for qualified cooks and food service managers within the restaurant industry, one of the major employers in the College's service region. The Advanced program will give students both service and technical education in culinary arts and food service management, which will prepare them to be competent and confident professionals ready to enter and be successful in the industry. The Advanced Career Studies Certificate is designed to introduce students to a variety of Regional and International Cuisines. Students who wish to transfer to a degree program are encouraged to take the necessary general education courses in addition to completing the program content.

## Occupational Objectives

Preparation for the following positions: Broiler Cook, Fry/Sauté Cook, Pantry Cook, Soup and Sauce Cook, Vegetable Cook, Lead Line Cook, Assistant Baker, Assistant Kitchen Manager, and Assistant Dining Room Manager.

## Admission Requirements

Admission to the Advanced Culinary Arts Career Studies Certificate program is selective. Students admitted to the program must first complete the following:

- College placement tests in English and mathematics.
- Prerequisite for HRI 115, HRI 106, HRI 218, HRI 145, HRI 134, HRI 128: placement into ENF 2 and MTE 1
- Prerequisite for HRI 154, HRI 219, and HRI 207: successful completion of HRI 115 and HRI 106 with a grade of C or better.
- Co-requisite for HRI 154, HRI 219, and HRI 207: co-enrollment in ENF 3 and MTE 2.

## Program Requirements

- Maintain professionalism in both course and restaurant settings, especially in attitude and responsibility. If this is not maintained, termination from the program can result.
- Acquire and maintain uniforms and equipment. These items are required and are the responsibility of the student. The instructor will provide specific information at the start of the program.
- The College does not assume responsibility for accidents/incidents which may occur in the instructional kitchen or restaurant settings, nor does it provide any student health services. The student assumes financial responsibility for accidents/incidents requiring medical attention.
- Students are required to earn a minimum GPA of 2.0 in the curriculum to be awarded the Career Studies Certificate in Advanced Culinary Arts.

## Program Progression

- Portions of the program require off-campus meetings. Any changes in location will be announced by the program head.

- Attendance is critical. Absences will be excused only in extraordinary circumstances. Students who arrive late twice may be dismissed from the program. Students who are absent once may be dismissed from the program. Any circumstances affecting attendance must be discussed with the program head.
- Students who satisfactorily complete the program are eligible for externships in regional restaurants. Students will arrange their externships individually with the program head.

## Curriculum

### First Semester

- HRI 115 - Food Service Managers Sanitation Certification **(1 Credit)**
- HRI 106 - Principles of Culinary Arts I **(3 Credits)**
- HRI 218 - Fruit, Vegetable, and Starch Preparation **(3 Credits)**
- HRI 145 - Garde Manger **(3 Credits)**
- HRI 134 - Food and Beverage Service Management **(3 Credits)**
- HRI 128 - Principles of Baking **(3 Credits)**

First Semester Total Credits: 16

### Second Semester

- HRI 288 - Health-Conscious Baking **(3 Credits)**
- HRI 154 - Principles of Hospitality Management **(3 Credits)**
- HRI 219 - Stock, Soup, and Sauce Preparation **(3 Credits)**
- HRI 207 - American Regional Cuisine **(3 Credits)**

Second Semester Total Credits: 12

Total Minimum Credits: 28

# Advanced Emergency Medical Technicians Career Studies Certificate (G3 Eligible)

CIP Code: 51.0904

Length: 2 Semesters

## Purpose

The purpose of this program is to provide specific advanced life support skills in the next level of training within the Virginia EMS infrastructure. Upon completion of the program, students will be eligible for National Registry testing, resulting in National Registry certification as well as certification in the Commonwealth of Virginia. Employment opportunities for EMTs are available with ambulance services, fire and rescue services, hospitals, local, state, and federal government agencies, and humanitarian relief organizations.

## Program

Goals At the completion of the program the graduates will be able to demonstrate:

- the ability to comprehend, apply, and evaluate the clinical information relevant to their roles as Advanced EMT;
- technical proficiency in all skills necessary to fulfill the role of Advanced EMT; and
- personal behaviors consistent with professional and employer expectations for an Advanced EMT.

## Admission Requirements

Prior to beginning program courses, applicants must:

- meet eligibility requirements as stipulated by the Virginia Office of EMS (OEMS) to include a high school diploma or GED and aged 18 by the first day of class;
- meet the college's general admission requirements and enroll as an RCC college student;
- complete all developmental coursework;
- meet with the program head; and,
- complete the program application.

## Accreditation

The Advanced EMT program is accredited by the Commonwealth of Virginia Department of Health, OEMS, and Division of Educational Development.

## Program Requirements

### Physical Requirements

An EMS provider is faced with many physical and psychological challenges. Please refer to the OEMS for a more detailed functional job description



## Academic Requirements

Students must make a "C" or better in all program core courses and general education support courses, as well as maintain a cumulative GPA of 2.0 to remain in the program. Any student receiving a grade less than "C" in a curricular course will be placed on academic probation for the program. The course may be repeated once, with a written contract containing the requirements of the remediation. Repeated courses must be completed with a final grade of "C" or better. Dismissal from the program may result if the student does not meet the requirements of the contract.

Clinical and Behavioral Requirements and supervised student experience are required by the program and will be accomplished at selected regional healthcare facilities. Students are responsible for transportation to these facilities, as well as to any scheduled field trips. Program preceptors will observe and evaluate student suitability for the profession across all domains of learning. If students do not exhibit the documented behaviors required of the EMS professional, they may be asked to withdraw from the program. All EMS students must comply with healthcare agency requirements for criminal background checks, drug testing, CPR certification, and immunizations.

## Other Requirements

Applicants accepted to the program are required to submit a health certificate signed by a licensed physician, physician's assistant, or Licensed Nurse Practitioner attesting to the applicant's general health and ability to perform the activities of the program. Students who are required to perform clinical rotations in cooperating healthcare agencies must be willing and able to conform to all clinical requirements of participating clinical agencies, including but not limited to: criminal background investigation; drug screening; immunizations including seasonal influenza vaccines; Tuberculosis screening; employment verifications; and, successful completion of cardiopulmonary resuscitation (CPR) certification. (CPR certification must be the American Heart Association Basic Life Support or American Red Cross CPR/AED for the Professional Rescuer or Healthcare Providers). Students are responsible for all costs associated with these requirements. It is the responsibility of the student to maintain current records throughout the program. RCC uses a third-party vendor, for all screenings and for maintenance of documents. Your instructor will provide you with all details to purchase this service, including deadlines for completion. The purchase of items such as uniforms, liability insurance, and other accessories is the financial responsibility of the individual student.

## Curriculum

### First Semester

- EMS 100 - CPR for Healthcare Providers **(1 Credit)** \*
- EMS 111 - Emergency Medical Technician **(7 Credits)** <sup>1</sup>
- EMS 120 - Emergency Medical Technician-Basic Clinical **(1 Credit)**
- BIO 145 - Basic Human Anatomy and Physiology **(4 Credits)** <sup>2</sup>

First Semester Total Credits: 13

### Second Semester

- EMS 150 - Advanced Emergency Medical Technician (AEMT) **(7 Credits)**
- EMS 170 - ALS Internship I **(1 Credit)**

Second Semester Total Credits: 8

Total Minimum Credits: 21

\*Valid CPR card may be presented in lieu of class.

<sup>1</sup> EMS 112 and EMS 113 may be substituted.

<sup>2</sup> NAS 150 or BIO 141 and BIO 142 may be substituted.

**Note:** *Students who did not complete a VCCS EMT program, but who are certified/licensed, may apply for advanced standing credit by presenting to Admissions and Records an unencumbered Virginia or National certificate/license*

# Advanced Heating, Ventilation, and Air Conditioning (AHVAC) Career Studies Certificate (G3 Eligible)

CIP Code: 47.0201  
Length: 29 Credits

## Purpose

To train students in advanced skills in installing, troubleshooting, and repairing heating, ventilation, and air conditioning systems, primarily in residential applications.

## Occupational Objective

Heating, Ventilation, and Air Conditioning installation and maintenance technician.

## Admissions Requirements

Applicants must meet the general admission requirements of the college.

## Program Requirements

Requires completion of Heating, Ventilation, and Air Conditioning (HVAC) Career Studies Certificate prior to enrolling. Students are required to earn a minimum GPA of 2.0 in the curriculum to be awarded the Advanced Heating, Ventilation, and Air Conditioning (AHVAC) Career Studies Certificate.

## Curriculum

- AIR 121 - Air Conditioning and Refrigeration I (**3 Credits**)
- AIR 134 - Circuits and Controls I (**4 Credits**)
- AIR 135 - Circuits and Controls II (**4 Credits**)
- AIR 154 - Heating Systems I (**3 Credits**)
- AIR 155 - Heating Systems II (**3 Credits**)
- AIR 158 - Mechanical Codes (**2 Credits**)
- AIR 165 - Air Conditioning Systems I (**4 Credits**)
- AIR 205 - Hydronics and Zoning (**3 Credits**)
- AIR 235 - Heat Pumps (**3 Credits**)

Total Minimum Credits: 29

# **Advanced Networking and Cybersecurity Career Studies Certificate (G3 Eligible)**

**CIP Code: 15.0303**

**Length: 27 credits**

## **Purpose:**

The Advanced Career Studies Certificate in Networking and Cybersecurity is designed to provide entry-level expertise in security. Additionally, it would provide current employees within the field opportunities for continued education. This CSC is a stackable credential for students completing the Basic Networking and Cybersecurity CSC.

It will provide students both theoretical and technical education in networking and cybersecurity, which will prepare them to be competent and confident professionals ready to enter and be successful in this field. The Advanced Career Studies Certificate is designed to introduce students to a variety of cybersecurity areas including routing basics, hacking, e-commerce, and the legal issues of the field. Students who wish to transfer to a degree program are encouraged to take the necessary general education courses in addition to completing the program content.

This career studies curriculum helps prepare students for CompTIA Security + certification exams.

## **Program Requirements:**

Students must maintain a minimum GPA of 2.0 in the curriculum.

Students seeking this certificate should discuss their needs with a program advisor before registering. Students may receive credit for prior learning for ITE 100 and ITN 101. Contact the ITE program head to determine if you are eligible for this.

## **Admission Requirements:**

Students must meet the general admission requirements of the college. Students seeking this certificate should discuss their needs with a program advisor before registering. Students may receive credit for prior learning for ITE 100 and ITN 101. Contact the ITE program head to determine if you are eligible for this.

## **Employment:**

Globally, Cybersecurity Ventures predicts there will be 3.5 million unfilled cybersecurity positions globally by 2021. According to CyberSeek, in 2017 the U.S. employs nearly 780,000 people in cybersecurity positions, with approximately 350,000 current cybersecurity openings.

Many of the positions that students are prepared for are that of:

- Security Analyst - Salaries are noted as starting at \$52,918
- Security Architect - Salaries are noted as starting at \$54,000
- Security Software Development- Salaries are noted as starting at \$59,000
- Security/Network Engineer - Salaries are noted as starting at \$77,000
- Network Administrator - Salaries are noted as starting at \$46,000
- Security Consultant - Salaries are noted as starting at \$44,000

Information from Glassdoor Salaries.

Locally, based on the Indeed job search (2/20/18) for Dahlgren, VA; there are 343 jobs available in the field.

## Curriculum

- ITE 100 - Introduction to Information Systems **(3 Credits)** <sup>1</sup>
- ITN 101 - Introduction to Network Concepts **(3 Credits)**
- **OR** ITN 150 - Networking Fundamentals and Introductory Routing - Cisco **(3 Credits)**
- ITN 260 - Network Security Basics **(3 Credits)**
- ITP 175 - Concepts of Programming Languages **(3 Credits)** <sup>2</sup>
- ITN 261 - Network Attacks, Computer Crime and Hacking **(3 Credits)**
- ITN 262 - Network Communication, Security and Authentication **(3 Credits)**
- ITN 263 - Internet/Intranet Firewalls and E-Commerce Security **(3 Credits)**
- ITN 266 - Network Security Layers **(3 Credits)**
- ITN 267 - Legal Topics in Network Security **(3 Credits)**

Total Minimum Credits: 27

<sup>1</sup> May replace with ITE 115 or ITE 119.

<sup>2</sup> May replace with ITP 120 or ITN 151.

# Baking and Pastry Fundamentals Career Studies Certificate

CIP Code: 12.0500

Length: One Semester

## Purpose

To continue to build food production knowledge and increase the skills necessary to advance in the hospitality field. There is continued demand for qualified cooks and food service managers within the restaurant industry, one of the major employers in the College's service region. The Baking and Pastry Fundamentals program will give students both service and technical education in culinary arts and food service management, which will prepare them to be competent and confident professionals ready to enter and be successful in the industry. The Baking and Pastry Fundamentals Career Studies Certificate is designed to introduce students to a variety of techniques, correct vocabulary, and equipment. Students who wish to transfer to a degree program are encouraged to take the necessary general education courses in addition to completing the program content.

## Occupational Objectives

Preparation for the following positions: Fry/Sauté Cook, Pantry Cook, Assistant Baker

## Admission Requirements

Admission to the Baking and Pastry Fundamentals Career Studies Certificate program is selective. Students admitted to the program must first complete the following:

- Meet the general admission requirements of the college.
- Prerequisite for HRI 106, HRI 115, HRI 128, HRI 281, HRI 282, HRI 283: placement into ENF 2 and MTE 1.

## Program Requirements

- Maintain professionalism in both course and restaurant settings, especially in attitude and responsibility. If this is not maintained, termination from the program can result.
- Acquire and maintain uniforms and equipment. These items are required and are the responsibility of the student. The instructor will provide specific information at the start of the program.
- The College does not assume responsibility for accidents/incidents which may occur in the instructional kitchen or restaurant settings, nor does it provide any student health services. The student assumes financial responsibility for accidents/incidents requiring medical attention.
- Students are required to earn a minimum GPA of 2.0 in the curriculum to be awarded the Career Studies Certificate In Baking and Pastry Fundamentals.

## Program Progression

- Portions of the program require off-campus meetings. Any changes in location will be announced by the program head.
- Attendance is critical. Absences will be excused only in extraordinary circumstances. Students who arrive late twice may be dismissed from the program. Students who are absent twice may be dismissed from the program. Any circumstances affecting attendance must be discussed with the program head.
- Students who satisfactorily complete the program are eligible for externships in regional restaurants. Students will arrange their externships individually with the program head.

## Curriculum

- HRI 115 - Food Service Managers Sanitation Certification **(1 Credit)**
- HRI 106 - Principles of Culinary Arts I **(3 Credits)**
- HRI 128 - Principles of Baking **(3 Credits)**
- HRI 281 - Artisan Breads **(3 Credits)**
- HRI 282 - European Tortes and Cakes **(3 Credits)**
- HRI 283 - Custards and Cremes **(3 Credits)**

Total Minimum Credits: 16

# Basic Electronics Career Studies Certificate

CIP Code: 15.0303

Length: 2 Semesters

## Purpose

The Basic Electronics Career Studies Certificate is designed for the investigation of career possibilities, upgrading occupational skills, and/or provide entry-level skills in electronics for those students who are proficient in electrical concepts. It is also an articulated pathway to the Engineering General Technology Associate of Applied Science Degree.

## Program Requirements

Students must maintain a minimum GPA of 2.0 in the curriculum.

## Admissions

In addition to the admission requirements established for the college, entry into this program requires proficiency in English, reading, and mathematics. Students who do not meet entry requirements, or whose placement test scores indicate a need for further preparation, will be placed in the appropriate developmental courses in English, mathematics, and/or reading. These developmental course credits do not apply toward the degree. Students required to take two or more developmental courses will need additional semesters to complete the degree.

## Employment

Graduates are prepared for entry-level positions in the sales and installation of electrical/electronic components and equipment.

## Curriculum

First Semester

- MTH - MTH Level 100 or higher **(3 Credits)** <sup>1</sup>
- ETR 113 - DC & AC Fundamentals I **(3 Credits)**
- ETR 203 - Electronic Devices I **(4 Credits)**

First Semester Total Credits: 10

Second Semester

- ETR 271 - Microcomputer Electronics I **(4 Credits)**
- ETR 114 - DC & AC Fundamentals II **(3 Credits)**
- ETR 198 - Seminar and Project **(1-5 Credits)**
- *OR* Approved Elective **(3 Credits)** <sup>2</sup>

Second Semester Total Credits: 10



Total Minimum Credits: 20

<sup>1</sup> Courses used to fulfill this requirement: MTH Level 100 or higher.

<sup>2</sup> Courses used to fulfill this requirement: DRF 231, DRF 232, EGR 120, ELE 120 , ELE 127, ELE 143, ELE 144, ETR 198, ETR 203, ITN 107, ITP 132, ITP 100, ITP 110, ITP 120, ETR 272 and ETR 263.

# Basic Networking and Cybersecurity Career Studies Certificate

CIP Code: 15.0303

Length: 12 Credits

## Purpose

The Career Studies Certificate in Networking and Cybersecurity is designed for those individuals who are recent high school graduates or for individuals in the labor force who are seeking entry-level jobs in the area of networking or are seeking additional computer networking skills for their current position.

## Occupational Objectives

Entry-level work in fields of network specialist, network technician, and network administrator.

## Admission Requirements

Students must meet the general admission requirements of the college.

## Program Requirements

Students must maintain a minimum GPA of 2.0 in the curriculum. Students seeking a network certificate should discuss their needs with a program adviser before registering.

## Curriculum

- ITE 100 - Introduction to Information Systems **(3 Credits)** <sup>1</sup>
- ITN 101 - Introduction to Network Concepts **(3 Credits)**
- **OR** ITN 150 - Networking Fundamentals and Introductory Routing - Cisco **(3 Credits)**
  
- ITN 260 - Network Security Basics **(3 Credits)**
- ITP 175 - Concepts of Programming Languages **(3 Credits)** <sup>2</sup>

Total Minimum Credits: 12

<sup>1</sup>May be replaced by ITE 115 or ITE 119.

<sup>2</sup>May be replaced by ITP 120 or ITN 151.

# Computer Aided Drafting Career Studies Certificate (G3 Eligible)

CIP Code: 15.1302

Length: 16 credits

## Purpose

This program prepares students to work as CAD (Computer Aided Drafting) technicians and provides skills enhancement for working technicians, engineers, drafters, and designers. It includes advanced CAD drafting and design using auto CAD and specialty software in electronics, graphics programming, or mechanical, architectural, or civil design.

## Occupational Objective

Entry-level work in the fields of architecture, urban planning, interior design, electronics design, and manufacturing design.

## Admission Requirements

Applicants must meet the general admission requirements of the college.

## Program Requirements

Students must maintain a minimum GPA of 2.0 in the curriculum.

## Curriculum

- CAD 201 - Computer Aided Drafting and Design I (**4 Credits**)
- CAD 202 - Computer Aided Drafting and Design II (**4 Credits**)
- CAD 238 - Computer Aided Modeling and Rendering I (**3 Credits**)
- CAD 239 - Computer Aided Modeling and Rendering II (**3 Credits**)
- Approved Elective (**2 Credits**) <sup>1</sup>

Total Minimum Credits: 16

<sup>1</sup> Courses used to fulfill this requirement: CAD, ETR, EGR, ELE, ITE, ITP, ITD.

# Computer Applications Specialist Career Studies Certificate (G3 Eligible)

CIP Code: 11.0101  
Length: 18 Credits

## Purpose

To develop basic skills in computer literacy and operations of the microcomputer. The program of study is designed to train and equip students with the essential skills needed in an automated working environment.

## Occupational Objective

Administrative assistant, Data entry equipment operator, Data coder operator, Computer operators

## Admission Requirements

Applicants must meet the general admission requirements of the college.

## Program Requirements

Students must earn a minimum GPA of 2.0 in the curriculum to be awarded the Computer Applications Specialist Career Studies Certificate.

## Curriculum

- ITE 100 - Introduction to Information Systems **(3 Credits)** <sup>1</sup>
- Approved Elective **(3 Credits)** <sup>2</sup>
- Approved Elective **(3 Credits)** <sup>2</sup>
- Approved Elective **(3 Credits)** <sup>2</sup>
- Approved Elective **(3 Credits)** <sup>2</sup>
- Approved Elective **(3 Credits)** <sup>2</sup>

Total Minimum Credits: 18

# **Criminal Justice Advanced Career Studies Certificate (G3 Eligible)**

CIP Code 43.0103

Length: 18 Credits

## **Purpose:**

This certificate program is designed for those who want to pursue the study of subjects related to the criminal justice system and to prepare students for entry-level positions and career advancement opportunities in the Administration of Justice field. This curriculum builds on the knowledge of the Administration of Justice field taught in the Criminal Justice Foundation Career Justice Career Studies Certificate. The courses in this career studies certificate are courses required in the Associates of Applied Science Degree in Administration of Justice.

## **Employment Objectives:**

Police Officer, Deputy Sheriff, Private Security Officer, Correctional Officer, and other law enforcement-related occupations. Enhances knowledge for employability and promotion in the Administration of Justice field.

## **Admission Requirements:**

Students must meet the general admission requirements of the college. Students are urged to consult with a counselor or faculty advisor when planning their program.

While non-sequential courses in the Criminal Justice Foundations Career Studies Certificate can be taken simultaneously with courses in this career studies certificate, completion of the Criminal Justice Foundations Career Studies Certificate is a pre-requisite for obtaining this certificate.

## **Curriculum**

- ADJ 236 - Principles of Criminal Investigation **(3 Credits)**
- HLT 121 - Introduction to Drug Use & Abuse Explores **(3 Credits)** <sup>1</sup>
- ADJ 201 - Criminology **(3 Credits)**
- ADJ 116 - Special Enforcement Topics **(3 Credits)**
- ENG 111 - College Composition I **(3 Credits)**
- Approved Social Science Elective **(3 Credits)**<sup>2</sup>

Total Minimum Credits: 18

<sup>1</sup> ADJ 228 can be used to fulfill this requirement.

<sup>2</sup> Courses used to fulfill this requirement: ECO 201 and approved transfer HIS, PLS, PSY, SOC.

# **Criminal Justice Foundations Career Studies Certificate (G3 Eligible)**

CIP Code: 43.0103

Length: 19 Credits

## **Purpose:**

This certificate program is designed for those who want to pursue the study of subjects related to the criminal justice system and to prepare students for entry-level positions in the Administration of Justice field. The courses in this career studies certificate are foundational courses required in the Associate of Applied Science Degree in Administration of Justice.

## **Employment Objectives:**

Police Officer, Deputy Sheriff, Private Security Officer, Correctional Officer, and other law enforcement-related occupations. Enhances knowledge and employability in the Administration of Justice field.

## **Admission Requirements:**

Students must meet the general admission requirements of the college. Students are urged to consult with a counselor or faculty advisor when planning their program.

## **Curriculum**

- SDV 100 - College Success Skills **(1 Credit)**
- ADJ 100 - Survey of Criminal Justice **(3 Credits)**
- ADJ 105 - The Juvenile Justice System **(3 Credits)**
- ADJ 227 - Constitutional Law for Justice Personnel **(3 Credits)**
- ADJ 140 - Introduction to Corrections **(3 Credits)**
- ADJ 225 - Courts and the Administration of Justice **(3 Credits)**
- ADJ 211 - Criminal Law, Evidence & Procedures I **(3 Credits)**

Total Minimum Credits: 19

# Culinary Arts Career Studies Certificate

**CIP Code: 12.0500**

**Length: 16 Credits**

## Purpose

To provide a foundation in food production and the culinary arts field. There is continued demand for qualified cooks and food service managers within the restaurant industry, one of the major employers in the College's service region. This program will give students technical education in culinary arts and food service management, which will prepare them to be competent and confident professionals ready to enter and be successful in the industry. Students who wish to transfer to a degree program are encouraged to take the necessary general education courses in addition to completing the program content.

## Occupational Objectives

Preparation for the following positions: Broiler Cook, Fry/Sauté Cook, Pantry Cook, Soup and Sauce Cook, and Vegetable Cook.

## Admission Requirements

Applicants must meet the general admission requirements of the college.

## Program Requirements

- Maintain professionalism in both course and restaurant settings, especially in attitude and responsibility. If this is not maintained, termination from the program can result.
- Acquire and maintain uniforms and equipment. These items are required and are the responsibility of the student. The instructor will provide specific information at the start of the program.
- The College does not assume responsibility for accidents/incidents which may occur in the instructional kitchen or restaurant settings, nor does it provide any student health services. The student assumes financial responsibility for accidents/incidents requiring medical attention.
- Students are required to earn a minimum GPA of 2.0 in the curriculum to be awarded the Career Studies Certificate in Culinary Arts.

## Program Progression

- Portions of the program require off-campus meetings. The program head will announce any location changes.
- Attendance is critical. Absences will be excused only in extraordinary circumstances. Students who arrive late twice may be dismissed from the program. Students who are absent once may be dismissed from the program. Any circumstances affecting attendance must be discussed with the program head.
- Students who satisfactorily complete the program are eligible for externships in regional restaurants. Students will arrange their externships individually with the program head.

## Curriculum

- HRI 115 - Food Service Managers Sanitation Certification (1 Credit)

- HRI 106 - Principles of Culinary Arts I (**3 Credits**)
- HRI 218 - Fruit, Vegetable, and Starch Preparation (**3 Credits**)
- HRI 145 - Garde Manger (**3 Credits**)
- HRI 134 - Food and Beverage Service Management (**3 Credits**)
- HRI 128 - Principles of Baking (**3 Credits**)

Total Minimum Credits: 16



# Diesel Mechanics Technology Career Studies Certificate (G3 Eligible)

CIP Code: 47.0605

Length: 28 credits

## Purpose

The Diesel Mechanics Technology curriculum is designed to introduce the fundamentals of diesel equipment repair and provide instruction in hydraulic systems, welding, diesel engine overhaul and tune-up, electrical circuits, power train maintenance, and fuel injection. The Diesel Mechanics Technology program will give graduates a practical background in basic diesel equipment technology principles. The curriculum provides practical training and the option of on-the-job experience through cooperative education. Career Studies Certificate is designed to investigate career possibilities, upgrade occupational skills, and/ or provide entry-level skills in electronics for students who are proficient in electrical concepts. It is also an articulated pathway to the Engineering General Technology Associate of Applied Science Degree.

**\*\*\*Currently only offered in the part-time evening program. It takes two years to complete.**

## Admissions Requirements

General college curricular admissions.

## Employment

The Diesel Mechanics Technology curriculum prepares graduates for employment in any of the following occupations: Diesel Equipment Repair, Diesel Truck Repair, Supervisor, Shop Foreman, Heavy Duty Repair, Purchasing Agent, Salesperson, Power Train Repair, Fuel Injection Repair, Diesel Engine Repair, and Automotive Diesel Repair.

## Program Notes

Students are strongly encouraged to meet with the program head either before registering for their first semester or early in their first semester of study. Students will be required to furnish clear lens safety glasses, leather work footwear, and proper clothing for working in the lab.

## Curriculum

- DSL 152 - Diesel Power Trains, Chassis, and Suspension **(4 Credits)**
- WEL 120 - Introduction to Welding **(2 Credits)**
- DSL 143 - Diesel Truck Electrical Systems **(4 Credits)**
- DSL 150 - Mobile Hydraulics and Pneumatics **(3 Credits)**
- DSL 176 - Transportation Air Conditioning **(2 Credits)**
- DSL 126 - Diesel Engine Reconditioning **(6 Credits)**
- DSL 131 - Diesel Fuel Systems and Tune-Up **(4 Credits)**
- DSL 160 - Air Brake Systems **(3 Credits)**

Total Minimum Credits: 28

# Electrical and Instrumentation Technician Career Studies Certificate (G3 Eligible)

**CIP Code: 47.0105**

**Length: 17 Credits**

## Purpose:

This Career Studies Certificate curriculum builds on foundational electrical knowledge taught in the Practical Electrical Technician Career Studies Certificate and covers more advanced applied skills in the electrical and instrumentation field, including advanced electrical skills, automated design processes, introduction to industrial management, and the principles of process control.

This is a stackable credential, and all courses are either requirements or electives in the Associate of Applied Science Degree in General Engineering Technology.

## Employment Objectives:

The Electrical and Instrumentation Technician Career Studies Certificate prepares students for employment in entry-level positions as industrial instrumentation technicians, instrumentation specialists, instrumentation planners, or instrument repair persons.

## Admission Requirements

Students must meet the general admission requirements of the college. Students are urged to consult with a counselor or faculty advisor when planning their program.

While non-sequential courses in the Practical Electrical Technician Career Studies Certificate can be taken simultaneously with courses in this career studies certificate, completing the Practical Electrical Technician Career Studies Certificate is a prerequisite for obtaining this certificate.

## Curriculum

- ETR 114 - DC & AC Fundamentals II (**3 Credits**)
- ETR 203 - Electronic Devices I (**4 Credits**)
- CAD 201 - Computer Aided Drafting and Design I (**4 Credits**)
- IND 150 - Industrial Management (**3 Credits**)
- INS 230 - Instrumentation I (**3 Credits**)

Total Minimal Credits 17

# Emergency Medical Technicians Career Studies Certificate

CIP Code: 51.0904

Length: 13 credits

## Purpose

To produce competent entry-level Emergency Medical Technicians (EMTs) who can serve the community with basic life support care via the Virginia Emergency Medical Services (EMS) infrastructure. Upon completion of the program, students will be eligible for National Registry testing resulting in National Registry certification as well as certification in the Commonwealth of Virginia. Employment opportunities for EMTs are available with ambulance services, fire and rescue services, hospitals, local, state, and federal government agencies, and humanitarian relief organizations.

## Program Goals

At the completion of the program, the graduates will be able to demonstrate:

- the ability to comprehend, apply and evaluate the clinical information relevant to their roles as entry-level EMT; technical proficiency in all skills necessary to fulfill the role of entry-level EMT; and
- personal behaviors consistent with professional and employer expectations for entry-level EMT.

## Admission Requirements

Prior to beginning program courses, applicants must:

- meet eligibility requirements as stipulated by the Virginia Office of EMS (OEMS);
- meet the college's general admission requirements and enroll as an RCC college student;
- complete all developmental coursework;
- meet with the program head; and,
- complete the program application.

## Accreditation

The Basic Life Support (BLS) program is accredited by the Commonwealth of Virginia Department of Health, Office of Emergency Medical Services, and Division of Educational Development. The EMT is considered a BLS provider.

## Physical Requirements

An EMS provider is faced with many physical and psychological challenges. Please refer to the OEMS website for a more detailed functional job description.

## Academic Requirements

Students must make a "C" or better in all program core courses and general education support courses and maintain a cumulative GPA of 2.0 to remain in the program. Any student receiving a grade less than "C" in a curricular course will be placed on academic probation for the program. The course may be repeated once, with a written contract containing the requirements of the remediation. Repeated courses must be completed with a final grade of "C" or better. Dismissal from the program may result if the student does not meet the requirements of the contract.

Clinical and Behavioral Requirements and supervised student experiences are required by the program and will be accomplished at selected regional healthcare facilities. Students are responsible for transportation to these facilities, as well as for any scheduled field trips. Program preceptors will observe and evaluate student suitability for the profession across all domains of learning. If students do not exhibit the documented behaviors required of the EMS professional, they may be asked to withdraw from the program. All EMS students must comply with healthcare agency requirements for criminal background checks, drug testing, CPR certification, and immunizations.

## Other Requirements

Applicants accepted to the program are required to submit a health certificate signed by a licensed physician, physician's assistant, or Licensed Nurse Practitioner attesting to the applicant's general health and ability to perform the program's activities. Students who are required to perform clinical rotations in cooperating healthcare agencies must be willing and able to conform to all clinical requirements of participating clinical agencies, including but not limited to: criminal background investigation; drug screening; immunizations including seasonal influenza vaccines; Tuberculosis screening; employment verifications; and, successful completion of cardiopulmonary resuscitation (CPR) certification. (CPR certification must be the American Heart Association Basic Life Support Certification or American Red Cross CPR/AED for the Professional Rescuer or Professional Healthcare Provider). Students are responsible for all costs associated with these requirements. It is the responsibility of the student to maintain current records throughout the program. RCC uses third-party vendors for all screenings and the maintenance of documents. Your instructor will provide you with all details to purchase this service, including deadlines for completion. The purchase of items such as uniforms, liability insurance, and other accessories is the financial responsibility of the individual student.

Students assume full responsibility for all errors, omissions, accidents, exposures, and illnesses as a result of laboratory and clinical experiences. Students are required to complete an Assumption of Risk form prior to beginning the program.

## Curriculum

- EMS 100 - CPR for Healthcare Providers **(1 Credit)** \*
- EMS 111 - Emergency Medical Technician **(7 Credits)** <sup>1</sup>
- BIO 145 - Basic Human Anatomy and Physiology **(4 Credits)** <sup>2</sup>
- EMS 120 - Emergency Medical Technician-Basic Clinical **(1 Credit)**

Total Minimum Credits: 13

\*Valid CPR card may be presented in lieu of class

<sup>1</sup> EMS 112 and EMS 113 may be substituted.

<sup>2</sup> NAS 150 or BIO 141 and BIO 142 may be substituted

# EMS - Paramedic I Career Studies Certificate (G3 Eligible)

CIP Code: 51.0904

Length: 2 Semesters

## Purpose

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.

To provide the foundation for the EMT-Paramedic role. Upon completion of Paramedic I CSC, the student is eligible to advance to the Paramedic II curriculum and complete the requirements for Paramedic licensure. Students who do not have the AEMT certification will be able to test in this curriculum after midterm in the 2<sup>nd</sup> semester once all requirements for AEMT have been met. At that time, the continuing student will be officially placed in the college's Paramedic Program.

## Program Goals

At the completion of the program, the graduates will be able to demonstrate:

- the ability to comprehend, apply, and evaluate the clinical information relevant to the role of the beginning Paramedic student;
- technical proficiency in all skills necessary to fulfill the role of the beginning Paramedic student; and
- personal behaviors consistent with professional and employer expectations for beginning Paramedic students.

## Admission Requirements

Prior to beginning program courses, applicants must:

- meet eligibility requirements as stipulated by the Virginia Office of EMS to include a high school diploma or GED and aged 18 by the first day of class;
- meet the college's general admission requirements and enroll as an RCC college student;
- complete all developmental coursework;
- meet with the program head;
- complete the program application;
- certification as an Emergency Medical Technician (EMT); and,
- maintain CPR certification throughout the program.

## Program Requirements

### Physical Requirements

An EMS provider is faced with many physical and psychological challenges. Please refer to the Office of Emergency Medical Services website for a more detailed functional job description.

## Academic Requirements

Students must make a "C" or better in all program core courses and general education support courses and maintain a cumulative GPA of 2.0 to remain in the program. Any student receiving a grade less than "C" in a curricular course will be placed on academic probation for the program. The course may be repeated once, with a written contract containing the requirements of the remediation. Repeated courses must be completed with a final grade of "C" or better. Dismissal from the program may result if the student does not fulfill the contract's requirements and is not successful in any course with a grade of "C" or better.

Clinical and Behavioral Requirements and supervised student experiences are required by the program and will be accomplished at selected regional healthcare facilities. Students are responsible for transportation to these facilities, as well as for any scheduled field trips. Program preceptors will observe and evaluate student suitability for the profession across all domains of learning. If students do not exhibit the documented behaviors required of the EMS professional, they may be asked to withdraw from the program. All EMS students must comply with healthcare agency requirements for criminal background checks, drug testing, CPR certification, and immunizations.

## Other Requirements

Applicants accepted to the program are required to submit a health certificate signed by a licensed physician, physician's assistant, or Licensed Nurse Practitioner attesting to the applicant's general health and ability to perform the program's activities.

Students who are required to perform clinical rotations in cooperating healthcare agencies must be willing and able to conform to all clinical requirements of participating clinical agencies, including but not limited to: criminal background investigation; drug screening; immunizations including seasonal influenza vaccines; Tuberculosis screening; employment verifications; and, successful completion of cardiopulmonary resuscitation (CPR) certification. (CPR certification must be the American Heart Association Certification for Healthcare Providers). Students are responsible for all costs associated with these requirements. It is the responsibility of the student to maintain current records throughout the program. RCC uses a third-party vendor for all screenings and the maintenance of documents. Your instructor will provide you with all the details to purchase this service, including deadlines for completion.

The purchase of items such as uniforms, medical liability insurance, and other accessories is the financial responsibility of the individual student.

## Curriculum

**NOTE: Students must submit current EMT certification prior to entering the Paramedic I curriculum. CPR certification must be maintained throughout the program.**

**Advanced Standing credit is available for students who have current certification at the Advanced-EMT level.**

Fall Semester

- EMS 121 - Preparatory Foundations **(2 Credits)**
- EMS 123 - EMS Clinical Preparation **(1 Credit)**
- EMS 125 - Basic Pharmacology **(1 Credit)**
- EMS 126 - Basic Pharmacology Lab **(1 Credit)**
- EMS 127 - Airway, Shock and Resuscitation **(1 Credit)**
- EMS 128 - Airway, Shock and Resuscitation Lab **(1 Credit)**
- EMS 135 - Emergency Medical Care **(2 Credits)**

- EMS 136 - Emergency Medical Care Lab (1 Credit)
- EMS 170 - ALS Internship I (1 Credit) \*

Fall Semester Total Credits: 10 (11)

Spring Semester

- EMS 137 - EMS Trauma Care (1 Credit)
- EMS 138 - EMS Trauma Care Lab (1 Credit)
- EMS 139 - Special Populations (1 Credit)
- EMS 140 - Special Populations Lab (1 Credit)
- EMS 141 - Cardiovascular Care (2 Credits)
- EMS 142 - Cardiovascular Care Lab (1 Credit)
- EMS 175 - Paramedic Clinical Experience I (2 Credits)
- BIO 145 - Basic Human Anatomy and Physiology (4 Credits)

Spring Semester Total Credits: 13

Total Minimum Credits: 23 (24)

\*Students who are not certified at the ALS level will take this course.

<sup>1</sup>BIO 141 and BIO 142 may be substituted for BIO 145 . BIO 145 may be taken in the summer between Paramedic I and Paramedic II courses.

"The Rappahannock Community College Paramedic Program is accredited by the Commission on Accreditation of Allied Health Education Programs ([www.caahep.org](http://www.caahep.org)) upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP).

To Contact CAAHEP

Commission on Accreditation of Allied Health Education Programs 9355 - 113th St. N, #7709, Seminole, FL 33775-7709. [www.caahep.org](http://www.caahep.org)

To Contact COAEMSP

8301 Lakeview Parkway, Suite 111-312; Rowlett TX 75088, (214) 703-8445, FAX (214) 703-8992, [www.coaemsp.org](http://www.coaemsp.org)

**The following data is for 2018.**

NREMT/State Written Exam: 100%

Retention: 55.6%

Positive (Job) Placement: 100%

**Student Estimated Costs**

Item	Cost
Tuition and Fees (23 minimum credits X \$160.65)	\$3694.95
Program Shirt and Sweatshirt (Good for both years I and II)	\$50.00

Books, FISDAP Scheduler/Skills Tracker and Test Package (Good for both years 1 and 2)	\$750.00
Criminal Background Checks/Drug Screens/Document Tracker (Update while in the program)	\$150
Malpractice Insurance (Annual)	\$50
Medical (Required at program entry)	Variable
National Registry Certification Testing (After successful completion)	\$500
Travel to Clinical Agencies	Variable
<b>Total Estimated Costs</b>	<b>\$5,194.95+</b>



# EMS - Paramedic II Career Studies Certificate (G3 Eligible)

CIP Code: 51.0904

Length: 2 Semesters

## Description

The Paramedic II CSC is the second component of the Paramedic program. All continuing or advanced standing students will be program placed as Paramedic students. Entry into this level of the Paramedic program requires successful completion of all Paramedic I CSC courses and clinical experiences. Upon successful completion of the Paramedic II curriculum, the learner will be eligible for National Registry testing.

## Purpose

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 Goals

At the completion of the program, the graduates will be able to demonstrate:

- the ability to comprehend, apply, and evaluate the clinical information relevant to their roles as entry-level Paramedic;
- technical proficiency in all skills necessary to fulfill the role of entry-level Paramedic; and
- personal behaviors consistent with professional and employer expectations for an entry-level Paramedic.

## Admission Requirements

Prior to beginning program courses, applicants must:

- be High School graduate or General Equivalency Diploma (GED) completion with verification on file in Admissions and Records (A&R)
- have CPR certification (AHA or Red Cross professional level must remain current throughout the program.)
- be current RCC Students continuing through to Paramedic II must have completed all course requirements for Paramedic I;
- meet eligibility requirements as stipulated by the Virginia Office of EMS;
- meet the college's general admission requirements;
- complete all developmental course work;
- meet with the program head;
- have a completed Paramedic I application on file.

Currently certified Virginia EMT-Intermediates must present current unencumbered credentials upon application to the program.

## Physical Requirements

An EMS provider is faced with many physical and psychological challenges. Please refer to the Office of Emergency Medical Services website for a more detailed functional job description. Form TR-14A

## Academic Requirements

Students must make a "C" or better in all program core courses and general education support courses, as well as maintain a cumulative GPA of 2.0 to remain in the program. Any student receiving a grade less than "C" in a curricular course will be placed on academic probation for the program. The course may be repeated once, with a written contract containing the requirements of the remediation. Repeated courses must be completed with a final grade of "C" or better. Dismissal from the program may result if the student does not fulfill the requirements of the contract and is not successful in any course with a grade of "C" or better.

Clinical and Behavioral Requirements and supervised student experiences are required by the program and will be accomplished at selected regional health care facilities. Students are responsible for transportation to these facilities, as well as for any scheduled field trips. Program preceptors will observe and evaluate student suitability for the profession across all domains of learning. If students do not exhibit the documented behaviors required of the EMS professional, they may be asked to withdraw from the program. All EMS students must comply with healthcare agency requirements for criminal background checks, drug testing, CPR certification, and immunizations.

## Other Requirements

Applicants accepted to the program are required to submit a health certificate signed by a licensed physician, physician's assistant, or Licensed Nurse Practitioner attesting to the applicant's general health and ability to perform the activities of the program.

Students who are required to perform clinical rotations in cooperating healthcare agencies must be willing and able to conform to all clinical requirements of participating clinical agencies, including but not limited to: criminal background investigation; drug screening; immunizations including seasonal influenza vaccines; Tuberculosis screening; employment verifications; and, successful completion of cardiopulmonary resuscitation (CPR) certification. (CPR certification must be the American Heart Association Certification for HealthCare Providers). Students are responsible for all costs associated with these requirements. It is the responsibility of the student to maintain current records throughout the program. RCC uses a third-party vendor for all screenings and for the maintenance of documents. Your instructor will provide you with all the details to purchase this service, including deadlines for completion.

The purchase of items such as uniforms, liability insurance, and other accessories is the financial responsibility of the individual student.

## Curriculum

**Note: BIO 141 /BIO 142 or BIO 145 must be completed prior to entering the Paramedic II curriculum.**

Fall Semester

- EMS 202 - Paramedic Pharmacology (2 Credits)
- EMS 203 - Advanced Patient Care (2 Credits)
- EMS 204 - Advanced Medical Care Lab (2 Credits)
- EMS 206 - Pathophysiology for the Health Professions (3 Credits)
- EMS 247 - Paramedic Clinical Experience II (1 Credit)
- EMS 248 - Paramedic Comprehensive Field Experience (2 Credits)

Fall Semester Total Credits: 12

Spring Semester

- EMS 210 - EMS Operations (1 Credit)
- EMS 212 - Leadership and Professional Development (1 Credit)
- EMS 216 - Paramedic Review (1 Credit)
- EMS 163 - Prehospital Trauma Life Support (1 Credit)
- EMS 164 - Advanced Medical Life Support (AMLS) (1 Credit)
- EMS 165 - Advanced Cardiac Life Support (1 Credit)
- EMS 169 - Pediatric Advanced Life Support (1 Credit)
- EMS 249 - Paramedic Capstone Internship (2 Credits)

Spring Semester Total Credits: 9

Total Minimal Credits: 21

"The Rappahannock Community College Paramedic Program is accredited by the Commission on Accreditation of Allied Health Education Programs ([www.caahep.org](http://www.caahep.org)) upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP).

To Contact CAAHEP

Commission on Accreditation of Allied Health Education Programs 9355 - 113th St. N, #7709, Seminole, FL 33775-7709. [www.caahep.org](http://www.caahep.org)

To Contact COAEMSP

8301 Lakeview Parkway, Suite 111-312; Rowlett TX 75088, (214) 703-8445, FAX (214) 703-8992, [www.coaemsp.org](http://www.coaemsp.org)

**The following data is for 2018.**

NREMT/State Written Exam: 100%

Retention: 55.6%

Positive (Job) Placement: 100%

**Student Estimated Costs**

Item	Cost
Tuition and Fees (21 credits X \$160.65)	\$3373.65
Program Shirt and Sweatshirt (Good for both years I and II)	\$50.00
Books, FISDAP Scheduler/Skills Tracker and Test Package (Good for both years 1 and 2)	\$750.00
Criminal Background Checks/Drug Screens/Document Tracker (Update while in the program)	\$150
Malpractice Insurance (Annual)	\$50
Medical (Required at program entry)	Variable
National Registry Certification Testing (After successful completion)	\$500
Travel to Clinical Agencies	Variable
<b>Total Estimated Costs</b>	<b>\$4,873.65+</b>

# Game Design and Development Career Studies Certificate

CIP Code: 11.0101

Length: 12 credits

## Purpose

This certificate is designed to prepare individuals with entry-level skills to enter the field (or fields) of game design, web design, and animation.

## Occupational Objective

Designer of interactive media such as video games, mobile applications, web applications; computer graphic designer

## Admission Requirements

Applicants must meet the general admission requirements of the college.

## Program Requirements

Students must maintain a minimum GPA of 2.0 in the curriculum.

## Curriculum

- ITD 212 - Interactive Web Design **(3 Credits)**
- ITD 120 - Design Concepts for Mobile Applications **(3 Credits)**
- ITP 160 - Introduction to Game Design & Development **(3 Credits)**
- ITP 165 - Gaming and Simulation **(3 Credits)**

Total Credits: 12

**Note:** CAD 250 can be used as a standard course substitution for one course in this curriculum, (3 credits).

# Heating, Ventilation, and Air Conditioning (HVAC) Career Studies Certificate (G3 Eligible)

CIP Code: 47.0201  
Length: 17 Credits

## Purpose

To train students for entry-level positions requiring skills in installing, troubleshooting, and repairing heating, ventilation, and air conditioning systems, primarily in residential applications.

## Occupational Objective

Heating, Ventilation, and Air Conditioning installation and maintenance technician.

## Admissions Requirements

Applicants must meet the general admission requirements of the college.

## Program Requirements

Students are required to earn a minimum GPA of 2.0 in the curriculum to be awarded the Heating, Ventilation, and Air Conditioning (HVAC) Career Studies Certificate.

## Curriculum

- AIR 111 - Air Conditioning and Refrigeration Controls I (**3 Credits**)
- AIR 121 - Air Conditioning and Refrigeration I (**3 Credits**)
- AIR 134 - Circuits and Controls I (**4 Credits**)
- AIR 135 - Circuits and Controls II (**4 Credits**)
- AIR 235 - Heat Pumps (**3 Credits**)

Total Minimum Credits: 17

# Introduction to Engineering Career Studies Certificate

CIP Code: 15.0000

Length: 16 Credits

## Purpose:

The Career Studies Certificate in Introduction to Engineering offers an articulated pathway to the Engineering General Technology Associate of Applied Science Degree. It introduces basic engineering skills, including engineering design principles, problem-solving, drafting, mechanics, and A.C. and D.C. circuit fundamentals.

## Program Information

Students must maintain a minimum GPA of 2.0 in the curriculum. Students completing this career studies certificate should be eligible for entry-level employment in one or more of the following occupations: Electronics technician assistant, Electrical technician assistant, Electronics repair assistant.

## Admission Requirements

Students must meet the general admission requirements of the college. Students are urged to consult with counselors or faculty advisors in planning their programs.

## Curriculum.

- EGR 115 - Engineering Graphics **(3 Credits)**
- **OR** Approved Elective **(3 Credits)**<sup>1</sup>
- EGR 120 - Introduction to Engineering **(2 Credits)**
- EGR 123 - Introduction to Engineering Design **(2 Credits)**
- **OR** Approved Elective **(2 Credits)**<sup>1</sup>
- EGR 140 - Engineering Mechanics - Statics **(3 Credits)**
- **OR** Approved Elective **(3 Credits)**<sup>1</sup>
- ETR 113 - DC & AC Fundamentals I **(3 Credits)**
- ELE 176 - Introduction to Alternative Energy Including Hybrid Systems **(3 Credits)**
- **OR** Approved Elective **(3 Credits)**<sup>1</sup>

Total Minimum Credits: 16

<sup>1</sup> Courses used to fulfill this requirement: ETR 114, EGR 135, ETR 140 , ETR 203, ETR 271, ETR 286, ETR 298.

# Nurse Aide Career Studies Certificate

CIP Code: 51.3902

Length: 9 Credits

## Purpose

To prepare persons for full-time employment as nursing assistants. This short-term program is intended to give graduates full proficiency in the skills required to assist with nursing care in nursing homes, hospitals, and supervised home care situations.

## Occupational Objectives

Nurse Aide, Home Health Aide.

## Admission Requirements

Applicants must meet the college's general admission requirements, are enrolled as an RCC student, have completed all developmental coursework, and have submitted a completed Nurse Aide Application.

## Program Requirements

Students must earn a grade of "C" or better in all courses to be awarded the Career Studies Nurse Aide Certificate.

- Students are responsible for purchasing the required clinical uniforms and name tags through the college's designated supplier.
- Conviction of a felony, misdemeanor, or any offense substantially related to the qualifications, functions, and duties of a nurse aide may constitute grounds for not allowing a candidate to take the licensing exam. The State Board makes this decision of Nursing. For questions regarding this issue, call the Virginia Board of Nursing 804-367-4515.
- Students who are required to perform clinical rotations in cooperating healthcare agencies must be willing and able to conform to all clinical requirements of participating clinical agencies, including but not limited to: criminal background investigation; drug screening; immunizations including seasonal influenza vaccines; Tuberculosis screening; employment verifications; and, successful completion of cardiopulmonary resuscitation (CPR) certification. (CPR certification must be the American Heart Association Certification for HealthCare Providers). Students are responsible for all costs associated with these requirements. It is the responsibility of the student to maintain current records throughout the program. RCC uses a third-party vendor screening and for maintenance of documents. Your instructor will provide you with all details to purchase this service, including deadlines for completion. Nurse Aide students must be in good standing from all previous healthcare employers. Students may be denied clinical placement based on previous work history and thus, cannot be entered into or possibly complete the nurse aide program.
- Students are responsible for following the clinical policy for safe handling of biohazards and utilizing appropriate personal protective equipment (PPE) in the prevention of blood-borne pathogens and communicable diseases. Additionally, students are responsible for employing appropriate ergonomics to prevent injury. Students will be responsible for medical costs for any injury received while in a clinical setting, including injuries for which testing is required by clinical agencies. Rappahannock Community College is not responsible for student injuries in a clinical or lab setting.
- The College does not assume responsibility for accidents/incidents which occur in clinical, nor does it provide any student health services. The student assumes financial responsibility for accidents/incidents and illnesses requiring medical attention.

- Students are required to sign the Assumption of Risk form at the beginning of the program.

## **Curriculum.**

- NUR 27 - Nurse Aide I (**3 Credits**)
- NUR 29 - Home Health Aide (**3 Credits**)
- Approved Career Elective (**3 Credits**)<sup>1</sup>

Total Minimum Credits: 9

<sup>1</sup> Courses used to fulfill this requirement: BIO 141, CST 100, ENG 111, HLT 116 plus SDV 101 , HLT 143, HLT 215, HLT 230, ITE 100, ITE 115, ITE 119, MDA 207, MDL 105, NAS 150, NUR 31, NUR 120, PNE 155,

**Note:** Other courses may be substituted with the approval of the Dean of Health Sciences.



# Phlebotomy Career Studies Certificate (G3 Eligible)

**CIP Code: 51.1004**

**Length: 16 or 17 credits**

## Purpose

To prepare students to work as entry-level phlebotomists. Program graduates are eligible to sit for the national phlebotomy certification exam through the American Society for Clinical Pathology or other credentialing agencies. If program graduates choose not to pursue national certification, they may still be employed as entry-level phlebotomists.

## Occupational Objectives

The clinical experience is designed to provide the student with entry-level competency in routine blood collecting techniques used in the clinical laboratory. The certificate may serve as a springboard into other healthcare programs. Completion of the certificate will enhance the student's qualifications for promotional opportunities.

## Admission Requirements

Satisfactory completion of placement tests in reading, writing, and math is required. Students who do not meet required placement levels must enroll in appropriate reading, writing, and math developmental studies courses.

## Tuition and fees

The student will be required to purchase uniforms and other supplies. The course instructor will provide a more detailed list of the first-class/laboratory meeting.

## Program Policies

- Students must earn a grade of "C" or better in all courses to be awarded the Phlebotomy Certificate.
- Students are responsible for purchasing the required clinical uniforms and name tags through the college's designated supplier.
- Conviction of a felony, misdemeanor, or any offense substantially related to the qualifications, functions, and duties of a healthcare employee may constitute grounds for not allowing a candidate to complete the program or to take the licensing exam.
- Students who are required to perform clinical rotations in cooperating healthcare agencies must be willing and able to conform to all clinical requirements of participating clinical agencies, including but not limited to: criminal background investigation; drug screening; immunizations including seasonal influenza vaccines; Tuberculosis screening; employment verifications; and, successful completion of cardiopulmonary resuscitation (CPR) certification. (CPR certification must be the American Heart Association Certification for HealthCare Providers). Students are responsible for all costs associated with these requirements. It is the responsibility of the student to maintain current records throughout the program. RCC uses a third-party vendor for screenings and the maintenance of documents. Your instructor will provide you with all details to purchase this service, including deadlines for completion. Phlebotomy students must be in good standing from all previous healthcare employers. Students may be denied clinical placement based on previous work history and thus, cannot be entered into or possibly complete the nursing program.
- Students are responsible for following the clinical policy for safe handling of biohazards and utilizing appropriate personal protective equipment (PPE) in the prevention of blood-borne pathogens and

communicable diseases. Additionally, students are responsible for employing appropriate ergonomics to prevent injury. Students will be responsible for medical costs for any injury received while in a clinical setting, including injuries for which testing is required by clinical agencies. Rappahannock Community College is not responsible for student injuries in a clinical or lab setting.

- The College does not assume responsibility for accidents/incidents which occur in clinical, nor does it provide any student health services. The student assumes financial responsibility for accidents/incidents or illnesses requiring medical attention.
- Students are required to sign the Assumption of Risk form at the beginning of the program.

## Curriculum

- ENG 111 - College Composition I (**3 Credits**)
- HLT 143 - Medical Terminology I (**3 Credits**)
- MDL 105 - Phlebotomy (**3 Credits**)
- MDL 106 - Clinical Phlebotomy (**4 Credits**)
- Approved Elective (**3-4 Credits**) <sup>1</sup>

Total Minimum Credits: 16-17

<sup>1</sup>Approved Electives: ITE 100, ITE 119, college level MTH 161, or NAS 161 . Sequence of Courses: Students must satisfactorily complete MDL 105 prior to MDL 106.

*Other courses may be substituted with the approval of the Dean of Health Sciences.*

**Note:** A student may choose to take only MDL 105 and MDL 106, and, upon completion of these two courses, become a candidate to take the National Phlebotomy Certifying Exam through the American Society for Clinical Pathology. Students who choose this route will not receive the Career Study Certificate, but must have CPR for Health Professionals Certification, a Criminal History Report, a physical examination, and immunizations.

# Practical Electrical Technician Career Studies Certificate (G3 Eligible)

**CIP Code: 46.0302**

**Length: 16 Credits**

## Purpose:

This career studies certificate leads to entry-level employment in the electrical industry. The curriculum provides foundational knowledge in basic electrical concepts, safety, wiring, controls, and the National Electrical Code. The courses in this career studies certificate are also foundational courses in the Applied Associate of Science degree in General Engineering Technology.

## Employment Objectives:

The Practical Electrical Technician Career Studies Certificate prepares students for employment in entry-level or internship positions in the electrical industry such as electrical maintenance technician, industrial electrical technician's assistant, cable technician, electrical repair, and tool technician.

## Admission Requirements

Students must meet the general admission requirements of the college. Students are urged to consult with a counselor or faculty advisor when planning their program.

## Curriculum

- ETR 113 - DC & AC Fundamentals I (**3 Credits**)
- SAF 126 - Principles of Industrial Safety (**3 Credits**)
- MTH 154 - Quantitative Reasoning (**3 Credits**)
- ELE 138 - National Electrical Code Review I (**3 Credits**)
- ELE 149 - Wiring Methods in Industry (**3 Credits**)
- SDV 100 - College Success Skills (**1 Credit**)

Semester Total Credits 16

# Pre-Medical Laboratory Technology Career Studies Certificate (G3 Eligible)

CIP Code: 51.1004

Length: 2 Semesters

## Purpose

The purpose of the Career Studies Certificate (CSC) in Health Sciences with a Pre-Medical Laboratory Technology specialization is to prepare students for a competitive application to the Associate of Applied Science (AAS) degree in Medical Laboratory Technology in association with Reynolds Community College with a majority of general education courses completed. A second purpose is to provide an occupational credential as a phlebotomist for employment while pursuing advanced education.

## Occupational Objectives

This program is designed to prepare students to take the national certification examination in phlebotomy and become licensed to perform venipuncture procedures. This program prepares the student to pursue advanced certification as a phlebotomist and member of the medical laboratory team through additional education.

## Gainful Employment

Phlebotomists are employed in all healthcare settings, wherever venipuncture procedures are required, both inpatient and outpatient settings.

- [Gainful Employment Data](#)

## Admission Requirements

Students must meet the general admission requirements of the college, including all admission testing.

## Program Requirements

Students who are required to perform clinical rotations in cooperating healthcare agencies must be willing and able to conform to all clinical requirements of participating clinical agencies, including but not limited to: criminal background investigation; drug screening; immunizations including seasonal influenza vaccines; Tuberculosis screening; employment verifications; and, successful completion of cardiopulmonary resuscitation (CPR) certification. (CPR certification must be the American Heart Association Certification for HealthCare Providers). Students are responsible for all costs associated with these requirements. It is the responsibility of the student to maintain current records throughout the program. RCC uses a third-party vendor for all screenings and for the maintenance of documents. Your instructor will provide you with all details to purchase this service, including deadlines for completion.

## Curriculum

First Semester

- SDV 101 - Orientation to Health Sciences (1 Credit) <sup>1</sup>

- ENG 111 - College Composition I **(3 Credits)**
- MTH 154 - Quantitative Reasoning **(3 Credits)** <sup>2</sup>
- BIO 101 - General Biology I **(4 Credits)**
- PSY 200 - Principles of Psychology **(3 Credits)** <sup>3</sup>

First Semester Total Credits: 14

Second Semester

- ENG 112 - College Composition II **(3 Credits)**
- CHM 101 - Introductory Chemistry I **(4 Credits)** <sup>4</sup>
- PED 117 - Fitness Walking **(1 Credit)** <sup>5</sup>
- MDL 105 - Phlebotomy **(3 Credits)**
- MDL 106 - Clinical Phlebotomy **(4 Credits)**

Second Semester Total Credits: 15

Total Minimum Credits: 29

**Note:** *Students applying to Reynolds for the AAS degree are advised to complete PHI 200 prior to application. The completion of the RCC Pre-Medical Laboratory Technology CSC and PHI 200 or PHI 220 will satisfy all prerequisites at Reynolds.*

<sup>1</sup> SDV 100 accepted if taken prior to entering the CSC Program.

<sup>2</sup> MTH 154 or higher.

<sup>3</sup> May replace with SOC 200 for PSY 200.

<sup>4</sup> CHM 111 (strongly encouraged) may replace with CHM 101.

<sup>5</sup> Any HLT or PED course will satisfy this requirement

# Pre-Nursing Career Studies Certificate (G3 Eligible)

CIP Code: 51.3801

Length: 2 Semesters

## Purpose

The purpose of the Pre-Nursing Career Studies Certificate (CSC) is to prepare students for competitive admission or guaranteed admission to the Associate Degree in Nursing (ADN) program or the Practical Nursing (PN) Certificate program with the majority of general education courses completed. All courses in the first semester of this CSC earn curricular credits needed for ranking of applicants. A second purpose is to provide an occupational credential as a Certified Nurse Aide (CNA) for employment, allowing students admitted to the nursing programs to be employed in health care settings. Students are eligible to take the National Nurse Aide Assessment Program (NNAAP) exam leading to certification as a nurse aide in the Commonwealth of Virginia.

## Admission Requirements

- High School graduate or General Equivalency Diploma (GED) completion with verification on file in Admissions and Records (A&R)
- Completion of all RCC admission requirements
- Competency in science knowledge as evidenced by completion of high school (HS) biology (BIO) and chemistry (CHM) or the college equivalents; in certain circumstances, students who have successfully completed BIO 141 and BIO 142 or its equivalents with a grade of "C" or higher may have this requirement waived
- For ADN applicants: competency in mathematics as evidenced by placement out of MTE 1-5 on the Virginia Placement Test (VPT), multiple measures equivalency, or successful completion of the developmental modules prior to the last application date in the admission cycle. Students may request an evaluation of other measures to satisfy this requirement.
- For PN applicants: competency in mathematics as evidenced by placement out of MTE 1-3 on the Virginia Placement Test (VPT), multiple measures equivalency, or successful completion of the developmental modules prior to the last application date in the admission cycle. Students may request an evaluation of other measures to satisfy this requirement.
- Competency in English as evidenced by eligibility for ENG 111 in the first semester of the program
- Successful completion of the first five courses in the CSC allows the student eligibility to apply to either nursing program.

## Guaranteed Admission Eligibility

Students may complete both semesters of the Pre-Nursing CSC and become eligible for guaranteed admission to either the ADN or PN programs. The following requirements must be met:

- Completion of all RCC enrollment requirements, including HS transcript or GED on file in A&R
- Completion of all mathematics, science, and English competencies as described above
- Placement in the Pre-Nursing CSC program plan
- Successful completion of all courses in the two-semester Pre-Nursing CSC with no grade less than a "C" in any course, no repeated courses, and a curricular GPA of 3.0
- Minimum competency of 80% in the NUR 27 and NUR 29 courses
- Attendance at a nursing program information session

- Completion of the Kaplan Nursing Entrance Test within 2 years of application (Kaplan scores may be used to advise students to enter one program or the other)  
See ADN or PN programs for minimum levels of competency on this test.
- Meeting with nursing program advisors to verify eligibility
- Completion of an application and submission by the deadline for the admission cycle.

Admission to Pre-Nursing CSC does not guarantee admission to the Associate Degree in Nursing (ADN) Program or the Certificate Program in Practical Nursing (PN) except under guaranteed admission provisions stated above. All students must be placed in the Pre-Nursing program plan if they are to advance to the ADN program.

## Occupational Objectives

Certified Nurse Aides are employed in long-term care facilities, acute care facilities, home health, clinics, and physician offices, among others.

## Program Requirements

Students who are required to perform clinical rotations in cooperating healthcare agencies must be willing and able to conform to all clinical requirements of participating clinical agencies, including but not limited to: criminal background investigation; drug screening; immunizations including seasonal influenza vaccines; Tuberculosis screening; employment verifications; and, successful completion of cardiopulmonary resuscitation (CPR) certification. (CPR certification must be the American Heart Association Certification for HealthCare Providers). Students are responsible for all costs associated with these requirements. It is the responsibility of the student to maintain current records throughout the program. RCC uses a third-party vendor for all screenings and for the maintenance of documents. Your instructor will provide you with all details to purchase this service, including deadlines for completion.

## Progression Requirements

Students who intend to apply to the ADN program under general admission criteria must complete the first semester of the Pre-Nursing CSC with a curricular GPA of 2.5. Grades less than a "C" in any curricular courses will not be accepted for progression to either nursing program. However, students may still be awarded the Career Studies Certificate if the student earns a "D" in a curricular course other than NUR 27 and NUR 29. Completion of NUR 27 and NUR 29 must be accomplished at the 80% competency level.

## Curriculum

First Semester: Prerequisites

Courses in the first semester constitute the prerequisite courses required for application to the ADN program. These courses may also be used to apply to the PN program. All courses must be successfully completed with a grade of "C" or higher. These courses are included in the total credit amount for award of the AAS degree in Nursing. Human Anatomy and Physiology I may be substituted for PNE 155 in the PN curriculum. Students are eligible to take the NNAAP exam at the completion of NUR 27/29 and may be credentialed as a Certified Nurse Assistant if the examination is completed successfully.

- ENG 111 - College Composition I (**3 Credits**)
- BIO 141 - Human Anatomy and Physiology I (**4 Credits**)
- PSY 230 - Developmental Psychology (**3 Credits**)
- HLT 230 - Principles of Nutrition & Human Development (**3 Credits**)
- SDV 101 - Orientation to Health Sciences (**1 Credit**)

First Semester Total Credits: 14

Milestone: Eligible to apply to the ADN Program

Second Semester

Courses in the second semester of the Pre-Nursing CSC will provide the opportunity for the student to be admitted on either the ADN or PN programs with guaranteed admission.

- BIO 142 - Human Anatomy and Physiology II **(4 Credits)**
- ENG 112 - College Composition II **(3 Credits)**
- NUR 27 - Nurse Aide I **(3 Credits)**
- NUR 29 - Home Health Aide **(3 Credits)**

Second Semester Total Credits: 13

Milestone: Eligible to apply to the Nursing Programs with Guaranteed Admission

Total Credits: 27



# Pre-Paramedic Career Studies Certificate (G3 Eligible)

**CIP Code: 51.0904**

**Length: 2 Semesters**

## Purpose

The purpose of the Career Studies Certificate (CSC) Pre-Paramedic is to prepare students to enter the Advanced EMT program, the Paramedic I and II career studies certificate programs, and/or a Paramedic AAS degree program with all general education courses completed as required by the VCCS EMS common curriculum. A second purpose is to provide an occupational credential for employment while students earn other levels of EMS certifications or while in other health sciences programs.

## Occupational Objectives

The program prepares the student to take the national registry examination to become a National Registry Emergency Medical Technician (NREMT). Additionally, the program prepares the student for further education at advanced levels in EMS, as well as in academic programs at the associate and baccalaureate levels.

## Admission Requirements

Prior to beginning program courses, applicants must:

- meet eligibility requirements as stipulated by the Virginia Office of EMS;
- meet the college's general admission requirements and enroll as an RCC college student;
- complete all developmental coursework;
- meet with the program head
- complete the application process

## Gainful Employment:

Graduates of EMS programs are eligible to work in pre-hospital first responder positions, both volunteer and paid.

### • Gainful Employment Data

## Admission Requirements:

Students must meet the general admission requirements of the college, including all admission testing. Admission to the Pre-Paramedic CSC is contingent upon successful completion of all developmental course work.

Prior to entering the EMS courses (EMS 111, EMS 120), students will:

- Make an appointment with the EMS Program Head in the semester preceding the start of the EMS cohort
- Complete the application to the EMT program in the semester preceding the start of the EMS cohort
- Accept the decision of the admission committee. If admitted, will accept the seat by email to the program head

## Program Requirements

Students who are required to perform clinical rotations in cooperating healthcare agencies must be willing and able to conform to all clinical requirements of participating clinical agencies, including but not limited to: criminal background investigation; drug screening; immunizations including seasonal influenza vaccines; Tuberculosis screening; employment verifications; and, successful completion of cardiopulmonary resuscitation (CPR) certification. (CPR certification must be the American Heart Association Certification for HealthCare Providers). Students are responsible for all costs associated with these requirements. It is the responsibility of the student to maintain current records throughout the program. RCC uses a third-party vendor ([www.castlebranch.com](http://www.castlebranch.com)) for all screenings and for the maintenance of documents. Your instructor will provide you with all details to purchase this service, including deadlines for completion.

## Curriculum

**Note:** Courses in the Pre-Paramedic CSC may be taken in any sequence except EMS 111 and EMS 120 that must be co-enrolled at the same time. In certain circumstances, EMS 120 may follow EMS 111.

### First Semester

- SDV 101 - Orientation to Health Sciences **(1 Credit)** <sup>1</sup>
- ENG 111 - College Composition I **(3 Credits)**
- BIO 145 - Basic Human Anatomy and Physiology **(4 Credits)** <sup>2</sup>
- PSY 230 - Developmental Psychology **(3 Credits)**
- PHI 220 - Ethics **(3 Credits)** <sup>3</sup>

First Semester Total Credits: 14

### Second Semester

- EMS 100 - CPR for Healthcare Providers **(1 Credit)** <sup>4</sup>
- EMS 111 - Emergency Medical Technician **(7 Credits)** <sup>5</sup>
- EMS 120 - Emergency Medical Technician-Basic Clinical **(1 Credit)**
- SOC 200 - Principles of Sociology **(3 Credits)** <sup>6</sup>

Second Semester Total Credits: 12

Total Credits: 26

<sup>1</sup> SDV 100 is accepted if taken prior to entering the CSC curriculum

<sup>2</sup> BIO 141 and BIO 142 or BIO 231 and BIO 232 are standard course substitutions for BIO 145

<sup>3</sup> PHI 227 may be substituted

<sup>4</sup> HLT 105 may be substituted; Any valid and current CPR for Healthcare Providers with AED (AHA or Red Cross) may be presented to A&R to receive credit for prior learning. Must remain current throughout the EMS courses.

<sup>5</sup> EMS 112 and EMS 113 may be substituted for EMS 111

<sup>6</sup> Course options for SOC 200 include ENG 112, CST 110, PSY 200

**\*NOTE:** A valid, current and unencumbered certification as NREMT or Virginia EMT may be presented to A&R to receive credit for prior learning.

# Pre-Practical Nursing Career Studies Certificate (G3 Eligible)

CIP Code: 51.3901

Length: 24 credits

## Purpose

The purpose of the Pre-Practical Nursing Career Studies Certificate (CSC) is to provide an articulated pathway into the Practical Nursing Program for high school students dual-enrolled in courses in the CSC, as well as for matriculating college students who desire competitive entry into the Practical Nursing Program. Successful candidates will have completed the major general education course requirements for the Practical Nursing Program, including the Nurse Aide curriculum. These courses will prepare the student to successfully complete the Kaplan Nursing Entrance Test.

## Admission Requirements

In addition to the requirements for admission to the college, the applicant must meet the following prerequisites to the Pre-Practical Nursing CSC.

- Students must meet all college placement test requirements (MTE 1, MTE 2, MTE 3, and ENG 111 eligible),
- Currently enrolled high school students must also complete any additional application and/or qualifications mandated by their school system.

**NOTE:** PNE 155 and NUR 120 will no longer be taught after Spring 2021. However, the Practical Nursing Program will accept these two courses for one academic year. Students in the PN cohort to be admitted in the Summer of 2022 must have taken BIO 145.

## Admission Requirements

- Courses in the Pre-Practical Nursing CSC may be taken in any order with the exception of NUR 27 and NUR 29. These courses are either co-requisite or sequential. NUR 27 must be taken with or before NUR 29.
- Students must fulfill health screening and other documentation requirements for NUR 27 and NUR 29. See the Nurse Aide CSC for a complete listing of all requirements.

## Curriculum

First Semester

- ENG 111 - College Composition I (**3 Credits**)
- BIO 145 - Basic Human Anatomy and Physiology (**4 Credits**) <sup>1</sup>
- PSY 230 - Developmental Psychology (**3 Credits**)
- SDV 101 - Orientation to Health Sciences (**1 Credit**) <sup>2</sup>
- HLT 105 - Cardiopulmonary Resuscitation (**1 Credit**) <sup>3</sup>

First Semester Total Credits: 12

Second Semester

- HLT 230 - Principles of Nutrition & Human Development (**3 Credits**)
- PHI 220 - Ethics (**3 Credits**)
- NUR 27 - Nurse Aide I (**3 Credits**)
- NUR 29 - Home Health Aide (**3 Credits**)

Total Semester Credits 12

Total Minimum Credits: 24

<sup>1</sup> BIO 141 and BIO 142 may replace BIO 145 .

<sup>2</sup> SDV 100 is accepted if taken prior to entering Certificate curriculum in Practical Nursing.

<sup>3</sup> Credit for prior learning is accepted with a valid and current American Heart Association CPR for Health Care Professionals card.

# STEM at Work Career Studies Certificate

CIP Code: 24.0199

Length: 27 Credits

## Purpose

To increase the knowledge, skills, and marketability of students who seek to pursue immediate work in fields requiring a foundation of science, engineering technology, or mathematics knowledge, as well as preparation for STEM-H (Science, Technology, Engineering, and Mathematics or Health) careers.

## Opportunities for employment

Laboratory technicians, field technicians, water treatment technicians, hospital technicians, teacher endorsement, research assistants, data analysts.

## Admission requirement

Applicants must meet the general admission requirements of the college.

## Program requirements

Students are required to earn a minimum GPA of 2.0 in the curriculum to be awarded the Career Studies Certificate.

### Curriculum

[Click here to access the advising sheet.](#)

- BIO 101 - General Biology I (**4 Credits**) <sup>1</sup>
- CHM 111 - General Chemistry I (**4 Credits**)
- CHM 112 - General Chemistry II (**4 Credits**)
- PHY 201 - General College Physics I (**4 Credits**) <sup>2</sup>
- PHY 202 - General College Physics II (**4 Credits**) <sup>3</sup>
- MTH 245 - Statistics I (**3 Credits**) <sup>4</sup>
- MTH 263 - Calculus I (**4 Credits**) <sup>5</sup>

Total Minimum Credits: 27

<sup>1</sup> May replace with BIO 141, BIO 270, EGR 120 and EGR 140 , or SCT 111.

<sup>2</sup> May replace with PHY 231, or GOL 105.

<sup>3</sup> May replace with PHY 232, GOL 106 or SCT 112.

<sup>4</sup> May replace with BIO 102, MTH 162 or higher level.

<sup>5</sup> May replace with BIO 102, BIO 142, or any Math higher than MTH 263 not already taken to fulfill the requirements of the curriculum.

**Note:** Courses may not be used twice to fulfill requirements. See your advisor for assistance with course selection.

# Web Design Career Studies Certificate

CIP Code: 11.0801

Length: 12 credits

## Purpose

To develop the skills necessary to create web pages and websites that meet the challenges of promoting and advertising businesses and services in the 21st Century.

## Occupational Objectives

Web designer for businesses requiring this service or for self-employed persons to promote their own business.

## Admission Requirements

Applicants must meet the general admission requirements of the college.

## Program Requirements

Students must maintain a minimum GPA of 2.0 in the curriculum.

## Curriculum

- ITD 112 - Designing Web Page Graphics **(3 Credits)**
- ITD 110 - Web Page Design **(3 Credits)**
- ITD 120 - Design Concepts for Mobile Applications **(3 Credits)**
- ITD 210 - Web Page Design II **(3 Credits)**

Total Credits: 12

# Transfer Electives Course List

## Transfer Electives Course List for the Associate of Arts & Sciences Degree

The courses listed below will satisfy the graduation requirement for the Approved Transfer Electives in the Arts and Sciences (AA&S) Transfer degree programs. The number of credits required for Approved Transfer Electives depends on the AA&S degree specialization a student is completing.

Arts and Sciences - 15 credit hours

Business Administration - 6 credit hours

Criminal Justice - 6 credit hours

Pre-Engineering - 10 credit hours

Psychology/Social Work - 9 credit hours

Sustainable Science - 6 credit hours

Teacher Education (PreK-8) - 6 credit hours

**NOTE:** Some of these courses cannot transfer to every four-year college or university. Before selecting transfer electives, student should do the following: Consult the transfer guides of prospective colleges and universities. Transfer information for many colleges/universities is available on the RCC website.

Contact prospective colleges/universities to inquire about the transferability of particular courses.

Consult with your faculty advisor.

### Approved Transfer Electives

Courses which meet the APPROVED TRANSFER ELECTIVES requirement for the Associate of Arts and Sciences transfer degree and specializations:

#### Art

- ART 100 - Art Appreciation **(3 Credits)**
- ART 101 - History & Appreciation of Art I **(3 Credits)**
- ART 102 - History & Appreciation of Art II **(3 Credits)**
- ART 105 - Art in World Culture **(3 Credits)**
- ART 121 - Drawing I **(3 Credits)**
- ART 122 - Drawing II **(3 Credits)**
- ART 243 - Watercolor I **(3 Credits)**
- ART 244 - Watercolor II **(3 Credits)**

#### Accounting

- ACC 211 - Principles of Accounting I **(4 Credits)**
- ACC 212 - Principles of Accounting II **(4 Credits)**

#### Administration of Justice

- ADJ 100 - Survey of Criminal Justice **(3 Credits)**
- ADJ 105 - The Juvenile Justice System **(3 Credits)**

- ADJ 201 - Criminology **(3 Credits)**
- ADJ 211 - Criminal Law, Evidence & Procedures I **(3 Credits)**

#### Biology

- BIO 101 - General Biology I **(4 Credits)**
- BIO 102 - General Biology II **(4 Credits)**
- BIO 141 - Human Anatomy and Physiology I **(4 Credits)**
- BIO 142 - Human Anatomy and Physiology II **(4 Credits)**
- BIO 150 - Introductory Microbiology **(4 Credits)**
- BIO 270 - General Ecology **(4 Credits)**

#### Business

- BUS 100 - Introduction to Business **(3 Credits)**
- BUS 201 - Organizational Behavior **(3 Credits)**
- BUS 240 - Introduction to Business Law **(3 Credits)**
- BUS 241 - Business Law I **(3 Credits)**
- BUS 242 - Business Law II **(3 Credits)**

#### Chemistry

- CHM 101 - Introductory Chemistry I **(4 Credits)**
- CHM 102 - Introductory Chemistry II **(4 Credits)**
- CHM 111 - General Chemistry I **(4 Credits)**
- CHM 112 - General Chemistry II **(4 Credits)**

#### Communication

- CST 100 - Principles of Public Speaking **(3 Credits)**
- CST 110 - Introduction to Communication **(3 Credits)**

#### Economics

- ECO 120 - Survey of Economics **(3 Credits)**
- ECO 201 - Principles of Macroeconomics **(3 Credits)**
- ECO 202 - Principles of Microeconomics **(3 Credits)**

#### Education

- EDU 200 - Introduction to Teaching as a Profession **(3 Credits)**

#### English

- ENG 241 - Survey of American Literature I **(3 Credits)**
- ENG 242 - Survey of American Literature II **(3 Credits)**
- ENG 243 - Survey of English Literature I **(3 Credits)**
- ENG 244 - Survey of English Literature II **(3 Credits)**
- ENG 250 - Children's Literature **(3 Credits)**



- ENG 251 - Survey of World Literature I (**3 Credits**)
- ENG 252 - Survey of World Literature II (**3 Credits**)
- ENG 253 - Survey of African-American Literature I (**3 Credits**)

#### Foreign Language

- SPA 101 - Beginning Spanish I (**4 Credits**)
- SPA 102 - Beginning Spanish II (**4 Credits**)
- SPA 201 - Intermediate Spanish I (**3 Credits**)
- SPA 202 - Intermediate Spanish II (**3 Credits**)

#### Geography

- GEO 200 - Introduction to Physical Geography (**3 Credits**)
- GEO 210 - People and the Land: Intro to Cultural Geography (**3 Credits**)

#### Geology

- GOL 111 - Oceanography I (**4 Credits**)
- GOL 112 - Oceanography II (**4 Credits**)

#### Health

HLT courses such as HLT 143, which lack a personal wellness component, are **NOT** approved transfer electives

- HLT 116 - Introduction to Personal Wellness Concepts (**2 Credits**)
- HLT 121 - Introduction to Drug Use & Abuse Explores (**3 Credits**)
- HLT 206 - Exercise Science (**3 Credits**)
- HLT 215 - Personal Stress and Stress Management (**3 Credits**)
- HLT 230 - Principles of Nutrition & Human Development (**3 Credits**)
- HLT 250 - General Pharmacology (**3 Credits**)

#### History

- HIS 101 - Western Civilizations Pre-1600 CE (**3 Credits**)
- HIS 102 - Western Civilizations Post-1600 CE (**3 Credits**)
- HIS 111 - World Civilizations Pre-1500 CE (**3 Credits**)
- HIS 112 - World Civilizations Post-1500 CE (**3 Credits**)
- HIS 121 - United States History to 1877 (**3 Credits**)
- HIS 122 - United States History Since 1865 (**3 Credits**)
- HIS 141 - African-American History I (**3 Credits**)
- HIS 142 - African-American History II (**3 Credits**)

#### Humanities

- HUM 100 - Survey of the Humanities (**3 Credits**)

#### Information Systems Technology

- ITE 115 - Introduction to Computer Applications and Concepts **(3 Credits)**
- ITE 119 - Information Literacy **(3 Credits)**

#### Marine Science

- MAR 101 - General Oceanography I **(4 Credits)**
- MAR 102 - General Oceanography II **(4 Credits)**
- MAR 201 - Marine Ecology I **(4 Credits)**
- MAR 202 - Marine Ecology II **(4 Credits)**

#### Mathematics

- MTH 161 - Precalculus I **(3 Credits)**
- MTH 162 - Precalculus II **(3 Credits)**
- MTH 167 - Precalculus with Trigonometry **(5 Credits)**
- MTH 245 - Statistics I **(3 Credits)**
- MTH 246 - Statistics II **(3 Credits)**
- MTH 261 - Applied Calculus I **(3 Credits)**
- MTH 262 - Applied Calculus II **(3 Credits)**
- MTH 263 - Calculus I **(4 Credits)**
- MTH 264 - Calculus II **(4 Credits)**
- MTH 265 - Calculus III **(4 Credits)**
- MTH 266 - Linear Algebra **(3 Credits)**
- MTH 267 - Differential Equations **(3 Credits)**

#### Music

- MUS 101 - Fundamentals of Music **(3 Credits)**
- MUS 111 - Music Theory I **(4 Credits)**
- MUS 221 - History of Western Music Prior to 1750 **(3 Credits)**
- MUS 222 - History of Western Music 1750 to Present **(3 Credits)**
- MUS 226 - World Music **(3 Credits)**

#### Philosophy

- PHI 100 - Introduction to Philosophy **(3 Credits)**
- PHI 101 - Introduction to Philosophy I **(3 Credits)**
- PHI 102 - Introduction to Philosophy II **(3 Credits)**
- PHI 220 - Ethics **(3 Credits)**

#### Physical Education

- PED 101 - Fundamentals of Physical Activity **(1-2 Credits)**
- PED 102 - Fundamentals of Physical Activity **(1-2 Credits)**
- PED 109 - Yoga **(1 Credit)**
- PED 116 - Lifetime Fitness and Wellness **(2 Credits)**
- PED 117 - Fitness Walking **(1 Credit)**
- PED 123 - Tennis I **(2 Credits)**

- PED 124 - Tennis II **(2 Credits)**

#### Physics

- PHY 201 - General College Physics I **(4 Credits)**
- PHY 202 - General College Physics II **(4 Credits)**
- PHY 241 - University Physics I **(4 Credits)**
- PHY 242 - University Physics II **(4 Credits)**

#### Political Science

- PLS 135 - U.S. Government and Politics **(3 Credits)**
- PLS 136 - State and Local Government and Politics **(3 Credits)**
- PLS 241 - Introduction to International Relations I **(3 Credits)**

#### Psychology

- PSY 200 - Principles of Psychology **(3 Credits)**
- PSY 215 - Abnormal Psychology **(3 Credits)**
- PSY 230 - Developmental Psychology **(3 Credits)**
- PSY 235 - Child Psychology **(3 Credits)**

#### Religion

- REL 200 - Survey of the Old Testament **(3 Credits)**
- REL 210 - Survey of the New Testament **(3 Credits)**
- REL 230 - Religions of the World **(3 Credits)**
- REL 240 - Religions in America **(3 Credits)**

#### Sociology

- SOC 200 - Principles of Sociology **(3 Credits)**
- SOC 210 - Survey of Physical and Cultural Anthropology **(3 Credits)**
- SOC 211 - Principles of Anthropology I **(3 Credits)**
- SOC 212 - Principles of Anthropology II **(3 Credits)**
- SOC 215 - Sociology of the Family **(3 Credits)**
- SOC 245 - Sociology of Aging **(3 Credits)**

#### Speech

- CST 100 - Principles of Public Speaking **(3 Credits)**
- CST 110 - Introduction to Communication **(3 Credits)**

#### Note(s):

If a student has taken a course, wishes to take a course, or transferred a course from another college that is not on this list, you must consult with your faculty advisor to find out if that course can be applied to your AA&S transfer degree program.

# Career Studies Certificate Courses

## Courses Accepted as Electives

### Culinary Arts

For full Certificate program click here.

- HRI 106 - Principles of Culinary Arts I (**3 Credits**)
- HRI 115 - Food Service Managers Sanitation Certification (**1 Credit**)
- HRI 134 - Food and Beverage Service Management (**3 Credits**)
- HRI 154 - Principles of Hospitality Management (**3 Credits**)

### Administrative Support Technology Certificate

For full Certificate program click here.

- AST 141 - Word Processing I (Specify Software) (**3 Credits**)
- AST 243 - Office Administration I (**3 Credits**)
- AST 244 - Office Administration II (**3 Credits**)
- AST 260 - Presentation Software (**3 Credits**)

### Accounting Certificate

For full Certificate program click here.

- ACC 211 - Principles of Accounting I (**4 Credits**)
- ACC 212 - Principles of Accounting II (**4 Credits**)
- ACC 124 - Payroll Accounting (**3 Credits**)
- ACC 134 - Small Business Taxes (**3 Credits**)
- ACC 215 - Computerized Accounting (**3 Credits**)
- ACC 231 - Cost Accounting I (**3 Credits**)

### Basic Networking and Cybersecurity Career Studies Certificate

For full Certificate program click here.

- ITN 101 - Introduction to Network Concepts (**3 Credits**)
- **OR** ITN 150 - Networking Fundamentals and Introductory Routing - Cisco (**3 Credits**)
- ITN 260 - Network Security Basics (**3 Credits**)
- ITP 120 - Java Programming I (**3 Credits**)
- **OR** ITN 151 Introductory Routing and Switching - Cisco (**3 Credits**)

### Computer Applications Specialist Career Studies Certificate

For full Certificate program click here.

- AST 141 - Word Processing I (Specify Software) (**3 Credits**)
- AST 260 - Presentation Software (**3 Credits**)
- ITE 140 - Spreadsheet Software (**3 Credits**)

- ITD 110 - Web Page Design **(3 Credits)**
- ITD 130 Database Fundamentals **(3 Credits)**
- ITE 170 - Multimedia Software **(3 Credits)**
- ITE 215 - Advanced Computer Applications and Integration **(3 Credits)**
- ITE 270 Advanced Multimedia Development **(3 Credits)**

#### Game Design and Development Career Studies Certificate

For full Certificate program click here.

- ITD 212 - Interactive Web Design **(3 Credits)**
- ITD 120 - Design Concepts for Mobile Applications **(3 Credits)**
- ITP 160 - Introduction to Game Design & Development **(3 Credits)**
- ITP 165 - Gaming and Simulation **(3 Credits)**

#### Web Design Career Studies Certificate

For full Certificate program click here.

- ITD 112 - Designing Web Page Graphics **(3 Credits)**
- ITD 110 - Web Page Design **(3 Credits)**
- ITD 120 - Design Concepts for Mobile Applications **(3 Credits)**
- ITD 210 - Web Page Design II **(3 Credits)**

## Transfer Paths to Other Two-Year Programs

RCC assists students in beginning their college career even when the student's intention is to transfer and finish their degree or certificate at another community college. In specific

RCC recommends the following in-demand academic [programs](#) that are offered at J. Sargeant Reynolds Community College (JSRCC). The course work for each of these programs can easily be started at RCC.

Associate of Applied Science Degree: [Horticulture Technology \(Awarded by JSRCC\)](#)

Associate of Applied Science Degree: [Medical Laboratory Technology \(Awarded by JSRCC\)](#)

Associate of Applied Science Degree: [Respiratory Therapy \(Awarded by JSRCC\)](#)

## Course Information

General Usage Courses Section 5.3.0.3 of the Virginia Community College System Policy Manual provides for the use of generic-type courses, for general usage, that apply to multiple curricula and to all disciplines. The college catalog shall include course information (number, title, credits and description) as listed in the Master Course File. More specific titles, credits, and course descriptions may be substituted in published class schedules, to clarify topics and content covered in a given semester.

General usage courses may be repeated for credit, and may include lecture, laboratory, out-of-class study, or a combination thereof.

**90, 190, 290** Coordinated Internship (discipline) (1-5 credits) Supervises on-the-job training coordinated by the college in selected business, industrial, or service firms. Credit/practice ratio not to exceed 1:5 hours. May be repeated for credit. Variable hours per week.

**93, 193, 293** Studies In (discipline) (1-5 credits) Covers new content not offered in existing courses in the discipline. Allows instructor to explore content and instructional methods in order to assess the course's viability as a permanent offering. Variable hours per week. A "Studies in" course is intended as an experimental course to test the viability at a permanent offering. Each offering of the course must be approved by the Chief Academic Officer or designee. An experimental course may be offered twice, after which the course must be approved under the appropriate discipline according to VCCS processes for adding new courses to the Master Course File.

**95, 195, 295** Topics In (discipline) (1-5 credits) A "Topics in" course is intended to cover topics of an evolving nature or of short-term importance in the discipline. The course must be approved by the academic VP or designee for a period of up to two years. The Chief Academic Officer or designee may approve an extension covering another two-year period, after which the course must be approved under the appropriate discipline according to VCCS processes for adding new courses to the Master Course File. Variable hours per week.

**96, 196, 296** On-Site Training (discipline) (1-5 credits) Offers opportunities for career orientation and training without pay in selected businesses and industry. Supervised and coordinated by the college. Credit/work ratio not to exceed 1:5 hours. Variable hours per week.

Policy Approved by State Board for Community Colleges September, 2005. Updated: 05/30/2006 General Usage Courses.

**97, 197, 297** Cooperative Education In (discipline) (1-5 credits) Provides on-the-job training for pay in approved business, industrial and service firms. Applies to all career-technical curricula at the discretion of the college. Credit/work ratio not to exceed 1:5 hours. Variable hours per week.

**98, 198, 298** Seminar and Project In (discipline) (1-5 credits) Requires completion of a project or research report related to the student's occupational objective, and a study of approaches to the selection and pursuit of career opportunities in the field. Variable hours per week.

**99, 199, 299** Supervised Study In (discipline) (1-5 credits) Assigns problems for independent study, outside the normal classroom setting but under the guidance and direction of an instructor. Incorporates prior experience and instruction in the discipline. Variable hours per week.

Exceptions to the credit limit may be granted by the Chief Academic Officer.

The prerequisites listed in the following course descriptions are the minimum prerequisites allowed by the Virginia Community College System. Rappahannock Community College may require additional or different prerequisites from those listed. Please see your academic advisor for clarification.

# Course Descriptions

## **ACC 105 - Office Accounting**

**(3 Credits)**

**Lecture:** 3 hours per week

Presents practical accounting. Covers the accounting cycle-journals, ledgers, working papers, closing of books-payrolls, financial statements, accounting forms and practical procedures.

## **ACC 111 - Accounting I**

**(3 Credits)**

**Lecture:** 3 hours per week

Presents fundamental accounting concepts and principles governing the accounting cycle, journals, ledgers, working papers, and preparation of financial statements for sole proprietorships.

## **ACC 112 - Accounting II**

**(3 Credits)**

**Lecture:** 3 hours per week

Covers fundamental accounting concepts and principles governing the accounting cycle, journals, ledgers, working papers, and preparation of financial statements for sole proprietorships.

## **ACC 124 - Payroll Accounting**

**(3 Credits)**

**Lecture:** 3 hours per week

Presents accounting systems and methods used in computing and recording payroll to include payroll taxes and compliance with federal and state legislation.

## **ACC 134 - Small Business Taxes**

**(3 Credits)**

**Lecture:** 3 hours per week

Introduces taxes most frequently encountered in business. Includes payroll, sales, property, and income tax.

## **ACC 211 - Principles of Accounting I**

**(4 Credits)**

**Lecture:** 4 hours per week

Introduces accounting principles with respect to financial reporting. Demonstrates how decision-makers use accounting information for reporting purposes. Focuses on the preparation of accounting information and its use in the operation of organizations, as well as methods of analysis and interpretation of accounting information.



**ACC 212 - Principles of Accounting II  
(4 Credits)**

**Lecture:** 4 hours per week

Introduces accounting principles with respect to cost and managerial accounting. Focuses on the application of accounting information with respect to product costing, as well as its use within the organization to provide direction and to judge performance.

**Prerequisite(s):** ACC 211.

**ACC 215 - Computerized Accounting  
(3 Credits)**

**Lecture:** 3 hours per week

Introduces the computer in solving accounting problems. Focuses on operation of computers. Presents the accounting cycle and financial statement preparation in a computerized system and other applications for financial and managerial accounting.

**Prerequisite or Corequisite:** ACC 211 or equivalent.

**ACC 231 - Cost Accounting I  
(3 Credits)**

**Lecture:** 3 hours per week

Studies cost accounting methods and reporting as applied to job order, process, and standard cost accounting systems. Includes cost control and other topics.

**Prerequisite(s):** ACC 212 or equivalent.

**ADJ 100 - Survey of Criminal Justice  
(3 Credits)**

**Lecture:** 3 hours per week

Presents an overview of the United States criminal justice system; introduces the major system components-law enforcement, judiciary, and corrections.

**ADJ 105 - The Juvenile Justice System  
(3 Credits)**

**Lecture:** 3 hours per week

Presents the evolution, philosophy, structures and processes of the American juvenile delinquency system; surveys the rights of juveniles, dispositional alternatives, rehabilitation methods and current trends.

**ADJ 107 - Survey of Criminology  
(3 Credits)**

**Lecture:** 3 hours per week

Surveys the volume and scope of crime; considers a variety of theories developed to explain the causation of crime and criminality.

**ADJ 116 - Special Enforcement Topics  
(3 Credits)**

**Lecture:** 3 hours per week

Considers contemporary issues, problems, and controversies in modern law enforcement.

**ADJ 140 - Introduction to Corrections  
(3 Credits)**

**Lecture:** 3 hours per week

Focuses on societal responses to the offender. Traces the evolution of practices based on philosophies of retribution, deterrence, and rehabilitation. Reviews contemporary correctional activities and their relationships to other aspects of the criminal justice system.

**ADJ 157 - Computer Security  
(3 Credits)**

**Lecture:** 3 hours per week

Examines security concerns with access controls, shutdown alternatives, hardware and software protection, and data encryption.

**ADJ 164 - Case Studies in Murder/Violent Crime  
(3 Credits)**

**Lecture:** 3 hours per week

Introduces the student to the investigation of murder and other violent crimes by means of classic case studies and, to the extent feasible, local case files. Includes methodology, strategy and tactics, analysis, relevant law, and future trends. Covers evidentiary techniques and technologies with a primary focus on how critical thinking is applied to serious violent crime.

**ADJ 201 - Criminology  
(3 Credits)**

**Lecture:** 3 hours per week

Studies current and historical data pertaining to criminal and other deviant behavior. Examines theories that explain crime and criminal behavior in human society.

**ADJ 211 - Criminal Law, Evidence & Procedures I  
(3 Credits)**

**Lecture:** 3 hours per week

Teaches the elements of proof for major and common crimes and the legal classification of offenses. Studies the kinds, degrees and admissibility of evidence and its presentation in criminal proceedings with emphasis on legal guidelines for methods and techniques of evidence acquisition. Surveys the procedural requirements from arrest to final disposition in the various American court systems with focus on the Virginia jurisdiction. Part I of II.

**ADJ 212 - Criminal Law, Evidence and Procedures II  
(3 Credits)**

**Lecture:** 3 hours per week

Teaches the elements of proof for major and common crimes and the legal classification of offenses. Studies the kinds, degrees and admissibility of evidence and its presentation in criminal proceedings with emphasis on legal guidelines for methods and techniques of evidence acquisition. Surveys the procedural requirements from arrest to final disposition in the various American court systems with focus on the Virginia jurisdiction. Part II of II.

**ADJ 216 - Organized Crime and Corruption  
(3 Credits)**

**Lecture:** 3 hours per week

Addresses judicial efforts against and involvement in corruption, drug, vice, and white-collar crimes, both individual and organized.

**ADJ 225 - Courts and the Administration of Justice  
(3 Credits)**

**Lecture:** 3 hours per week

Studies court systems with emphasis on the technical procedures required, from incident occurrence to final disposition of the case, noting the applicable principles of civil and criminal law; focuses on Virginia courts, laws, and procedures.

**ADJ 227 - Constitutional Law for Justice Personnel  
(3 Credits)**

**Lecture:** 3 hours per week

Surveys the basic guarantees of liberty described in the U.S. Constitution and the historical development of these restrictions on government power, primarily through U. S. Supreme Court decisions. Reviews rights of free speech, press, assembly, as well as criminal procedure guarantees (to counsel, jury trial, habeas corpus, etc.) as they apply to the activities of those in the criminal justice system.

**ADJ 228 - Narcotics and Dangerous Drugs  
(3 Credits)**

**Lecture:** 3 hours per week

Surveys the historical and current usage of narcotics and dangerous drugs. Teaches the identification and classification of such drugs and emphasizes the symptoms and effects on their users. Examines investigative methods and procedures utilized in law enforcement efforts against illicit drug usage.

**ADJ 236 - Principles of Criminal Investigation  
(3 Credits)**

**Lecture:** 3 hours per week

Surveys the fundamentals of criminal investigation procedures and techniques. Examines crime scene search, collecting, handling and preserving evidence.

**ADJ 248 - Probation, Parole, and Treatment  
(3 Credits)**

**Lecture:** 3 hours per week

Surveys the philosophy, history, organization, personnel and functioning of traditional and innovative probation and parole programs; considers major treatment models for clients.

**AST 101 - Keyboarding I  
(3 Credits)**

**Lecture:** 3 hours per week

Teaches the alpha/numeric keyboard with emphasis on correct techniques, speed, and accuracy. Teaches formatting of basic personal and business correspondence, reports and tabulation.

**AST 102 - Keyboarding II  
(3 Credits)**

**Lecture:** 3 hours per week

Develops keyboarding and document production skills with emphasis on preparation of specialized business documents. Continues skill-building for speed and accuracy.

**Prerequisite(s):** AST 101.

**AST 107 - Editing/Proofreading Skills  
(3 Credits)**

**Lecture:** 3 hours per week

Develops skills essential to creating and editing business documents. Covers grammar, spelling, diction, punctuation, capitalization, and other usage problems.

**AST 132 - Word Processing I (Specify Software)  
(1 Credit)**

**Lecture:** 1 hour per week

Introduces students to a word processing program to create, edit, save and print documents.

**AST 133 - Word Processing II (Specify Software)  
(1 Credit)**

**Lecture:** 1 hour per week

Presents formatting and editing features of a word processing program.

**AST 141 - Word Processing I (Specify Software)  
(3 Credits)**

**Lecture:** 3 hours per week

Teaches creating and editing documents, including line and page layouts, columns, fonts, search/replace, cut/ paste, spell/thesaurus, and advanced editing and formatting features of word processing software.

**Prerequisite(s):** AST 101 or equivalent.

**AST 142 - Word Processing II (Specify Software)**  
**(3 Credits)**

**Lecture:** 3 hours per week

Teaches advanced software applications.

**Prerequisite(s):** AST 141 or equivalent.

**AST 147 - Introduction to Presentation Software (Specify Software)**  
**(2 Credits)**

**Lecture:** 2 hours per week

Introduces presentation options including slides, transparencies, and other forms of presentations.

**AST 150 - Desktop Publishing I (Specify Software)**  
**(1 Credit)**

**Lecture:** 1 hour per week

Presents desktop publishing features including page layout and design, font selection, and use of graphic images.

**AST 232 - Microcomputer Office Applications**  
**(3 Credits)**

**Lecture:** 3 hours per week

Teaches production of business documents using word processing, databases, and spreadsheets. Emphasizes document production to meet business and industry standard.

**Prerequisite(s):** AST 101 or equivalent.

**AST 236 - Specialized Software Applications**  
**(3 Credits)**

**Lecture:** 3 hours per week

Teaches specialized integrated software applications on the microcomputer. Emphasizes document production to meet business and industry standards.

**Prerequisite(s):** AST 101 or equivalent.

**AST 238 - Word Processing Advanced Operations**  
**(3 Credits)**

**Lecture:** 3 hours per week

Teaches advanced word processing features including working with merge files, macros, and graphics; develops competence in the production of complex documents.

**AST 243 - Office Administration I  
(3 Credits)**

**Lecture:** 3 hours per week

Develops an understanding of the administrative support role and the skills necessary to provide organizational and technical support in a contemporary office setting. Emphasizes the development of critical-thinking, problem-solving, and job performance skills in a business office environment.

**Prerequisite(s):** AST 101.

**AST 244 - Office Administration II  
(3 Credits)**

**Lecture:** 3 hours per week

Enhances skills necessary to provide organizational and technical support in a contemporary office setting. Emphasizes administrative and supervisory role of the office professional. Includes travel and meeting planning, office budgeting and financial procedures, international issues, and career development.

**Prerequisite(s):** AST 243 or equivalent.

**AST 253 - Advanced Desktop Publishing I  
(3 Credits)**

**Lecture:** 3 hours per week

Introduces specific desktop publishing software. Teaches document layout and design, fonts, type styles, style sheets, and graphics.

**Prerequisite(s):** AST 101 or equivalent and experience in using a word processing package.

**AST 260 - Presentation Software  
(3 Credits)**

**Lecture:** 3 hours per week

Teaches creation of slides including use of text, clip art, and graphs. Includes techniques for enhancing presentations with on-screen slide show as well as printing to transparencies and handouts. Incorporates use of sound and video clips.

**AIR 111 - Air Conditioning and Refrigeration Controls I  
(3 Credits)**

**Lecture:** 2 hours **Laboratory:** 3 hours. **Total:** 5 hours per week

Presents electron theory, magnetism, Ohm's Law, resistance, current flow, instruments for electrical measurement, A.C. motors, power distribution controls and their application. Part I of II.

**AIR 116 - Duct Construction and Maintenance  
(3 Credits)**

**Lecture:** 2 hours **Laboratory:** 3 hours. **Total:** 5 hours per week

Presents duct materials including sheet metal, aluminum, and fiber glass. Explains development of duct systems, layout methods, safety hand tools, cutting and shaping machines, fasteners and fabrication practices. Includes duct fittings, dampers and regulators, diffusers, heater and air washers, fans, insulation, and ventilating hoods.

**AIR 121 - Air Conditioning and Refrigeration I  
(3 Credits)**

**Lecture:** 2 hours **Laboratory:** 3 hours. **Total:** 5 hours per week

Studies refrigeration theory, characteristics of refrigerants, temperature, and pressure, tools and equipment, soldering, brazing, refrigeration systems, system components, compressors, evaporators, metering devices. Presents charging and evaluation of systems and leak detection. Explores servicing the basic system. Explains use and care of oils and additives and troubleshooting of small commercial systems. Part I of II.

**AIR 134 - Circuits and Controls I  
(4 Credits)**

**Lecture:** 3 hours **Laboratory:** 3 hours. **Total:** 6 hours per week

Presents circuit diagrams for air conditioning units, reading and drawing of circuit diagrams, types of electrical controls. Includes analysis of air conditioning circuits, components, analysis and characteristics of circuits and controls, testing and servicing. Introduces electricity for air conditioning which includes circuit elements, direct current circuits and motors, single and three-phase circuits and motors, power distribution systems, and protective devices. Studies the electron and its behavior in passive and active circuits and components. Demonstrates electronic components and circuits as applied to air conditioning system.

**AIR 135 - Circuits and Controls II  
(4 Credits)**

**Lecture:** 3 hours **Laboratory:** 3 hours. **Total:** 6 hours per week

Presents circuit diagrams for air conditioning units, reading and drawing of circuit diagrams, types of electrical controls. Includes analysis of air conditioning circuits, components, analysis and characteristics of circuits and controls, testing and servicing. Introduces electricity for air conditioning which includes circuit elements, direct current circuits and motors, single and three-phase circuits and motors, power distribution systems, and protective devices. Studies the electron and its behavior in passive and active circuits and components. Demonstrates electronic components and circuits as applied to air conditioning system.

**AIR 154 - Heating Systems I  
(3 Credits)**

**Lecture:** 2 hours **Laboratory:** 3 hours. **Total:** 5 hours per week

Introduces types of fuels and their characteristics of combustion; types, components and characteristics of burners, and burner efficiency analyzers. Studies forced air heating systems including troubleshooting, preventive maintenance and servicing.

**AIR 155 - Heating Systems II  
(3 Credits)**

**Lecture:** 2 hours **Laboratory:** 3 hours. **Total:** 5 hours per week

Introduces types of fuels and their characteristics of combustion; types, components and characteristics of burners, and burner efficiency analyzers. Studies forced air heating systems including troubleshooting, preventive maintenance and servicing.

**AIR 158 - Mechanical Codes  
(2 Credits)**

**Lecture:** 2 hours per week

Presents mechanical code requirements for installation, service, and inspection procedures. Uses the BOCA code in preparation for the master's card.

**AIR 165 - Air Conditioning Systems I  
(4 Credits)**

**Lecture:** 3 hours **Laboratory:** 3 hours. **Total:** 6 hours per week

Introduces comfort survey, house construction, load calculations, types of distribution systems, and equipment selection. Introduces designing, layout, installing and adjusting of duct systems, job costs, and bidding of job.

**AIR 166 - Air Conditioning Systems II  
(4 Credits)**

**Lecture:** 3 hours **Laboratory:** 3 hours. **Total:** 6 hours per week

Introduces comfort survey, house construction, load calculations, types of distribution systems, and equipment selection. Introduces designing, layout, installing and adjusting of duct systems, job costs, and bidding of job.

**AIR 171 - Refrigeration I  
(6 Credits)**

**Lecture:** 4 hours **Laboratory:** 6 hours. **Total:** 10 hours per week

Introduces basic principles of refrigeration. Includes refrigeration systems, cycles, and use and care of refrigeration tools. Studies shop techniques including soldering, brazing, leak testing, tube testing, tube bending, flaring, and swaging. Analyzes mechanical (vapor compression) systems. Assembles and repairs them including evacuating, charring, testing, and electrical repairs. Introduces advanced troubleshooting and repairs for domestic, commercial and industrial units. Includes medium, low, and ultra-low temperature systems of the single and multiple unit types. Includes equipment selection, system balancing, and installation procedures.



**AIR 172 - Refrigeration II  
(6 Credits)**

**Lecture:** 4 hours **Laboratory:** 6 hours. **Total:** 10 hours per week

Introduces basic principles of refrigeration. Includes refrigeration systems, cycles, and use and care of refrigeration tools. Studies shop techniques including soldering, brazing, leak testing, tube testing, tube bending, flaring, and swaging. Analyzes mechanical (vapor compression) systems. Assembles and repairs them including evacuating, charring, testing, and electrical repairs. Introduces advanced troubleshooting and repairs for domestic, commercial and industrial units. Includes medium, low, and ultra-low temperature systems of the single and multiple unit types. Includes equipment selection, system balancing, and installation procedures.

**AIR 205 - Hydronics and Zoning  
(3 Credits)**

**Lecture:** 2 hours **Laboratory:** 3 hours. **Total:** 5 hours per week

Presents installation, servicing, troubleshooting, and repair of hydronic systems for heating and cooling. Includes hot water and chilled water systems using forced circulation as the transfer medium.

**AIR 235 - Heat Pumps  
(3 Credits)**

**Lecture:** 2 hours **Laboratory:** 3 hours. **Total:** 5 hours per week

Studies theory and operation of reverse cycle refrigeration including supplementary heat as applied to heat pump systems, including service, installation and maintenance.

**AIR 238 - Advanced Troubleshooting and Service  
(3 Credits)**

**Lecture:** 2 hours **Laboratory:** 3 hours. **Total:** 5 hours per week

Presents advanced service techniques on wide variety of equipment used in refrigeration, air conditioning, and phases of heating and ventilation and controls.

**ASL 101 - American Sign Language I  
(4 Credits)**

**Lecture:** 4 per week

Introduces the fundamentals of American Sign Language (ASL) used by the Deaf Community, including basic vocabulary, syntax, finger spelling, and grammatical non-manual signals. Focuses on communicative competence. Develops gestural skills as a foundation for ASL enhancement. Introduces cultural knowledge and increases understanding of the Deaf Community.

**ASL 102 - American Sign Language II  
(4 Credits)**

**Lecture:** 4 per week

Introduces the fundamentals of American Sign Language (ASL) used by the Deaf Community, including basic vocabulary, syntax, finger spelling, and grammatical non-manual signals. Focuses on communicative competence. Develops gestural skills as a foundation for ASL enhancement. Introduces cultural knowledge and increases understanding of the Deaf Community.

**ASL 125 - History & Culture of the Deaf Community I  
(3 Credits)**

**Lecture:** 3 hours per week

Presents an overview of various aspects of Deaf Culture, including educational and legal issues.

**ASL 201 - American Sign Language III  
(4 Credits)**

**Lecture:** 4 hours per week

Develops vocabulary, conversational competence, and grammatical knowledge with a total immersion approach. Introduces increasingly complex grammatical aspects including those unique to ASL. Discusses culture and literature. Contact with the Deaf Community is encouraged to enhance linguistic and cultural knowledge. Part I of II.

**ASL 202 - American Sign Language IV  
(4 Credits)**

**Lecture:** 4 hours per week

Develops vocabulary, conversational competence, and grammatical knowledge with a total immersion approach. Introduces increasingly complex grammatical aspects including those unique to ASL. Discusses culture and literature. Contact with the Deaf Community is encouraged to enhance linguistic and cultural knowledge. Part II of II.

**ARA 101 - Beginning Arabic I  
(4 Credits)**

**Lecture:** 4 hours per week

Introduces understanding, speaking, reading, and writing skills and emphasizes basic Arabic sentence structure. Discusses the diversity of cultures in the Arab world. Part I of II.

**ARA 102 - Beginning Arabic II  
(4 Credits)**

**Lecture:** 4 hours per week

Introduces understanding, speaking, reading, and writing skills and emphasizes basic Arabic sentence structure. Discusses the diversity of cultures in the Arab world. Part II of II.

**ARA 201 - Intermediate Arabic I  
(3 Credits)**

**Lecture:** 3 hours per week

Continues to develop understanding, speaking, reading and writing skills and emphasizes basic Arabic sentence structure. Discusses the diversity of cultures in the Arab world. Classes are conducted in Arabic.

**Prerequisite(s):** ARA 102. Part I of II.

**ARA 202 - Intermediate Arabic II  
(3 Credits)**

**Lecture:** 3 hours per week

Continues to develop understanding, speaking, reading and writing skills and emphasizes basic Arabic sentence structure. Discusses the diversity of cultures in the Arab world. Classes are conducted in Arabic.

**Prerequisite(s):** ARA 102. Part II of II.

**ART 100 - Art Appreciation  
(3 Credits)**

**Lecture:** 3 hours per week

Introduces art from prehistoric times to the present day. Describes architectural styles, sculpture, photography, printmaking, and painting techniques. Highlights major artists and key contributions from global and Western culture. Covers content chronologically and/or thematically.

**ART 101 - History & Appreciation of Art I  
(3 Credits)**

**Lecture:** 3 hours per week

Presents the history and interpretation of architecture, sculpture, and painting. Begins with prehistoric art and follows the development of western civilization to the present.

**ART 102 - History & Appreciation of Art II  
(3 Credits)**

**Lecture:** 3 hours per week

Presents the history and interpretation of architecture, sculpture, and painting. Begins with prehistoric art and follows the development of western civilization to the present.

**ART 105 - Art in World Culture  
(3 Credits)**

**Lecture:** 3 hours per week

Approaches the visual arts conceptually rather than historically. Develops a non-technical understanding of spatial arts such as architecture and industrial design. Includes painting, sculpture, and graphics.

**ART 121 - Drawing I  
(3 Credits)**

**Lecture:** 1 hour **Laboratory:** 4 studio hours **Total:** 5 hours per week

Develops basic drawing skills and understanding of visual language through studio instruction/lecture. Introduces concepts such as proportion, space, perspective, tone and composition as applied to still life, landscape and the figure. Uses drawing media such as pencil, charcoal, ink wash and color media. Includes field trips and gallery assignments as appropriate. Studio instruction 4 hours.

**ART 122 - Drawing II  
(3 Credits)**

**Lecture:** 1 hour **Laboratory:** 4 studio hours **Total:** 5 hours per week

Develops basic drawing skills and understanding of visual language through studio instruction/lecture. Introduces concepts such as proportion, space, perspective, tone and composition as applied to still life, landscape and the figure. Uses drawing media such as pencil, charcoal, ink wash and color media. Includes field trips and gallery assignments as appropriate. Studio instruction 4 hours.

**ART 125 - Introduction to Painting  
(3 Credits)**

**Lecture:** 2 hours **Laboratory:** 3 studio hours **Total:** 5 hours per week

Introduces study of color, composition and painting techniques. Places emphasis on experimentation and enjoyment of oil and/or acrylic paints and the fundamentals of tools and materials. Studio instruction 3 hours.

**ART 221 - Drawing III  
(3 Credits)**

**Lecture:** 1 hour **Laboratory:** 4 studio hours **Total:** 5 hours per week

Introduces advanced concepts and techniques of drawing as applied to the figure, still life and landscape. Gives additional instruction in composition, modeling, space and perspective. Encourages individual approaches to drawing. Part I of II. Studio instruction 4 hours.

**ART 243 - Watercolor I  
(3 Credits)**

**Lecture:** 1 hour **Laboratory:** 4 studio hours **Total:** 5 hours per week

Presents abstract and representational painting in watercolor with emphasis on design, color, composition, technique and value.

**ART 244 - Watercolor II  
(3 Credits)**

**Lecture:** 1 hour **Laboratory:** 4 studio hours **Total:** 5 hours per week

Presents abstract and representational painting in watercolor with emphasis on design, color, composition, technique and value.

**BIO 101 - General Biology I  
(4 Credits)**

**Lecture:** 3 hours **Laboratory:** Recitation and laboratory 3 hours **Total:** 6 hours per week

Focuses on foundations in cellular structure, metabolism, and genetics in an evolutionary context. Explores the core concepts of evolution; structure and function; information flow, storage and exchange; pathways and transformations of energy and matter; and systems biology. Emphasizes process of science, interdisciplinary approach, and relevance of biology to society. This is a Passport Transfer course. Part I of a two-course sequence.

**Prerequisite(s):** *Readiness to enroll in ENG 111 plus completion of developmental math unit 3 required or placement in unit 4 or above*

**BIO 102 - General Biology II  
(4 Credits)**

**Lecture:** 3 hours **Laboratory:** Recitation and laboratory 3 hours **Total:** 6 hours per week

Focuses on diversity of life, anatomy and physiology of organisms, and ecosystem organization and processes in an evolutionary context. Explores the core concepts of evolution; structure and function; information flow, storage and exchange; pathways and transformations of energy and matter; and systems biology. Emphasizes process of science, interdisciplinary approach, and relevance of biology to society. Part II of a two-course sequence.

**Prerequisite(s):** BIO 101.

**BIO 141 - Human Anatomy and Physiology I  
(4 Credits)**

**Lecture:** 3 hours **Laboratory:** 3 hours **Total:** 6 hours per week

Integrates anatomy and physiology of cells, tissues, organs, and systems of the human body. Integrates concepts of chemistry, physics, and pathology. Part I of II.

**BIO 142 - Human Anatomy and Physiology II  
(4 Credits)**

**Lecture:** 3 hours **Laboratory:** 3 hours **Total:** 6 hours per week

Integrates anatomy and physiology of cells, tissues, organs, and systems of the human body. Integrates concepts of chemistry, physics, and pathology. Part II of II. Part II of II.

**BIO 145 - Basic Human Anatomy and Physiology  
(4 Credits)**

**Lecture:** 3 hours per week **Laboratory:** 3 hours **Total:** 6 hours per week

Introduces human anatomy and physiology. Covers basic chemical concepts, cellular physiology, anatomy, and physiology of human organ systems.

**BIO 150 - Introductory Microbiology  
(4 Credits)**

**Lecture:** 3 hours **Laboratory:** Recitation and laboratory 3 hours **Total:** 6 hours per week

Studies the general characteristics of microorganisms. Emphasizes their relationships to individual and community health.

**BIO 205 - General Microbiology  
(4 Credits)**

**Lecture:** 3 hours **Laboratory:** Recitation and laboratory 3 hours **Total:** 6 hours per week

Examines morphology, genetics, physiology, ecology, and control of microorganisms. Emphasizes application of microbiological techniques to selected fields. Prerequisites one year of college biology and one year of college chemistry or divisional approval.

**BIO 220 - Immunology  
(3 Credits)**

**Lecture:** 3 hours per week

Provides students with an in-depth understanding of the mammalian immune system. Students begin with a detailed study of the immune system components and move on to an integrated look at the immune response with respect to clinical applications and human health.

**Prerequisite(s):** BIO 101 or equivalent and BIO 150 or equivalent.

**BIO 231 - Human Anatomy and Physiology I  
(4 Credits)**

**Lecture:** 3 credit hours **Laboratory:** Recitation and laboratory 3 hours **Total:** 6 hours per week

Integrates the study of gross and microscopic anatomy with physiology, emphasizing the analysis and interpretation of physiological data. Prerequisites one year of college biology and one year of college chemistry or divisional approval. Part I of II.

**BIO 232 - Human Anatomy and Physiology II  
(4 Credits)**

**Lecture:** 3 hours **Laboratory:** Recitation and laboratory 3 hours **Total:** 6 hours per week

Integrates the study of gross and microscopic anatomy with physiology, emphasizing the analysis and interpretation of physiological data.

**Prerequisite(s):** Prerequisites one year of college biology and one year of college chemistry or divisional approval. Part II of II.

**BIO 256 - General Genetics  
(4 Credits)**

**Lecture:** 3 hours **Laboratory:** Recitation and laboratory 3 hours **Total:** 6 hours per week

Explores the principles of genetics ranging from classical Mendelian inheritance to the most recent advances in the biochemical nature and function of the gene. Includes experimental design and statistical analysis.

**Prerequisite(s):** BIO 101-BIO 102 or equivalent.

**BIO 270 - General Ecology**  
**(4 Credits)**

**Lecture:** 3 hours **Laboratory:** Recitation and laboratory 3 hours **Total:** 6 hours per week

Studies interrelationships between organisms and their natural and cultural environments with emphasis on populations, communities, and ecosystems.

**Prerequisite(s):** BIO 101-BIO 102 or divisional approval.

**BIO 275 - Marine Ecology**  
**(4 Credits)**

**Lecture:** 3 hours **Laboratory:** Recitation and laboratory 3 hours **Total:** 6 hours per week

Applies ecosystem concepts to marine habitats. Includes laboratory and field work.

**Prerequisite(s):** BIO 101-BIO 102 or divisional approval.

**BIO 278 - Coastal Ecology**  
**(3 Credits)**

**Lecture:** 2 hours **Laboratory:** 3 hours **Total:** 6 hours per week

Investigates beach, saltmarsh, and estuarine ecosystems including the effects of chemical, geological, and physical factors upon the distribution of organisms. Discusses the effects of pollution and human manipulation of the coastline. Includes observation and identification of coastal plants and animals, and analysis of the dynamics of coastal community structure and function in a field-based setting.

**BUS 100 - Introduction to Business**  
**(3 Credits)**

**Lecture:** 3 hours per week

Presents a broad introduction to the functioning of business enterprise within the U.S. economic framework. Introduces economic systems, essential elements of business organization, production, human resource management, marketing, finance, and risk management. Develops business vocabulary.

**BUS 111 - Principles of Supervision I**  
**(3 Credits)**

**Lecture:** 3 hours per week

Teaches the fundamentals of supervision, including the primary responsibilities of the supervisor. Introduces factors relating to the work of supervisor and subordinates. Covers aspects of leadership, job management, work improvement, training and orientation, performance evaluation, and effective employee/supervisor relationships.

**BUS 116 - Entrepreneurship  
(3 Credits)**

**Lecture:** 3 hours per week

Presents the various steps considered necessary when going into business. Includes areas such as product-service analysis, market research evaluation, setting up books, ways to finance startup, operations of the business, development of business plans, buyouts versus starting from scratch, and franchising. Uses problems and cases to demonstrate implementation of these techniques.

**BUS 117 - Leadership Development  
(3 Credits)**

**Lecture:** 3 hours per week

Covers interpersonal relations in hierarchical structures. Examines the dynamics of teamwork, motivation, handling change and conflict and how to achieve positive results through others.

**BUS 149 - Workplace Ethics  
(1 Credit)**

**Lecture:** 1 hour per week

Provides a broad overview of ethics in the modern day business world including workforce skill building and self-awareness through group discussions. Discusses workplace topics such as diversity, substance abuse, hiring and firing and workplace practices, appropriate dress, communication, business ethics, and interviewing.

**BUS 165 - Small Business Management  
(3 Credits)**

**Lecture:** 3 hours per week

Identifies management concerns unique to small businesses. Introduces the requirements necessary to initiate a small business, and identifies the elements comprising a business plan. Presents information establishing financial and administrative controls, developing a marketing strategy, managing business operations, and the legal and government relationships specific to small businesses.

**BUS 200 - Principles of Management  
(3 Credits)**

**Lecture:** 3 hours per week

Teaches management and the management functions of planning, organizing, leading, and controlling. Focuses on application of management principles to realistic situations managers encounter as they attempt to achieve organizational objectives.



**BUS 201 - Organizational Behavior  
(3 Credits)**

**Lecture:** 3 hours per week

Presents a behavioral oriented course combining the functions of management with the psychology of leading and managing people. Focuses on the effective use of human resources through understanding human motivation and behavior patterns, conflict management and resolution, group functioning and process, the psychology of decision-making, and the importance of recognizing and managing change.

**BUS 205 - Human Resource Management  
(3 Credits)**

**Lecture:** 3 hours per week

Introduces employment, selection, and placement of personnel, forecasting, job analysis, job descriptions, training methods and programs, employee evaluation systems, compensation, benefits, and labor relations.

**BUS 220 - Introduction to Business Statistics  
(3 Credits)**

**Lecture:** 3 hours per week

Introduces statistics as a tool in decision-making. Emphasizes ability to collect, present, and analyze data. Employs measures of central tendency and dispersion, statistical inference, index numbers, probability theory, and time series analysis.

**BUS 226 - Computer Business Applications  
(3 Credits)**

**Lecture:** 3 hours per week

Provides a practical application of software packages, including spreadsheets, word processing, database management, and presentation graphics. Includes the use of programs in accounting techniques, word processing, and management science application.

**Prerequisite(s):** keyboarding competence.

**BUS 236 - Communication in Management  
(3 Credits)**

**Lecture:** 3 hours per week

Introduces the functions of communication in management with emphasis on gathering, organizing, and transmitting facts and ideas. Teaches the basic techniques of effective oral and written communication.

**BUS 240 - Introduction to Business Law  
(3 Credits)**

**Lecture:** 3 hours per week

Presents an introduction to the American legal system, including an overview of the courts, civil and criminal law. Develops an in-depth understanding of contracts, agency law, and business organizations. Also includes an overview of property, UCC Sales, and Commercial Paper.

**BUS 241 - Business Law I  
(3 Credits)**

**Lecture:** 3 hours per week

Develops a basic understanding of the US business legal environment. Introduces property and contract law, agency and partnership liability, and government regulatory law. Students will be able to apply these legal principles to landlord/tenant disputes, consumer rights issues, employment relationships, and other business transactions.

**BUS 242 - Business Law II  
(3 Credits)**

Focuses on business organization and dissolution, bankruptcy and Uniform Commercial Code. Introduces international law and the emerging fields of E-Commerce and Internet Law.

**BUS 265 - Ethical Issues in Management  
(3 Credits)**

**Lecture:** 3 hours per week

Examines the legal, ethical, and social responsibilities of management. May use cases to develop the ability to think and act responsibly.

**BUS 270 - Interpersonal Dynamics in the Business Organization  
(3 Credits)**

**Lecture:** 3 hours per week

Focuses on intra-and interpersonal effectiveness in the business organization. Includes topics such as planning and running effective meetings, networking and politicking, coaching and mentoring, making effective and ethical decisions, developing interpersonal skills that are essential to effective managers, and to improve skills in verbal, non-verbal, and written communication.

**BUS 285 - Current Issues in Management  
(3 Credits)**

**Lecture:** 3 hours per week

Designed as a capstone course for management majors, the course is designed to provide an integrated perspective of the current issues and trends in business management. Contemporary issues will be explored in a highly participatory class environment.

**CHM 101 - Introductory Chemistry I  
(4 Credits)**

**Lecture:** 3 hours **Laboratory:** 3 hours **Total:** 6 hours per week

Explores the experimental and theoretical concepts of general chemistry while emphasizing scientific reasoning, critical and analytical thinking. Designed for the non-science major. This is a Passport Transfer course.

**CHM 102 - Introductory Chemistry II  
(4 Credits)**

**Lecture:** 3 hours **Laboratory:** 3 hours **Total:** 6 hours per week

Emphasizes experimental and theoretical aspects of inorganic, organic, and biological chemistry. Discusses general chemistry concepts as they apply to issues within our society and environment. Designed for the non-science major. Part II of II.

**CHM 111 - General Chemistry I  
(4 Credits)**

**Lecture:** 3 hours **Laboratory:** 3 hours **Total:** 6 hours per week

Explores the fundamental laws, theories, and mathematical concepts of chemistry. Designed primarily for science and engineering majors. Requires a strong background in mathematics. Students must earn a grade of C or higher in the lecture portion of the course to earn an overall grade of C or higher. Part I of II. This is a Passport Transfer course.

**CHM 112 - General Chemistry II  
(4 Credits)**

**Lecture:** 3 hours **Laboratory:** 3 hours **Total:** 6 hours per week

Explores the fundamental laws, theories, and mathematical concepts of chemistry. Designed primarily for science and engineering majors. Requires a strong background in mathematics. Students must earn a grade of C or higher in the lecture portion of the course to earn an overall grade of C or higher. Part II of II.

**CHM 129 - Chemistry for a Sustainable World I  
(4 Credits)**

**Lecture:** 3 hours **Laboratory:** 3 hours **Total:** 6 hours per week

Studies sustainability and Green Science using a chemical perspective. Explores basic chemical concepts in or of matter, energy, technology, products, practices, toxicity, air, water quality, environment, and public policy issues. Examines renewable, non-renewable energy generation and storage. Studies economical and health benefits of eliminating chemical toxicity and waste.

**CHM 130 - Chemistry for a Sustainable World II  
(4 Credits)**

**Lecture:** 3 hours **Laboratory:** 3 hours **Total:** 6 hours per week

Studies sustainability and Green Science using a chemical perspective. Explores basic chemical concepts in or of matter, energy, technology, products, practices, toxicity, air, water quality, environment, and public policy issues. Examines renewable, non-renewable energy generation and storage. Studies economical and health benefits of eliminating chemical toxicity and waste.

**CHM 241 - Organic Chemistry I  
(3 Credits)**

**Lecture:** 3 hours per week

Introduces fundamental chemistry of carbon compounds, including structures, physical properties, syntheses, and typical reactions. Emphasizes reaction mechanisms. Part I of II

**Prerequisite(s):** CHM 112.

**CHM 242 - Organic Chemistry II  
(3 Credits)**

**Lecture:** 3 hours per week

Introduces fundamental chemistry of carbon compounds, including structures, physical properties, syntheses, and typical reactions. Emphasizes reaction mechanisms. Part II of II.

**Prerequisite(s):** CHM 241.

**Corequisite(s):** CHM 244.

**CHM 243 - Organic Chemistry I  
(1 Credit)**

**Laboratory:** 3 hours per week.

Is taken concurrently with CHM 241 and CHM 242.

**CHM 244 - Organic Chemistry II  
(1 Credit)**

**Laboratory:** 3 hours per week.

Is taken concurrently with CHM 241 and CHM 242.

**CHM 245 - Organic Chemistry I Laboratory  
(4 Credits)**

**Lecture:** 1 **Laboratory:** 3

Introduces various methods and procedures used in present day organic laboratories. Covers the general techniques, organic synthesis, and the use of common spectroscopic instrumentation; synthesizing a variety of compounds; and analyzing the products through physical properties and spectroscopy.

**Prerequisite(s):** Prerequisite: CHM 112 with a grade of C or better; Corequisite: CHM 241. 2 credits.

**CHM 246 - Organic Chemistry II Laboratory  
(4 Credits)**

**Lecture: 1 Laboratory: 3**

Introduces various methods and procedures used in present day organic laboratories. Covers the general techniques, organic synthesis, and the use of common spectroscopic instrumentation; synthesizing a variety of compounds; and analyzing the products through physical properties and spectroscopy. Part I of II.

**Prerequisite(s):** Prerequisite: CHM 245

**Corequisite(s):** Corequisite: CHM 242

**CHM 260 - Introductory Biochemistry  
(3 Credits)**

**Lecture: 3 hours per week**

Explores fundamentals of biological chemistry. Includes study of macromolecules, metabolic pathways, and biochemical genetics.

**Prerequisite(s):** CHM 112 or divisional approval.

**CAD 201 - Computer Aided Drafting and Design I  
(4 Credits)**

**Lecture: 3 hours Laboratory: 3 hours Total: 6 hours per week**

Teaches computer-aided drafting concepts and equipment designed to develop a general understanding of components of a typical CAD system and its operation. (Credit will not be awarded for both CAD 201 and DRF 201.)

**CAD 202 - Computer Aided Drafting and Design II  
(4 Credits)**

**Lecture: 3 hours Laboratory: 3 hours Total: 6 hours per week**

Teaches production drawings and advanced operations in computer aided drafting. (Credit will not be awarded for both CAD 202 and DRF 202.)

**CAD 238 - Computer Aided Modeling and Rendering I  
(3 Credits)**

**Lecture: 2 hours Laboratory: 2 hours Total: 4 hours per week**

Focuses on training students in the contemporary techniques of 3D modeling, rendering, and animation on the personal computer. Introduces the principles of visualization, sometimes known as photo-realism, which enables the student to create presentation drawings for both architectural and industrial product design. Uses computer animation to produce walk-throughs that will bring the third dimension to architectural designs. (Credit will not be awarded for both CAD 238 and DRF 238.)

**CAD 239 - Computer Aided Modeling and Rendering II  
(3 Credits)**

**Lecture:** 2 hours **Laboratory:** 2 hours **Total:** 4 hours per week

Focuses on training students in the contemporary techniques of 3D modeling, rendering, and animation on the personal computer. Introduces the principles of visualization, sometimes known as photo-realism, which enables the student to create presentation drawings for both architectural and industrial product design. Uses computer animation to produce walk-throughs that will bring the third dimension to architectural designs. (Credit will not be awarded for both CAD 239 and DRF 239.)

**CHD 118 - Language Arts for Young Children  
(3 Credits)**

**Lecture:** 2 hours per week

Emphasizes the early development of children's language and literacy skills. Presents techniques and methods for supporting all aspects of early literacy. Surveys children's literature, and examines elements of promoting oral literacy, print awareness, phonological awareness, alphabetic principle, quality storytelling and story reading. Addresses strategies for intervention and support for exceptional children and English Language Learners.

**Prerequisite(s):** Functional literacy in the English language; reading at the 12th grade level.

**CHD 120 - Introduction to Early Childhood Education  
(3 Credits)**

**Lecture:** 3 hours per week

Introduces early childhood development through activities and experiences in nursery, pre-kindergarten, kindergarten, and primary programs. Investigates classroom organization and procedures, and use of classroom time and materials, approaches to education for young children, professionalism, and curricular procedures. Functional literacy in the English language; reading at the 12th grade level.

**CHD 121 - Childhood Educational Development I  
(3 Credits)**

**Lecture:** 3 hours per week

Focuses attention on the observable characteristics of children from birth through adolescence. Concentrates on cognitive, physical, social, and emotional changes that occur. Emphasizes the relationship between development and child's interactions with parents, siblings, peers, and teachers.

**CHD 125 - Creative Activities for Children  
(3 Credits)**

**Lecture:** 2 hours per week

Prepares individuals to work with young children in the arts and other creative age-appropriate activities. Investigates effective classroom experiences and open-ended activities.

**CHD 165 - Observation and Participation in Early Childhood / Primary Settings  
(3 Credits)**

**Lecture:** 4 hours per week

Focuses on observation as the primary method for gathering information about children in early childhood settings. Emphasizes development of skills in the implementation of a range of observation techniques. May be taken again for credit. 4 hours field placement. One hour seminar.

**Prerequisite(s):** Functional literacy in the English language; reading at the 12th grade level.

**CHD 166 - Infant and Toddler Programs  
(3 Credits)**

**Lecture:** 3 hours per week

Examines child growth and development from birth to 36 months. Focuses on development in the physical, cognitive, social, emotional, and language domains. Emphasizes the importance of the environment and relationships for healthy brain development during the child's first three years of life. Investigates regulatory standards for infant/toddler care giving.

**CHD 210 - Introduction to Exceptional Children  
(3 Credits)**

**Lecture:** 3 hours per week

Reviews the history of and legal requirements for providing intervention and educational services for young children with special needs. Studies the characteristics of children with a diverse array of needs and developmental abilities. Explores concepts of early intervention, inclusion, guiding behavior and adapting environments to meet children's needs.

**Prerequisite(s):** Functional literacy in the English language; reading at the 12th grade level.

**CHI 101 - Beginning Chinese I  
(5 Credits)**

**Lecture:** 5 hours per week

Introduces understanding, speaking, reading, and writing skills; emphasizes basic Chinese sentence structure.

**Prerequisite(s):** CHI 101 for CHI 102. Part I of II.

**CHI 102 - Beginning Chinese II  
(5 Credits)**

**Lecture:** 5 hours per week

Introduces understanding, speaking, reading, and writing skills; emphasizes basic Chinese sentence structure.

**Prerequisite(s):** CHI 101 for CHI 102.

**CHI 201 - Conversational Chinese (Mandarin) I  
(4 Credits)**

**Lecture:** 4 hours per week

Offers intensive practice in comprehending and speaking Chinese, with emphasis on developing structure and fluency.

**Prerequisite(s):** CHI 102. Part I of II.

**CHI 202 - Conversational Chinese (Mandarin) II  
(4 Credits)**

**Lecture:** 4 hours per week

Offers intensive practice in comprehending and speaking Chinese, with emphasis on developing structure and fluency.

**Prerequisite(s):** CHI 102. Part II of II.

**CIV 110 - Introduction to Civil Engineering Technology  
(2 Credits)**

**Lecture:** 1 hour per week **Laboratory:** 2 hours **Total:** 3 hours per week

Introduces basic skills required for a career in civil engineering technology, focusing on the roles and responsibilities of the engineering team, professional ethics, problem solving with hand calculator and computer applications. Introduces civil engineering materials and analysis, standard laboratory procedures and reporting, and engineering graphics, including instruction in Computer Aided Drafting. Instructs students in oral presentation preparations and delivery.

**CST 100 - Principles of Public Speaking  
(3 Credits)**

**Lecture:** 3 hours per week

Applies theory and principles of public address with emphasis on preparation and delivery.

**CST 110 - Introduction to Communication  
(3 Credits)**

**Lecture:** 3 hours per week

Examines the elements affecting speech communication at the individual, small group, and public communication levels with emphasis on practice of communication at each level.

**CST 130 - Introduction to the Theatre  
(3 Credits)**

**Lecture:** 3 hours per week

Surveys the principles of drama, the development of theatre production, and selected plays to acquaint the student with various types of theatrical presentations.



**CST 151 - Film Appreciation I  
(3 Credits)**

**Lecture:** 3 hours per week

Provides students with a critical understanding of film through the discussion and viewing of motion pictures with emphasis upon the study of film history and the forms and functions of film. Students will develop skills to analyze the shared social, cultural and historical influences of films and their contexts.

**MTT 1 - Developmental Mathematics (Technology-Based) I  
(1 Credit)**

**Lecture:** 1 hours per week

Covers mathematics topics in a technology-based setting to prepare students for the study of college level mathematics courses and curricula. Designed for the study of one developmental math unit prescribed by the student's placement test results. Credits not applicable toward graduation. Placement scores requiring the student to complete one developmental math unit.

**MTT 2 - Developmental Mathematics (Technology-Based) II  
(2 Credits)**

**Lecture:** 2 hours per week

Covers mathematics topics in a technology-based setting to prepare students for the study of college level mathematics courses and curricula. Designed for the study of any combination of two developmental math units prescribed by the student's placement test results. Credits not applicable toward graduation. Placement scores requiring the student to complete two developmental math units.

**MTT 3 - Developmental Mathematics (Technology-Based) III  
(3 Credits)**

**Lecture:** 3 hours per week

Covers mathematics topics in a technology-based setting to prepare students for the study of college level mathematics courses and curricula. Designed for the study of any combination of three developmental math units prescribed by the student's placement test results. Credits not applicable toward graduation. Placement scores requiring the student to complete three developmental math units.

**MTT 4 - Developmental Mathematics (Technology-Based) IV  
(4 Credits)**

**Lecture:** 4 hours per week

Covers mathematics topics in a technology-based setting to prepare students for the study of college level mathematics courses and curricula. Designed for the study of any combination of four developmental math units prescribed by the student's placement test results. Credits not applicable toward graduation. Placement scores requiring the student to complete 4 developmental math units.

**DSL 126 - Diesel Engine Reconditioning  
(6 Credits)**

**Lecture:** 3 hours **Laboratory:** 6 hours **Total:** 9 hours per week

Provides basic knowledge of the construction, design, and application of selected modern diesel engines and their components. Covers induction and exhaust systems, cooling and lubricating systems, and fuel injection and governing systems. Provides opportunity to disassemble, inspect, recondition, reassemble, and test selected engines.

**DSL 131 - Diesel Fuel Systems and Tune-Up  
(4 Credits)**

**Lecture:** 2 hours **Laboratory:** 4 hours **Total:** 6 hours per week

Teaches maintenance, adjustment, testing, and general repair of the typical fuel injection components used on non-automotive diesel engines. Includes engine and fuel system tune-up procedures and troubleshooting using current diagnostic equipment.

**DSL 143 - Diesel Truck Electrical Systems  
(4 Credits)**

**Lecture:** 2 hours **Laboratory:** 4 hours **Total:** 6 hours per week

Studies the theory and operation of various truck and tractor electrical systems. Covers preheating, starting, generating, and lighting systems. Uses modern test equipment for measurement, adjustment, and troubleshooting.

**DSL 150 - Mobile Hydraulics and Pneumatics  
(3 Credits)**

**Lecture:** 2 hours **Laboratory:** 2 hours **Total:** 4 hours per week

Introduces the theory, operation and maintenance of hydraulic/pneumatic systems and devices used in mobile applications. Emphasizes the properties of fluid, fluid flow, fluid states and application of Bernoulli's equation.

**DSL 152 - Diesel Power Trains, Chassis, and Suspension  
(4 Credits)**

**Lecture:** 2 hours **Laboratory:** 4 hours **Total:** 6 hours per week

Studies the chassis, suspension, steering and brake systems found on medium and heavy-duty diesel trucks. Covers construction features, operating principles and service procedures for such power train components as clutches, multi-speed transmissions, propeller shafts, and rear axles. Teaches operations of modern equipment to correct and adjust abnormalities.

**DSL 160 - Air Brake Systems  
(3 Credits)**

**Lecture:** 2 hours **Laboratory:** 2 hours **Total:** 4 hours per week

Studies the basic operational theory of pneumatic and air brake systems as used in heavy-duty and public transportation vehicles. Covers various air control valves, test system components, and advanced air system schematics. Teaches proper service and preventative maintenance of systems.

**DSL 176 - Transportation Air Conditioning  
(2 Credits)**

**Lecture:** 1 hours **Laboratory:** 2 hours **Total:** 3 hours per week

Studies fundamentals of transportation air conditioning. Includes repair, service, and troubleshooting of the refrigeration systems used in road vehicles and heavy equipment.

**DSL 197 - Cooperative Education  
(3 Credits)**

**Laboratory:** 15 hours

Supervises in on-the-job training for pay in approved business, industrial and service firms, coordinated by the college's cooperative education office. Is applicable to all occupational-technical curricula at the discretion of the college.

**DRF 111 - Technical Drafting I  
(3 Credits)**

**Lecture:** 2 hours **Laboratory:** 2 hours **Total:** 4 hours per week

Introduces technical drafting from the fundamentals through advanced drafting practices. Teaches lettering, metric construction, technical sketching, orthographic projection, sections, intersections, development, fasteners, theory and applications of dimensioning and tolerances. Includes pictorial drawing, and preparation of working and detailed drawings.

**DRF 112 - Technical Drafting II  
(3 Credits)**

**Lecture:** 2 hours **Laboratory:** 2 hours **Total:** 4 hours per week

Introduces technical drafting from the fundamentals through advanced drafting practices. Teaches lettering, metric construction, technical sketching, orthographic projection, sections, intersections, development, fasteners, theory and applications of dimensioning and tolerances. Includes pictorial drawing, and preparation of working and detailed drawings.

**DRF 155 - Fundamentals of Architectural Drafting  
(3 Credits)**

**Lecture:** 2 hours **Laboratory:** 3 hours **Total:** 5 hours per week

Introduces fundamentals of architectural drafting and planning of functional buildings. Presents architectural lettering, symbols, and dimensioning, and working drawings including site plans, floor plans, elevations, sections, and details.

**DRF 160 - Machine Blueprint Reading  
(3 Credits)**

**Lecture:** 3 hours per week

Introduces interpreting of various blueprints and working drawings. Applies basic principles and techniques such as visualization of an object, orthographic projection, technical sketching and drafting terminology. Requires outside preparation.

**DRF 231 - Computer Aided Drafting I**  
**(3 Credits)**

**Lecture:** 2 hours **Laboratory:** 2 hours **Total:** 4 hours per week

Teaches computer aided drafting concepts and equipment designed to develop a general understanding of components and operate a typical CAD system.

**DRF 232 - Computer Aided Drafting II**  
**(3 Credits)**

**Lecture:** 2 hours **Laboratory:** 2 hours **Total:** 4 hours per week

Teaches advanced operation in computer aided drafting.

**ECO 100 - Elementary Economics**  
**(3 Credits)**

**Lecture:** 3 hours per week

Introduces students to the most basic elements of economics without detailed study of theory. Presents and interprets current issues and concerns publicized in the media. Allows students to understand and grasp the importance of local, state, and national issues with economic themes and overtones.

**ECO 110 - Consumer Economics**  
**(3 Credits)**

**Lecture:** 3 hours per week

Fosters understanding of American economic system and the individual's role as a consumer. Emphasizes application of economic principles to practical problems encountered. Alerts students to opportunities, dangers, and alternatives of consumers.

**ECO 120 - Survey of Economics**  
**(3 Credits)**

**Lecture:** 3 hours per week

Presents a broad overview of economic theory, history, development, and application. Introduces terms, definitions, policies, and philosophies of market economies. Provides some comparison with other economic systems. Includes some degree of exposure to macroeconomic and microeconomic concepts.

**ECO 201 - Principles of Macroeconomics**  
**(3 Credits)**

**Lecture:** 3 hours per week

Presents the fundamental macroeconomic concepts, theories, and issues including the study of scarcity and opportunity cost, supply and demand, national economic growth, inflation, recession, unemployment, fiscal and monetary policies, and international trade. Develops an appreciation of how these economic concepts apply to consumer, business, and government decisions, and their effect on the overall economy. This is a Passport Transfer course.

**ECO 202 - Principles of Microeconomics  
(3 Credits)**

**Lecture:** 3 hours per week

Presents the fundamental microeconomic concepts, theories, and issues including the study of scarcity and opportunity cost, supply and demand, elasticities, marginal revenues and costs, profits, production, and distribution. Develops an appreciation of how these economic concepts apply to consumer and business decisions, and their effect on the individual.

**EDU 195 - Topics In  
(1-5 Credits)**

Provides an opportunity to explore topical areas of interest to or needed by students. May be used also for special honors courses. May be repeated for credit.

**EDU 198 - Seminar and Project  
(1-5 Credits)**

Requires completion of a project or research report related to the student's occupational objectives and a study of approaches to the selection and pursuit of career opportunities in the field. May be repeated for credit.

**EDU 200 - Introduction to Teaching as a Profession  
(3 Credits)**

**Lecture:** 2 hours **Laboratory:** 2 hours **Total:** 4 hour per week

Provides an orientation to the teaching profession in Virginia, including historical perspectives, current issues, and future trends in education on the national and state levels. Emphasizes information about teacher licensure examinations, steps to certification, teacher preparation and induction programs, and attention to critical shortage areas in Virginia. Includes supervised field placement (recommended: 40 clock hours) in a K-12 school.

**Prerequisite(s):** Successful completion of 24 cr.) of transfer courses.

**EDU 225 - Audiovisual Materials & Computer Software  
(3 Credits)**

**Lecture:** 2 hours per week

Prepares students to construct graphic teaching aids, to select and develop materials for instructional support, to operate, maintain and use audiovisual equipment used in the classroom.

**EDU 235 - Health, Safety, and Nutrition Education  
(3 Credits)**

**Lecture:** 3 hours per week

Focuses on the health and developmental needs of children and the methods by which these needs are met. Emphasizes positive health, hygiene, nutrition and feeding routines, childhood diseases, and safety issues. Emphasizes supporting the mental and physical well-being of children, as well as procedures for reporting child abuse.

**Prerequisite(s):** Functional literacy in the English language; reading at the 12th grade level.

**EDU 254 - Teaching Basic Academic Skills to Exceptional Children  
(3 Credits)**

**Lecture:** 3 hours per week

Develops competencies required to teach readiness and basic skills to children with special needs in private or public-school settings. Includes the preparation of lesson plans, instructional units, and Individualized Education Programs (IEP's). Includes child abuse recognition and intervention training. Emphasizes exceptionalities for students ages 2-21 under Public Law 94-142. Familiarizes students with the indicators of effective teaching.

**EDU 270 - Introduction to Autism Spectrum Disorders  
(3 Credits)**

**Lecture:** 3 hours per week

Explores the nature of autism and related developmental disorders. Details and discusses current evaluation and assessment measures in ASD. Discusses current intervention strategies and their implementation in the school setting.

**EDU 271 - Methodologies and Curriculum Development for Students with Autism Spectrum Disorders  
(3 Credits)**

**Lecture:** 3 hours per week

Details current methodologies used when treating and teaching students with ASD. Emphasizes evidence-based intervention strategies such as Assessment of Basic Learning and Language Skills (ABLLS), Verbal Behavior, Picture Exchange Communication System (PECS), and the use of visual schedules.

**Prerequisite(s):** EDU 270.

**EDU 272 - Methods for Supporting Students with Autism Spectrum Disorders in the School Setting  
(3 Credits)**

**Lecture:** 3 hours per week

Discusses effective socialization and behavior management strategies specific to ASD. Presents strategies to promote social skill development and generalization. Demonstrates mastery of assessment and data collection with emphasis on functional behavior. Student will assist a class-room teacher to develop social or behavioral intervention strategies for an ASD child.

**Prerequisite(s):** EDU 271.

**EDU 285 - Teaching Online Program (TOP)**  
**(3 Credits)**

**Lecture:** 3 hours per week

Instructs educators in the method and practice for delivery of online course content. Includes instructional technology and instructional design theory and practice, with skills and strategies that educators will use to engage students and create a collaborative online environment.

**Prerequisite(s):** Proficient working knowledge of the current VCCS online course delivery system.

**EDU 287 - Instructional Design for Online Learning**  
**(3 Credits)**

**Lecture:** 3 hours per week

Prepares educators to design online courses that encourage active learning and student participation. Focuses on instructional design practices including the development of content tied to learning objectives and a peer-based approach to evaluating courses.

**EDU 295 - Topics In**  
**(1-5 Credits)**

Provides an opportunity to explore topical areas of interest to or needed by students. May be used also for special honors courses. May be repeated for credit.

**ELE 127 - Residential Wiring Methods**  
**(3 Credits)**

**Lecture:** 2 hours **Laboratory:** 3 hours **Total:** 5 hours per week

Studies wiring methods and standards used for residential dwellings. Provides practical experience in design, layout, construction, and testing of residential wiring systems by use of scaled mock-ups.

**ELE 138 - National Electrical Code Review I**  
**(3 Credits)**

**Lecture:** 3 hours per week

Covers purpose and interpretation of the National Electrical Code as well as various charts, code rulings and wiring methods. Prepares the student to take the journeyman-level exam.

**ELE 143 - Programmable Controllers I**  
**(3 Credits)**

**Lecture:** 2 hours **Laboratory:** 3 hours **Total:** 5 hours per week

Studies operating characteristics, programming techniques, interfacing, and networking capabilities of programmable logic controllers. Studies controllers with analog and/or digital interfacing, hand-held and/or software programming.

**ELE 144 - Programmable Controllers II  
(3 Credits)**

**Lecture:** 2 hours **Laboratory:** 3 hours **Total:** 5 hours per week

Studies operating characteristics, programming techniques, interfacing, and networking capabilities of programmable logic controllers. Studies controllers with analog and/or digital interfacing, hand-held and/or software programming.

**ELE 149 - Wiring Methods in Industry  
(3 Credits)**

**Lecture:** 2 hours **Laboratory:** 3 hours **Total:** 5 hours per week

Studies the fundamentals of industrial power distribution, circuits, switches, enclosures, panels, fuses, circuit breakers, transformers, and wiring methods, using various charts and tables of the National Electrical Code.

**ELE 176 - Introduction to Alternative Energy Including Hybrid Systems  
(3 Credits)**

**Lecture:** 2 hours **Laboratory:** 3 hours **Total:** 5 hours per week

Introduces Alternative Energy with an emphasis on solar photovoltaic systems, small wind turbines technology, the theory of PV technology, PV applications, solar energy terminology, system components, site analysis, PV system integration and PV system connections and small wind turbine technology site analysis.

**ELE 233 - Programmable Logic Controller Systems I  
(3 Credits)**

**Lecture:** 2 hours **Laboratory:** 3 hours **Total:** 5 hours per week

Teaches operating and programming of programmable logic controllers. Covers analog and digital interfacing and communication schemes as they apply to system.

**ELE 239 - Programmable Controllers  
(3 Credits)**

**Lecture:** 2 hours **Laboratory:** 3 hours **Total:** 5 hours per week

Examines installation, programming, interfacing, and concepts of troubleshooting programmable controllers.

**ETR 101 - Electrical/Electronic Calculations I  
(3 Credits)**

**Lecture:** 3 hours per week

Teaches calculation methods and fundamental applications and processes to electrical and electronic problems. Stresses basic calculations required in circuit analysis. Includes problem solving utilizing calculators or computers.



**ETR 113 - DC & AC Fundamentals I  
(3 Credits)**

**Lecture:** 2 hours **Laboratory:** 3 hours **Total:** 5 hours per week

Studies DC and AC circuits, basic electrical components, instruments, network theorems, and techniques used to predict, analyze, and measure electrical quantities.

**ETR 114 - DC & AC Fundamentals II  
(3 Credits)**

**Lecture:** 2 hours **Laboratory:** 3 hours **Total:** 5 hours per week

Studies DC and AC circuits, basic electrical components, instruments, network theorems, and techniques used to predict, analyze, and measure electrical quantities.

**ETR 115 - D.C. and A.C. Circuits  
(3 Credits)**

**Lecture:** 3 hours per week

Studies current flow in direct and alternating current circuits with emphasis upon practical problems. Reviews mathematics used in circuit calculations. Introduces concepts of resistance, capacitance, inductance and magnetism. Focuses on electronics/circuits application.

**ETR 140 - Introduction to Mechatronics  
(3 Credits)**

**Lecture:** 2 hours a week **Laboratory:** 2 hours **Total:** 4 hours per week

Presents foundational concepts in mechatronics including analog and digital electronics, sensors, actuators, microprocessors, and microprocessor interfacing to electromechanical systems. Surveys components and measurement equipment used in the design, installation, and repair of mechatronic equipment and circuits.

**ETR 144 - Devices and Applications II  
(3 Credits)**

**Lecture:** 2 hours **Laboratory:** 3 hours **Total:** 5 hours per week

Teaches theory of active devices and circuits such as diodes, power supplies, transistors (BJTs), amplifiers and their parameters, FETs, and operational amplifiers. May include UJTs, oscillators, RF amplifiers, thermionic devices and others.

**ETR 198 - Seminar and Project  
(1-5 Credits)**

Requires completion of a project or research report related to the student's occupational objectives and a study of approaches to the selection and pursuit of career opportunities in the field. May be repeated for credit.

**ETR 203 - Electronic Devices I  
(4 Credits)**

**Lecture:** 3 hours **Laboratory:** 3 hours **Total:** 6 hours per week

Studies active devices and circuits such as diodes, power supplies, transistors, amplifiers and others.

**Prerequisite(s):** Knowledge of D.C./A.C. theory. Part I of II.

**ETR 204 - Electronic Devices II  
(4 Credits)**

**Lecture:** 3 hours **Laboratory:** 3 hours **Total:** 6 hours per week

Studies active devices and circuits such as diodes, power supplies, transistors, amplifiers and others. Knowledge of D.C./A.C. theory.

**ETR 263 - Microprocessor Application  
(4 Credits)**

**Lecture:** 3 hours per week

Provides an intensive study of fundamentals of microprocessors including architecture, internal operations, memory, I/O devices, machine level programming and interfacing.

**ETR 271 - Microcomputer Electronics I  
(4 Credits)**

**Lecture:** 3 hours per week **Laboratory:** 3 hours **Total:** 6 hours per week

Deals with digital circuit devices and systems including number systems, Boolean algebra, logic circuits, arithmetic and logic operations, integrated circuits and digital IC families, D/A and A/D. Includes memory devices, microprocessor architecture, programming and applications in microcomputer-based systems.

**ETR 272 - Microcomputer Electronics II  
(4 Credits)**

**Lecture:** 3 hours per week **Laboratory:** 3 hours **Total:** 6 hours per week

Deals with digital circuit devices and systems including number systems, Boolean algebra, logic circuits, arithmetic and logic operations, integrated circuits and digital IC families, D/A and A/D. Includes memory devices, microprocessor architecture, programming and applications in microcomputer-based systems.

**ETR 273 - Computer Electronics I  
(3 Credits)**

**Lecture:** 2 hours **Laboratory:** 3 hours **Total:** 5 hours per week

Teaches principles of digital electronics and microprocessors to familiarize the student with typical circuits and methods used to interface computer and/or controllers with various I/O devices. Includes exposure to high level programming as well as assembly language routines.

**ETR 286 - Principles and Applications of Robotics  
(3 Credits)**

**Lecture:** 2 hours **Laboratory:** 2 hours **Total:** 4 hours per week

Provides an overview of terminology, principles, practices, and applications of robotics. Studies development, programming; hydraulic, pneumatic, electronic controls; sensors, and system troubleshooting.

**ETR 298 - Seminar and Project  
(1-5 Credits)**

Requires completion of a project or research report related to the student's occupational objectives and a study of approaches to the selection and pursuit of career opportunities in the field. May be repeated for credit.

**EMS 100 - CPR for Healthcare Providers  
(1 Credit)**

**Lecture:** 1 hour per week

Provides instruction in Cardiopulmonary Resuscitation that meets current Emergency Cardiac Care (ECC) guidelines for Cardiopulmonary Resuscitation education for Healthcare Providers. Equivalent to HLT 105.

**EMS 101 - EMS First Responder  
(3 Credits)**

**Lecture:** 3 hours per week

Provides education in the provision of emergency medical care for persons such as Police, non-EMS Fire personnel, industrial personnel and the general public who are likely to be the first medically trained personnel on the scene of an injury or illness. Meets current Virginia Office of Emergency Medical Services curriculum for First Responder. Equivalent to HLT 119.

**EMS 111 - Emergency Medical Technician  
(7 Credits)**

**Lecture:** 5 hours **Laboratory:** 4 hours **Total:** 9 hours per week

Prepares student for certification as a Virginia and National Registry EMT. Focuses on all aspects of pre-hospital basic life support as defined by the Virginia Office of Emergency Medical Services curriculum for Emergency Medicine Technician.

**Prerequisite(s):** EMS 100/equivalent

**EMS 112 - Emergency Medical Technician-Basic I  
(4 Credits)**

**Lecture:** 3 hours **Laboratory:** 2 hours **Total:** 5 hours per week

Prepares student for certification as a Virginia and/or National Registry EMT-Basic. Focuses on all aspects of pre-hospital basic life support as defined by the Virginia office of Emergency Medical Services curriculum for Emergency Medicine Technician Basic.

**EMS 113 - Emergency Medical Technician-Basic II  
(3 Credits)**

**Lecture:** 2 hours **Laboratory:** 2 hours **Total:** 4 hours per week

Continues preparation of student for certification as a Virginia and/or National Registry EMT-Basic. Includes all aspects of pre-hospital basic life support as defined by the Virginia Office of Emergency Medical Services curriculum for Emergency Medicine Technician Basic.

**EMS 120 - Emergency Medical Technician-Basic Clinical  
(1 Credit)**

**Laboratory:** 2 hours per week

Observes in a program approved clinical/field setting. Includes topics for both EMS 111 and EMS 113, dependent upon the program in which the student is participating and is a co-requisite to both EMS 111 and EMS 113.

**EMS 121 - Preparatory Foundations  
(2 Credits)**

**Lecture:** 2 hours per week

Introduces fundamental concepts established by the National Emergency Medical Service Education Standards (NEMSES) for Advanced EMT and Paramedic curricula. Includes EMS systems, introduction to research, workforce safety and wellness, EMS system communications, introduction to public health, legal and ethical issues.

**Prerequisite(s):** Current Virginia EMT and CPR certification as approved by the Virginia Office of EMS

**EMS 123 - EMS Clinical Preparation  
(1 Credit)**

**Laboratory:** 2 hours per week

Introduces the student to local clinical agencies and prepares the student for clinical activities above the level of EMT. Includes prerequisites required by clinical affiliates, therapeutic communication, primary assessment, history taking, secondary assessment, reassessment, monitoring devices and documentation.

**Prerequisite(s):** Current Virginia EMT and CPR certification as approved by the Virginia Office of EMS

**EMS 125 - Basic Pharmacology  
(1 Credit)**

**Laboratory:** 2 hours per week

Introduces the student to local clinical agencies and prepares the student for clinical activities above the level of EMT. Includes prerequisites required by clinical affiliates, therapeutic communication, primary assessment, history taking, secondary assessment, reassessment, monitoring devices and documentation.

**Prerequisite(s):** Current Virginia EMT and CPR certification as approved by the Virginia Office of EMS

**EMS 126 - Basic Pharmacology Lab  
(1 Credit)**

**Laboratory:** 2 hours per week

Focuses on the safe administration of medications in the emergency setting. Includes drug dose calculation and covers multiple routes of administration including oral, intramuscular, subcutaneous, intravenous, and intraosseous and other methods within the scope of practice for the emergency care provider.

**Prerequisite(s):** Current Virginia EMT and CPR certification as approved by the Virginia Office of EMS

**Corequisite(s):** EMS 125.

**EMS 127 - Airway, Shock and Resuscitation  
(1 Credit)**

**Lecture:** 1 hour per week

Introduces concepts associated with pre-hospital emergency care of the individual experiencing airway difficulty or in need of resuscitation or shock management.

**Prerequisite(s):** Current Virginia EMT and CPR certification as approved by the Virginia Office of EMS

**Corequisite(s):** EMS 128.

**EMS 128 - Airway, Shock and Resuscitation Lab  
(1 Credit)**

**Laboratory:** 2 hours per week

Focuses on specific skills related to airway, resuscitation and shock management.

**Prerequisite(s):** Current Virginia EMT and CPR certification as approved by the Virginia Office of EMS

**Corequisite(s):** EMS 127.

**EMS 135 - Emergency Medical Care  
(2 Credits)**

**Lecture:** 2 hours per week

Prepares the student to assess and manage patients with common medical emergencies.

**Prerequisite(s):** EMS 121, EMS 123, EMS 125, EMS 126, EMS 127, EMS 128.

**Corequisite(s):** EMS 136 Emergency Medical Care Lab

**EMS 136 - Emergency Medical Care Lab  
(1 Credit)**

**Laboratory:** 2 hours per week

Focuses on specific skills related to the assessment and management of common medical emergencies.

**Prerequisite(s):** EMS 121, EMS 123, EMS 125, EMS 126, EMS 127, EMS 128.

**Corequisite(s):** EMS 135.

**EMS 137 - EMS Trauma Care  
(1 Credit)**

**Lecture:** 1 hour per week

Prepares the student to assess and manage injured patients, developing his/her problem-solving ability in the treatment of trauma involving various body systems.

**Prerequisite(s):** EMS 121, EMS 123, EMS 125, EMS 126, EMS 127, EMS 128.  
**Corequisite(s):** EMS 138

**EMS 138 - EMS Trauma Care Lab  
(1 Credit)**

**Laboratory:** 2 hours per week

Focuses on the skills required for the assessment and management of patients with traumatic injury.

**Prerequisite(s):** EMS 121, EMS 123, EMS 125, EMS 126, EMS 127, EMS 128.  
**Corequisite(s):** EMS 137

**EMS 139 - Special Populations  
(1 Credit)**

**Lecture:** 1 hour per week

Focuses on the pre-hospital assessment and management of patients in a specific population including pediatrics, geriatrics, obstetrics/gynecology (OB/GYN), bariatric, abuse, sexual assault and special needs.

**Prerequisite(s):** EMS 121, EMS 123, EMS 125, EMS 126, EMS 127, EMS 128.  
**Corequisite(s):** EMS 140

**EMS 140 - Special Populations Lab  
(1 Credit)**

**Laboratory:** 2 hours per week

Develops skills related to the assessment and management of patients in a specific population including pediatrics, geriatrics, obstetrics/gynecology (OB/GYN), bariatric, abuse, sexual assault and special needs.

**Prerequisite(s):** EMS 121, EMS 123, EMS 125, EMS 126, EMS 127, EMS 128.  
**Corequisite(s):** EMS 139

**EMS 141 - Cardiovascular Care  
(2 Credits)**

**Lecture:** 2 hours per week

Focuses on assessment and management of cardiac-related emergencies. Covers basic dysrhythmia recognition and relates it to overall cardiac patient care.

**Prerequisite(s):** EMS 121, EMS 123, EMS 125, EMS 126, EMS 127, EMS 128.  
**Corequisite(s):** EMS 142

**EMS 142 - Cardiovascular Care Lab  
(1 Credit)**

**Laboratory:** 2 hours per week

Focuses on skills involved in the assessment and management of cardiac-related emergencies. Develops competency in basic dysrhythmia recognition and overall cardiac patient care.

**Prerequisite(s):** EMS 121, EMS 123, EMS 125, EMS 126, EMS 127, EMS 128.

**EMS 150 - Advanced Emergency Medical Technician (AEMT)  
(7 Credits)**

**Lecture:** 5 hours **Laboratory:** 4 hours **Total:** 9 hours per week

Prepares students to build upon content in the Emergency Medical Technician (EMT) curriculum and demonstrate competency in specific advanced skills and knowledge.

**Prerequisite(s):**

**Corequisite(s):** EMS 170

**EMS 151 - Introduction to Advanced Life Support  
(4 Credits)**

**Lecture:** 3 hours **Laboratory:** 2 hours **Total:** 5 hours per week

Prepares the student for Virginia Enhanced certification eligibility and begins the sequence for National Registry Intermediate and/or Paramedic certification. Includes the theory and application of the following: foundations, human systems, pharmacology, overview of shock, venous access, airway management, patient assessment, respiratory emergencies, allergic reaction, and assessment based management. Conforms at a minimum to the Virginia Office of Emergency Medical Services curriculum.

**Corequisite(s):** EMS 170

**EMS 153 - Basic ECG Recognition  
(2 Credits)**

**Lecture:** 2 hours per week

Focuses on the interpretation of basic electrocardiograms (ECG) and their significance. Includes an overview of anatomy and physiology of the cardiovascular system including structure, function and electrical conduction in the heart. Covers advanced concepts that build on the knowledge and skills of basic dysrhythmia determination and introduction to 12 lead ECG.

**EMS 154 - ALS Cardiac Care  
(2 Credits)**

**Lecture:** 1 hour per week

Continues the Virginia Office of Emergency Medical Services Intermediate and/or Paramedic curricula. Includes Advanced Life Support (ALS) airway management, electrical therapy, pharmacology, drug and fluid administration with emphasis on patient assessment, differential diagnosis and management of cardiovascular emergencies. It will incorporate the current American Heart Association (AHA) - ACLS guidelines and curriculum including stroke management.

**Prerequisite(s):** EMS 153.

**Corequisite(s):** EMS 153.

**EMS 155 - ALS - Medical Care  
(4 Credits)**

**Lecture:** 3 hours **Laboratory:** 2 hours **Total:** 5 hours per week

Continues the Virginia Office of Emergency Medical Services Intermediate and/or Paramedic curricula. Includes ALS pharmacology, drug and fluid administration with emphasis on patient assessment, differential diagnosis and management of multiple medical complaints. Includes, but are not limited to conditions relating to cardiac, diabetic, neurological, non-traumatic abdominal pain, environmental, behavioral, gynecology, and toxicological disease conditions.

**Prerequisite(s):** Current EMT-B certification, EMS 151 and EMS 153

**EMS 159 - ALS Special Populations  
(3 Credits)**

**Lecture:** 2 hours **Laboratory:** 2 hours **Total:** 4 hours per week

Continues the Virginia office of Emergency Medical Services Intermediate and/or Paramedic curricula. Focuses on the assessment and management of specialty patients including obstetrical, pediatric, and neonates.

**Prerequisite(s):** Pre reqs. EMS 151 and EMS 153.

**Prerequisite or Corequisite:** EMS 155

**EMS 163 - Prehospital Trauma Life Support  
(1 Credit)**

Prepares for certification as a Prehospital Trauma Life Support provider as defined by the American College of Surgeons.

**Prerequisite(s):** EMS 111 or equivalent.

**EMS 164 - Advanced Medical Life Support (AMLS)  
(1 Credit)**

**Lecture:** 1 hour per week

Covers current topics of care for adult patients suffering extensive medical conditions and emergencies, and offers certification as an Advanced Medical Life Support (AMLS) as defined by the National Association of Emergency Medical Technicians (NAEMT).



**EMS 165 - Advanced Cardiac Life Support  
(1 Credit)**

EMS 165 Prepares for certification as an Advanced Cardiac Life provider. Follows course as defined by the American Heart Association. 1 credit

**Corequisite(s):** EMS 100 and EMS 153.

**EMS 167 - Emergency Pediatrics Course (EPC)  
(1 Credit)**

**Lecture:** 1 hour per week

Provides a unique approach to pediatric medical care, offering assessment techniques that can help EMS practitioners rapidly and accurately assess pediatric patients to determine which situations may be life threatening and require immediate intervention. Offers certification as defined by the National Association of Emergency Medical Technicians (NAEMT).

**EMS 169 - Pediatric Advanced Life Support  
(1 Credit)**

**Lecture:** 1 hours per week

Prepares the student for certification as a pediatric advanced life support provider as defined by the American Heart Association. Covers primary assessment and emergency care of infants and children.

**EMS 170 - ALS Internship I  
(1 Credit)**

**Laboratory:** 3 hours per week.

Begins the first in a series of clinical experiences providing supervised direct patient contact in appropriate patient care facilities in and out of hospitals. Includes but not limited to patient care units such as the Emergency Department, Critical Care units, Pediatric, Labor and Delivery, Operating Room, Trauma Centers and various advanced life support units.

**EMS 172 - ALS Clinical Internship II  
(1-2 Credits)**

**Laboratory:** 3 hours per week.

Continues with the second in a series of clinical experiences providing supervised direct patient contact in appropriate patient care facilities in and out of hospitals. Includes but not limited to patient care units such as the Emergency Department, Critical Care units, Pediatric, Labor and Delivery, Operating Room and Trauma Centers.

**Corequisite(s):** EMS 151

**EMS 173 - ALS Field Internship II  
(1 Credit)**

**Laboratory:** 3 hours per week.

Continues with the second in a series of field experiences providing supervised direct patient care in out-of-hospital advanced life support units.

**EMS 175 - Paramedic Clinical Experience I  
(2 Credits)**

**Laboratory:** 6 hours per week

Introduces students to live patient assessment and management in the clinical setting. Begins a continuum of learning involving live patients that leads to entry-level competence at the paramedic level.

**Prerequisite(s):** EMS 121, EMS 123, EMS 125, EMS 126, EMS 127, EMS 128.

**EMS 202 - Paramedic Pharmacology  
(2 Credits)**

**Lecture:** 2 hours per week

Focuses on advanced pharmacological interventions, medications and their effects.

**Prerequisite(s):** EMS 125, EMS 126, EMS 135, EMS 136, EMS 137, EMS 138, EMS 139, EMS 140, EMS 141, EMS 142.

**EMS 203 - Advanced Patient Care  
(2 Credits)**

**Lecture:** 2 hours per week

Focuses on the comprehensive assessment and management of patients in out-of-hospital and inter-facility scenarios. Content is centered on problem-solving through integration of didactic, psychomotor and affective curricula.

**Prerequisite(s):** EMS 135, EMS 136, EMS 137, EMS 138, EMS 139, EMS 140, EMS 141, EMS 142.

**Corequisite(s):** EMS 204.

**EMS 204 - Advanced Medical Care Lab  
(2 Credits)**

**Laboratory:** 4 hours per week

Focuses on the comprehensive assessment and management of out-of-hospital and interfacility patients using scenario-based learning.

**Prerequisite(s):** EMS 135, EMS 136, EMS 137, EMS 138, EMS 139, EMS 140, EMS 141, EMS 142.

**Corequisite(s):** EMS 203.

**EMS 206 - Pathophysiology for the Health Professions  
(3 Credits)**

**Lecture:** 3 hours per week

Focuses on the pathological processes of disease with emphasis on the anatomical and physiological alterations of the human body systems. Includes diagnosis and management appropriate to the advanced health care provider in and out of the hospital environment.

**Prerequisite(s):** BIO 145 or BIO 141-BIO 142 combination.

**EMS 210 - EMS Operations  
(1 Credit)**

**Laboratory:** 2 hours per week

Focuses on matters related to Emergency Medical Services (EMS) operations, incident and scene safety and awareness, triage, multiple and mass casualty incident operations and medical incident management (command and control of EMS incidents).

**Prerequisite(s):** EMS 135, EMS 136, EMS 137, EMS 138, EMS 139, EMS 140, EMS 141, EMS 142.

**EMS 212 - Leadership and Professional Development  
(1 Credit)**

Focuses on the development of leadership within the field of Emergency Medical Services (EMS), topics include civic engagement, personal wellness, resource management, ethical considerations in leadership and research. 1 hour. 1 hour per week.

**Prerequisite(s):** EMS 135, EMS 136, EMS 137, EMS 138, EMS 139, EMS 140, EMS 141, EMS 142.

**EMS 216 - Paramedic Review  
(1 Credit)**

**Laboratory:** 2 Lab Hours

Provides the student with intensive review for the practical and written portions of the National Registry Paramedic exam. May be repeated once, for credit.

**EMS 240 - ALS Internship II  
(1 Credit)**

**Laboratory:** 3 hours per week.

Continues clinical and/or field experiences providing supervised direct patient contact in appropriate patient care facilities in and out of hospitals. Includes, but not limited to patient care units such as the Emergency Department, Critical Care units, Pediatric, Labor and Delivery, Operating Room, Trauma Centers and various advanced life support units.

**EMS 247 - Paramedic Clinical Experience II  
(1 Credit)**

**Laboratory:** 3 hours per week.

Continues the student experience with live patient assessment and management in the clinical setting. It is the second step in a continuum of learning involving live patients that leads to entry-level competence at the paramedic level.

**Prerequisite(s):** EMS 135, EMS 136, EMS 137, EMS 138, EMS 139, EMS 140, EMS 141, EMS 142, EMS 175.

**EMS 248 - Paramedic Comprehensive Field Experience  
(2 Credits)**

**Laboratory:** 6 hours per week

Expands the student experience with live patient assessment and management into the field setting. It is the third step in a continuum of learning involving live patients that leads to entry-level competence at the paramedic level.

**Prerequisite(s):** EMS 135, EMS 136, EMS 137, EMS 138, EMS 139, EMS 140, EMS 141, EMS 142, EMS 175.

**EMS 249 - Paramedic Capstone Internship  
(2 Credits)**

**Laboratory:** 6 hours per week

Provides summative evaluation of the Paramedic student in the cognitive, psychomotor, and affective domains.

**Prerequisite(s):** EMS 202, EMS 203, EMS 204, EMS 206, EMS 247, EMS 248.

**ENE 104 - Energy Industry Fundamentals  
(4 Credits)**

**Lecture:** 4 hours per week

Provides a broad understanding of the electric and natural gas utility industry and the energy generation, transmission, and distribution infrastructure. Covers business models, regulations, types of energy and their conversion to usable energy such as electric power, how generated power is transmitted and distributed to the point of use, emerging technologies, and the connection to careers in the energy industry.

**EGR 115 - Engineering Graphics  
(3 Credits)**

**Lecture:** 1 hour **Laboratory:** 3 hours. **Total:** 4 hours per week

Applies principles of orthographic projection, and multi-view drawings. Teaches descriptive geometry including relationships of points, lines, planes and solids. Introduces sectioning, dimensioning and computer graphic techniques. Includes instruction in Computer Aided Drafting.

**EGR 120 - Introduction to Engineering  
(2 Credits)**

**Lecture:** 2 hours per week

Introduces the engineering profession, professional concepts, ethics, and responsibility. Reviews hand calculators, number systems, and unit conversions. Introduces the personal computer and operating systems. Includes engineering problem solving techniques using computer software.

**EGR 123 - Introduction to Engineering Design  
(2 Credits)**

**Lecture:** 1 hour **Laboratory:** 2 hours **Total:** 3 hours per week

Applies problem-solving techniques to engineering problems utilizing computer programming and algorithms in a higher-level computer language such as FORTRAN, PASCAL, or C++.

**EGR 125 - Introduction to Engineering Methods  
(3 Credits)**

**Lecture:** 3 hours per week

Applies problem-solving techniques to engineering problems utilizing computer programming and algorithms in a higher-level computer language such as FORTRAN, PASCAL, or C++.

**EGR 135 - Statics for Engineering Technology  
(3 Credits)**

**Lecture:** 3 hours per week

Introduces Newton's Laws, resultants and equilibrium of force systems, analysis of trusses and frames. Teaches determination of centroids, distributed loads and moments of inertia. Covers dry friction and force systems in space.

**EGR 140 - Engineering Mechanics - Statics  
(3 Credits)**

**Lecture:** 3 hours per week

Introduces mechanics of vector forces and space, scalar mass and time, including S.I. and U.S. customary units. Teaches equilibrium, free-body diagrams, moments, couples, distributed forces, centroids, moments of inertia analysis of two- force and multi-force members and friction and internal forces.

**ENG 111 - College Composition I  
(3 Credits)**

**Lecture:** 3 hours per week

Introduces students to critical thinking and the fundamentals of academic writing. Through the writing process, students refine topics: develop and support ideas; investigate, evaluate, and incorporate appropriate resources; edit for effective style and usage; and determine appropriate approaches for a variety of contexts, audiences, and purposes. Writing activities will include exposition and argumentation with at least one researched essay. This is a Passport Transfer Course.

**ENG 112 - College Composition II  
(3 Credits)**

**Lecture:** 3 hours per week

Continues to develop college writing with increased emphasis on critical essays, argumentation, and research, developing these competencies through the examination of a range of texts about the human experience. Requires students to locate, evaluate, integrate, and document sources and effectively edit for style and usage. Students must successfully complete ENG 111 or its equivalent, and must be able to use word processing software.

**ENG 115 - Technical Writing  
(3 Credits)**

**Lecture:** 3 hours per week

Develops ability in technical writing through extensive practice in composing technical reports and other documents. Guides students in achieving voice, tone, style, and content in formatting, editing, and graphics. Introduces students to technical discourse through selected reading.

**ENG 125 - Introduction to Literature  
(3 Credits)**

**Lecture:** 3 hours per week

Introduces students to a range of literary genres that may include poetry, fiction, drama, creative nonfiction, and other cultural texts, as it continues to develop college writing.

**Prerequisite(s):** ENG 111.

**ENG 131 - Technical Report Writing I  
(3 Credits)**

**Lecture:** 3 hours per week

Offers a review of organizational skills including paragraph writing and basic forms of technical communications, various forms of business correspondence, and basic procedures for research writing. Includes instruction and practice in oral communication skills.

**ENG 205 - Technical Editing  
(3 Credits)**

**Lecture:** 3 hours per week

Prepares business and technical communicators to edit self-generated writings as well as writings prepared by others, including individual or collaborative authors. Teaches students to make editorial content decisions, verify information and copyright compliance, adapt and design formats for audience and purpose, and edit the work of several authors into a seamless final product. Covers basic proofreading and editing skills.

**Prerequisite(s):** ENG 111 or equivalent.

**ENG 210 - Advanced Composition  
(3 Credits)**

**Lecture:** 3 hours per week

Helps students refine skills in writing non-fiction prose. Guides development of individual voice and style. Introduces procedures for publication.

**Prerequisite(s):** ENG 112 or divisional approval.

**ENG 217 - Creative Writing Poetry I  
(3 Credits)**

**Lecture:** 3 hours per week

Introduces the fundamentals and techniques of writing poetry. Part I of II.

**ENG 236 - Introduction to the Short Story  
(3 Credits)**

**Lecture:** 3 hours per week

Examines selected short stories emphasizing the history of the genre. Involves critical reading and writing.

**Prerequisite(s):** ENG 112 or divisional approval.

**ENG 241 - Survey of American Literature I  
(3 Credits)**

**Lecture:** 3 hours per week

Examines American literary works from colonial times to the present, emphasizing the ideas and characteristics of our national literature. Involves critical reading and writing.

**Prerequisite(s):** ENG 112 or divisional approval.

**ENG 242 - Survey of American Literature II  
(3 Credits)**

**Lecture:** 3 hours per week

Examines American literary works from colonial times to the present, emphasizing the ideas and characteristics of our national literature. Involves critical reading and writing.

**Prerequisite(s):** ENG 112 or divisional approval.

**ENG 243 - Survey of English Literature I  
(3 Credits)**

**Lecture:** 3 hours per week

Studies major English works from the Anglo-Saxon period to the present, emphasizing ideas and characteristics of the British literary tradition. Involves critical reading and writing.

**Prerequisite(s):** ENG 112 or divisional approval.

**ENG 244 - Survey of English Literature II  
(3 Credits)**

**Lecture:** 3 hours per week

Studies major English works from the Anglo-Saxon period to the present, emphasizing ideas and characteristics of the British literary tradition. Involves critical reading and writing.

**Prerequisite(s):** ENG 112 or divisional approval.

**ENG 250 - Children's Literature**  
**(3 Credits)**

**Lecture:** 3 hours per week

Surveys the history, development and genres of children's literature, focusing on analysis of texts for literary qualities and in terms of audience.

**Prerequisite(s):** ENG 112 or ENG 125 or divisional approval.

**ENG 251 - Survey of World Literature I**  
**(3 Credits)**

**Lecture:** 3 hours per week

Examines major works of world literature. Involves critical reading and writing.

**Prerequisite(s):** ENG 112 or divisional approval.

**ENG 252 - Survey of World Literature II**  
**(3 Credits)**

**Lecture:** 3 hours per week

Examines major works of world literature. Involves critical reading and writing.

**Prerequisite(s):** ENG 112 or divisional approval.

**ENG 253 - Survey of African-American Literature I**  
**(3 Credits)**

**Lecture:** 3 hours per week

Examines selected works by Black American writers from the colonial period to the present. Involves critical reading and writing. Part I of II.

**Prerequisite(s):** ENG 112 or divisional approval.

**ENG 255 - Major Writers in World Literature**  
**(3 Credits)**

**Lecture:** 3 hours per week

Examines major writers selected from a variety of literary traditions. Involves critical reading and writing.

**Prerequisite(s):** ENG 112 or divisional approval.

**ENG 257 - Mythological Literature**  
**(3 Credits)**

**Lecture:** 3 hours per week

Studies a variety of mythological works of literature, along with an examination of the allegorical and metaphorical themes within each work, and an understanding of figurative language, symbology, and mythical allusions.

**Prerequisite(s):** ENG 112 or divisional approval.



**ENG 271 - The Works of Shakespeare I  
(3 Credits)**

**Lecture:** 3 hours per week

Examines selected works of Shakespeare. Involves critical reading and writing.

**Prerequisite(s):** ENG 112 or divisional approval.

**ENG 272 - The Works of Shakespeare II  
(3 Credits)**

**Lecture:** 3 hours per week

Examines selected works of Shakespeare. Involves critical reading and writing.

**Prerequisite(s):** ENG 112 or divisional approval.

**ENG 276 - Southern Literature  
(3 Credits)**

**Lecture:** 3 hours per week

Examines the themes and techniques of selected writers dealing with the American South as a distinctive cultural entity. Involves critical reading and writing.

**Prerequisite(s):** ENG 112 or divisional approval.

**ENG 279 - Film and Literature  
(3 Credits)**

**Lecture:** 3 hours per week

Examines the translation of literature into film viewing and writing.

**Prerequisite(s):** ENG 112 or divisional approval.

**ENF 1 - Preparing for College English I  
(8 Credits)**

**Lecture:** 8 hours per week

Provides integrated reading and writing instruction for students who require extensive preparation to succeed in college-level English courses. Students will place into this course based on placement test score. Upon successful completion and faculty recommendation, students will move into Preparing for College English III (if they require additional preparation) or into college-level English (if they require no additional preparation). Credit is not applicable toward graduation Contact 8 hours.

**Prerequisite(s):** Qualifying placement test score.

**ENF 2 - Preparing for College English II  
(4 Credits)**

**Lecture:** 2 hours per week

Provides integrated reading and writing instruction for students who require intermediate preparation to succeed in college-level English courses. Students will place into this course based on placement test score. Upon successful completion and faculty recommendation, students will move into Preparing for College Level III (if they require additional preparation) or into college-level English (if they require no additional preparation). Credit is not applicable toward graduation. Contact 4 hours.

**Prerequisite(s):** Qualifying placement test score.

**ENF 3 - Preparing for College English III  
(2 Credits)**

**Lecture:** 2 hours per week

Provides integrated reading and writing instruction for students who require minimal preparation for college-level English but still need some preparation to succeed. Students in this course will be co-enrolled in college-level English. Students will place into this course based on placement test score. Credit is not applicable toward graduation. Contact 2 hours.

**Prerequisite(s):** Qualifying placement score.

**Corequisite(s):** Co-Enrollment in a college-level English course.

**ENV 100 - Basic Environmental Science  
(3 Credits)**

**Lecture:** 3 hours per week

Presents and discusses basic scientific, health-related, ethical, economic, social and political aspects of environmental activities, policies/decisions. Emphasizes the multidisciplinary nature of environmental problems and their potential solutions.

**ENV 121 - General Environmental Science I  
(4 Credits)**

**Lecture:** 3 hours **Laboratory:** Recitation and Laboratory 3 hours **Total:** 6 hours per week

Explores fundamental components and interactions that make up the natural systems of the earth. Introduces the basic science concepts in the discipline of biological, chemical, and earth sciences that are necessary to understand and address environmental issues. Part I of II.

**FIN 107 - Personal Finance  
(3 Credits)**

**Lecture:** 3 hours per week

Presents a framework of personal money management concepts, including establishing values and goals, determining sources of income, managing income, preparing a budget, developing consumer buying ability, using credit, understanding savings and insurance, providing for adequate retirement, and estate planning.

**FOR 100 - Introduction to Forestry  
(3-4 Credits)**

**Lecture:** 2-3 hours

Develops the general concepts of forestry and forest resource use in the United States. sessions introduce the student to the protection, management, and use of forest resource.

**FRE 101 - Beginning French I  
(4 Credits)**

**Lecture:** 5 hours per week

Introduces understanding, speaking, reading, and writing skills and emphasizes basic French sentence structure. May include one additional hour of oral practice per week.

**FRE 102 - Beginning French II  
(4 Credits)**

**Lecture:** 5 hours per week

Introduces understanding, speaking, reading, and writing skills and emphasizes basic French sentence structure. May include one additional hour of oral practice per week.

**FRE 201 - Intermediate French I  
(3 Credits)**

**Lecture:** 3 hours per week

Continues to develop understanding, speaking, reading, and writing skills. French is used in the classroom. May include one additional hour of oral practice per week.

**Prerequisite(s):** FRE 102 or equivalent.

**FRE 202 - Intermediate French II  
(3 Credits)**

**Lecture:** 3 hours per week

Continues to develop understanding, speaking, reading, and writing skills. French is used in the classroom. May include one additional hour of oral practice per week.

**Prerequisite(s):** FRE 102 or equivalent.

**GEO 200 - Introduction to Physical Geography  
(3 Credits)**

**Lecture:** 3 hours per week

Studies major elements of the natural environment including earth sun relationship, land-forms, weather and climate, natural vegetation and soils. Introduces the student to types and uses of maps.

**GEO 210 - People and the Land: Intro to Cultural Geography  
(3 Credits)**

**Lecture:** 3 hours per week

Focuses on the relationship between culture and geography. Presents a survey of modern demographics, landscape modification, material and non-material culture, language, race and ethnicity, religion, politics, and economic activities. Introduces the student to types and uses of maps.

**GOL 105 - Physical Geology  
(4 Credits)**

**Lecture:** 3 hours **Laboratory:** 3 hours **Total:** 6 hours per week

Introduces the composition and structure of the earth and modifying agents and processes. Investigates the formation of minerals and rocks, weathering, erosion, earthquakes, and crustal de-formation.

**GOL 106 - Historical Geology  
(4 Credits)**

**Lecture:** 3 hours **Laboratory:** 3 hours **Total:** 6 hours per week

Traces the evolution of the earth and life through time. Presents scientific theories of the origin of the earth and life and interprets rock and fossil record.

**GOL 110 - Earth Science  
(4 Credits)**

**Lecture:** 3 hours **Laboratory:** 3 hours **Total:** 6 hours per week

Examines the dynamics of the earth and its relation to the solar system. Applies the principles of geology, oceanography, meteorology, and astronomy in a multi-disciplinary science environment. Stresses the effects of geologic processes on the environment.

**GOL 111 - Oceanography I  
(4 Credits)**

**Lecture:** 3 hours **Laboratory:** 3 hours **Total:** 6 hours per week

Examines the dynamics of the oceans and ocean basins. Applies the principles of physical, chemical, biological, and geological oceanography. Part I of II.

**GOL 112 - Oceanography II  
(4 Credits)**

**Lecture:** 3 hours **Laboratory:** 3 hours **Total:** 6 hours per week

Examines the dynamics of the oceans and ocean basins. Applies the principles of physical, chemical, biological, and geological oceanography. Part II of II.

**GER 101 - Beginning German I  
(4 Credits)**

**Lecture:** 5 hours per week

Introduces understanding, speaking, reading, and writing skills and emphasizes basic German sentence structures. Part I of II. May include one additional hour oral practice per week.

**GER 102 - Beginning German II  
(4 Credits)**

**Lecture:** 5 hours per week

Introduces understanding, speaking, reading, and writing skills and emphasizes basic German sentence structures. Part I of II. May include one additional hour oral practice per week.

**GER 201 - Intermediate German I  
(3 Credits)**

**Lecture:** 3 hours per week

Continues to develop understanding, speaking, reading, and writing skills. German is used in the classroom. May include one additional hour oral practice per week.

**Prerequisite(s):** GER 102 or equivalent. Part I of II.

**GER 202 - Intermediate German II  
(3 Credits)**

**Lecture:** 3 hours per week

Continues to develop understanding, speaking, reading, and writing skills. German is used in the classroom. May include one additional hour oral practice per week.

**Prerequisite(s):** GER 102 or equivalent. Part I of II.

**HLT 105 - Cardiopulmonary Resuscitation  
(1 Credit)**

**Lecture:** 1 hour per week

Provides training in coordinated mouth-to-mouth artificial ventilation and chest compression, choking, life-threatening emergencies, and sudden illness. Equivalent to EMS 100.  
Lecture 1 hour per week. 1 credits

**HLT 116 - Introduction to Personal Wellness Concepts  
(2 Credits)**

**Lecture:** 2 hours per week

Introduces students to the dimensions of wellness including the physical, emotional, environmental, spiritual, occupational, and social components.

**HLT 121 - Introduction to Drug Use & Abuse Explores  
(3 Credits)**

**Lecture:** 3 hours per week

The use and abuse of drugs in contemporary society with emphasis upon sociological, physiological, and psychological effects of drugs.

**HLT 143 - Medical Terminology I  
(3 Credits)**

**Lecture:** 3 hours per week

Provides an understanding of medical abbreviations and terms. Includes the study of prefixes, suffixes, word stems, and technical terms with emphasis on proper spelling, pronunciation, and usage. Emphasizes more complex skills and techniques in understanding medical terminology. \*Does not meet HLT/PED requirement for degree and certificate programs.

**HLT 206 - Exercise Science  
(3 Credits)**

**Lecture:** 3 hours per week

Surveys scientific principles, methodologies, and research as applied to exercise and physical fitness. Emphasizes physiological responses and adaptations to exercise. Addresses basic elements of kinesiology, biomechanics, and motor learning. Presents an introduction to the physical fitness industry.

**HLT 215 - Personal Stress and Stress Management  
(3 Credits)**

**Lecture:** 3 hours per week

Provides a basic understanding of stress and its physical, psychological, and social effects. Includes the relationships between stress and change, self-evaluation, sources of stress, and current coping skills for handling stress.

**HLT 230 - Principles of Nutrition & Human Development  
(3 Credits)**

**Lecture:** 3 hours per week

Teaches the relationship between nutrition and human development. Emphasizes nutrients, balanced diet, weight control, and the nutritional needs of an individual.

**HLT 250 - General Pharmacology  
(3 Credits)**

**Lecture:** 3 hours per week

Emphasizes general pharmacology for the health-related professions covering general principles of drug actions/reactions, major drug classes, specific agent within each class, and routine mathematical calculations needed to determine desired dosages. \*Does not meet HLT/PE requirement for degree and certificate programs.

**HIS 101 - Western Civilizations Pre-1600 CE  
(3 Credits)**

**Lecture:** 3 hours per week

Examines the development of western civilization from ancient times to 1600 CE.

**HIS 102 - Western Civilizations Post-1600 CE  
(3 Credits)**

**Lecture:** 3 hours per week

Examines the development of western civilization from 1600 CE to the present.

**HIS 111 - World Civilizations Pre-1500 CE  
(3 Credits)**

**Lecture:** 3 hours per week

Surveys the history of Asia, Africa, the Americas, and Europe from antiquity to approximately 1500. This is a Passport Transfer course.

**HIS 112 - World Civilizations Post-1500 CE  
(3 Credits)**

**Lecture:** 3 hours per week

Surveys the history of Asia, Africa, Europe, and the Americas from approximately 1500 CE through the present. This is a Passport Transfer course.

**HIS 121 - United States History to 1877  
(3 Credits)**

**Lecture:** 3 hours per week

Introduces the history of the United States from its origins to 1877. Includes the European exploration, development of the American colonies and their institutions, the Revolution, major political, social, and economic developments, geographical expansion, the Civil War, and Reconstruction. This is a Passport Transfer course.

**HIS 122 - United States History Since 1865  
(3 Credits)**

**Lecture:** 3 hours per week

Introduces the history of the United States from 1865 to present. Includes major political, social, and economic developments since 1865, overseas expansion, the two world wars, the Cold War, and the post-Cold War era. This is a Passport Transfer course.

**HIS 127 - Women in American History  
(3 Credits)**

**Lecture:** 3 hours per week

Studies the role of women and attitudes toward women in American society from colonial times to the present.

**HIS 141 - African-American History I  
(3 Credits)**

**Lecture:** 3 hours per week

Surveys the history of black Americans from their African origins to the present.

**HIS 142 - African-American History II  
(3 Credits)**

**Lecture:** 3 hours per week

Surveys the history of black Americans from their African origins to the present.

**HIS 155 - Life in Colonial Virginia  
(3 Credits)**

**Lecture:** 3 hours per week

Studies life in Virginia before the American Revolution, including politics, economics, customs, culture, and the slave plantation system.

**HIS 205 - Local History  
(3 Credits)**

**Lecture:** 3 hours per week

Studies the history of the local community and/or region.

**HIS 225 - Topics in European History I  
(3 Credits)**

**Lecture:** 3 hours per week

Examines selected topics in the history of Europe from ancient times to the present.

**HIS 226 - Topics in European History II  
(3 Credits)**

**Lecture:** 3 hours per week

Examines selected topics in the history of Europe from ancient times to the present.

**HIS 253 - History of Asian Civilizations I  
(3 Credits)**

**Lecture:** 3 hours per week

Surveys the civilizations of Asia from their origins to the present. Part I of II.

**HIS 267 - The Second World War  
(3 Credits)**

**Lecture:** 3 hours per week

Examines causes and consequences of the Second World War. Includes the rise of totalitarianism, American neutrality, military developments, the home fronts, diplomacy, and the decision to use the atomic bomb.

**HIS 268 - The American Constitution  
(3 Credits)**

**Lecture:** 3 hours per week

Analyzes the origin and development of the United States Constitution. Includes the evolution of civil liberties, property rights, contracts, due process, judicial review, federal-state relationships, and corporate-government relations.



**HIS 281 - History of Virginia I  
(3 Credits)**

**Lecture:** 3 hours per week

Examines the cultural, political, and economic history of the Commonwealth from its beginning to the present. Part I and II.

**HIS 282 - History of Virginia II  
(3 Credits)**

**Lecture:** 2 hours **Laboratory:** 3 hours. **Total:** 5 hours per week

Examines the cultural, political, and economic history of the Commonwealth from its beginning to the present. Part I and II.

**HRI 106 - Principles of Culinary Arts I  
(3 Credits)**

**Lecture:** 2 hours **Laboratory:** 3 hours. **Total:** 5 hours per week

Introduces the fundamental principles of food preparation and basic culinary procedures. Stresses the use of proper culinary procedures combined with food science, proper sanitation, standards of quality for food items that are made, and proper use and care of kitchen equipment.

**HRI 115 - Food Service Managers Sanitation Certification  
(1 Credit)**

**Lecture:** 1 hour per week

Presents an accelerated survey of principles and applications of sanitary food service, designed to promote the skills of managers in food service establishments licensed by the Commonwealth of Virginia. (Upon successful completion of the course, a certificate of achievement is awarded by the Educational Foundation of the National Restaurant Association and the student's name is entered in the Foundation Registry.)

**HRI 128 - Principles of Baking  
(3 Credits)**

**Lecture:** 2 hours **Laboratory:** 3 hours **Total:** 5 hours per week

Instructs the student in the preparation of breads, pastries, baked desserts, candies, frozen confections, and sugar work. Applies scientific principles and techniques of baking. Promotes the knowledge/skills required to prepare baked items, pastries and confections.

**HRI 134 - Food and Beverage Service Management  
(3 Credits)**

**Lecture:** 2 hours **Laboratory:** 3 hours. **Total:** 5 hours per week

Provides a conceptual and technical framework for managing the service of meals in a variety of commercial settings. Studies the integration of production and service delivery, guest contact dynamics, reservations management and point-of-sale systems.

**HRI 145 - Garde Manger  
(3 Credits)**

**Lecture:** 2 hours **Laboratory:** 3 hours **Total:** 5 hours per week

Studies garde manger, the art of decorative cold food preparation and presentation. Provides a detailed practical study of cold food preparation and artistic combination and display of cold foods.

**HRI 154 - Principles of Hospitality Management  
(3 Credits)**

**Lecture:** 3 hours per week

Presents basic understanding of the hospitality industry by tracing the industry's growth and development, reviewing the organization and management of lodging, food, and beverage operations, and focusing on industry opportunities and future trends.

**HRI 197 - Cooperative Education  
(1-5 Credits)**

Supervises in on-the-job training for pay in approved business, industrial and service firms, coordinated by the college's cooperative education office. Is applicable to all occupational-technical curricula at the discretion of the college. May be repeated for credit. Credit/ work ratio not to exceed 1:5 hours.

**HRI 206 - International Cuisine  
(3 Credits)**

**Lecture:** 2 hours **Laboratory:** 3 hours **Total:** 5 hours per week

Introduces the concepts of cultural differences and similarities and the preparation of the food specialties of the major geographical areas of the world. Focuses on emerging cuisines as they become popular.

**HRI 207 - American Regional Cuisine  
(3 Credits)**

**Lecture:** 2 hours **Laboratory:** 3 hours **Total:** 5 hours per week

Studies the distinct regional cooking styles of America and its neighbors. Emphasizes the indigenous ingredients as well as the cultural aspect of each region's cooking style. Includes the preparation of the various regional foods.

**HRI 218 - Fruit, Vegetable, and Starch Preparation  
(3 Credits)**

**Lecture:** 2 hours **Laboratory:** 3 hours **Total:** 5 hours per week

Instructs the student in the preparation of fruits, vegetables, grains, cereals, legumes and farinaceous products. Promotes the knowledge/skills necessary to prepare menu items from fruits, vegetables, and their byproducts, and to select appropriate uses as meal components.

**HRI 219 - Stock, Soup, and Sauce Preparation  
(3 Credits)**

**Lecture:** 2 hours **Laboratory:** 3 hours **Total:** 5 hours per week

Instructs the student in the preparation of stocks, soups, and sauces. Promotes the knowledge/skills to prepare stocks, soups, and sauces, and to select appropriate uses as meal components.

**HRI 255 - Human Resources Management & Training for Hospitality & Tourism  
(3 Credits)**

**Lecture:** 3 hours per week

Prepares the students for interviewing, training and developing employees. Covers management skills (technical, human, and conceptual) and leadership. Covers the establishment and use of effective training and evaluative tools to improve productivity. Emphasizes staff and customer relations.

**HRI 281 - Artisan Breads  
(3 Credits)**

**Lecture:** 2 hours **Laboratory:** 3 hours **Total:** 5 hours per week

Provides an integrated study of both classical and modern baking methods. Focuses on craft baking using simple ingredients to create superior products.

**HRI 282 - European Tortes and Cakes  
(3 Credits)**

**Lecture:** 2 hours **Laboratory:** 3 hours **Total:** 5 hours per week

Provides an integrated study of European tortes and cakes.

**HRI 283 - Custards and Cremes  
(3 Credits)**

**Lecture:** 2 hours **Laboratory:** 3 hours **Total:** 5 hours per week

Provides an integrated study of classical and contemporary custards and cremes as menu items and recipe ingredients.

**HRI 288 - Health-Conscious Baking  
(3 Credits)**

**Lecture:** 2 hours **Laboratory:** 3 hours **Total:** 5 hours per week

Provides students with an understanding of the ingredients and methods used in creating healthy and special needs breads, pastries, cookies, and other desserts.

**HRT 106 - Practical Horticulture  
(1 Credit)**

**Laboratory:** 2 hours per week

Provides practical experience in landscape construction equipment operations and maintenance.

**HRT 110 - Principles of Horticulture  
(3 Credits)**

**Lecture:** 3 hours per week

Introduces concepts of plant growth and development. Covers horticultural practices, crops and environmental factors affecting plant growth.

**HRT 115 - Plant Propagation  
(3 Credits)**

**Lecture:** 2 hours **Laboratory:** 2 hours **Total:** 4 hours per week

Teaches principles and practices of plant propagation. Examines commercial and home practices. Provides experience in techniques using seed-spores, cuttings, grafting, budding, layering and division.

**HRT 125 - Chemicals in Horticulture  
(3 Credits)**

**Lecture:** 2 hours **Laboratory:** 2 hours **Total:** 4 hours per week

Emphasizes basic chemical principles and their application to horticulture. Introduces principles of inorganic and organic chemicals. Studies chemical activities of insecticides, fungicides, herbicides, fertilizers, and growth regulators.

**HRT 126 - Home Landscaping  
(3 Credits)**

**Lecture:** 3 hours per week

Studies current approaches to improving home landscapes. Emphasizes planning, proper implementation, and landscape maintenance.

**HUM 100 - Survey of the Humanities  
(3 Credits)**

**Lecture:** 3 hours per week

Introduces the humanities through the art, literature, music, and philosophy of various cultures and historical periods.

**ITA 101 - Beginning Italian I  
(4 Credits)**

**Lecture:** 5 hours per week

Develops the understanding, speaking, reading, and writing of Italian, and emphasizes the structure of the language. Part I of II. May include one additional hour of oral practice per week.

**ITA 102 - Beginning Italian II  
(4 Credits)**

**Lecture:** 5 hours per week

Develops the understanding, speaking, reading, and writing of Italian, and emphasizes the structure of the language. Part II of II. May include one additional hour of oral practice per week.

**ITA 201 - Intermediate Italian I  
(3 Credits)**

**Lecture:** 3 hours per week

Continues development of skills of understanding, speaking, reading and writing of Italian. Classes conducted in Italian.

**Prerequisite(s):** ITA 102 or equivalent. Part I of II.

**ITA 202 - Intermediate Italian II  
(3 Credits)**

**Lecture:** 3 hours per week

Continues development of skills of understanding, speaking, reading and writing of Italian. Classes conducted in Italian.

**Prerequisite(s):** ITA 102 or equivalent. Part II of II.

**ITD 110 - Web Page Design  
(3 Credits)**

**Lecture:** 3 hours per week

Stresses a working knowledge of web site designs, construction, and management using HTML or XHTML. Includes headings, lists, links, images, image maps, tables, forms, and frames.

**Prerequisite(s):** Recommended ITE 115.

**ITD 112 - Designing Web Page Graphics  
(3 Credits)**

**Lecture:** 3 hours per week

Explores the creation of digital graphics for web design. Includes basic design elements such as color and layout will be explored utilizing a computer graphics program(s).

**Prerequisite(s):** Recommended ITD 110.

**ITD 120 - Design Concepts for Mobile Applications  
(3 Credits)**

**Lecture:** 3 hours per week

Provides skills for designing both Web-based and stand-alone applications for wireless devices. Details discussions of the needs for applications including mobile phones and a range of rich hand-held devices such as PDA's. Emphasizes the importance of usability, accessibility, optimization, and performance to create fast-loading business enterprise applications and games.

**ITD 210 - Web Page Design II  
(3 Credits)**

**Lecture:** 3 hours per week

Incorporates advanced techniques in web site planning, design, usability, accessibility, advanced site management, and maintenance utilizing web editor software(s).

**Prerequisite(s):** Recommended ITD 110.

**ITD 212 - Interactive Web Design  
(3 Credits)**

**Lecture:** 3 hours per week

Provides techniques in interactive design concepts to create cross-platform, low-bandwidth animations utilizing a vector-based application. Emphasizes the importance of usability, accessibility, optimization and performance.

**Prerequisite(s):** Recommended ITD 110.

**ITE 100 - Introduction to Information Systems  
(3 Credits)**

**Lecture:** 3 hours per week

Covers the fundamentals of computers and computing and topics which include impact of computers on society, ethical issues, and terminology. Provides discussion about available hardware and software as well as their application.

**ITE 115 - Introduction to Computer Applications and Concepts  
(3 Credits)**

**Lecture:** 3 hours per week

Covers computer concepts and internet skills, and uses a software suite which includes word processing, spreadsheet, database, and presentation software to demonstrate skills.

**Prerequisite(s):** Recommended keyboarding skills.

**ITE 119 - Information Literacy  
(3 Credits)**

**Lecture:** 3 hours per week

Presents the information literacy core competencies focusing on the use of information technology skills. Skills and knowledge will be developed in database searching, computer applications, information security and privacy, and intellectual property issues.

**ITE 120 - Principles of Information Systems  
(3 Credits)**

**Lecture:** 3 hours per week

Provides an overview of the fundamentals of computer information systems. Focuses on the role of computers in business today including hardware, software, analysis, design and implementation of information systems. Includes an introduction to computer ethics, and business and personal security. Exposes students to techniques used in programming and system development. Utilizes a hands-on component for spreadsheets, databases, and web design applications.

**ITE 127 - Microcomputer Software: Beginning Windows  
(2 Credits)**

**Lecture:** 2 hours per week

Imparts first-time users with sufficient information to make practical use of the Windows software package. Presents the basics of the features and applications included in the Windows operating system package.

**ITE 130 - Introduction to Internet Services  
(3 Credits)**

**Lecture:** 3 hours per week

Provides students with a working knowledge of Internet terminology and services including e-mail, WWW browsing, search engines, ftp, file compression, and other services using a variety of software packages. Provides instruction for basic web page construction.

**ITE 140 - Spreadsheet Software  
(3 Credits)**

**Lecture:** 3 hours per week

Covers the use of spreadsheet software to create spreadsheets with formatted cells and cell ranges, control pages, multiple sheets, charts, and macros. Topics include type and edit text in a cell, enter data on multiple worksheets, work with formulas and functions, create charts, pivot tables, and styles, insert headers and footers, and filter data. Covers MOS Excel objectives.

**ITE 160 - Introduction to e-Commerce  
(3 Credits)**

**Lecture:** 3 hours per week

Studies the culture and demographics of the Internet, online business strategies and the hardware and software tools necessary for Internet commerce. Includes the identification of appropriate target segments, the development of product opportunities, pricing structures, distribution channels over the Internet, and the execution of marketing strategy in computer-mediated environments. Presents case histories of successful Web applications.

**ITE 170 - Multimedia Software  
(3 Credits)**

**Lecture:** 3 hours per week

Explores technical fundamentals of creating multimedia projects with related hardware and software. Students will learn to manage resources required for multimedia production and evaluation and techniques for selection of graphics and multimedia software.

**ITE 215 - Advanced Computer Applications and Integration  
(3 Credits)**

**Lecture:** 3 hours per week

Incorporates advanced computer concepts including the integration of a software suite.

**Prerequisite(s):** Pre-requisite: ITE 115 Introduction to Computer Applications and Concepts.

**ITN 101 - Introduction to Network Concepts  
(3 Credits)**

**Lecture:** 3 hours per week

Provides instruction in networking media, physical and logical topologies, common networking standards and popular networking protocols. Emphasizes the TCP/IP protocol suite and related IP addressing schemes, including CIDR. Includes selected topics in network implementation, support and LAN/WAN connectivity.

**ITN 106 - Microcomputer Operating Systems  
(3 Credits)**

**Lecture:** 3 hours per week

Teaches use of operating system utilities and multiple-level directory structures, creation of batch files, and configuration of microcomputer environments. May include a study of graphical user interfaces.

**ITN 107 - Personal Computer Hardware and Troubleshooting  
(3 Credits)**

**Lecture:** 3 hours per week

Includes specially designed instruction to give a student a basic knowledge of hardware and soft-ware configurations. Includes the installation of various peripheral devices as well as basic system hardware components.

**ITN 150 - Networking Fundamentals and Introductory Routing - Cisco  
(3 Credits)**

**Lecture:** 3 hours per week

Contains an introduction to the functions of layer of the OSI reference model, data link and network addresses, data encapsulation, different classes of IP addresses and subnetting, and the functions of the TCP/IP network-layer protocols. Includes features of the Cisco IOS software, including login, content-sensitive help, command history and editing, loading software, configuring and verifying IP addresses, preparing the initial configuration of a router, and adding routing protocols to the router configuration.

**ITN 251 - Secure Converged Wide Area Networks (ISCW) - Cisco  
(3 Credits)**

**Lecture:** 3 hours per week

Provides the skills and knowledge to secure and expand the reach of the enterprise network to teleworkers and remote sites, focusing on remote access security and VPN client configuration.

**ITN 260 - Network Security Basics  
(3 Credits)**

**Lecture:** 3 hours per week

Provides instruction in the basics of network security in depth. Includes security objectives, security architecture, security models and security layers; risk management, network security policy, and security training. Includes the five security keys, confidentiality integrity, availability, accountability and auditability.



**ITN 261 - Network Attacks, Computer Crime and Hacking  
(3 Credits)**

**Lecture:** 3 hours per week

Encompasses in-depth exploration of various methods for attacking and defending a network. Explores network security concepts from the viewpoint hackers and their attack methodologies. Includes topics about hackers, attacks, Intrusion Detection Systems (IDS) malicious code, computer crime and industrial espionage.

**ITN 262 - Network Communication, Security and Authentication  
(3 Credits)**

**Lecture:** 3 hours per week

Covers an in-depth exploration of various communication protocols with a concentration on TCP/IP. Explores communication protocols from the point of view of the hacker in order to highlight protocol weaknesses. Includes Internet architecture, routing, addressing, topology, fragmentation and protocol analysis, and the use of various utilities to explore TCP/IP.

**ITN 263 - Internet/Intranet Firewalls and E-Commerce Security  
(3 Credits)**

**Lecture:** 3 hours per week

Gives an in-depth exploration of firewall, Web security, and e-commerce security. Explores firewall concepts, types, topology and the firewall's relationship to the TCP/IP protocol. Includes client/server architecture, the Web server, HTML and HTTP in relation to Web Security, and digital certification, D.509, and public key infrastructure (PKI).

**ITN 266 - Network Security Layers  
(3 Credits)**

**Lecture:** 3 hours per week

Provides an in-depth exploration of various security layers needed to protect the network. Explores Network Security from the viewpoint of the environment in which the network operates and the necessity to secure that environment to lower the security risk to the network. Includes physical security, personnel security, operating system security, software security and database security.

**ITN 267 - Legal Topics in Network Security  
(3 Credits)**

**Lecture:** 3 hours per week

Conveys an in-depth exploration of the civil and common law issues that apply to network security. Explores statutes, jurisdictional, and constitutional issues related to computer crimes and privacy. Includes rules of evidence, seizure and evidence handling, court presentation and computer privacy in the digital age.

**ITP 100 - Software Design  
(3 Credits)**

**Lecture:** 3 hours per week

Introduces principles and practices of software development. Includes instruction in critical thinking, problem solving skills, and essential programming logic in structured and object-oriented design using contemporary tools.

**ITP 110 - Visual Basic Programming I  
(3 Credits)**

**Lecture:** 3 hours per week

Involves instruction in fundamentals of event-driven programming using Visual Basic. Emphasizes program construction, algorithm development, coding, debugging, and documentation of graphical user interface applications.

**ITP 120 - Java Programming I  
(3 Credits)**

**Lecture:** 3 hours per week

Entails instruction in fundamentals of object-oriented programming using Java. Emphasizes program construction, algorithm development, coding, debugging, and documentation of console and graphical user interface applications.

**Prerequisite(s):** Recommended ITP 100

**ITP 130 - C Programming I  
(3 Credits)**

**Lecture:** 3 hours per week

Stresses instruction in fundamentals of structured programming using C. Emphasizes program construction, algorithm development, coding, debugging, and documentation of console applications.

**Prerequisite(s):** Recommended ITP 100

**ITP 132 - C++ Programming I  
(3 Credits)**

**Lecture:** 3 hours per week

Centers instruction in fundamentals of object-oriented programming and design using C++. Emphasizes program construction, algorithm development, coding, debugging, and documentation of C++ applications.

**Prerequisite(s):** Recommended ITP 100

**ITP 136 - C# Programming I  
(3 Credits)**

**Lecture:** 3 hours per week

Presents instruction in fundamentals of object-oriented programming and design using C#. Emphasizes program construction, algorithm development, coding, debugging, and documentation of applications within the .NET framework.

**Prerequisite(s):** Recommended ITP 100

**ITP 154 - Basic Programming I  
(3 Credits)**

**Lecture:** 3 hours per week

Involves instruction in development of structured programs using BASIC from problems or specifications.

**Prerequisite(s):** Recommended ITP 100 or equivalent.

**ITP 160 - Introduction to Game Design & Development  
(3 Credits)**

**Lecture:** 3 hours per week

Introduces object-oriented game design and development. Provides overview of the electronic game design and development process and underlines the historical context, content creation strategies, game careers, and future trends in the industry. Utilizes a game language environment to introduce game design, object-oriented paradigms, software design, software development and product testing. Teaches skills of writing a game design document and creating a game with several levels and objects. Integrate 2D animations, 3D models, sound effects, and background music as well as graphic backgrounds.

**ITP 165 - Gaming and Simulation  
(3 Credits)**

**Lecture:** 3 hours per week

Introduces students to the concepts and applications of gaming and simulation through the use of gaming and simulation tools, as well as through basic programming skills.

**ITP 175 - Concepts of Programming Languages  
(3 Credits)**

**Lecture:** 3 hours per week

Presents instruction in the fundamental concepts of computer programming languages. Emphasis on architectural reasons behind programming language constructs. Provides a better understanding of how and why programming languages work the way they do.

**ITP 232 - C++ Programming II**  
**(3 Credits)**

**Lecture:** 3 hours per week

Presents in-depth instruction of advanced object-oriented techniques for data structures using C++.

**Prerequisite(s):** Recommended ITP 132.

**IND 150 - Industrial Management**  
**(3 Credits)**

**Lecture:** 3 hours per week

Studies planning, organizing, directing, and influencing industrial activities. May include research, product design, methods and time management, quality assurance and current manufacturing methodologies.

**IND 160 - Introduction to Robotics**  
**(3 Credits)**

**Lecture:** 3 hours per week

Studies evolution and history of robotics with an emphasis on automated and flexible manufacturing. Presents advantages and limitations of present robot systems.

**INS 220 - Introduction to Fluid Power**  
**(3 Credits)**

**Lecture:** 2 hours **Laboratory:** 3 hours. **Total:** 5 hours per week

Introduces analysis and design of hydraulic and pneumatic control systems. Presents interpretation and application of fluid power systems, schematic diagrams, and symbols.

**INS 230 - Instrumentation I**  
**(3 Credits)**

**Lecture:** 2 hours **Laboratory:** 3 hours. **Total:** 5 hours per week

Presents the fundamental scientific principles of process control including temperature, pressure, level, and flow measurements. Topics include transducers, thermometers, and gauges are introduced along with calibration.

**Prerequisite(s):** ETR 113 and ETR 203.

**INS 231 - Instrumentation II**  
**(4 Credits)**

**Lecture:** 3 hours **Laboratory:** 3 hours. **Total:** 6 hours per week

Continues INS 230. Covers common techniques for measuring the dynamic response of processes. Topics include transmitters and telemetering along with process control systems.

**INS 232 - System Troubleshooting  
(3 Credits)**

**Lecture:** 2 hours **Laboratory:** 3 hours. **Total:** 5 hours per week

Presents system troubleshooting theory and real troubleshooting applications. Uses a hands-on approach to provide troubleshooting experience in multiple areas such as programmable logic controllers (PLC), control automation systems and process control systems.

**INS 233 - Process Control Integration  
(4 Credits)**

**Lecture:** 3 hours **Laboratory:** 3 hours. **Total:** 6 hours per week

Presents computer automation including PLCs, SCADA, and PC-based systems to control processes. Topics such as PLC control and computer data acquisition are introduced where students will use existing systems or build systems and control these systems with PLCs and computer data acquisition systems. Assesses students through test and project evaluations and the course will be assessed by graduate feedback.

**Prerequisite(s):** INS 230 and ELE 143.

**INS 290 - Coordinated Internship  
(3 Credits)**

**Lecture:** 2 hours **Laboratory:** 3 hours. **Total:** 5 hours per week

Supervises on-the-job training in selected business, industrial or service firms coordinated by the college. Credit/practice ratio not to exceed 1:5 hours. May be repeated for credit.

**JPN 101 - Beginning Japanese I  
(4 Credits)**

**Lecture:** 5 hours per week

Develops the understanding, speaking, reading, and writing of Japanese, and emphasizes the structure of the language. Part I of II. May include one additional hour of oral practice per week.

**JPN 102 - Beginning Japanese II  
(4 Credits)**

**Lecture:** 5 hours per week

Develops the understanding, speaking, reading, and writing of Japanese, and emphasizes the structure of the language. Part II of II. May include one additional hour of oral practice per week.

**JPN 201 - Intermediate Japanese I  
(4 Credits)**

**Lecture:** 4 hours per week

Continues the development of the skills of understanding, speaking, reading, and writing of Japanese. Classes conducted in Japanese. Part I of II. May include one additional hour of oral practice per week.

**Prerequisite(s):** JPN 102.

**JPN 202 - Intermediate Japanese II  
(4 Credits)**

**Lecture:** 4 hours per week

Continues the development of the skills of understanding, speaking, reading, and writing of Japanese. Classes conducted in Japanese. Part II of II. May include one additional hour of oral practice per week.

**Prerequisite(s):** JPN 102.

**MAR 101 - General Oceanography I  
(4 Credits)**

**Lecture:** 3 hours **Laboratory:** 3 hours **Total:** 6 hours per week

Surveys physical and biological oceanography including an introduction to geological and chemical oceanography. Part I of II.

**MAR 102 - General Oceanography II  
(4 Credits)**

**Lecture:** 3 hours **Laboratory:** 3 hours **Total:** 6 hours per week

Surveys physical and biological oceanography including an introduction to geological and chemical oceanography. Part II of II.

**MAR 201 - Marine Ecology I  
(4 Credits)**

**Lecture:** 3 hours **Laboratory:** 3 hours **Total:** 6 hours per week

Applies ecological concepts to marine habitats, with emphasis on marine systems within the Chesapeake Bay area. and field work may include the investigation of reachable habitats and the collection, observation and identification of local marine fauna and flora. Part I of II.

**Prerequisite(s):** BIO 102 or divisional permission.

**MAR 202 - Marine Ecology II  
(4 Credits)**

**Lecture:** 3 hours **Laboratory:** 3 hours **Total:** 6 hours per week

Applies ecological concepts to marine habitats, with emphasis on marine systems within the Chesapeake Bay area. and field work may include the investigation of reachable habitats and the collection, observation and identification of local marine fauna and flora. Part II of II.

**Prerequisite(s):** BIO 102 or divisional permission.

**MKT 100 - Principles of Marketing  
(3 Credits)**

**Lecture:** 3 hours per week

Presents principles, methods, and problems involved in marketing to consumers and organizational buyers. Discusses problems and policies connected with distribution and sale of products, pricing, promotion, and buyer motivation. Examines variations of marketing research, legal, social, ethical, e-commerce, and international considerations in marketing.

**MKT 110 - Principles of Selling**  
**(3 Credits)**

**Lecture:** 3 hours per week

Presents a fundamental, skills-based approach to selling and relationship building. Emphasizes learning effective interpersonal communication skills in all areas of the sales process through skill-building activities. Examines entry-level sales careers in retailing, wholesaling, services and industrial selling.

**MKT 160 - Marketing for Small Business**  
**(3 Credits)**

**Lecture:** 3 hours per week

Presents the development of the marketing mix for a small business. Includes areas such as product development, pricing, promotion, salesmanship, customer relations, and consumer behavior.

**MKT 170 - Customer Service**  
**(2 Credits)**

**Lecture:** 2 hours per week

Introduces students to the concepts of marketing as they relate to customer service. Teaches development of customer service training and implementation of strategies to improve customer relations and service. Includes lecture, role-playing, and case studies.

**MKT 201 - Introduction to Marketing**  
**(3 Credits)**

**Lecture:** 3 hours per week

Introduces students to the discipline of marketing and the need to create customer value and relationships in the marketplace. Presents an overview of the marketing principles and management strategies, along with the analytical tools used by organizations in the creation of a marketing plan.

**MKT 221 - Public Relations**  
**(3 Credits)**

**Lecture:** 3 hours per week

Introduces public relations as a marketing activity and focuses on media relations, publicity, strategic planning, public relations research, communication with multiple audiences, and the elements of an effective public relations campaign to influence public opinion. Equips students with the basic skills for writing publicity materials and coordinating public relations campaigns and media kits.

**MKT 270 - Marketing Management**  
**(3 Credits)**

**Lecture:** 3 hours per week

Expands knowledge of marketing through case studies. Focuses on how marketing strategies are planned and utilized in the market place to accomplish the goals of the organization.

**MKT 282 - Principles of e-Commerce  
(3 Credits)**

**Lecture:** 3 hours per week

Studies online business strategies, and the hardware and software tools necessary for Internet commerce. Includes the identification of appropriate target segments, the development of product opportunities, pricing structures, distribution channels and execution of marketing strategies.

**MKT 284 - Social Media Marketing  
(3 Credits)**

**Lecture:** 3 hours per week

Surveys the use of social networks and online communities such as blogs, wikis, virtual events that allow companies to expand their interaction with customers and develop relationships with collaborative communities. Emphasizes the ongoing transformation of the way companies adjust their marketing plans to improve interaction with customers online. Contact 3 hours.

**MTE 1 - Operations with Positive Fractions  
(1 Credit)**

**Lecture:** 1 hour

Includes operations and problem solving with proper fractions, improper fractions, and mixed numbers without the use of a calculator. Emphasizes applications and includes U. S. customary units of measure. Credit is not applicable toward graduation.

**Prerequisite(s):** Qualifying placement score

**MTE 2 - Operations with Positive Decimals and Percents  
(1 Credit)**

**Lecture:** 1 hour per week

Includes operations and problem solving with positive decimals and percents. Emphasizes applications and includes U. S. customary and metric units of measure. Credit is not applicable toward graduation.

**Prerequisite(s):** MTE 1 or qualifying placement score

**MTE 3 - Algebra Basics  
(1 Credit)**

**Lecture:** 1 hour per week

Includes basic operations with algebraic expressions and solving simple algebraic equations using signed numbers with emphasis on applications. Credit is not applicable toward graduation. **Prerequisite(s):** MTE 2 or qualifying placement score.



**MTE 4 - First Degree Equations and Inequalities in One Variable  
(1 Credits)**

**Lecture:** 1 hour per week

Includes solving first degree equations and inequalities containing one variable, and using them to solve application problems. Emphasizes applications and problem solving. Credit is not applicable toward graduation.

**Prerequisite(s):** MTE 3 or qualifying placement score.

**MTE 5 - Linear Equations, Inequalities and Systems of Linear Equations in Two Variables  
(1 Credit)**

**Lecture:** 1 hour per week

Includes finding the equation of a line, graphing linear equations and inequalities in two variables and solving systems of two linear equations. Emphasizes writing and graphing equations using the slope of the line and points on the line, and applications. Credit is not applicable toward graduation.

**Prerequisite(s):** MTE 4 or qualifying placement score.

**MTE 6 - Exponents, Factoring and Polynomial Equations  
(1 Credit)**

**Lecture:** 1 hour per week

The student will learn to perform operations on exponential expressions and polynomials. Students will also learn techniques to factor polynomials and use these techniques to solve polynomial equations. Emphasis should be on learning all the different factoring methods, and solving application problems using polynomial equations. Credit is not applicable toward graduation.

**Prerequisite(s):** MTE 5 or qualifying placement score.

**MTE 7 - Rational Expressions and Equations  
(1 Credit)**

**Lecture:** 1 hour per week

Includes simplifying rational algebraic expressions, solving rational algebraic equations and solving applications that use rational algebraic equations. Credit is not applicable toward graduation. **Prerequisite(s):** MTE 6 or qualifying placement score.

**MTE 8 - Rational Exponents and Radicals  
(1 credit)**

**Lecture:** 1 hour per week

Includes simplifying radical expressions, using rational exponents, solving radical equations and solving applications using radical equations. Credit is not applicable toward graduation.

**Prerequisite(s):** MTE 7 or qualifying placement score.

**MTE 9 - Functions, Quadratic Equations and Parabolas  
(1 Credit)**

**Lecture:** 1 hour per week

Includes an introduction to functions in ordered pair, graph, and equation form. Also introduces quadratic functions, their properties and their graphs. Credit is not applicable toward graduation.

**Prerequisite(s):** MTE 8 or qualifying placement score.

**MTH 132 - Business Mathematics  
(3 Credits)**

**Lecture:** 3 hours per week

Provides instruction, review, and drill in percentage, cash and trade discounts, mark-up, payroll, sales, property and other taxes, simple and compound interest, bank discounts, loans, investments, and annuities. This course is intended for occupational/technical programs.

**Prerequisite or Corequisite:** Competency in MTE 1 MTE 2 and MTE 3 or as demonstrated through placement or unit completion or equivalent or MCR 8

**MTH 154 - Quantitative Reasoning  
(3 Credits)**

**Lecture:** 3 hours per week

Presents topics in proportional reasoning, modeling, financial literacy, and validity studies (logic and set theory). Focuses on the process of taking a real-world situation, identifying the mathematical foundation needed to address the problem, solving the problem, and applying what is learned to the original situation. This is a Passport Transfer course.

**Prerequisite or Corequisite:** Competency in MTE 1 MTE 2 MTE 3 MTE 4 and MTE 5 as demonstrated through placement or unit completion or equivalent or MCR 4: Learning Support for Quantitative Reasoning.

**MTH 155 - Statistical Reasoning  
(3 Credits)**

**Lecture:** 3 hours per week

Presents elementary statistical methods and concepts including visual data presentation, descriptive statistics, probability, estimation, hypothesis testing, correlation, and linear regression. Emphasis is placed on the development of statistical thinking, simulation, and the use of statistical software. This is a Passport Transfer course.

**Prerequisite or Corequisite:** Competency in MTE 1 MTE 2 MTE 3 MTE 4 and MTE 5 as demonstrated through placement or unit completion or equivalent or Co-requisite: MCR 5 Learning Support for Statistical Reasoning. (Credit will not be awarded for both MTH 155 Statistical Reasoning and MTH 245: Statistics I.)

**MTH 161 - Precalculus I  
(3 Credits)**

**Lecture:** 3 hours per week

Presents topics in power, polynomial, rational, exponential, and logarithmic functions, and systems of equations and inequalities. Credit will not be awarded for both MTH 161: Precalculus I and MTH 167: Precalculus w/ Trig or equivalent. This is a Passport Transfer course.

**Prerequisite or Corequisite:** Competency in MTE 1 MTE 2 MTE 3 MTE 4 MTE 5 MTE 6 MTE 7 MTE 8 and MTE 9 as demonstrated through placement or unit completion or equivalent or MCR 6: Learning Support for Precalculus I.

**MTH 162 - Precalculus II  
(3 Credits)**

**Lecture:** 3 hours per week

Presents trigonometry, trigonometric applications including Law of Sines and Cosines, and an introduction to conics. Credit will not be awarded for both MTH 162: Precalculus II and MTH 167: Precalculus w/ Trig or equivalent.

**Prerequisite(s):** Placement or completion of MTH 161: Precalculus I or equivalent with a grade of C or better.

**MTH 167 - Precalculus with Trigonometry  
(5 Credits)**

**Lecture:** 5 hours per week

Presents topics in power, polynomial, rational, exponential, and logarithmic functions, systems of equations, trigonometry, and trigonometric applications, including Law of Sines and Cosines, and an introduction to conics.

**Prerequisite or Corequisite:** Competency in MTE 1 MTE 2 MTE 3 MTE 4 MTE 5 MTE 6 MTE 7 MTE 8 and MTE 9 as demonstrated through placement or unit completion or equivalent; or Co-requisite: MCR 7 : Learning Support for Precalculus w/ Trig. 5 hours per week. Credit will not be awarded for both MTH 167: Precalculus w/ Trig and MTH 161/MTH 162: Precalculus I and II or equivalent.

**MTH 195 - Topics In  
(1-5 Credits)**

Provides an opportunity to explore topical areas of interest to or needed by students. May be used also for special honors courses. May be repeated for credit.

**MTH 245 - Statistics I****(3 Credits)****Lecture:** 3 hours per week

Presents an overview of statistics, including descriptive statistics, elementary probability, probability distributions, estimation, hypothesis testing, correlation, and linear regression. This is a Passport Transfer course.

**Prerequisite(s):** Placement or completion of MTH 154: Quantitative Reasoning or MTH 161: Precalculus I or equivalent with a grade of C or better. Credit will not be awarded for both MTH 155: Statistical Reasoning and MTH 245: Statistics I or equivalent.

**MTH 246 - Statistics II****(3 Credits)****Lecture:** 3 hours per week

Continues the study of estimation and hypothesis testing with emphasis on advanced regression topics, experimental design, analysis of variance, chi-square tests, and non-parametric methods.

**Prerequisite(s):** Completion of MTH 245: Statistics I or equivalent with a grade of C or better.

**MTH 261 - Applied Calculus I****(3 Credits)****Lecture:** 3 hours per week

Introduces limits, continuity, differentiation, and integration of algebraic, exponential, and logarithmic functions, and techniques of integration with an emphasis on applications in business, social sciences, and life sciences. This is a Passport Transfer course.

**Prerequisite(s):** Placement or completion of MTH 161: Precalculus I or equivalent with a grade of C or better.

**MTH 262 - Applied Calculus II****(3 Credits)****Lecture:** 3 hours per week

Covers techniques of integration, an introduction to differential equations and multivariable calculus, with an emphasis throughout on applications in business, social sciences, and life sciences.

**Prerequisite(s):** Completion of MTH 261: Applied Calculus I or equivalent with a grade of C or better.

**MTH 263 - Calculus I****(4 Credits)****Lecture:** 4 hours per week

Presents concepts of limits, derivatives, differentiation of various types of functions and use of differentiation rules, application of differentiation, antiderivatives, integrals, and applications of integration. This is a Passport Transfer course.

**Prerequisite(s):** Placement or completion of MTH 167: Precalculus with Trig or MTH 161/MTH 162 Precalculus I/II or equivalent with a grade of C or better.

**MTH 264 - Calculus II****(4 Credits)****Lecture:** 4 hours per week

Continues the study of calculus of algebraic and transcendental functions including rectangular, polar, and parametric graphing, indefinite and definite integrals, methods of integration, and power series along with applications. Features instruction for mathematical, physical, and engineering science programs. This is a Passport Transfer course.

**Prerequisite(s):** Completion of MTH 263: Calculus I or equivalent with a grade of C or better.

**MTH 265 - Calculus III****(4 Credits)****Lecture:** 4 hours per week

Focuses on extending the concepts of function, limit, continuity, derivative, integral and vector from the plane to the three-dimensional space. Covers topics including vector functions, multivariate functions, partial derivatives, multiple integrals and an introduction to vector calculus. Features instruction for mathematical, physical, and engineering science programs.

**Prerequisite(s):** Completion of MTH 264: Calculus II or equivalent with a grade of C or better.

**MTH 266 - Linear Algebra****(3 Credits)****Lecture:** 3 hours per week

Covers matrices, vector spaces, determinants, solutions of systems of linear equations, basis and dimension, eigenvalues, and eigenvectors. Features instruction for mathematical, physical and engineering science programs.

**Prerequisite(s):** Completion of MTH 263: Calculus I or equivalent with a grade of B or better or MTH 264: Calculus II or equivalent with a grade of C or better.

**MTH 267 - Differential Equations****(3 Credits)****Lecture:** 3 hours per week

Introduces ordinary differential equations. Includes first order differential equations, second and higher order ordinary differential equations with applications, and numerical methods.

**Prerequisite(s):** MTH 264: Calculus II or equivalent with a grade of C or better.

**MCR 4 - Learning Support for Quantitative Reasoning  
(2 Credits)**

**Lecture:** 2 hours per week

Provides instruction for students who require minimum preparation for college-level Quantitative Reasoning. Students in this course will be co-enrolled in MTH 154. Credits are not applicable toward graduation and do not replace MTE courses waived. Successful completion of Quantitative Reasoning results in the prerequisite MTE modules being satisfied.

**Prerequisite(s):** Completion of any three of the MTE 1 MTE 2 MTE 3 MTE 4 MTE 5

**Corequisite(s):** MTH 154: Quantitative Reasoning.

**MCR 5 - Learning Support for Statistical Reasoning  
(1-2 Credits)**

**Lecture:** 1 - 2 hours per week

Provides instruction for students who require minimum preparation for college-level Statistical Reasoning. Students in this course will be co-enrolled in MTH 155. Credits not applicable toward graduation and do not replace MTE courses waived. Successful completion of Statistical Reasoning results in the prerequisite MTE modules being satisfied.

**Prerequisite or Corequisite:** Completion of any three of the MTE modules MTE 1 MTE 2 MTE 3 MTE 4 MTE 5 and Corequisite: MTH 155: Statistical Reasoning

**MCR 6 - Learning Support for Precalculus I  
(2 Credits)**

**Lecture:** 2 hours per week

Provides instruction for students who require minimum preparation for college-level Precalculus. Students in this course will be co-enrolled in MTH 161. Credits not applicable toward graduation and do not replace MTE courses waived. Successful completion of Precalculus I results in the prerequisite MTE modules being satisfied.

**Prerequisite(s):** Completion of any seven of the MTE 1 MTE 2 MTE 3 MTE 4 MTE 5 MTE 6 MTE 7 MTE 8 MTE 9

**Corequisite(s):** MTH 161: Precalculus I.

**MCR 7 - Learning Support for PreCalculus with Trigonometry  
(1 - 2 Credits)**

**Lecture:** 1 - 2 hours

Provides instruction for students who require minimum preparation for college-level Precalculus but still need further preparation to succeed. Students in this course will be co-enrolled in MTH 167. Credits not applicable toward graduation and do not replace MTE courses waived. Successful completion of Precalculus w/ Trig results in the prerequisite MTE modules being satisfied.

**Prerequisite or Corequisite:** Prerequisites: Completion of any seven of the MTE 1 MTE 2 MTE 3 MTE 4 MTE 5 MTE 6 MTE 7 MTE 8 MTE 9 and Corequisite: MTH 167 Precalculus with Trigonometry

**MCR 8 - Learning Support for Business Mathematics  
(2 Credits)**

**Lecture:** 2 hours per week

Provides mathematical instruction for students who require minimum preparation for college-level but still need further preparation to succeed. Students in this course will be co-enrolled in college-level Business Mathematics. Credits not applicable toward graduation and do not replace MTE courses waived. Successful completion of Business Mathematics results in the prerequisite MTE modules being satisfied.

**Prerequisite(s):** Completion of any one of the MTE units 1-3.

**Corequisite(s):** MTH 132.

**MDL 105 - Phlebotomy  
(3 Credits)**

**Lecture:** 2 hours **Laboratory:** 3 - 6 hours **Total:** 5 - 8 hours per week

Introduces basic medical terminology, anatomy, physiology, components of health care delivery and clinical laboratory structure. Teaches techniques of specimen collection, specimen handling, and patient interactions.

**MDL 106 - Clinical Phlebotomy  
(4 Credits)**

**Lecture:** 2 hours **Laboratory:** 6 hours **Total:** 8 hours per week

Focuses on obtaining blood specimens, processing specimens, managing assignments, assisting with and/or performing specified tests, performing clerical duties and maintaining professional communication. Provides supervised learning in college laboratory/and or cooperating agencies.

**Prerequisite(s):** MDL 105.

**MUS 101 - Fundamentals of Music  
(3 Credits)**

**Lecture:** 3 hours per week

Provides the ability to read and identify basic fundamentals of music notation. Teaches major and minor scales, chords, and basic harmonic progressions. Covers basic ear training and keyboard exercises.

**MUS 111 - Music Theory I  
(4 Credits)**

**Lecture:** 3 hours **Laboratory:** 2 hours **Total:** 5 hours per week

Discusses elements of musical construction of scales, intervals, triads, and chord progressions. Develops the ability to sing at sight and write from dictation. Introduces the analysis of the Bach chorale style. Expands facility with harmonic dictation and enables the student to use these techniques at the keyboard. Part I of II.

**MUS 121 - Music in Society**  
**(3 Credits)**

**Lecture:** 3 hours per week

Explores the language of music through an introduction to basic elements, forms, and styles across time. Acquaints students with composers' lives and influential creative individualities, discovering representative works and milestones in western society. Develops techniques for listening analytically and critically. Reviews historical development and significance of art music within the context of evolving societal structures.

**MUS 221 - History of Western Music Prior to 1750**  
**(3 Credits)**

**Lecture:** 3 hours per week

Presents the chronology of musical styles and significant composers from Antiquity through the Pre-Classical era. Relates the development of music from a socio-historical perspective including parallel movements within the arts. Develops techniques for listening analytically and critically to music. MUS 221 and MUS 222 may transfer as the same course.

**MUS 222 - History of Western Music 1750 to Present**  
**(3 Credits)**

**Lecture:** 3 hours per week

Presents the chronology of musical styles and significant composers from the Classical Period through the Modern era. Relates the development of music from a socio-historical perspective including parallel movements within the arts. Develops techniques for listening analytically and critically to music. MUS 221 and 222 may transfer as the same course.

**MUS 226 - World Music**  
**(3 Credits)**

Explores music emanating from cultural traditions around the world within their respective socio-cultural contexts. Introduces basic elements of music. Increases global awareness and enhances knowledge of the origins, evolution, aesthetics and purposes of music from an ethnomusicological perspective.

**NAS 125 - Meteorology**  
**(4 Credits)**

**Lecture:** 3 hours per week **Total:** 5 hours per week

Presents a non-technical survey of fundamentals meteorology. Focuses on the effects of weather and climate on humans and their activities. Serves for endorsement or recertification of earth science teachers. Recitation and laboratory 2 hours per week.

**NAS 150 - Human Biology**  
**(4 Credits)**

**Lecture:** 4 hours per week

Surveys the structure and function of the human body. Applies principally to students who are not majoring in the health or science fields.



**NAS 161 - Health Science I  
(4 Credits)**

**Lecture:** 3 hours **Laboratory:** Recitation and laboratory 3 hours **Total:** 6 hours per week

Presents an integrated approach to human anatomy and physiology, microbiology, and pathology. Includes chemistry and physics as related to health sciences. Part I of II.

**NAS 162 - Health Science II  
(4 Credits)**

**Lecture:** 3 hours **Laboratory:** Recitation and laboratory 3 hours **Total:** 6 hours per week

Presents an integrated approach to human anatomy and physiology, microbiology, and pathology. Includes chemistry and physics as related to health sciences. Part II of II.

**NSG 100 - Introduction to Nursing Concepts  
(4 Credits)**

**Lecture:** 3 hours **Laboratory:** 3 hours **Total:** 6 hours per week

Introduces concepts of nursing practice and conceptual learning. Focuses on basic nursing concepts with an emphasis on safe nursing practice and the development of the nursing process. Provides supervised learning experiences in college nursing laboratories, clinical/community settings, and/or simulated environments.

**Prerequisite(s):** BIO 141 or BIO 231 or NAS 161.

**NSG 106 - Competencies for Nursing Practice  
(2 Credits)**

**Lecture:** 0-1 hour **Laboratory:** 3 - 6 hours **Total:** 4 - 6 hours per week

Focuses on the application of concepts through clinical skill development. Emphasizes the use of clinical judgment in skill acquisition. Includes principles of safety, evidence-based practice, informatics and math computational skills. Prepares students to demonstrate competency in specific skills and drug dosage calculation including the integration of skills in the care of clients in simulated settings. Provides supervised learning experiences in college nursing laboratories, clinical/community settings, and/or simulated environments.

**Prerequisite(s):** MTE 1 MTE 2 MTE 3 MTE 4 MTE 5 and BIO 141 (or BIO 231 or NAS 161).

**NSG 115 - Healthcare Concepts for Transition  
(5 Credit)**

**Lecture:** 3 hours per week

Focuses on role transition from Licensed Practical Nurse to Registered professional nurse. Incorporates concepts of nursing practice and conceptual learning to promote health and wellness across the lifespan. Uses the nursing process to explore care delivery for selected diverse populations with common and predictable illness. Emphasizes the use of clinical judgment in skill acquisition.

**Prerequisite(s):** BIO 141 & BIO 142: Anatomy and Physiology I & II, ENG 111, PSY 230, SDV 100; Acceptance to the Transition Program

**Corequisite(s):** NSG 100 Health Promotion and Assessment; BIO 150, Microbiology 4-5 credits

**NSG 130 - Professional Nursing Concepts  
(1 Credit)**

**Lecture:** 1 hour per week

Introduces the role of the professional nurse and fundamental concepts in professional development. Focuses on professional identity, legal/ethical issues and contemporary trends in professional nursing.

**Prerequisite(s):** BIO 141 or BIO 231 or NAS 161.

**NSG 152 - Health Care Participant  
(3 Credits)**

**Lecture:** 2 hours **Laboratory:** 3 hours **Total:** 5 hours per week

Focuses on the health and wellness of diverse individuals, families, and the community throughout the lifespan. Covers concepts that focus on client attributes and preferences regarding healthcare. Emphasizes population-focused care. Provides supervised learning experiences in college nursing laboratories, clinical/community settings, and/or cooperating agencies, and/or simulated environments.

**Prerequisite(s):** BIO 142 (or BIO 232 or NAS 162), NSG 100, NSG 106, NSG 130 and NSG 200

**Corequisite(s):** BIO 150 or BIO 205.

**NSG 170 - Health/Illness Concepts  
(6 Credits)**

**Lecture:** 4 hours **Laboratory:** 6 hours **Total:** 10 hours per week

Focuses on the nursing care of individuals and/or families throughout the lifespan with an emphasis on health and illness concepts. Includes concepts of nursing care for the antepartum client and clients with common and predictable illnesses. Provides supervised learning experiences in college nursing laboratories, clinical/community settings, and/or simulated environments.

**Prerequisite(s):** BIO 142 (or BIO 232 or NAS 162), NSG 100, NSG 106, NSG 130 and NSG 200

**Corequisite(s):** BIO 150 or BIO 205.

**NSG 200 - Health Promotion and Assessment  
(3 Credits)**

**Lecture:** 2 hours **Laboratory:** 3 hours **Total:** 5 hours

Introduces assessment and health promotion for the individual and family. Includes assessment of infants, children, adults, geriatric clients and pregnant females. Emphasizes health history and the acquisition of physical assessment skills with underlying concepts of development, communication, and health promotion. Prepares students to demonstrate competency in the assessment of clients across the lifespan. Provides supervised learning experiences in college nursing laboratories, clinical/community settings, and/or simulated environments.

**Prerequisite(s):** BIO 141 (or BIO 231 or NAS 161).

**NSG 210 - Health Care Concepts I  
(5 Credits)**

**Lecture:** 3 hours **Laboratory:** 6 hours **Total:** 9 hours per week

Focuses on care of clients across the lifespan in multiple settings including concepts related to physiological health alterations and reproduction. Emphasizes the nursing process in the development of clinical judgment for clients with multiple needs. Provides supervised learning experiences in college nursing laboratories, clinical/community settings, and/or simulated environments. Part I of II.

**Prerequisite(s):** BIO 150 (or BIO 205), NSG 152 and NSG 170.

**NSG 211 - Health Care Concepts II  
(5 Credits)**

**Lecture:** 3 hours **Laboratory:** 6 hours **Total:** 9 hour per week

Focuses on care of clients across the lifespan in multiple settings including concepts related to psychological and physiological health alterations. Emphasizes the nursing process in the development of clinical judgment for clients with multiple needs. Provides supervised learning experiences in college nursing laboratories, clinical/community settings, and/or simulated environments. Part II of II.

**Prerequisite(s):** BIO 150 (or BIO 205), NSG 152 and NSG 170.

**NSG 230 - Advanced Professional Nursing Concepts  
(2 Credits)**

**Lecture:** 2 hours per week

Develops the role of the professional nurse in the healthcare environment in preparation for practice as a registered nurse. Introduces leadership and management concepts and focuses on the integration of professional behaviors in a variety of healthcare settings.

**Prerequisite(s):** NSG 210 and NSG 211.

**NSG 252 - Complex Health Care Concepts  
(4 Credits)**

**Lecture:** 4 hours per week

Focuses on nursing care of diverse individuals and families integrating complex health concepts. Emphasizes clinical judgment, patient-centered care and collaboration.

**Prerequisite(s):** NSG 210 and NSG 211.

**NSG 270 - Nursing Capstone  
(4 Credits)**

**Laboratory:** 12 hours per week

Provides students with the opportunity to comprehensively apply and integrate learned concepts from previous nursing courses into a capstone experience. Emphasizes the mastery of patient-centered care, safety, nursing judgment, professional behaviors, informatics, quality improvement, and collaboration in the achievement of optimal outcomes of care. Provides supervised learning experiences in faculty and/or preceptor-guided college nursing laboratories, clinical/community settings, and/or simulated environments

**Prerequisite(s):** NSG 210 and NSG 211.

**NUR 27 - Nurse Aide I  
(3 Credits)**

**Lecture:** 2 hours **Laboratory:** 3 hours **Total:** 5 hours per week

Teaches care of older patients with emphasis on the social, emotional, and spiritual needs. Covers procedures; communication and interpersonal relations; observation, charting and reporting; safety and infection control; anatomy and physiology; personal care, nutrition and patient feeding; death and dying. May include laboratory or clinical hours.

**NUR 29 - Home Health Aide  
(3 Credits)**

**Lecture:** 1 hours **Laboratory:** 6 hours **Total:** 7 hours per week

Emphasizes caring for older patients; includes social, emotional, and spiritual needs; procedures; communication; charting; reporting; infection control; safety; anatomy and physiology, nutrition; personal care; death and dying. Provides clinicals in nursing home/patient's residence.

**NUR 31 - Advanced Skills for Nurse Aides  
(3 Credits)**

**Lecture:** 2 hours **Laboratory:** 1 hour **Total:** 3 hours per week

Teaches advanced level skills for Certified Nurse Aides.

**NUR 120 - Nursing Terminology and Charting  
(2 Credits)**

**Lecture:** 2 hours per week

Focuses on basic terminology used in nursing. Emphasizes combining word forms and applications to nursing situations and the patient's record.

**NUR 135 - Drug Dosage Calculations  
(1 Credit)**

**Lecture:** 1 hour per week

Focuses on apothecary, metric, household conversion in medication dosage calculation for adult and pediatric clients. Provides a practical approach to learning to calculate and prepare medications and solutions. Includes calculating intravenous flow rates.

**NUR 266 - Introduction to Basic Dysrhythmia Interpretation  
(2 Credits)**

**Lecture:** 2 hours per week

Teaches the systematic interpretation of dysrhythmias.

**PHI 100 - Introduction to Philosophy  
(3 Credits)**

**Lecture:** 3 hours per week

Presents an introduction to philosophical problems and perspectives with emphasis on the systematic questioning of basic assumptions about meaning, knowledge, reality, and values.

**PHI 101 - Introduction to Philosophy I  
(3 Credits)**

**Lecture:** 3 hours per week

Introduces a broad spectrum of philosophical problems and perspectives with an emphasis on the systematic questioning of basic assumptions about meaning, knowledge, reality, and values.

**PHI 102 - Introduction to Philosophy II  
(3 Credits)**

**Lecture:** 3 hours per week

Introduces a broad spectrum of philosophical problems and perspectives with an emphasis on the systematic questioning of basic assumptions about meaning, knowledge, reality, and values.

**PHI 220 - Ethics  
(3 Credits)**

**Lecture:** 3 hours per week

Provides a systematic study of representative ethical systems.

**PHI 227 - Bio-Medical Ethics  
(3 Credits)**

**Lecture:** 3 hours per week

Examines the ethical implications of specific biomedical issues in the context of major ethical systems.

**PED 101 - Fundamentals of Physical Activity  
(1-2 Credits)**

**Lecture:** 1-2 hours **Total:** 1-3 hours per week

Presents principles underlying the components of physical fitness. Utilizes conditioning activities involving cardiovascular strength and endurance, respiratory efficiency, muscular strength, and flexibility. May include fitness assessment, nutrition and weight control information, and concepts of wellness.

**PED 102 - Fundamentals of Physical Activity  
(1-2 Credits)**

**Lecture:** 1-2 hours **Total:** 1-3 hours per week

Presents principles underlying the components of physical fitness. Utilizes conditioning activities involving cardiovascular strength and endurance, respiratory efficiency, muscular strength, and flexibility. May include fitness assessment, nutrition and weight control information, and concepts of wellness.

**PED 109 - Yoga  
(1 Credit)**

**Laboratory:** 1 hour per week

Focuses on the forms of yoga training emphasizing flexibility. 1

**PED 116 - Lifetime Fitness and Wellness  
(2 Credits)**

**Laboratory:** 2 hours per week

Provides a study of fitness and wellness and their relationship to a healthy lifestyle. Defines fitness and wellness, evaluates the student's level of fitness and wellness, and motivates the student to incorporate physical fitness and wellness into daily living. A personal fitness/wellness plan is required for the 2-credit course.

**PED 117 - Fitness Walking  
(1 Credit)**

**Laboratory:** 1 hour per week

Teaches content and skills needed to design, implement, and evaluate an individualized program of walking, based upon fitness level.

**PED 123 - Tennis I  
(2 Credits)**

**Lecture:** 1-2 hours **Laboratory:** 0-2 hours **Total:** 1-3 hours per week

Teaches tennis skills with emphasis on stroke development and strategies for individual and team play. Includes rules, scoring, terminology, and etiquette.

**PED 124 - Tennis II  
(2 Credits)**

**Lecture:** 1-2 hours **Laboratory:** 0-2 hours **Total:** 1-3 hours per week

Teaches tennis skills with emphasis on stroke development and strategies for individual and team play. Includes rules, scoring, terminology, and etiquette.

**PED 154 - Volleyball  
(2 Credits)**

**Lecture:** 1-2 hours **Laboratory:** 0-2 hours **Total:** 1-3 hours per week

Introduces skills, techniques, strategies, rules, and scoring.

**PED 156 - Softball  
(2 Credits)**

**Lecture:** 1-2 hours **Laboratory:** 0-2 hours **Total:** 1-3 hours per week

Emphasizes skills, techniques, strategies, rules.

**PHT 164 - Introduction to Digital Photography  
(3 Credits)**

**Lecture:** 2 hours **Laboratory:** 3 hours **Total:** 5 hours per week

Teaches the fundamentals of photography including camera function, composition, and image production as they apply to digital imagery.

**PHY 101 - Introduction to Physics I  
(4 Credits)**

**Lecture:** 3 hours **Laboratory:** 3 hours **Total:** 6 hours per week

Surveys general principles of physics. Includes topics such as force and motion, energy, heat, sound, light, electricity and magnetism, and modern physics.

**PHY 102 - Introduction to Physics II  
(4 Credits)**

**Lecture:** 3 hours **Laboratory:** 3 hours **Total:** 6 hours per week

Surveys general principles of physics. Includes topics such as force and motion, energy, heat, sound, light, electricity and magnetism, and modern physics.

**PHY 150 - Elements of Astronomy  
(4 Credits)**

**Lecture:** 3 hours **Laboratory:** 3 hours **Total:** 6 hours per week

Covers history of astronomy and its recent developments. Stresses the use of astronomical instruments and measuring techniques and includes the study and observation of the solar system, stars, and galaxies.

**PHY 201 - General College Physics I  
(4 Credits)**

**Lecture:** 3 hours **Laboratory:** 3 hours **Total:** 6 hours per week

Teaches fundamental principles of physics. Covers mechanics, thermodynamics, wave phenomena, electricity and magnetism, and selected topics in modern physics.

**Prerequisite(s):** MTH 161 or MTH 115.

**PHY 202 - General College Physics II  
(4 Credits)**

**Lecture:** 3 hours **Laboratory:** 3 hours **Total:** 6 hours per week

Teaches fundamental principles of physics. Covers mechanics, thermodynamics, wave phenomena, electricity and magnetism, and selected topics in modern physics.

**Prerequisite(s):** MTH 161 or MTH 115.

**PHY 241 - University Physics I  
(4 Credits)**

**Lecture:** 3 hours **Laboratory:** 3 hours **Total:** 6 hours per week

Teaches principles of classical and modern physics. Includes mechanics, wave phenomena, heat, electricity, magnetism, relativity, and nuclear physics.

**Prerequisite(s):** MTH 263 or divisional approval.

**PHY 242 - University Physics II  
(4 Credits)**

**Lecture:** 3 hours **Laboratory:** 3 hours **Total:** 6 hours per week

Teaches principles of classical and modern physics. Includes mechanics, wave phenomena, heat, electricity, magnetism, relativity, and nuclear physics.

**Prerequisite(s):** MTH 264 or divisional approval.

**PHY 243 - Modern Physics  
(4 Credits)**

**Lecture:** 3 hours **Laboratory:** 3 hours **Total:** 6 hours per week

Teaches principles of modern physics. Includes in-depth coverage of relativity, quantum physics, solid state and nuclear physics. For majors requiring calculus-based physics.

**Prerequisite(s):** PHY 241-PHY 242 or equivalent.

**PLS 135 - U.S. Government and Politics  
(3 Credits)**

**Lecture:** 3 hours per week

Teaches the political structure, processes, institutions, and policymaking of the US national government. Focuses on the three branches of government, their interrelationships, and how they shape policy. Addresses federalism; civil liberties and civil rights; political socialization and participation; public opinion, the media; interest groups; political parties; elections; and policymaking. The assignments in the course require college-level reading fluency and coherent communication through written reports. This is a Passport Transfer course.

**PLS 136 - State and Local Government and Politics  
(3 Credits)**

**Lecture:** 3 hours per week

Teaches structure, powers, and functions of state and local government in the United States as related to federalism; constitutionalism; elections; powers of legislative, executive, and judicial powers of state and local government; state-local-federal relations; fiscal matters; metropolitan issues; and policy issues, like health, education, criminal justice, and welfare. The assignments in the course require college-level reading fluency and coherent communication through written reports.



**PLS 211 - U.S. Government I  
(3 Credits)**

**Lecture:** 3 hours per week

Teaches structure, operation, and process of national, state, and local governments. Includes in-depth study of the three branches of the government and of public policy. This is a Passport Transfer course.

**PLS 212 - U.S. Government II  
(3 Credits)**

**Lecture:** 3 hours per week

Teaches structure, operation, and process of national, state, and local governments. Includes in-depth study of the three branches of the government and of public policy.

**PLS 241 - Introduction to International Relations I  
(3 Credits)**

**Lecture:** 3 hours per week

Provides an introduction to the causes of international conflict and cooperation. Focuses on the modern state, diplomacy, war initiation, crisis bargaining, international terrorism, nuclear strategy, interstate economic relations, economic growth, international law, human rights, and environmental politics.

**PLS 242 - International Relations II  
(3 Credits)**

**Lecture:** 3 hours per week

Teaches foreign policies of the major powers in the world community with an emphasis on the role of the United States in international politics.

**PNE 145 - Trends in Practical Nursing  
(1 Credit)**

**Lecture:** 1 hour per week

Studies the role of the Licensed Practical Nurse; Covers legal aspects, organizations, and opportunities in practical nursing. Designed to assist the student in preparation for employment.

**PNE 155 - Body Structure and Function  
(3 Credits)**

**Lecture:** 3-4 hours per week

Studies the structure and function of the body.

**PNE 161 - Nursing in Health Changes I  
(7 Credits)**

**Lecture:** 2-4 hours **Laboratory:** 6-15 hours. **Total:** 8-19 hours per week

Focuses on nursing situations and procedures necessary to assist individuals in meeting special needs related to human functions.

**PNE 162 - Nursing in Health Changes II  
(10 Credits)**

**Lecture:** 4-6 hours **Laboratory:** 12-21 hours. **Total:** 16-27 hours per week

Continues the focus on nursing situations and procedures necessary to assist individuals in meeting special needs related to human functions.

**PNE 163 - Nursing in Health Changes III  
(8 Credits)**

**Lecture:** 4-5 hours **Laboratory:** 9-15 hours. **Total:** 13-20 hours per week

Continues the focus on nursing situations and procedures necessary to assist individuals in meeting special needs related to human functions.

**PSY 200 - Principles of Psychology  
(3 Credits)**

**Lecture:** 3 hours per week

Surveys the basic concepts of psychology. Covers the scientific study of behavior and mental processes, research methods and measurement, theoretical perspectives, and application. Includes biological bases of behavior, learning, social interactions, memory, and personality; and other topics such as sensation, perception, consciousness, thinking, intelligence, language, motivation, emotion, health, development, psychological disorders, and therapy. This is a Passport Transfer course. **Prerequisite(s):** Readiness to enroll in ENG 111

**PSY 215 - Abnormal Psychology  
(3 Credits)**

**Lecture:** 3 hours per week

Explores historical views and current perspectives of abnormal behavior. Emphasizes major diagnostic categories and criteria, individual and social factors of maladaptive behavior, and types of therapy. Includes methods of clinical assessment and research strategies.

**Prerequisite(s):** PSY 200

**PSY 225 - Theories of Personality  
(3 Credits)**

**Lecture:** 3 hours per week

Studies the major personality theories and their applications. Includes psychodynamic, behavioral, cognitive, and humanistic perspectives.

**Prerequisite(s):** PSY 200

**PSY 230 - Developmental Psychology  
(3 Credits)**

**Lecture:** 3 hours per week

Studies the development of the individual from conception to death. Follows a life-span perspective on the development of the person's physical, cognitive, and psychosocial growth.

**PSY 235 - Child Psychology****(3 Credits)****Lecture:** 3 hours per week

Studies development of the child from conception to adolescence. Investigates physical, intellectual, social and emotional factors involved in the child's growth.

**PSY 270 - Psychology of Human Sexuality****(3 Credits)****Lecture:** 3 hours per week

Focuses on scientific investigation of human sexuality and psychological and social implications of such research. Considers socio-cultural influences, the physiology and psychology of sexual response patterns, sexual dysfunctions, and development of relationships.

**Prerequisite(s):** PSY 200**REL 200 - Survey of the Old Testament****(3 Credits)****Lecture:** 3 hours per week

Surveys books of the Old Testament, with emphasis on prophetic historical books. Examines the historical and geographical setting and place of the Israelites in the ancient Middle East as back-ground to the writings.

**REL 210 - Survey of the New Testament****(3 Credits)****Lecture:** 3 hours per week

Surveys books of the New Testament, with special attention upon placing the writings within their historical and geographical setting.

**REL 230 - Religions of the World****(3 Credits)****Lecture:** 3 hours per week

Introduces the religions of the world with attention to origin, history, and doctrine.

**REL 240 - Religions in America****(3 Credits)****Lecture:** 3 hours per week

Surveys various manifestations of religion in the American experience. Emphasizes concepts, problems, and issues of religious pluralism and character of American religious life.

**RUS 101 - Beginning Russian I****(4 Credits)****Lecture:** 5 hours per week

Develops the understanding, speaking, reading, and writing of Russian, and emphasizes the structure of the language. May include oral drill and practice. May include one additional hour of oral practice per week.

**RUS 102 - Beginning Russian II  
(4 Credits)**

**Lecture:** 5 hours per week

Develops the understanding, speaking, reading, and writing of Russian, and emphasizes the structure of the language. May include oral drill and practice. May include one additional hour of oral practice per week.

**RUS 201 - Intermediate Russian I  
(3 Credits)**

**Lecture:** 3 hours per week

Continues the development of the skills of understanding, speaking, reading, and writing of Russian. Class conducted in Russian.

**Prerequisite(s):** RUS 102 or equivalent. May include oral drill and practice.

**RUS 202 - Intermediate Russian II  
(3 Credits)**

**Lecture:** 3 hours per week

Continues the development of the skills of understanding, speaking, reading, and writing of Russian. Class conducted in Russian.

**Prerequisite(s):** RUS 102 or equivalent. May include oral drill and practice.

**SAF 126 - Principles of Industrial Safety  
(3 Credits)**

**Lecture:** 3 hours per week

Teaches principles and practices of accident prevention, analysis of accident causes, mechanical safeguards, fire prevention, housekeeping, occupational diseases, first aid, safety organization, protection equipment and general safety principles and promotion.

**SCT 111 - Introduction to Environmental and Science Technology I  
(4 Credits)**

**Lecture:** 3 hours **Laboratory:** 3 hours. **Total:** 6 hours per week

Introduces the basic sciences which describe our physical environment. Includes the fundamentals of geology, meteorology, physics, chemistry, and biology. Describes basic scientific principles and relates them to natural phenomena and the activities of man. Emphasizes field experiences including techniques and data gathering.

**SCT 112 - Introduction to Environmental and Science Technology II  
(4 Credits)**

**Lecture:** 3 hours **Laboratory:** 3 hours. **Total:** 6 hours per week

Introduces the basic sciences which describe our physical environment. Includes the fundamentals of geology, meteorology, physics, chemistry, and biology. Describes basic scientific principles and relates them to natural phenomena and the activities of man. Emphasizes field experiences including techniques and data gathering.

**SOC 200 - Principles of Sociology****(3 Credits)****Lecture:** 3 hours per week

Introduces fundamentals of social life. Presents significant research and theory in areas such as culture, social structure, socialization, deviance, social stratification, and social institutions.

**SOC 210 - Survey of Physical and Cultural Anthropology****(3 Credits)****Lecture:** 3 hours per week

Examines physical characteristics and lifestyles of human ancestors and present populations. Explores cultures from around the world to study diverse adaptations made by humans.

**SOC 211 - Principles of Anthropology I****(3 Credits)****Lecture:** 3 hours per week

Inquiries into the origins, development, and diversification of human biology and human cultures. Includes fossil records, physical origins of human development, human population genetics, linguistics, cultures' origins and variation, and historical and contemporary analysis of human societies. This is a Passport Transfer course. Part I of II.

**SOC 212 - Principles of Anthropology II****(3 Credits)****Lecture:** 3 hours per week

Inquiries into the origins, development, and diversification of human biology and human cultures. Includes fossil records, physical origins of human development, human population genetics, linguistics, cultures' origins and variation, and historical and contemporary analysis of human societies. Part II of II.

**SOC 215 - Sociology of the Family****(3 Credits)****Lecture:** 3 hours per week

Studies topics such as marriage and family in social and cultural context. Addresses the single scene, dating and marriage styles, child-rearing, husband and wife interaction, single parent families, alternative lifestyles.

**SOC 225 - Sociology of Gender****(3 Credits)****Lecture:** 3 hours per week

Analyzes influence of major social institutions and socialization in shaping and changing sex roles in contemporary society. Examines differential access to positions of public power and authority for men and women.

**Prerequisite(s):** Ability to read in English at the college level.

**SOC 245 - Sociology of Aging**  
**(3 Credits)**

**Lecture:** 3 hours per week

Introduces study of aging with special emphasis on later stages of the life cycle. Includes theories of aging, historical and comparative settings, social policy, and future trends of aging.

**SOC 247 - Death and Dying**  
**(3 Credits)**

**Lecture:** 3 hours per week. Divisional Approval.

Studies theoretical, practical, and historical aspects of death. Focuses upon student's own ideas, feeling, and attitudes toward death and dying and the significance and consequences of those attitudes. Divisional Approval.

**SOC 268 - Social Problems**  
**(3 Credits)**

**Lecture:** 3 hours per week

Applies sociological concepts and methods to analysis of current social problems. Includes delinquency and crime, mental illness, drug addiction, alcoholism, sexual behavior, population crisis, race relations, family and community disorganization, poverty, automation, wars, and disarmament.

**SPA 101 - Beginning Spanish I**  
**(4 Credits)**

**Lecture:** 5 hours per week

Introduces understanding, speaking, reading, and writing skills and emphasizes basic Spanish sentence structure. May include an additional hour of oral drill and practice per week. Part I of II. May include one additional hour of oral practice per week.

**SPA 102 - Beginning Spanish II**  
**(4 Credits)**

**Lecture:** 5 hours per week

Introduces understanding, speaking, reading, and writing skills and emphasizes basic Spanish sentence structure. May include an additional hour of oral drill and practice per week. Part II of II. May include one additional hour of oral practice per week.

**SPA 163 - Spanish for Health Professionals I**  
**(3 Credits)**

**Lecture:** 3 hours per week

Introduces Spanish to those in the health sciences. Emphasizes oral communication and practical medical vocabulary. May include oral drill and practice. Part I of II.

**SPA 164 - Spanish for Health Professionals II  
(3 Credits)**

**Lecture:** 3 hours per week

Introduces Spanish to those in the health sciences. Emphasizes oral communication and practical medical vocabulary. May include oral drill and practice. Part II of II.

**SPA 201 - Intermediate Spanish I  
(3 Credits)**

**Lecture:** 3 hours per week

Continues to develop understanding, speaking, reading, and writing skills. May include oral drill and practice. Part I of II May include one additional hour of oral practice per week.

**Prerequisite(s):** SPA 102 or equivalent.

**SPA 202 - Intermediate Spanish II  
(3 Credits)**

**Lecture:** 3 hours per week

Continues to develop understanding, speaking, reading, and writing skills. May include oral drill and practice. Part II of II. May include one additional hour of oral practice per week.

**Prerequisite(s):** SPA 102 or equivalent.

**SDV 100 - College Success Skills  
(1 Credit)**

**Lecture:** 1 hour per week

Assists students in transition to colleges. Provides overviews of college policies, procedures, curricular offerings. Encourages contacts with other students and staff. Assists students toward college success through information regarding effective study habits, career and academic planning, and other college resources available to students. May include English and Math placement testing. Strongly recommended for beginning students. Required for graduation.

**SDV 101 - Orientation to Health Sciences  
(1 Credit)**

**Lecture:** 1-3 hours per week

Introduces students to the skills which are necessary to achieve their academic goals, to services offered at the college and to the discipline in which they are enrolled. Covers topics such as services at the college including the learning resources center; counseling, and academic advising; listening, test taking, and study skills; and topical areas which are applicable to their particular discipline.

**SDV 106 - Preparation for Employment  
(1-2 Credits)**

**Lecture:** 1-2 hours per week

Provides experience in resume writing, preparation of applications, letters of application, and successfully preparing for and completing the job interview. Assists students in identifying their marketable skills and aptitudes. Develops strategies for successful employment search. Assists students in understanding effective human relations techniques and communication skills in job search.

**SDV 107 - Career Education  
(1-3 Credits)**

**Lecture:** 1-3 hours per week

Surveys career options available to students. Stresses career development and assists in the understanding of self in the world of work. Assists students in applying decision making to career choice.

**SDV 108 - College Survival Skills  
(1-3 Credits)**

**Lecture:** 1-3 hours per week

Provides an orientation to the college. Introduces study skills, career and life planning. Offers an opportunity to engage in activities aimed at self-discovery. Emphasizes development of "coping skills" such as listening, interpersonal relations, competence, and improved self-concept. Recommended for students enrolled in developmental courses.

**SDV 110 - Orientation to Teaching As a Profession  
(3 Credits)**

**Lecture:** 3 hours per week

Introduces students to a career in teaching and education by allowing students to experience the components of the learner, the school environment and the classroom teaching environment. Utilizes the Virginia Teachers for Tomorrow/ Teacher Cadet Curriculum. Students participate in a 15-hour student teaching internship in a classroom at one of the levels between Kindergarten and grade 9.

**WEL 120 - Introduction to Welding  
(2 Credits)**

**Lecture:** 1 hour **Laboratory:** 2 hours **Total:** 3 hours per week

Introduces history of welding processes. Covers types of equipment, and assembly of units. Stresses welding procedures such as fusion, non-fusion, and cutting oxyacetylene. Introduces arc welding. Emphasizes procedures in the use of tools and equipment.



## Academics

### Academic Advising

To assist students in reaching their academic goals, a dedicated college navigator is assigned to advise adult students from the time they are accepted for admission through their exit from the college. After students earn 30 credits, they are also assigned a faculty member as an academic advisor. Faculty advisors provide curricular students further educational guidance toward the completion of a degree or credential. These faculty advisors provide information about the knowledge and skills needed in their respective fields, as well as information about job opportunities and college transfer possibilities.

Students in health science curricula are assigned both a college navigator and a faculty advisor at the outset of their time at RCC. Students in other curricula can request a faculty advisor prior to the completion of 30 credits. Students should consult with their college navigator or faculty advisor for assistance with course scheduling each semester and prior to applying for graduation. For assistance in matters outside their professional scope, faculty advisors can refer students to their assigned college navigator. When faculty advisors are unavailable, students are encouraged to contact their assigned college navigator.

For students wishing to make changes with their course enrollment, the add/drop procedure is outlined in the Registration and Tuition section of the catalog. It is strongly recommended that students review schedule changes with their assigned college navigator or faculty advisor.

Students deciding to change their program of study need to schedule an appointment with their college navigator, rather than a faculty advisor, in order to discuss the impact of the change on both their academic progress and their financial aid eligibility and to complete appropriate forms. When changing from one program of study to another, a student may be assigned a new faculty advisor.

All curricular students are encouraged to regularly seek assistance from their assigned college navigator or faculty advisor in career and curriculum planning. Likewise, students not enrolled in a specific program of study are encouraged to meet with their college navigator in order to receive assistance with course selection prior to registration.

### Distance Learning

Distance learning courses are provided to accommodate the needs of students. RCC values the opportunities for access that it provides for its students, and RCC views distance education as an important component of educational access. In accomplishing its mission to provide access, RCC now offers degree and certificate programs both completely and partially through distance learning modalities.

Distance learning courses have the same content, grading system, and credit value as on-campus courses. The tuition is also the same. Learning support services are available to students in distance learning courses; moreover, special accommodations are available, such as access to library materials by phone, physical mail, or online.

RCC offers distance learning courses in a variety of disciplines, and many classroom-based courses incorporate distance learning technology to enhance student learning. Some courses are delivered entirely through distance learning technology. The courses fall into the following categories:

- **Online Courses (Asynchronous Courses)**  
All distance learning courses offered at RCC require students to be independent learners with proficient reading, writing, and research skills and to be able to commit to a consistent schedule that may include at least 8-10 hours per week of study for each course. Distance Learning requires a minimum of two proctored activities on-campus or off-campus for each course. Students must also have had experience in using the

internet and in communicating by e-mail (including sending attachments) prior to enrolling in a distance learning course. Most communication in a distance learning class will be through e-mail and RCC's online course management system, Canvas. Students taking distance learning classes should have access to a computer a minimum of three times a week. Although owning a computer is strongly recommended, computers are available in the college libraries on each campus. Each course is developed independently following quality assurance guidelines.

- **Interactive Video (Synchronous Courses)**  
Synchronous Courses are provided to students through Interactive Video technology, which uses live two-way video connections to send and receive courses and programs between RCC Campuses and other sites. This program allows RCC to offer courses and programs not normally available at RCC.
- **Hybrid Courses**  
Hybrid courses are a blend of both the traditional and distance learning modes of delivery, which means that required on-campus meetings and distance learning technologies are included in each hybrid course offered.
- **Shared Services Online Courses**  
Shared Services courses are RCC courses offered in partnership with other Virginia Community Colleges. These courses allow students to earn RCC credits that are instructed by faculty members from another Virginia Community College. The required proctored tests can be taken at any RCC testing center. Students who take Shared Service courses will have access to partner college resources as well as RCC resources. Students interested in taking Shared Service courses can email [kfife@rappahannock.edu](mailto:kfife@rappahannock.edu).

A complete listing of Distance Learning classes is found in the class schedule. Additional information required for the successful completion of distance learning courses can be found on the RCC website.

## Developmental Studies

Development coursework may be required for college readiness. Placement testing and/or multiple measures are used to determine college readiness. Students who need additional preparation prior to credit courses will be placed in English (ENF) and/or mathematics (MTT) developmental courses.

Students may enroll in a developmental course no more than two times in order to complete the requirements for that course. If it is necessary for a student to enroll in a course for a third time in order to complete the requirements, the student will need special approval from an academic dean.

Financial aid will not cover third attempts at a course.

Developmental courses do not count toward a degree, and no college-level credit is awarded. The credits assigned to developmental courses apply to student load and financial aid eligibility only.

## Syllabi

Instructors will provide a syllabus on or before the first day of class. The syllabus contains all pertinent information for the class, including the instructor's expectations, instructor contact information, grading scales, add/drop and withdraw, and attendance policies. Students should pay close attention to the syllabus.

## Course Credits

One credit is equivalent to one collegiate semester-hour credit. Each semester hour of credit given for a course is based on the "academic hour," which is 50 minutes of formalized, structured instructional time in a particular course, weekly for the equivalent of 15 weeks. This is a total of 750 minutes of instruction. In addition to this instructional time, an appropriate evaluation will be required. If this evaluation is a final examination, a minimum of one hour will be scheduled for each semester hour of credit generated by the course, not to exceed three academic hours (150 minutes).

## Repeating a Course

Students should consult their college navigator or faculty advisor when a course must be repeated, and students are limited to two enrollments (attempts) in any credit course. Requests to enroll in the same course for the third time must be documented on the Third Enrollment in a Course form and approved by an academic dean prior to registration. Please note that a withdrawal from a course is considered an attempt for the purposes of repeating a course.

When a course is repeated, only the last grade earned is counted in the computation of the cumulative GPA and for satisfying curricular requirements. Students who withdraw from a course for which they previously had a passing grade will retain that passing grade for graduation purposes.

When a student has exhausted the number of course attempts allowed, the student will be unable to complete a degree or certificate program if the course in question is a required course.

PLEASE NOTE: Financial Aid will not pay for a third enrollment in a course.

## Withdrawing from a Course

After the add/drop period, a student can request to withdraw from a course prior to the last day to drop without penalty. It is strongly encouraged for the student to discuss their academic requirements with their college navigator or faculty advisor prior to withdrawing. The student is required to contact the Financial Aid department if they are a recipient of federal aid.

A student may request to withdraw from a course without academic penalty and receive a grade of "W" after the add/drop period and within the first 60% of the semester or session. The date published as the "last day to withdraw from a class with a grade of W" for each semester or session is published in the online academic calendar on the class schedule webpage. The student must submit a completed "Withdraw/Mitigating Withdraw Form to the Admission and Records office requesting to withdraw on or before the published deadline. The form must be approved by the Financial Aid or VA Representative if the student is a recipient of federal aid.

After the published withdrawal date, if a student withdraws/stops attending or is withdrawn from a course, a grade of "F" will be assigned. Exceptions to this policy may be considered for mitigating circumstances if the student was making satisfactory progress in the course when their attendance or participation ceased. Mitigating circumstances are defined as instances in which the student was unable to complete the course due to circumstances such as serious illness, death in the immediate family, full-time employment or shift change, or relocation outside the area.

## Withdrawals for mitigating circumstances received after 60% of the semester or term.

Withdrawals for mitigating circumstances must be submitted in a formal written request on a Withdrawal/Mitigating Withdrawal form. Documentation must be included. College email, US mail, or FAX is acceptable. The withdrawal for mitigating circumstances form must be approved by the academic dean and approved by the Financial Aid or VA Representative and then returned to Admissions and Records for processing. These withdrawal requests must be submitted by the end of the following semester:

1. Last day of the spring semester for the previous fall semester
2. Last day of summer sessions for the previous spring semester
3. Last day of fall for the previous summer session

In most cases, Mitigating Withdrawals apply to all courses. Withdrawal from only selected courses will be considered in extenuating circumstances. Changes to enrollment may affect financial aid and military or veteran's benefits and result in the student owing a debt to the college. It is the student's responsibility to understand the impact of enrollment changes. Students who withdraw from a course, are withdrawn from a course by an instructor, or receive a mitigating withdrawal from a course are not entitled to a refund.

#### Procedures for Withdrawals for Mitigating Circumstances

1. To request a withdrawal after the 60% mark, a student must submit a Withdrawal/Mitigating Withdrawal form with documentation of mitigating circumstances to the academic dean. Mitigating circumstances must have been severe, not foreseeable, and/or could not have been reasonably prevented during the time period in question. Examples include:
  - A major medical emergency or severe, extended illness occurring during the semester the student is registered which requires hospitalization, is life-threatening, prevents the student from attending classes, or is contagious and a danger to the remainder of the College community.
  - Death of the student or a member of the student's immediate family (mother, father, sister, brother, husband, wife, child, or grandparent). An obituary or death certificate is required.
  - Mobilization or call to active duty for military students. A copy of the military orders is required.
2. Documentation should be submitted to the academic dean and include the following:
  - A letter outlining the circumstances impacting the student's ability to perform in the course(s) in question and detailing when the circumstances occurred within the semester in question
  - Documentation from professional(s) verifying the circumstances, when the circumstances occurred, and/or receipts or other documents that can verify the circumstances.
3. The academic dean will review the documentation and make a determination about the approval/denial of the request.
  - If approved, the Withdrawal for Mitigating Circumstances will result in a grade change to W.
  - If the Withdrawal for Mitigating Circumstances is denied, the student may appeal the decision to the Vice President of Instruction and Student Development within five business days of notification that the withdrawal request was denied. The Vice President of Instruction and Student Development will make a decision and notify the student in ten business days.
  - In cases where a course grade has already been assigned, the approved withdrawal form will serve in the place of the Change of Grade Form.

## Instructor Withdrawal Policy

Any student who has stopped attending class, or is no longer participating in an online class, and has missed 20% or more of total instructional time as of the withdrawal date will be withdrawn by the instructor. Instructors may consider student requests to be retained in the class and should document when a student is retained at his or her request.

## Classification of Students

### Curricular Student

A student shall be classified as a curricular student if the student satisfies the following three conditions:

- The student holds a high school diploma, a GED, or its equivalent, or is otherwise determined qualified for admission.
- The required documents for general admission to a curricular program are received by the Admissions and Records Office.
- The student has been admitted to one of the college's curricula.

Students wishing to declare a program or transfer from one program to another must consult a new student advisor.

### Non-Curricular Student

Students are considered non-curricular if they are not formally admitted into one of the college's curricula. Students receiving federal or state aid are not eligible for non-curricular classification.

## Student Enrollment Definitions

*Full-time Student:* Students enrolled for 12 or more credits per semester.

**Part-time Student:** Students enrolled for fewer than 12 credit hours per semester.

*Freshmen:* Students are classified as freshmen until they have completed 30-semester credits of study.

**Sophomore:** Students are classified as sophomores after they have completed 30-semester credits.

Credits accepted from other colleges are included in the total credits earned if they apply toward meeting the students' curricula requirements.

## Academic Load

The normal academic course load for students is 15-17 credits. The minimum full-time load is 12 credits, and the maximum full-time load is 18 credits, excluding SDV 100. Students wishing to carry an academic load of more than 18 credits must obtain written approval from the academic dean. Students placed on academic warning or academic probation may be required to take less than the normal course load.

## Attendance

Faculty establish specific attendance policies for each class which is outlined in the class syllabus distributed at the beginning of each semester. Generally, students are required to attend all classes for which they are registered

except in the event of illness or an unavoidable emergency. Students are responsible for making up all coursework missed during an absence. Written work must be turned in to the instructor by the assigned deadline or at a time designated by the instructor. Absence from class for any reason does not lessen responsibility for meeting all of the requirements of the class and may necessitate a withdrawal from class.

For online courses, students should log into their Canvas course on the first day of the semester or session. Students should carefully read and follow the course syllabus instructions for attendance and contact required by the instructors.

Students who are registered for a course but do not attend or complete an assignment for an online course during the add/drop period will be dropped from the class without notification. Be sure to check the semester calendar for drop and withdrawal dates.

Up until the withdrawal date for a session, students who stop attending a course, miss more than 20% of a course, or fail to maintain contact with the online course instructor will be withdrawn by the course instructor. Students should inform their instructor of any situation which might affect attendance or coursework completion.

After the withdrawal date, students who stop attending a course will receive a failing grade for that course.

## Examinations

Students are expected to take their examinations at the regularly scheduled times, follow exam instructions, and avoid giving or receiving unauthorized help on exams. No exceptions to exam times will be made without the permission of the instructor and the academic dean (or another appropriate academic administrator). Exam schedules are available on the college website.

Instructors will provide exam dates for classes meeting on non-traditional schedules or dynamic sessions. For summer sessions, final examinations are given on the last scheduled class meeting for that semester.

## Grading System

The quality of performance in any academic course is reported by a letter grade, the assignment of which is the responsibility of the instructor. All official grades are posted online in the Student Information System at the end of the semester. Directions for viewing and printing grades are as followed:

Login to *myRCC* and click on VCCS SIS: Student Information System.

- Click on Self Service.
- Click on Student Center.
- Click on Grades.
- Select the Term.
- Click the Continue button at the bottom of the page.

The grades A, B, C, D, P, and S are passing grades. Grades of F and U are failing grades. R and I are interim grades. Grades of W and X are final grades carrying no credit. Grades are assigned quality points as follows:

**A** = Excellent - 4 grade points per credit

**B** = Good - 3 grade points per credit

**C** = Average - 2 grade points per credit

**D** = Poor - 1 grade point per credit

**F** = Failure - 0-grade point per credit

**I** = Incomplete - No grade point credit. The "I" grade is used only for verifiable unavoidable reasons when the student is unable to complete a course within the normal course time. To be eligible to receive an "I" grade, the student must (1) have satisfactorily completed more than 60% of the course requirements and attendance (2) must request the faculty member assign the "I" grade and indicate why it is warranted. The faculty member has the discretion to decide whether the "I" grade will be awarded. Since the "incomplete" extends enrollment in the course, requirements for satisfactory completion will be established through consultation between the faculty member and student.

In assigning the "I" grade, the faculty member must complete documentation that (1) states the reason for assigning the grade; (2) specifies the work to be completed and indicates its percentage in relation to the total work of the course; (3) specifies the date by which the work must be completed; and (4) identifies the default (B, C, D, F, P, R, or U) based upon course work already completed. Completion dates cannot be set beyond the last day of the subsequent semester (to include the summer semester) without the written approval of the Chief Academic Officer of the campus. Incomplete grades must be changed by the instructor, via a grade change form, by the last day of the subsequent semester (to include the summer semester). In cases where a student fails to complete course assignments by the agreed-upon date, the "I" will change to the grade reflecting the work completed. The student will be provided a copy of the documentation from the instructor.

**P** = Pass - No grade point credit. The "P" grade applies only to non-developmental studies courses and is not included in GPA calculations. A maximum of seven credit hours of "P" grades may be applied toward graduation.

**R** = Re-enroll - No grade point credit. The "R" grade is used in developmental courses only to indicate satisfactory progress toward meeting course objectives. In order to complete course objectives, students receiving an "R" grade must re-enroll in the course and pay the normal tuition and fees.

**S** = Satisfactory - No grade point credit. The "S" grade is used only for the satisfactory completion of developmental studies courses.

**U** = Unsatisfactory - No grade point credit. The "U" grade applies only to developmental studies courses.

**W** = Withdrawal - No grade point credit. A grade of "W" is awarded to students who withdraw or are withdrawn from a course after the add/drop period but prior to the completion of 60 percent of the session. After that time, students not completing the course will receive a grade of "F" except under mitigating circumstances, which must be documented. A copy of the documentation must be placed in the student's academic file.

**X** = Audit - No credit. Students desiring to attend a course without taking the examination or receiving credit for the course may do so by registering to audit through the regular registration process and paying the normal tuition and fees. Students wishing to change from credit to audit or audit to credit must do so by the last day of the add/drop period for the course. Permission from the course instructor and academic dean or another appropriate administrator is required to audit a course. Students desiring to earn credit for a previously audited course must re-enroll in the course for credit and pay the normal tuition and fees to earn a grade other than "X." Advanced standing credit will not be awarded for a previously audited course.

## Grade Point Average

The grade point average (GPA) is calculated by dividing the total number of grade points earned by the total number of credit hours attempted. A student's GPA may range from 0.0 to 4.0. For example:

A = 4 grade points

B = 3 grade points

C = 2 grade points

D = 1 grade point

F = 0 grade points

I (Incomplete) and W (Withdrawal) do not receive grade points and do not have an effect on the GPA.

## Example Student Transcript

Course	Credit Hours	Grade	Grade Points
BIO 101	3	A	12
SDV 100	1	B	3
ENG 111	3	C	6
Mathematics 158	3	F	0
<b>Total</b>	10		21

To calculate the example student's GPA, the total grade points are divided by the total credit hours attempted.

$$21 \text{ (Total Grade Points)} / 10 \text{ (Total Credit Hours Attempted)} = 2.10 \text{ GPA}$$

To calculate a student's cumulative GPA, the total grade points for all semesters are divided by the total credit hours attempted for all semesters.

## Academic Renewal

Students who return to the college after a separation of five years or more may petition for academic renewal by submitting an Academic Renewal Petition Form to the college.

If a student is determined to be eligible for academic renewal, "D" and "F" grades earned prior to re-enrollment will be deleted from the cumulative and curriculum grade point average (GPA); however, these grades will not be removed or deleted from the student's official college transcript. The notice "Academic Renewal has been granted," and the effective dates will appear on the transcript. Academic renewal is subject to the following conditions:

- Prior to petitioning for academic renewal, the student must demonstrate a renewed academic interest and effort by earning at least a 2.5 GPA in the first 12 semester hours completed after re-enrollment.
- All grades received at the college will be a part of the student's official transcript.
- Students will receive degree credit only for courses in which grades of "C" or better were earned prior to academic renewal, providing that such courses meet current curriculum requirements.
- Total hours for graduation will be based on all course work taken at the college after readmission, as well as former course work for which a grade of "C" or better was earned and credits transferred from other colleges or universities.
- The academic renewal policy may be used only once and cannot be revoked once approved.

## Final Grades

Final grades are posted every semester according to the due dates listed in the semester calendar and are available to students via the Student Information System (SIS). Students can access the SIS by using myRCC on the RCC



website. No grades will be mailed. Final grades are a part of the student's permanent academic record and are recorded on the student's official transcript.

## Appeal of Final Grade

Faculty members at RCC are responsible for assigning course grades and for advising students of the objective criteria used to determine the grades assigned. Most student disagreements regarding course grades are best resolved informally between the student and the faculty member. The college's student grievance procedure provides a fair and orderly process for students who wish to pursue a formal appeal of the final course grade. A formal grievance must be filed within ten calendar days of the time the grade is posted to the student's record in the Student Information System. The process for appealing a final course grade is outlined in the Student Handbook section.

## Academic Standing

RCC attempts to keep students informed regarding individual academic standing. Students will be notified of academic deficiency. The college provides academic advising and coaching services to help students increase their effectiveness in meeting academic standards and to graduate.

Students failing to achieve satisfactory progress will be notified by the Dean of Student Development and encouraged to consult their college navigator for assistance. Consistently poor grades will result in an academic warning, probation, suspension, or dismissal from the college. The circumstances under which these actions may be taken are described below:

- **Good Standing:**  
Students are considered to be in "good academic standing" if they maintain a minimum grade point average (GPA) of 2.0 per semester, are eligible to re-enroll at the college, and are not on academic suspension or dismissal status.
- **Academic Warning:**  
Students who fail to attain a minimum GPA of 2.00 for any semester will be placed on academic warning. Students on academic warning are encouraged to consult with a college counselor and take advantage of academic support services provided by RCC.
- **Academic Probation:**  
Students who fail to maintain a cumulative GPA of 1.5 will be placed on academic probation until such time as their cumulative average is 1.75 or better. The statement "Academic Probation" will be placed on the students' permanent record. Students shall be placed on probation only after 12 semester credit hours have been attempted. Students on academic probation are ineligible for an appointive or elective office in student organizations unless special permission is granted by the Dean of Student Development or another appropriate college administrator. Students on probation may be required to carry less than the normal course load the following semester and will be required to consult with a college counselor and to take advantage of academic support services provided by RCC.
- **Academic Suspension:**  
Students on academic probation who fail to attain a semester GPA of 1.5 or better will be placed on academic suspension only after attempting 24 semester credit hours. Academic suspension will be for one semester. The statement "Academic Suspension" will be placed on the students' permanent records. Students who have been informed that they are on academic suspension may immediately submit a Student Admission Appeal Form to the Admissions and Records Office to be reviewed by the Dean of Student Development for reconsideration of their cases. The dean will utilize, as appropriate, the Student Affairs Committee in reviewing any such appeals. Otherwise, suspended students may be readmitted after the

termination of the suspension period and upon formal written request to the Dean of Student Development or the College Registrar.

- **Reinstatement after Academic Suspension:**  
Students reinstated from academic suspension must achieve a 2.00 GPA for the semester of their reinstatement and must earn at least a 1.75 GPA in each subsequent semester of attendance. The statement "Subject to Dismissal" will be placed on the students' permanent records. Students reinstated from academic suspension will remain "Subject to Dismissal" until their cumulative GPA is 1.75 or better. Reinstated students may be required to carry less than a normal course load the following semester and will be required to consult with a college navigator and take advantage of academic support services provided by RCC.
- **Academic Dismissal:**  
Students not achieving at least a 2.00 GPA for the semester of reinstatement following academic suspension will be academically dismissed. Students who achieve at least a 2.00 GPA for the semester of their reinstatement following academic suspension must earn at least a 1.75 GPA in each subsequent semester of enrollment. Failure to achieve a 1.75 GPA in each subsequent semester until the cumulative GPA reaches 1.75 will result in academic dismissal. The statement "Academic Dismissal" will be placed on the students' permanent records. Academic dismissal is normally permanent. In exceptional circumstances, students may submit a Student Admission Appeal Form to the Admissions and Records Office for review by the Dean of Student Development for reconsideration of their cases. The dean will utilize, as appropriate, the Student Affairs Committee in reviewing any such appeals. The Dean of Student Development will make a recommendation to the Vice President of Instruction and Student Development. Students who have been reinstated after academic dismissal will be "Subject to Dismissal" until their cumulative GPA is 1.75 or better. Reinstated students may be required to carry less than a normal course load the following semester and will be required to consult with their college navigator and to take advantage of academic support services provided by RCC.

Students who are suspended or dismissed from other educational institutions should use these procedures to request admission and enrollment at RCC.

## Academic Recognition

RCC recognizes curricular students who have earned superior grades while completing a minimum of 12 semester hours of credit, not including developmental courses, during a given semester. Students with a grade of "D," "F," or "I" in any course will not be considered for honors.

**Board's Honor List:** Each semester, students achieving a GPA of 3.8 or better are recognized as the RCC College Board's Honor Students.

**Dean's Honor List:** Each semester, students achieving a GPA of 3.5 to 3.799 are recognized as the Dean's Honor Students.

**Honors List:** Each semester, students maintaining a GPA of 3.2 to 3.499 are recognized as Honor Students.

**Phi Theta Kappa:** Phi Theta Kappa is a national honor society for two-year colleges which recognizes scholarship among associate degree students. In addition, it provides opportunities for leadership, service, and fellowship. To become a member, a student must (1) be enrolled in a regionally accredited institution offering an associate degree program; (2) have completed at least 12 credit hours of coursework leading to an associate degree; (3) have established a GPA of 3.5; and (4) adhere to the moral standards of society.

## Honors Program

The RCC Honors Program is designed to provide an enriched academic experience that will enhance a student's individual development. Through this program, a student will be able to earn special recognition for achievement based on an advanced level of learning. A course in which the student is regularly enrolled may be converted to an Honors-designated course upon the successful completion of a project for that course. Students interested in the Honors Program must submit an Honors Program application. Please see the Honors Information section of the catalog for details.

## Transfer Credit

Advanced standing is a student's administrative placement that allows credit based upon previous academic study or occupational experience. Credit will be awarded for courses that are equivalent to RCC courses and relevant to the student's curricula program at RCC. Transcripts are evaluated for curricular students only. No more than 75% of a degree or certificate may be earned through transfer credit or advanced standing credit. Awarded credit is added to the student's permanent record but is not used for computation of the GPA and does not carry a letter grade.

At RCC, opportunities for obtaining college credits are available through the following means:

### Transfer Credit

Coursework may be accepted for transfer credit if taken at an institution that is accredited by a regional accrediting agency. Coursework transferred to RCC must represent collegiate coursework applicable to the student's program, with course content and level of instruction resulting in student competencies at least equivalent to those of students enrolled in RCC curricula. No credit will be given for courses with grades lower than "C." Courses in technology taken more than ten years ago will not be accepted for transfer credit. Official college or university transcripts should be submitted to the Admissions and Records Office for evaluation.

RCC accepts international transcript credit only after the student has an official transcript sent to RCC that is printed in English or has been translated into English and evaluated for course-by-course credit by an international credit evaluation agency before submitting it to the college. The cost of the evaluation is the responsibility of the student. RCC accepts evaluations from World Education Services, Global Credential Evaluators, the American Association of College Registrars and Admissions Officers, or other professional organizations or agencies approved by the Virginia Department of Education and listed as a member of the National Association of Credential Evaluators.

## Credit for Prior Learning

Credit for prior learning is the administrative placement of a student that awards credit for subject matter competency based upon previous academic study or occupational experience. This may include, but is not limited to, college credit and advancement based upon individual college participation in the Advanced Placement Program (AP), International Baccalaureate Organization (IBO), or testing through the College Level Examination Program (CLEP) or the DSST Program (formerly known as DAN TES); training provided by non-collegiate institutions, such as the armed forces; professional certification, or experiential learning/work experience.

Credit for prior learning policies at Rappahannock Community College is consistent with the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) principles and with Virginia Community College System (VCCS) policy.

To be eligible to apply for credit for prior learning, a student must be admitted to Rappahannock Community College and officially placed in a program of study.

Credit awarded for CLEP, AP, IBO, DSST, departmental challenge exams, and credit for work experience may satisfy the RCC program of study requirements but will not necessarily transfer to another institution. Students desiring to transfer credit awarded via these methods should contact their four-year college of interest to determine its policy. However, appropriate credit, when awarded, will be listed on the student's official RCC transcript.

Students desiring to earn college credit through one of the above credits for prior learning methods or who wish to take a locally developed departmental exam should contact the appropriate division office in which the course is taught.

Rappahannock Community College may award credit for the following competencies:

#### AP (The Advanced Placement Program)

The Advanced Placement Program (AP) allows students to pursue college-level studies while still in secondary schools. College credit is granted for scores of 3 or higher. Students should request an official score report be sent from the College Board to the Admissions & Records Office on either campus for evaluation.

#### IB (The International Baccalaureate Program)

The International Baccalaureate® (IB), and the Diploma Programme (DP) in particular, offer advanced level courses for students during the last two years of high school. The courses are available as HL (Higher Level) and SL (Standard Level). As per VCCS guidelines, RCC will grant credit for a score of 4 or higher for Higher Level International Baccalaureate (IB) courses, a score of 5 or higher for Standard Level International Baccalaureate (IB) courses. Students should request an official score report be sent from International Baccalaureate Organization to the Admissions & Records Office on either campus for evaluation.

#### CLEP (College Level Examination Program)

The College-Level Examination Program (CLEP) is a credit-by-examination program sponsored by the College Board, which gives students the opportunity to earn college credit by earning qualifying scores on exams. Students who score 50 or higher on CLEP courses will receive credit appropriate to that course. Students should request an official score report be sent from the College Board to the Admissions & Records Office on either campus for evaluation.

#### DANTES (Defense Activity for Non-Traditional Educational Support)

Credit may be granted for successful completion of correspondence courses and subject standardized tests (SST) of the Defense Activity for Non-Traditional Educational Support (DANTES), formerly the United States Armed Forces Institute (USAFI). These subject area standardized tests provide service members an opportunity to obtain credit for knowledge and skills acquired through a non-traditional educational experience. Credit granted is based on the recommendations of the American Council of Education (ACE). Students should request an official score report be sent from the DANTES to the Admissions & Records Office on either campus for evaluation.

#### DSST (DANTES Subject Standardized Tests)

Credit may be granted for successful completion of subject examinations taken through DSST (DANTES Subject Standardized Tests). These subject area exams provide students an opportunity to obtain credit for prior learning through non-traditional educational experiences. The DSST program is approved by the American Council of Education (ACE). Students who score at or above the minimum level recommended by ACE will receive credit appropriate to that course. Students should request an official score report be sent from the DSST to the Admissions & Records Office on either campus for evaluation.

#### Military Service

Credit may be awarded for military training and experience as recommended by the American Council on Education (ACE) guidelines if the credits fit into the student's specific curriculum. Students should request an official Joint

Services Transcript or The Community College of the Air Force Transcript be sent to the Admissions & Records Office on either campus for evaluation.

#### Local Challenge Examinations

Examinations locally prepared and administered for subjects not available in the CLEP program may be utilized for a variety of courses at RCC. Specific course credit will be granted for each such local challenge exam successfully completed. For more information, contact the academic dean who is responsible for courses in the appropriate discipline.

#### Other Formal Learning Experiences

Credit may be granted, as a means of achieving credit for prior learning, for previous non-collegiate education, training, and/or previous occupational experiences as recommended by the American Council of Education (ACE). The student should submit official evidence of other formal learning experiences to Admissions & Records Office for evaluation. An example would be experiences from criminal justice academies.

In all of the above areas, neither grades nor grade points will be awarded for successful completion of the subject matter. An appropriate notation will be placed next to the course title on the student's transcript. Students who plan to transfer to other institutions of higher education are cautioned that not all institutions of higher education accept credits earned in this manner as transfer credit. It is the student's responsibility to determine the acceptability of these credits at the institution being considered for transfer.

#### Curriculum Changes (Major)

Students who wish to change or add programs should consult their college navigator in order to discuss the impact of the change on both their academic standing their financial aid eligibility and to complete the Program/Plan Change form. When a student changes to a new program, a new faculty advisor may be assigned to the student.

Transfer students who change programs must request a re-evaluation of their transcripts based on the requirements of the new curriculum.

# Admission to the College

## General Admission

Individuals are eligible for admission to Rappahannock Community College if they are high school graduates or the equivalent (GED), or if they are eighteen years of age or older and able to benefit academically from a study at the college as demonstrated by assessment scores in reading, writing, and mathematics. Minimum scores are noted in the chart below:

MINIMUM SCORES:	VPT*	COMPASS	ASSET
Reading	ENF 1	62	35
Writing	ENF 1	32	35
Math	MTE 1	25	33

\*Virginia Placement Test

RCC reserves the right to evaluate and document special cases and to refuse or revoke admission if the college determines that the applicant or student poses a threat, is a potential danger, is significantly disruptive to the college community, or if such refusal or revocation is considered to be in the best interest of the college. RCC also reserves the right to refuse admission for applicants that have been expelled or suspended from another college, which has determined the applicant to be a threat, potential danger, or significantly disruptive.

Disclosure of your social security number is not required but is highly recommended. However, the VCCS will only use your social security number in accordance with federal and state reporting requirements and for identification purposes within the VCCS. It shall not permit further disclosure unless required or authorized by the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g, or pursuant to your obtained consent.

Inquiries and requests for information pertaining to admission to the college should be addressed to the Admissions & Records Office:

Glenns Campus: 804-758-6740; 804-758-6760 TDD  
Warsaw Campus: 804-333-6740; 804-333-6760 TDD

## Curricular Student Admission

Curricular students are those who wish to pursue, on a full or part-time basis, the completion of a degree or certificate offered by RCC. For curricular students, the following items are required for admission:

- A completed online application for admission.
- A completed Virginia Placement Test (VPT) English and math test or qualifying multiple measures for placement.
- An official high school or GED transcript if the student is pursuing the Associate Degree in Nursing or the Practical Nursing programs.
- A graduation date and documentation of coursework if the student has completed secondary school education in a home school setting.
- Official transcripts from any colleges/universities (other than VCCS colleges) if the student is seeking transfer credit.

- A completed VCCS Transfer Evaluation Request Form designating any VCCS college attended if the student is seeking transfer credit.

Additional information could be required by the college for admission to specific programs.

## Non-Curricular Student

Non-curricular students are those students who do not currently intend to apply credits toward completion of a program of study (degree or certificate) offered by RCC. A noncurricular student is, therefore, not formally admitted to one of the curricula. For noncurricular students, a completed online application is required for admission.

## Placement

RCC offers VCCS approved placement strategies that provide consistent and reliable results for students applying to enroll in associate degree programs, certificate programs, and in courses that require a reading, writing, or math prerequisite. Students enrolling in Career Studies Certificate programs may be waived from placement unless a course in the program requires a reading, writing, or math prerequisite. Assessment will be offered through placement testing and other approved measures.

## Placement Testing

RCC offers the **Virginia Placement Test (VPT)**, a VCCS approved placement test, which provides consistent and reliable assessment results for students applying for enrollment in associate degree programs, certificate programs, and in courses that require an English or math prerequisite. The VPT-English and math test is a comprehensive test that will assess the student's ability in reading, writing, and math. This test is designed to help place students into appropriate courses needed to ensure student success.

Dual enrolled high school students who enroll in programs or courses must meet the admissions criteria as well as any applicable course prerequisites.

## Multiple Measures for Placement

RCC also uses the following means and measures to determine a student's readiness for college-level English and math courses:

- Any student who has earned an associate degree or higher or who has earned a C or better in college-level courses in math and/or English at a regionally accredited institution will be exempt from placement testing provided the student meets the prerequisites for the respective courses in the chosen program of study.
- Any student who has successfully completed developmental courses at a VCCS institution will be exempt from placement testing in those areas.
- Any student who has successfully completed developmental courses at a non-VCCS institution will have their coursework evaluated for placement.
- A student may submit a high school/home school transcript or an approved test score for a placement evaluation. Placement will be based on the tables below. Seniors who have not yet graduated may submit a transcript as of the completion of the first semester of the senior year to determine readiness for placement into college-level courses for the purpose of early admission.
- Any student who is not placed using this criterion will take the Virginia Placement Test (VPT). A student also has the option to take the VPT in order to improve their placement standing after other measures are considered. Such placement test scores will not be used to place a student in a lower English or math course than indicated by other criteria unless the student desires a lower placement. While college operations are altered because of COVID-19, students may also use their scores on the practice VPT to

determine their placement. In order to be placed through this route, it is important for students to save a copy of their scores by saving a screenshot when they take the practice test.

Students who do not take the VPT and who do not meet any of the multiple measures for math and English placement must start in MTE 1 and ENF 1. Multiple measures for placement do not apply to any students taking classes while still enrolled in high school.

## Measures for Math Placement

Math placement will be determined using one of the following measures listed in the table below.

Math Placement Measures#	HSGPA or Score Range - Placement
HSGPA and Algebra II and One Algebra Intensive Course* *Algebra Intensive Courses above Algebra II: Trigonometry, Math Analysis, PreCalculus, Calculus, Algebra III.	3.0 or higher - MTE 1-9 Satisfied
	2.7-2.9 - MTE 1-9 Co-Requisite Eligible
HSGPA and Algebra II	3.0 or higher - MTE 1-5 Satisfied
	2.7-2.9 - MTE 1-5 Co-Requisite Eligible
HSGPA and Algebra I	3.0 or higher - MTE 1-3 Satisfied
	2.7-2.9 - MTE 1-3 Co-Requisite Eligible
SAT - Math	530 or above - MTE 1-9 Satisfied
	510-520 range - MTE 1-5 Satisfied
ACT - Subject Area Test Math	22 or above - MTE 1-9 Satisfied
	19-21 range - MTE 1-5 Satisfied
GED - Math	165 or above - MTE 1-5 Satisfied
	155-164 range - MTE 1-3 Satisfied



## Measures for English Placement

English placement will be determined using one of the following measures.

English Placement Measures	HSGPA or Score Range	Placement
HSGPA	3.0 or higher	ENG 111
	2.7-2.9	ENF 3/ENG 111
SAT - EWR (Evidence-Based Reading and Writing)	480 or above	ENG 111
	460-470	ENF 3/ENG 111
ACT - Subject Area Tests English and Reading	18 or above	ENG 111
	15-17 range	ENF 3/ENG 111
GED - English	165 or above	ENG 111

High school grade point average (HSGPA) is valid for five years after the date of high school graduation. SAT, ACT, and GED Test scores are valid for five years after the date of the test. Virginia Placement Test-Math or English scores are valid for five years after the date of the test. Previously taken developmental courses will be valid for five years after the semester taken.

Only GED 2014 through current year scores can be used for placement with Multiple Measures. GED tests taken previous to 2014, international versions of the GED, or other high school equivalency tests cannot be used for placement.

Students who take the Virginia Placement Test - Math or English and who do not enroll in developmental math or English are allowed to take one retest within twelve months.

Students who attempt developmental mathematics or English course will be ineligible for a retest. Exceptions to this retest policy may be made on a case-by-case basis.

### Placement across Colleges

- VPT scores taken within 5 years of initial enrollment may be used at any VCCS college.
- Multiple Measures evaluations are not accepted from other VCCS colleges.

## Readmission

A student who interrupts enrollment at RCC for more than three years (nine semesters) is required to submit an up-to-date application for admission. The application must be submitted before registering for classes. An applicant who applies for admission but does not enroll in classes within one year (three consecutive semesters) is required to submit an up-to-date application for admission.

## Admission to Specific Curricula

In addition to the general admission requirements, specific requirements for each curriculum of the college are prescribed by each department. Specific requirements for each curriculum are listed in the Academic Programs section of this catalog. Admission to some courses is available only when the student meets the prerequisite requirements for the course. Students who do not meet the academic requirement for a specific curriculum may become eligible to enter the curriculum by completing a developmental studies program prescribed by the college. Students applying for admission to an Associate Degree program (Associate of Arts and Sciences or Associate of Applied Science) must be high school graduates or the equivalent and must have achieved a placement test score which indicates readiness for college-level coursework or have completed an approved developmental studies program.

For programs with selective admissions processes, educational and occupational experiences of the student and other reasonable standards will be considered to ensure that the student possesses the potential to meet the program requirement.

## Admission of High School and Home School Students

Based on the guidelines developed and approved by the State Department of Education and the Virginia Community College System, RCC provides opportunities for qualified high school and home school junior and senior level students who can benefit academically from an early college experience to enroll in credit courses on an RCC campus, RCC site, or online.

Enrollment of high school and home school students has the potential to enrich their traditional high school or home school experience. RCC has developed the following admission and registration procedures to assist these students in meeting their educational goals.

High School Students must:

- Meet with your High School Navigator or the Coordinator of Dual Enrollment to discuss tentative plans concerning enrollment in college courses.
- Submit an online RCC application for admission.
- Submit the signed Dual Enrollment Parent Consent Form to your High School Navigator or High School Counselor, who in turn will submit it to the Coordinator of Dual Enrollment.
- Take the Virginia Placement Test (English and math) and earn qualifying scores or qualify with alternate placement criteria.
- Meet with your High School Navigator or the Coordinator of Dual Enrollment to review test scores and for course approval.
- Submit a completed High School Permission Form each semester, signed by the high school principal, to your High School Navigator or the Coordinator of Dual Enrollment. Permission forms are available from the Dual Enrollment Webpage under Resources or from the high school counseling office. (The High School Permission Form includes course registration information).

The Coordinator of Dual Enrollment is W. Hutt Williams, who can be reached at 333-6744 or [deadvisor@rappahannock.edu](mailto:deadvisor@rappahannock.edu) or [recruiter@rappahannock.edu](mailto:recruiter@rappahannock.edu).

Home School Students must:

- Meet with the home school navigator to discuss tentative plans concerning enrollment in college courses.
- Submit an online RCC application for admission. Students who have previously taken dual enrollment classes do not need to re-apply for admission.
- Provide a current copy of a signed home school agreement between the appropriate school system and the authorizing parent or guardian to the Admissions and Records Office prior to registering for classes.

- Submit the signed parent permission form from the online application to the Admissions and Records Office.
- Take the Virginia Placement Test (English and math) and earn qualifying scores or qualify with other placement criteria.
- Meet with the home school navigator to review test scores and for course approval.
- Register for classes through the home school navigator.
- Home school students must meet with the home school navigator prior to each subsequent semester for course approval.

The RCC home school navigator is Terry Abell, who can be reached at 540-775-0087 or [tabell@rappahannock.edu](mailto:tabell@rappahannock.edu).

RCC reserves the right to evaluate special cases and to refuse admission to an applicant when such action is in the best interest of the college and/or the applicant. RCC also reserves the right to limit the number and type of courses a student may take if they do not possess a high school diploma or equivalent.

Because RCC strives to maintain a mature academic environment, high school/home school students admitted under the special provisions will be subject to all rules, policies, procedures, and standards of conduct described in the RCC Catalog & Student Handbook. High school students must be in good academic and behavioral standing in high school in order to be considered for admission to the college. High school/home school students need to recognize that college courses may contain mature topics and content.

## High School-Based Dual Enrollment

Rappahannock Community College (RCC) has dual enrollment agreements with local public school systems to offer college-level courses that can be taken at the high school location. Dual enrollment programs are voluntary and provide college-level educational opportunities not otherwise available. Dual enrollment courses allow qualified high school juniors and seniors to enroll in college courses during the school day, where they receive both college and high school credit prior to high school graduation. Ninth and tenth graders can enroll only with special approval from RCC's administration. Students who have previously taken dual enrollment classes do not need to re-apply for admission. Students should follow the steps for Dual Enrollment.

High School-Based Dual Enrollment students must:

- Complete the online application for admission by the high school's deadline.
- Submit the signed Dual Enrollment Parent Consent Form to the school counseling office or to your High School Navigator or the Coordinator of Dual Enrollment.
- Take the Virginia Placement Test (English and math) and earn qualifying scores or qualify with other alternate placement criteria.
- Meet all course prerequisites.
- Meet with your High School Navigator or the Coordinator of Dual Enrollment to review test scores and for course approval.

Pursuant to the Governing Principles of Dual Enrollment, schools and colleges are encouraged to provide high school students with the opportunity for dual enrollment. The Virginia Community College System (VCCS) Dual Enrollment Financial Model applies when dual enrollment courses are held at the high school. Reimbursement to the school for a portion of the tuition occurs when the school's contribution of resources is adequate as specified in the dual enrollment contract between Rappahannock Community College and the Virginia Public School. Prospective dual enrollment students should first seek information and permission from their high school counseling office before registering for a dual enrollment course. Dual enrollment students will be registered for RCC courses through their high school.

High school students interested in earning a degree or certificate while enrolled in high school must meet with the Coordinator of Dual Enrollment prior to starting in order to review requirements and applicable courses. The Coordinator can be reached at [deadvisor@rappahannock.edu](mailto:deadvisor@rappahannock.edu) or 804-333-6744.

## Admission of Transfer Students

Transfer students who are eligible for re-entrance at the last college of attendance are also eligible for admission to RCC.

Students transferring from another college or university should consult the Admissions and Records Office for a transfer evaluation. Official transcripts are only evaluated for transfer students who have declared a college major/program at RCC. Coursework transferred to RCC must represent collegiate coursework applicable to the student's program, with course content and level of instruction resulting in student competencies at least equivalent to those of students enrolled in RCC's curricula. Collegiate coursework from regionally accredited institutions typically meets the above criteria.

Credit will not be given for courses with grades lower than "C," and grade point averages from prior institutions will not be transferred. Credit evaluations are completed by the College Registrar and require several weeks for processing. Transfer students may be advised to repeat courses if it would clearly be advantageous to their program advancement. For more information about transfer credit and advanced standing, please refer to "Transfer Credit and Advanced standing" found in the Academic Information section of this catalog.

Students who are ineligible to return to the last college attended will not be eligible to attend RCC. However, these students may appeal by completing and submitting the Student Admissions Appeal Form to the Admissions and Records Office. The Dean of Student Development will review the appeal in consultation with the Student Affairs Committee and will notify the student by email and postal mail of the decision.

## Foreign Students

It is the policy of RCC to admit qualified immigrants already residing in the service area.

RCC admits immigrant applicants residing in Virginia who have graduated from a Virginia high school with a high school diploma or equivalent, even if they are not able to document their legal presence. Applicants who are undocumented, but who graduated from a public or private high school or program of home instruction in the Commonwealth or passed, on or after July 1, 2008, a high school equivalency examination and submitted evidence that they or, in the case of a dependent student, at least one parent, guardian, or person standing in loco parentis has filed, unless exempted by state law, Virginia income tax returns for at least two years prior to the date of registration or enrollment may be eligible for in-state tuition. Students who are verified to meet these criteria shall be eligible for in-state tuition regardless of their citizenship or immigration status, except students with currently valid visas issued under 8. Admissions and Records can provide the form students need to fill out to verify their eligibility to be considered for in-state rates based on the requirements listed above.

# Curriculum Requirements

## Transfer Electives Course List

### Transfer Electives Course List for the Associate of Arts & Sciences Degree

The courses listed below will satisfy the graduation requirement for the Approved Transfer Electives in the Arts and Sciences (AA&S) Transfer degree programs. The number of credits required for Approved Transfer Electives depends on the AA&S degree specialization a student is completing.

Arts and Sciences - 15 credit hours  
Business Administration - 6 credit hours  
Criminal Justice - 6 credit hours  
Pre-Engineering - 10 credit hours  
Psychology/Social Work - 9 credit hours  
Sustainable Science - 6 credit hours  
Teacher Education (PreK-8) - 6 credit hours

**NOTE:** Some of these courses cannot transfer to every four-year college or university. Before selecting transfer electives, student should do the following: Consult the transfer guides of prospective colleges and universities. Transfer information for many colleges/universities is available on the RCC website.

Contact prospective colleges/universities to inquire about the transferability of particular courses.

Consult with your faculty advisor.

## Approved Transfer Electives

Courses which meet the APPROVED TRANSFER ELECTIVES requirement for the Associate of Arts and Sciences transfer degree and specializations:

### Art

- ART 100 - Art Appreciation (**3 Credits**)
- ART 101 - History & Appreciation of Art I (**3 Credits**)
- ART 102 - History & Appreciation of Art II (**3 Credits**)
- ART 105 - Art in World Culture (**3 Credits**)
- ART 121 - Drawing I (**3 Credits**)
- ART 122 - Drawing II (**3 Credits**)
- ART 243 - Watercolor I (**3 Credits**)
- ART 244 - Watercolor II (**3 Credits**)

### Accounting

- ACC 211 - Principles of Accounting I (**4 Credits**)
- ACC 212 - Principles of Accounting II (**4 Credits**)

## **Administration of Justice**

- ADJ 100 - Survey of Criminal Justice **(3 Credits)**
- ADJ 105 - The Juvenile Justice System **(3 Credits)**
- ADJ 201 - Criminology **(3 Credits)**
- ADJ 211 - Criminal Law, Evidence & Procedures I **(3 Credits)**

## **Biology**

- BIO 101 - General Biology I **(4 Credits)**
- BIO 102 - General Biology II **(4 Credits)**
- BIO 141 - Human Anatomy and Physiology I **(4 Credits)**
- BIO 142 - Human Anatomy and Physiology II **(4 Credits)**
- BIO 150 - Introductory Microbiology **(4 Credits)**
- BIO 270 - General Ecology **(4 Credits)**

## **Business**

- BUS 100 - Introduction to Business **(3 Credits)**
- BUS 201 - Organizational Behavior **(3 Credits)**
- BUS 240 - Introduction to Business Law **(3 Credits)**
- BUS 241 - Business Law I **(3 Credits)**
- BUS 242 - Business Law II **(3 Credits)**

## **Chemistry**

- CHM 101 - Introductory Chemistry I **(4 Credits)**
- CHM 102 - Introductory Chemistry II **(4 Credits)**
- CHM 111 - General Chemistry I **(4 Credits)**
- CHM 112 - General Chemistry II **(4 Credits)**

## **Communication**

- CST 100 - Principles of Public Speaking **(3 Credits)**
- CST 110 - Introduction to Communication **(3 Credits)**

## **Economics**

- ECO 120 - Survey of Economics **(3 Credits)**
- ECO 201 - Principles of Macroeconomics **(3 Credits)**
- ECO 202 - Principles of Microeconomics **(3 Credits)**

## **Education**

- EDU 200 - Introduction to Teaching as a Profession **(3 Credits)**

## English

- ENG 241 - Survey of American Literature I (3 Credits)
- ENG 242 - Survey of American Literature II (3 Credits)
- ENG 243 - Survey of English Literature I (3 Credits)
- ENG 244 - Survey of English Literature II (3 Credits)
- ENG 250 - Children's Literature (3 Credits)
- ENG 251 - Survey of World Literature I (3 Credits)
- ENG 252 - Survey of World Literature II (3 Credits)
- ENG 253 - Survey of African-American Literature I (3 Credits)

## Foreign Language

- SPA 101 - Beginning Spanish I (4 Credits)
- SPA 102 - Beginning Spanish II (4 Credits)
- SPA 201 - Intermediate Spanish I (3 Credits)
- SPA 202 - Intermediate Spanish II (3 Credits)

## Geography

- GEO 200 - Introduction to Physical Geography (3 Credits)
- GEO 210 - People and the Land: Intro to Cultural Geography (3 Credits)

## Geology

- GOL 111 - Oceanography I (4 Credits)
- GOL 112 - Oceanography II (4 Credits)

## Health

HLT courses such as HLT 143, which lack a personal wellness component, are **NOT** approved transfer electives

- HLT 116 - Introduction to Personal Wellness Concepts (2 Credits)
- HLT 121 - Introduction to Drug Use & Abuse Explores (3 Credits)
- HLT 206 - Exercise Science (3 Credits)
- HLT 215 - Personal Stress and Stress Management (3 Credits)
- HLT 230 - Principles of Nutrition & Human Development (3 Credits)
- HLT 250 - General Pharmacology (3 Credits)

## History

- HIS 101 - Western Civilizations Pre-1600 CE (3 Credits)
- HIS 102 - Western Civilizations Post-1600 CE (3 Credits)
- HIS 111 - World Civilizations Pre-1500 CE (3 Credits)
- HIS 112 - World Civilizations Post-1500 CE (3 Credits)
- HIS 121 - United States History to 1877 (3 Credits)
- HIS 122 - United States History Since 1865 (3 Credits)
- HIS 141 - African-American History I (3 Credits)
- HIS 142 - African-American History II (3 Credits)

## Humanities

- HUM 100 - Survey of the Humanities (3 Credits)

## Information Systems Technology

- ITE 115 - Introduction to Computer Applications and Concepts (3 Credits)
- ITE 119 - Information Literacy (3 Credits)

## Marine Science

- MAR 101 - General Oceanography I (4 Credits)
- MAR 102 - General Oceanography II (4 Credits)
- MAR 201 - Marine Ecology I (4 Credits)
- MAR 202 - Marine Ecology II (4 Credits)

## Mathematics

- MTH 161 - Precalculus I (3 Credits)
- MTH 162 - Precalculus II (3 Credits)
- MTH 167 - Precalculus with Trigonometry (5 Credits)
- MTH 245 - Statistics I (3 Credits)
- MTH 246 - Statistics II (3 Credits)
- MTH 261 - Applied Calculus I (3 Credits)
- MTH 262 - Applied Calculus II (3 Credits)
- MTH 263 - Calculus I (4 Credits)
- MTH 264 - Calculus II (4 Credits)
- MTH 265 - Calculus III (4 Credits)
- MTH 266 - Linear Algebra (3 Credits)
- MTH 267 - Differential Equations (3 Credits)



## Music

- MUS 101 - Fundamentals of Music **(3 Credits)**
- MUS 111 - Music Theory I **(4 Credits)**
- MUS 221 - History of Western Music Prior to 1750 **(3 Credits)**
- MUS 222 - History of Western Music 1750 to Present **(3 Credits)**
- MUS 226 - World Music **(3 Credits)**

## Philosophy

- PHI 100 - Introduction to Philosophy **(3 Credits)**
- PHI 101 - Introduction to Philosophy I **(3 Credits)**
- PHI 102 - Introduction to Philosophy II **(3 Credits)**
- PHI 220 - Ethics **(3 Credits)**

## Physical Education

- PED 101 - Fundamentals of Physical Activity **(1-2 Credits)**
- PED 102 - Fundamentals of Physical Activity **(1-2 Credits)**
- PED 109 - Yoga **(1 Credit)**
- PED 116 - Lifetime Fitness and Wellness **(2 Credits)**
- PED 117 - Fitness Walking **(1 Credit)**
- PED 123 - Tennis I **(2 Credits)**
- PED 124 - Tennis II **(2 Credits)**

## Physics

- PHY 201 - General College Physics I **(4 Credits)**
- PHY 202 - General College Physics II **(4 Credits)**
- PHY 241 - University Physics I **(4 Credits)**
- PHY 242 - University Physics II **(4 Credits)**

## Political Science

- PLS 135 - U.S. Government and Politics **(3 Credits)**
- PLS 136 - State and Local Government and Politics **(3 Credits)**
- PLS 241 - Introduction to International Relations I **(3 Credits)**

## Psychology

- PSY 200 - Principles of Psychology **(3 Credits)**
- PSY 215 - Abnormal Psychology **(3 Credits)**
- PSY 230 - Developmental Psychology **(3 Credits)**
- PSY 235 - Child Psychology **(3 Credits)**

## Religion

- REL 200 - Survey of the Old Testament (**3 Credits**)
- REL 210 - Survey of the New Testament (**3 Credits**)
- REL 230 - Religions of the World (**3 Credits**)
- REL 240 - Religions in America (**3 Credits**)

## Sociology

- SOC 200 - Principles of Sociology (**3 Credits**)
- SOC 210 - Survey of Physical and Cultural Anthropology (**3 Credits**)
- SOC 211 - Principles of Anthropology I (**3 Credits**)
- SOC 212 - Principles of Anthropology II (**3 Credits**)
- SOC 215 - Sociology of the Family (**3 Credits**)
- SOC 245 - Sociology of Aging (**3 Credits**)

## Speech

- CST 100 - Principles of Public Speaking (**3 Credits**)
- CST 110 - Introduction to Communication (**3 Credits**)

## Note(s):

If a student has taken a course, wishes to take a course, or transferred a course from another college that is not on this list, you must consult with your faculty advisor to find out if that course can be applied to your AA&S transfer degree program.

# Graduation Requirements

Students may elect to graduate in accordance with the degree or certificate requirements as listed in the catalog that is current at the time of their first registration or any subsequent edition, as long as the catalog is not more than six years old. Students wishing to change a catalog choice prior to graduation must notify the Admissions and Records Office.

## Associate Degree Requirements

To be eligible for an associate degree, students must meet the following requirements:

- Apply for graduation online through the myRCC portal or obtain an application for graduation from Admissions and Records.
  - Complete all program requirements as specified in the catalog including curricular admission requirements.
  - Earn a minimum GPA of 2.0 in the curriculum and earn grades in compliance with department policy.
  - Fulfill all course and credit-hour requirements of the curriculum with at least 25% of credit semester hours earned at RCC.
  - Fulfill the computer literacy requirement (students should consult their faculty advisor for details).
  - Be certified by appropriate college official for graduation.
  - Take the student outcomes assessment as required by the college.
  - Resolve all financial obligations to RCC and return all library and college materials.
- \*NOTE:** The College reserves the right to graduate students who have completed all requirements for a career studies certificate, certificate, and/or associate degree.

## Certificate Requirements

To be eligible for a certificate, students must meet the following requirements:

- Apply for graduation online through the myRCC portal or obtain an application for graduation from Admissions and Records.
  - Complete all program requirements as specified in the catalog, including curricular admission requirements.
  - Earn a minimum grade point average of 2.0 in the curriculum and earn grades in compliance with department policy.
  - Fulfill all course and credit-hour requirements of the curriculum with at least 25% of credit semester hours earned at RCC.
  - Fulfill the computer literacy requirement (students should consult their faculty advisor for details).
  - Be certified by appropriate college official for graduation
  - Resolve all financial obligations to RCC and return all library and college materials.
- \* NOTE:** The College reserves the right to graduate students who have completed all requirements for a career studies certificate, certificate, and/or associate degree.

## Career Studies Certificate Requirements

To be eligible for a career studies certificate, students must meet the following requirements:

- Complete all program requirements as specified in the catalog including curricular admission requirements.
- Earn a minimum GPA of 2.0 in the curriculum and earn grades in compliance with department policy.

- Fulfill all course and credit-hour requirements of the curriculum with at least 25% of credit semester hours earned at RCC.
  - Be certified by appropriate college official for graduation.
  - Resolve all financial obligations to RCC and return all library and college materials.
- \* **NOTE:** The College reserves the right to graduate students who have completed all requirements for a career studies certificate, certificate, and/or associate degree.

## For all Degrees and Certificates:

*If a student applies for graduation but does not graduate, the student must submit another graduation application for a subsequent semester. Students may graduate after fall, spring, or summer semesters. Final responsibility for completing degree requirements rests with the student.*

## Computer Competency Requirements

Rappahannock Community College supports the Virginia Community College System (VCCS) belief that all students should experience a teaching-learning environment that promotes computer and information literacy in accessing electronic resources and applying knowledge through technology. RCC endorses the principle of computer competence for all students' intent on completing a curriculum in excess of 45 semester credits.

Rappahannock Community College ensures that students graduating from programs with an excess of 45 semester credits will be able to:

- Demonstrate a working knowledge of computing concepts, components, and operations to accomplish educational and career tasks.
- Use appropriate components of an integrated productivity software package involving word processing, spreadsheet, database, presentation, and/or communication applications.
- Access, retrieve, assess, and apply networked information resources, for example, online catalogs, virtual libraries, the Internet and World Wide Web.
- Use telecommunication software, for example, electronic mail, listservs, bulletin boards, and/or newsgroups, to communicate with faculty students and information providers.

Students may satisfy the computer competency requirement by passing ITE 115 or ITE 119. Credit may be awarded via CLEP exam for Information Systems and Computer Applications. For more information about CLEP, access the College Board website. Questions may be directed to the RCC Admissions and Records Office.

## Physical Education Requirements

Only health, physical education, or recreation courses that promote physical and emotional well-being may be used to satisfy the physical education requirement in a curriculum. The college grants 2 credits of physical education/health credits for basic military training to satisfy the physical education/health requirement of a veteran's major.

## Multiple Degrees or Certificates

In awarding students more than one degree or certificate, the college may grant credit for all previously completed applicable courses which are requirements of the additional degree or certificate. However, the awards must differ from one another by at least 25% of the coursework and credits.

## Graduation Honors

A student who has fulfilled the requirements of one or more degrees or certificates is eligible for graduation honors. Career studies certificate programs are not eligible for graduation honors. Honors are based on overall scholastic achievements and are recorded on the student's transcript as follows:

### Minimum Cumulative GPA Honor

- 3.2 Cum laude (with honor)
- 3.5 Magna cum laude (with high honor)
- 3.8 Summa cum laude (with highest honor)

## Course Expiration

Courses in the technologies required for graduation shall have been completed no more than 10 years prior to the time of graduation, unless exceptions have been made by an academic dean based on the recommendation of appropriate faculty and the student's academic advisor.

## Outcomes and Assessments

Students may be required to complete testing, survey, questionnaire, or other assessment activities designed to measure general education achievement and/or achievement in selected major areas prior to graduation, for the purpose of evaluation of academic programs. No minimum score or level of achievement is required for graduation. Assessment results will remain confidential and will be used for the sole purpose of improvement of RCC.

## Commencement

RCC has one formal commencement ceremony each year for students completing degree or certificate curricula throughout the academic year. All graduates are encouraged to participate in this formal commencement. Students who graduate in the summer or fall will be invited to participate in the following spring's commencement ceremony.

## Duplicate Diploma Requests

To obtain a duplicate diploma, please complete the Duplicate Diploma Request Form and submit the form to the Admissions and Records Office on either campus. The form can be picked up from the Admissions and Records Office or printed from the Forms section of the Admissions webpage. There is a \$10 fee for each duplicate diploma requested. Please note diplomas are ordered in June, September, and January.

## General Education Core Competency Goals

The associate degree programs at RCC provide a coherent, shared experience for students to develop the general education core competencies expected of them as college-educated individuals. General education, as an integrated and cohesive whole, provides the educational foundation necessary to promote intellectual and personal development. Upon completion of the associate degree, RCC graduates will demonstrate competency in student learning outcomes (SLOs) in

**Civic Engagement** is the ability to contribute to the civic life and well-being of local, national, and global communities as both as social responsibility and a life-long learning process. Degree graduates will demonstrate the knowledge

and civic values necessary to become informed and contributing participants in a democratic society. SLOS area.

a. Define civic engagement and discuss basic principles regarding democracy and citizenship in local, state, and national communities; b. Identify a problem or conflict of civic importance in their campus, local, or regional community; and c. Complete a written proposal for action on the issue, targeting the relevant campus or community leader(s).

**Critical Thinking** is the ability to use information, ideas and arguments from relevant perspectives to make sense of complex issues and solve problems. Degree graduates will locate, evaluate, interpret, and combine information to reach well-reasoned conclusions or solutions. SLOS are:

1. discriminate among degrees of credibility, accuracy, and reliability of inferences drawn from given data;
2. recognize parallels, assumptions, or presuppositions in any given source of information;
3. evaluate the strengths and relevance of arguments on a particular question or issue;
4. weigh evidence and decide if generalizations or conclusions based on the given data are warranted;
5. determine whether certain conclusions or consequences are supported by the information provided;
6. use problem solving skills.

**Professional Readiness** is the ability to work well with others and display situationally and culturally appropriate demeanor and behavior. Degree graduates will demonstrate skills important for successful transition into the workplace and pursuit of further education. SLOS are:

1. demonstrate the ability to maintain open, effective, and professional communications;
2. demonstrate appropriate workplace and classroom demeanor and behavior;
3. work effectively with others on a task in a group or a team to achieve a common goal while maintaining constructive interpersonal relationships;
4. compare and contrast creative and critical thinking skills as they relate to problem solving in the workplace.

**Quantitative Literacy** is the ability to perform accurate calculations, interpret quantitative information, apply and analyze relevant numerical data, and use results to support conclusions. Degree graduates will calculate, interpret, and use numerical and quantitative information in a variety of settings. SLOS are:

1. use logical and mathematical reasoning within the context of various disciplines;
2. interpret and use mathematical formulas;
3. interpret mathematical models such as graphs, tables, and schematics and draw inferences from them;
4. use graphical, symbolic, and numerical methods to analyze, organize, and interpret data;
5. estimate and consider answers to mathematical problems in order to determine reasonableness;
6. represent mathematical information numerically, symbolically, and visually, using graphs and charts.

**Scientific Literacy** is the ability to apply the scientific method and related concepts and principles to make informed decisions and engage with issues related to the natural, physical, and social world. Degree graduates will recognize and know how to use the scientific method, and to evaluate empirical information. SLOS are:

1. generate an empirically evidenced and logical argument;
2. distinguish a scientific argument from a non-scientific argument;
3. reason by deduction, induction, and analogy;
4. distinguish between causal and correlational relationships;
5. recognize methods of inquiry that lead to scientific knowledge.

**Written Communication** is the ability to develop, convey, and exchange ideas in writing, as appropriate to a given context and audience. Degree graduates will express themselves effectively in a variety of written forms. SLOS are:

1. understand and interpret complex materials;
2. assimilate, organize, develop, and present an idea formally and informally;
3. use standard English; and
4. recognize the role of culture in communication.

# Registration and Tuition

## Registration for Classes

Registration is conducted at RCC prior to the beginning of each semester. Current information about the registration schedule and registration procedures is published each semester on the RCC website. Students are responsible for complying with registration policies and procedures as well as meeting established deadlines.

Students may register in person at the Glens Campus, Warsaw Campus, New Kent and King George site, or Kilmarnock Center for classes taught at any location. Eligible students may also register online via **myRCC** on the RCC website. All students are encouraged to register for classes as early as possible. Registration dates and class schedules can be found on the RCC website. Tuition and fees may be paid in person on the Glens or Warsaw Campus or online via **myRCC**. Registration is not complete until tuition and fees are paid.

Students are strongly encouraged to meet with their academic advisor to discuss course selection, prior to registering for classes, to ensure curricular requirements are being met.

Students with academic blocks on their records due to academic suspension or dismissal cannot register until granted readmission. Students with administrative blocks on their records (holds resulting from unpaid library charges, financial aid overpayments, or other student debts to the college) cannot register until their record is cleared.

Inquiries and requests for information pertaining to registration should be addressed to:

### **Admissions & Records Office:**

Glens Campus  
(804) 758-6740  
(804) 758-6760 TDD

Warsaw Campus  
(804) 333-6740  
(804) 333-6760 TDD

## Online Registration

Eligible students may register online via **myRCC** during the published registration periods. Students may add classes online during the add period designated in the online class schedule for any given session (15-week, 8-week, etc.). Students should refer to the online class schedule for dates.

Classes can be dropped online through the last day of the drop period. Web registration instructions can be found on the Class Schedule webpage.

## Adding, Dropping or Auditing a Course

### Addition of a Course

After a session has begun, students may add a class or change class sections according to the semester calendar published in the online class schedule. Students can add classes online via *myRCC* or submit an add form to the Admissions and Records Office during the published add period. Students are responsible for ensuring that they add classes by the published deadline. Students cannot add a new class or change sections after the published deadline.

## Dropping a Course with a Refund

Students will receive a refund for classes dropped through the drop deadline published in the online class schedule. Students should refer to the schedule as varying session lengths are offered in any given semester. Refunds will not be issued for classes dropped after the published drop deadline for the session.

Dropping a course means officially canceling the registration for a course on or before the published drop deadline and allows for a tuition refund. Registration in the course will not appear on the student's transcript, and the student will not receive a grade for the course.

Students shall be eligible for a refund only for those credit hours dropped during the drop period. An official drop for students becomes effective if the student drops online by the published deadline or on the date that the completed and signed drop form is received by the Admissions and Records Office, not the date of the last class attended, unless the two days coincide. If a class is canceled, tuition for that course will be refunded in full. Students are responsible for ensuring that they either drop online or submit drop forms to appropriate offices by the published deadlines.

For tuition payments made on campus, refund checks are mailed from the Tuition Management System (TMS) approximately two weeks after the drop deadline.

For payments made online via RCC's website, refunds will be issued back to the credit card used for the online payment. Tuition refunds will not be authorized after the refund date.

More information on refund options is available on the RCC website.

**Note:** Financial aid recipients who totally withdraw from college before 60 percent of the semester is completed fall under a return of Title IV funds procedure. Funds will be refunded according to U.S. Department of Education regulations. Funds may be refunded to a financial aid grantor. Course load reductions may reduce the amount of financial aid awarded. The financial aid office should be contacted for further details.

## Auditing a Course

Students may register for a course on an audit basis, in which case they are exempt from taking the course examinations. Students requesting to audit a course must register, pay regular tuition and fees, and complete the audit form. The audit form must be approved by the course instructor and academic dean.

Changes from audit to credit or credit to audit must be made by the last date to add/drop for the session. These dates are published in the Academic Calendar each semester.

Audited courses carry no credit and do not count as part of the student's course load. Students desiring to earn credit for a previously audited course must re-enroll in the course for credit and pay regular tuition and fees to earn a grade other than "X." Advanced standing credit will not be awarded for a previously audited course.

## Senior Citizen Higher Education Act

The Virginia Senior Citizens Higher Education Act of 1974 and amendments allow senior citizens to take classes at no charge under certain circumstances. Before the beginning of the semester in which enrollment is desired, the senior citizen must have (1) reached the age of sixty and (2) had legal domicile in Virginia for at least one year.

A senior citizen is entitled to enroll and pay no tuition on a space-available basis for the following types of courses:



- Credit courses if taxable individual income did not exceed \$23,850 for Virginia income tax purposes for the previous year. (Must provide a copy of Virginia state income tax return)
- Credit courses for audit (no credit) - eligible regardless of income level.

**Additionally:**

- Senior citizens must submit an application for admission to RCC.
- The registration process will include a determination of income eligibility for those wishing to take courses for academic credit. A copy of the current Virginia tax return is required.
- Tuition-paying students are accommodated in courses before senior citizens participating in this program may enroll.
- If qualified, senior citizens shall pay no tuition or fees for courses, except fees established for the purpose of paying for course materials such as laboratory fees, subject to a determination by the institution of its ability to offer the course or courses for which the senior citizen registers.
- If a senior citizen applies for free tuition AFTER registering and paying for a class, the individual is not eligible for a refund for that class.
- RCC reserves the right to cancel any class.
- Audit enrollment is limited to three courses per semester.

To enroll in credit courses go to the Admissions and Records Office on either campus. Please note that senior citizens cannot register until the first day of the class. However, senior citizens pursuing a degree who have completed seventy-five percent of degree requirements can enroll at the same time as tuition-paying students.

## Refunds, Credits, and Reinstatement as a Result of Military Service

Rappahannock Community College provides for the tuition relief, refund, and reinstatement of students whose service in the uniformed services has required their sudden withdrawal or prolonged absence from their enrollment. Service in the uniformed services is defined as service (whether voluntary or involuntary) on active duty in the Armed Forces, including such service by a member of the National Guard or Reserve, for a period of more than 30 days under call or order to active duty of more than 30 days.

### 1. Tuition and Required Fees

Should a student be ordered to active duty (for reservists) or be mobilized (active military) as described in the Code of Virginia, Section 23.1-207, and the State Council's Virginia Tuition Relief, Refund, and Reinstatement Guidelines, and he/she requests to be withdrawn from the college after the census date, the student may elect either to be deleted from the registration file and be awarded a full refund or to be administratively withdrawn with no refund and assigned a grade of "W".

The student must provide written notice to the college Registrar within 30 days of the call to active duty or mobilization requesting either refund or administrative withdrawal. A copy of the student's military orders is required as documentation. The request may be submitted by mail or by fax. Should the student elect to receive a refund, RCC provides, at the request of the student, for such refunds to be retained and to be applicable to tuition and fees charged in the semester or term in which the student returns to study.

### 2. Deposits

RCC currently has no programs or services requiring deposits from students.

### 3. Textbooks

The process for refunds for textbooks is available on the Follett Bookstore website.

### 4. Academic Credits and Grades

Students who are called to active duty or are mobilized, meaning serving in the uniformed services, as described in Virginia Tuition Relief, Refund, and Reinstatement Guidelines have the opportunity to receive an incomplete grade ("I") until released from active duty (for reservists) or mobilization (for active military personnel). All course requirements shall be completed within one year from the date of release from active duty or mobilization. Students may be given the option of taking their examinations prior to regularly

scheduled times as an exception to VCCS policy 5.6.1 in accordance with the Virginia Tuition Relief, Refund, and Reinstatement Guidelines. Students receiving financial aid or veteran's benefits will have their active duty or mobilization status considered when Satisfactory Academic Progress (SAP) evaluations are conducted, and appeals will be considered on a case-by-case basis.

5. **Reinstatement**

Students in good academic standing who are called to active duty or are mobilized are assured a reasonable opportunity to be reinstated in the same programs of study without having to re-apply for admission if they return to the same community college after a cumulative absence of not more than five years so long as the student provides notice of intent to return to the institution not later than three years after the completion of the period of service. Notice of intent to return must be provided in writing to the college Registrar prior to the last day to add/drop for any given semester in which the student wishes to return. Notice may be provided by mail or fax, and must include a copy of the student's military orders.

6. **Dissemination of Information**

Students will be notified annually of this policy by way of RCC student email.

Additionally, this policy will appear in the online RCC Catalog and Student Handbook. The Office of the Dean of Student Development is responsible for dissemination of this policy.

## Paying Tuition

Tuition payment is due in full at the time of registration, with the exception of early registration periods. If tuition is not paid at this time (or charged to a scholarship, grant, payment plan or 3rd party contract) the registration will be canceled, and the student must re-register. Payment of tuition entitles students to use the library, bookstore, parking lot, student lounge, and other facilities of the college. Tuition payment can be paid by cash, money order, personal check, MasterCard, Visa, or American Express. A \$35 charge will be applied for returned checks. After two returned checks, additional financial transactions must be made using cash, money order, certified check, or credit card.

- **In Person**

Tuition can be paid by cash, check, Master Card, VISA, Discover, or American Express at the Cashier's window in the Business Office at the Glenns or Warsaw campus. Payments may be made during regular business and registration hours. In order to facilitate timely processing of the payment, students should have their student ID number (EMPLID) available. Partial payments and checks in excess of tuition cannot be accepted.

- **Web Payment**

Students can access the student information system (SIS) to pay tuition online. Once logged into SIS, go to the Student Center page then choose the Quikpay option.

- **Mail**

Checks for the exact amount due can be mailed to the Business Office on either campus:

RCC Business Office  
12745 College Drive  
Glenns, VA 23149

RCC Business Office  
52 Campus Drive  
Warsaw, VA 22572

Students should enclose their student ID number (EMPLID) with any payments submitted by mail.

- **Drop Box**

For students who wish to pay by check, they may also use the Business Office After Hours Drop Box located to the left of the front door at both the Glenns and Warsaw Campuses. Please enclose your student ID number (EMPLID) with any payments submitted in the drop box.

- **Tuition Management Services**

To help meet students' educational expenses, RCC offers the Tuition Management Services (TMS) Payment Plan. For a non-refundable fee TMS allows students to pay tuition in monthly payments. Students can make payments automatically from a checking or savings account or by credit card. This payment plan is not a loan program, and there is no credit check. The earlier the students register the more payment options are available to the student. Students must be registered for courses before they can sign up for the TMS payment plan. TMS payment plan dates are posted for students on the RCC website.

**NOTICE:** Students must provide their checking, savings, or credit card account information for this plan. TMS automatically drafts the monthly payments from the account provided. TMS brochures with more information are available in the Admissions and Records Office, the Business Office, the Financial Aid Office, and at all campus sites, or on the RCC website.

## **In-State Tuition Eligibility**

Eligibility for in-state tuition is determined by using State Council of Higher Education guidelines pertaining to Section 23.1-502, Chapter 5 of the Code of Virginia. The college makes an initial determination of a student's eligibility for in-state tuition rates based on the information provided by the applicant and/or the applicant's parent, legal guardian, or spouse on the domicile portion of the application for admission. Online applicants certify that they have provided accurate information on behalf of parents, legal guardians, and spouses.

Generally, in order to be eligible for in-state tuition rates, the student must have been legally domiciled in Virginia for a period of at least one full year prior to the beginning of the planned semester of enrollment at the college. Domicile is a technical, legal concept which means more than simple residency in the Commonwealth of Virginia. In order to be considered a Virginia domiciliary, a student must demonstrate through clear and convincing evidence the intention to remain in Virginia indefinitely. It involves the intent to be a Virginian and the unqualified intention to remain so. The burden of proving domicile rests with the applicant.

The intent of domicile is evidenced through the filing and payment of state income tax, voter registration, automobile registration, driver's license, and other qualifying documentation. All applicants to the college who claim entitlement to Virginia in-state tuition rates must complete the domicile items on the application for admission and may be required to provide documentation. A student under the age of 24 generally assumes the domicile of the parent or legal guardian. Domicile for these students is based on their parents' or legal guardians' domicile. Additional information about eligibility may be obtained from the Admissions and Records Office.

More information on the Domicile Appeal Process can be found on the website.

**Changing Status:** Students who initially enter the college as out-of-state students and believe they have subsequently achieved Virginia domiciliary status should complete and submit the Domicile Determination Form to the Admissions and Records Office. Supporting documentation may be required. If a determination is made in the student's favor, the student will become eligible for in-state tuition rates for the next semester in which the student enrolls.

For more information about in-state tuition and reduced rate tuition eligibility, please refer to Section 23. 1, Chapter 5 of the Code of Virginia.

# Transfer Information

## Transfer and Guaranteed Admission Agreements (GAA)

### Information for Students Planning to Transfer

Since admission policies and program requirements vary among four-year colleges, all students need to be acquainted with the specific requirements of the college or university of their choice. Students should be aware that the most important contact for discussing transfer is the transfer officer at the four-year college or university of their choice. Contact with this individual should be made early in the student's academic career at RCC to ensure that the student is on the appropriate path for transfer. Students should also consult and work closely with a new student advisor and/or faculty advisors for transfer planning assistance. Many colleges and universities require a letter of intent to transfer after a student completes 15 credit hours at RCC. Because every college has different requirements, it is strongly recommended that students research the college or university of their choice using the Virginia Wizard, the specific college/ university website, or on the RCC website.

### Transferring to Other Colleges

RCC offers a transfer program leading to the Associate of Arts and Science degree. This program is designed for students who plan to complete their freshman and sophomore years of college work at the community college, and then transfer to a four-year college or university to complete the junior and senior years of a bachelor's degree. Students pursuing the Associate of Arts and Sciences Transfer Degree and related specializations (AA&S) are candidates for transfer to four year colleges and universities upon degree completion. Students completing Associate of Applied Science Degrees that lead to employment may be eligible to transfer to degree completion programs offered by four year colleges and universities through special articulation agreements. Students in these programs should consult their faculty advisor or a counselor for further information.

The RCC website contains information about college transfer options for RCC students. Most four-year colleges provide online transfer guides indicating the community college courses that transfer with equivalencies at the four-year college. The Virginia Education Wizard provides a transfer planning tool for future and current RCC students. The State Council of Higher Education in Virginia provides information for students to research options for transferring from a Virginia Community College to a four-year institution in Virginia.

A course with a grade of less than "C" is usually not accepted for transfer even if the student earned a degree. Students must submit a completed transcript request form online through *myRCC* or on paper to the Admissions and Records Office to have an official copy of their transcript forwarded to the intended transfer college or university.

**Guaranteed Admissions and Transfer Agreements with Four-Year Colleges and Universities** Students who graduate from RCC with an associate's degree and a minimum GPA may obtain guaranteed admission to colleges and universities participating in Guaranteed Admission Agreements (GAAs) with the Virginia Community College System. Guaranteed admissions and transfer agreements detail the terms of transfer for RCC students completing associate degree programs. Agreements define the way courses, programs, or entire categories of programs transfer to another institution and may include admission guarantees. Current agreements are available for review on the RCC website. Students should read and understand the terms and conditions of GAAs with their four-year college or university of choice.

Students completing Associate of Applied Science Degrees that lead to employment may be eligible to transfer to degree completion programs offered by four-year colleges and universities through special articulation agreements. Students in these programs should consult their faculty advisor or a counselor for further information.

## Transfer Grants

Students who entered a Virginia community college since 2007 may be eligible to receive up to \$2,000 annually when transferring to a four-year institution. To qualify, students must complete an Associate of Arts & Sciences Degree with a 3.0 GPA and meet financial eligibility requirements. The grant will be applied to tuition expenses at a public or private four-year Virginia college or university. The grant provides \$1,000 for all eligible students, with an additional \$1,000 for students who pursue undergraduate work in engineering, math, technology, teaching, or science.

# Financial Aid and Veterans' Affairs

## Financial Aid Eligibility

- To be considered for Federal and State Aid, students must apply for financial aid by completing the Free Application for Federal Student Aid (FAFSA). The results of the FAFSA must be submitted to Rappahannock Community College (Federal School Code 009160) and must indicate that the student has a financial need. To be eligible for aid by any of Rappahannock Community College's financial aid programs, a student must meet the following conditions of eligibility: Be accepted for admission to RCC as a regular student and complete admissions requirements.
- Be a U.S. citizen, U.S. National, U.S. permanent resident, or eligible non-citizen as determined by federal guidelines. Have a valid Social Security Number.
- Make and maintain satisfactory academic progress toward completion of the program of study as defined by the RCC Satisfactory Academic Progress Requirements for Financial Aid Students (more details on academic progress are available through the Financial Aid Office).
- Cannot be in default on any federal student loan or owe a repayment on a federal grant received at any post-secondary institution. (To check your federal loan or grant history, visit the National Student Loan Data System (NSLDS) website and click on Financial Aid Review ([https://nsldsfa.ed.gov/nslds\\_FAP/](https://nsldsfa.ed.gov/nslds_FAP/)) and or visit [www.studentaid.gov](http://www.studentaid.gov).)
- Complete placement testing, if required by the college through the Testing Center; must submit high school and/or GED certificate to the Admissions Office.
- Possess a high school diploma, GED, or satisfy the ability to benefit alternatives/requirements prior to July 1, 2012, to establish Title IV eligibility. Check with the RCC financial aid office to find out if you meet the conditions for financial aid eligibility if you do not have a high school diploma or received a GED.
- Be enrolled in an approved associate degree or certificate program as required for financial aid eligibility. IMPORTANT NOTE: Non-curricular courses and some career studies certificates are ineligible for aid-check with the Financial Aid office first to ensure the program you plan to pursue is financial aid eligible.
- Complete the verification process, if required.
- State funds are only available for students domiciled in Virginia.

Students who have questions about eligibility decisions should contact the financial aid staff for details. Students may appeal financial aid eligibility decisions through the student grievance procedure.

## How Financial Need is Determined

To qualify for financial aid, students must demonstrate financial need, which is defined as the difference between the Cost of Attendance (COA) and the Expected Family Contribution (EFC). The Expected Family Contribution (EFC) is determined by information provided on the FAFSA (Free Application for Federal Student Aid). Every student budget is based on the cost of attendance for students who meet specific domicile or program criteria.

The cost of attendance is determined as follows:

ITEM	COST
Average Tuition and Fees	\$4,819
Books and Supplies	\$1,400
Living Expenses	\$7,280
Transportation	\$2,440
Personal Expenses	\$2,270
Cost of Attendance *	\$18,729

*\* This cost of attendance is based on 2020-2021 figures. The cost of attendance changes annually. The illustration above is for an in-state student. The average cost of attendance figures for each year may be obtained from the financial aid office. Individuals with questions about the cost of attendance used in the calculation of their aid award should contact the financial aid office.*

## Special Circumstances

The Financial Aid Office seeks to administer financial aid:

- in accordance with federal, state, and institutional regulations and policies,
- in a fair and consistent manner among students, and
- on a timely basis.

Within these parameters, the Financial Aid Office is committed to maximizing the qualifications of all financial aid applicants. A student who questions a decision that has been made or who wishes to present an extenuating circumstance is provided the opportunity to **file a written appeal** and have the situation further reviewed.

If you would like to file an appeal, contact the Financial Aid Office. Financial aid staff members can advise you regarding the procedures to follow.

Reasons for an appeal, though not limited to these, typically fall into one of the following categories:

- Loss of financial aid due to unsatisfactory academic progress;
- The need to apply for financial aid as a dependent student and thus to provide parental information on the application;
- A significant change in the household (e.g., marital separation of student or parents, loss or reduction of employment on the part of student or parents, loss or reduction of untaxed income such as child support or Social Security benefits, death of a parent, etc.);
- Unusually high out-of-pocket medical/dental expenses;
- Child care expenses during time spent at school;
- Financial aid information provided was inaccurate or insufficient in nature;
- Financial aid was not delivered in a timely manner.

## Dropping vs. Withdrawing

During the add/drop period of the semester, you will **drop** a class by filling out the proper paperwork in the Admissions and Records Office or on our website using **myRCC**. Dropped classes never show up on your record; you do not pay for them, and we do not count them toward your enrollment status. Your aid will most likely be reduced if you drop a class. After the end of the add/drop period, it is considered a **withdrawal** from a class. (Refer to Registration and Tuition for more information about dropping classes and withdrawals.) Withdrawals can be executed in the Admissions and Records Office and cannot be done online through the self-service menu in myRCC. The withdrawal stays on your record; we do count it toward your enrollment status, and you may owe funds to the federal government and/or the College if you withdraw from all courses. Students who withdraw frequently run the risk of losing their eligibility in the future.

## Total Withdrawal and Return of Federal Financial Aid

If you withdraw from or stop attending **all classes** after the end of the add/drop period but before the 60% point of the semester (last day to withdraw without academic penalty) has passed, you will have to repay a portion of your aid that was disbursed. The longer you attend, the less you might owe. Stick with it as long as possible.

Federal and state law requires us to return part of your financial aid if you withdraw from or stop attending **all classes** before the 60% point of the semester has passed. You will have to repay part of your financial aid that is deemed "unearned" by the U.S. Department of Education. The specified percentage of funds you are financially liable to return is based on your last date of attendance for that particular semester.

A school is required to return Title IV funds to the programs from which the student received aid during the payment period or period of enrollment as applicable, in the following order, up to the net amount disbursed from each source:

- Federal Pell Grants for which a Return is required
- Federal Supplemental Educational Opportunity Grants (FSEOG) for which a return of funds is required

If you do not repay the portion of financial aid funds for which you are responsible, you may be reported to the federal government, thus becoming ineligible for future financial assistance at any college or university in the United States.

This applies to **all** students who receive Federal & State aid (i.e., Pell Grant, SEOG, COMA, VGAP, GearUp, and who withdraw from or stop attending **all classes**. Because each student's situation is based on several factors (i.e., the type and amount of aid received, the last date of attendance, tuition, fees, and/or book charges), it is very important that you discuss your individual case with a financial aid representative. If you have questions, please contact the Financial Aid Office.

## Types of Financial Aid

The college offers three primary types of financial assistance (Grants, Scholarships, and Federal Work-Study):

### Grants

These are need-based awards that DO NOT require repayments, such as the Federal Pell Grant, Federal Supplemental Opportunity Grant, College Scholarship Assistance Program, Virginia Student Financial Assistance Program (which consists of the Commonwealth of Virginia Grant and Virginia Guaranteed Assistance Program), Part-time Assistance Program and Supplemental Grant.

- **Federal Pell Grant (PELL):** Federally funded grants which provide financial assistance to undergraduate students who have not earned a bachelor's or professional degree. A student must establish financial need,



be a U.S. citizen, and be accepted into an eligible curriculum. Award is determined based on student's Expected Family Contribution (EFC).

- **Federal Supplemental Educational Opportunity Grant (SEOG):** Supplemental Educational Opportunity Grants are available to a limited number of undergraduate students who demonstrate exceptional financial need. Students completing the FAFSA and qualifying for the Pell grant will be considered for SEOG while funds are available.
- **Commonwealth of Virginia Grant (COMA):** The COMA state grant is available for students who enroll at least half-time, demonstrate financial need, are domiciliary residents of Virginia, and meet all other eligibility criteria.
- **Virginia Guaranteed Assistance Program (VGAP):** The VGAP state grant is available to Virginia residents who graduated from a Virginia high school with a 2.5 (GPA) or higher. Students must be first-time freshmen enrolled at RCC full-time. Awards may be renewed for a second year for students who have maintained full-time enrollment and a minimum 2.0 GPA or higher at RCC and continue to demonstrate financial need.
- **Part-Time Tuition Assistance (PTAP):** PTAP grants are available for students who enroll for 1 to 8 credits only, are residents of Virginia, and demonstrate financial need. The maximum award is the cost of tuition and fees.
- **Supplemental VCCS Grant (SUPP):** SUPP grants are available for students from tuition set-aside funds. To be eligible, students must demonstrate financial need, have a preferred Expected Family Contribution (EFC) under 8,000, be residents of Virginia, meet the College Satisfactory Academic Progress standards, be seeking a degree or certificate, and can maintain any enrollment level.

## Scholarships

The RCC Educational Foundation, Inc. manages 100 different scholarships that provide awards totaling approximately \$450,000. The scholarships can be combined with federal and state financial aid assistance or used alone to cover RCC tuition costs. They are awarded based on academic excellence and/ or need through the generous contributions of individuals, civic organizations, and businesses who wish to recognize outstanding performance and assist students as they pursue an RCC education.

The easy, online application, as well as additional information on the scholarship program, are found at: [www.rappahannock.edu/foundation/scholarships/](http://www.rappahannock.edu/foundation/scholarships/). The scholarship application period is tentatively scheduled for October 1, 2021, to February 15, 2022, for awards starting in the fall 2022 semester.

Students should always remember that applying for Financial Aid and Scholarships is FREE.

Prospective and current students should always be aware of scams involving financial aid and never pay for any financial aid or scholarship application or service.

## Federal Work-Study Program

The Federal Work-Study (FWS) is a program that provides part-time jobs for students who demonstrate financial need and are enrolled at least half-time (6 credits) during the fall and spring semesters at RCC. Awards, for which the student must work, are based on need.

Money is earned hourly and paid on a bi-weekly basis through the Federal Work-Study Program. Student class schedules, curriculum, and job skills are considered in assessing jobs. Most employment is on-campus; however, additional employment opportunities have been established for off-campus community service employment.

## Student Loan Program Notice

RCC DOES NOT participate in Federal Family Education Loan Program or Federal Direct Loan Program due to federal regulations which were enacted in 1996-97.

The federal government will suspend institutional eligibility for PELL grants and other forms of Title IV financial aid at U.S. colleges and universities where student loan default rates are 25 percent or higher. Since the number of borrowers at RCC who had no other source of financial aid was small and the number of students defaulting on their student loans was high, the college ended participation in student loan programs in April 1996.

## Other Sources of Aid

The college offers several programs for special populations:

- **Virginia Department of Rehabilitative Services**  
Certain disabled persons may qualify for services and/or financial aid from the Virginia Department of Rehabilitative Services. Consult the financial aid staff or a counselor for referral assistance.
- **Virginia Foster Care Tuition Grant**  
The Tuition Grant program provides tuition and fees at any Virginia community college for high school graduates or general education development (GED) completers in foster care, in the custody of a social services agency, or considered a special needs adoption.

Awards will be provided to eligible applicants who are not already receiving sufficient grant funds to pay for their tuition and fees. The awards cannot exceed tuition and required fees. Students who are already receiving grant funds that cover tuition and fees are not eligible for these awards. Inquire with the financial aid office for further eligibility criteria.

- **HOPE Scholarship Credit**  
The Tax Relief Act of 1997 offers tax credits for tuition and fee payments under certain conditions. Effective January 1, 1998, those paying tuition and fees may be eligible for up to \$1,500 in tax credit under the HOPE Scholarship Credit. Only students who are taking at least a half-time load, who are in their first two years of postsecondary education, and who do not have their tuition paid by an employer or through grant aid are eligible.

Students should contact a tax expert to find out whether they qualify for this credit.

## Important Financial Aid Deadlines

RCC's priority deadline is April 15 for the fall semester. Applications for financial aid should be completed and submitted electronically to the office of Federal Student Financial Aid Programs four weeks prior to registration at RCC.

Students must submit a separate application for scholarships. RCC Educational Foundation Inc. Scholarship applications are available October 1st with a late February deadline.

Students who wish to be considered for the work-study program must inform RCC financial aid staff after completing the FAFSA.

RCC establishes deadlines each semester for the first day and the last day to charge against financial aid award in the bookstore and for submission of any additional documents required. These dates will be posted in the Financial Aid Office, on bulletin boards, in the Business Office, Bookstore, Student Lounge (display TV screens), via student email, and on the RCC Website (financial aid section).

Students who wish to take advantage of Veterans Administration educational benefits for which they may be entitled should plan well in advance to ensure that the necessary VA approvals can be obtained prior to registration.

## How to Apply

The purpose of student financial aid at RCC is to provide financial assistance to students who would otherwise be unable to afford a college education. To support this objective, the college offers a variety of financial aid programs for students who qualify. Aid is funded through federal and state agencies, local organizations, businesses, individuals, and the college.

## How to Apply for Financial Aid and When to Get Started

Staff members at both campuses are available to provide information and assistance with financial aid programs. You should apply online through [www.studentaid.gov](http://www.studentaid.gov).

The Federal School Code for Rappahannock Community College is 009160. It is the same regardless of what campus you plan to attend.

The FAFSA gathers financial information about students and their family. The information is analyzed, and the student receives a Student Aid Report (SAR). The priority deadline for submitting the FAFSA at RCC is April 15, especially if the student plans to enroll for the fall semester. You apply for financial aid one time a year and should reapply each new school year.

The FAFSA becomes available online on October 1 each year. The best time to apply for financial aid is during the months of January-April preceding the anticipated fall semester entrance into the college. Additional information or forms may be requested to complete the application process.

Students who are selected for verification may be required to submit a tax transcript that can be obtained online or by calling 1-800-908-9946, verification of other forms of income, and a verification worksheet.

Applications are processed, if complete, only after all admissions requirements are met and confirmed. Applications should be received four weeks prior to registration. Applications received after this date will be processed as time permits.

Only students with complete admissions and financial aid files can be awarded financial aid. Financial Aid applicants whose application files are complete before established deadlines may charge tuition against their grants or scholarships during registration. Book charges may be made from the first day of class through the last day to add/drop each semester (specific dates are posted each semester). If students' financial aid files are not complete at the time of registration, students should prepare to pay out of pocket for all tuition, fees, and book charges for possible reimbursement if found to be financial aid eligible.

Students who have received a financial aid award letter or view their award in the Student Services Center online may use their financial aid for payment of tuition. Tuition and fee charges not fully covered by financial aid must be paid prior to the deferred payment deadline.

Financial aid refund checks for students who have financial aid in excess of tuition, fees, and books will be available usually after the sixth week of classes. More information on the financial aid programs is available in the RCC website Financial Aid section.

## Enrollment Verification and Certification for Loan Deferments

Official and final enrollment verifications, as well as loan deferment certifications, will be processed after the deadline to drop with a refund for any particular semester or session.

At the written request of the student, the Admissions and Records Office will produce official verification of enrollment. This is typically required as documentation to continue the student's eligibility for dependent services, benefits, and insurance external to the college.

Loan Deferments are handled automatically by the National Student Clearinghouse (NSC) for most student loans. Students are not required to submit a deferment form. Enrollment information is submitted to the NSC following the deadline to drop with a refund for each semester.

The NSC will submit enrollment verification to the appropriate lending agency. For questions regarding a loan deferment, contact the NSC by phone at 703-742-4200.

## RCC Satisfactory Academic Progress (SAP) Policy For 2021-2022

**(Effective for 2021-2022: Fall 2021, Spring 2022, and Summer 2022)**

A revised Financial Aid Satisfactory Academic Progress policy became effective when fall grades were posted in December 2011.

All recipients of Federal and/ or State aid are required to maintain SAP in their course of study. Federal regulations require that a student receiving federal financial aid make satisfactory academic progress in accordance with the standards set by the College and the federal government. These regulations apply to all semesters in which a student has been or will be enrolled, whether or not aid was awarded or received. Satisfactory Academic Progress (SAP) standards also apply to state aid.

Satisfactory Academic Progress is measured in three ways:

- by the student's cumulative grade point average (see Qualitative Progress Standards/GPA Rule in Section II) in their academic program.
- by the percentage of course credits completed successfully, students must achieve at least a 67% rate of satisfactory completion. This is calculated by the number of credits successfully completed as a percentage of the total number of credits attempted. This is the Completion Rate (see Quantitative Progress Standards/67% Rule in Section II).
- by timeframe. Students must complete their programs of study before attempting 150% of the credits required to complete the program. This is the Maximum Time Frame. Financial aid will cover a maximum of 30 credits of developmental coursework; this is the Developmental Maximum.

Some career studies certificate programs (i.e., shorter than 16 credits in total length) are ineligible for student financial aid, but those credits will be counted toward all SAP requirements (GPA, Completion Rate, Maximum Timeframe, and Developmental Maximum) if the student later enrolls in an eligible program.

The College Financial Aid Office will evaluate satisfactory academic progress before aid is awarded and after grades are posted for every semester, starting with the first semester of enrollment.

## I. Student Financial Aid Status

### 1. Financial Aid Good Standing (GS)

Students who are meeting all aspects of the satisfactory academic progress policy or successfully following a designated academic progress plan.

2. **Financial Aid Warning Status (WS)**

Students who fail to meet satisfactory academic progress for the first time (excluding students who have already attempted 150% of the credits required for their programs of study) will be automatically placed in a Warning Status for one semester and are expected to meet SAP requirements by the end of that semester. Students who fail to meet satisfactory academic progress requirements at the end of the warning status term will be placed on financial aid suspension. However, with a successful SAP appeal, those students will be placed on financial aid probation and will retain financial aid eligibility.

3. **Financial Aid Probation Status (PS)**

Students who have successfully appealed financial aid suspension are placed in Probation Status (PS). Students in Probation Status (PS) are eligible to receive financial aid for one semester, after which they MUST be in Good Standing (GS) or meeting the requirements of an academic progress plan that was pre-approved by the Student Affairs Committee. (See "IV. Reinstatement and Appeals" for additional information.)

4. **Financial Aid Suspension Status (SS)**

Students who do not meet the credit progression schedule and/or cumulative GPA standard or who fail to meet the requirements of their pre-approved academic progress plan will be placed in Suspension Status (SS). Students in Suspension Status (SS) are not eligible to receive financial aid. To become eligible for future semesters, you should reach a 2.0 GPA and 67% or higher completion rate and then contact the Financial Aid office for an appeal form.

**Important:** Academic Status (Good standing, Academic Warning, Academic Program, Academic Suspension) differs from financial aid requirements for Satisfactory Academic Progress. Academic status will be noted on the student's academic record; financial aid status will be noted on financial aid pages in SIS. Any student suspended from the College for academic or behavioral reasons is automatically ineligible for financial aid.

## II. Evaluation Academic Progress Standards

1. **Minimum Qualitative Progress Standards (GPA Rule)**

Cumulative GPA Requirements (GPA Rule): In order to remain eligible for financial aid consideration, students must meet minimum cumulative GPA requirements based on a progressive scale. Only credit courses with grades of A, B, C, D, and F are included in this calculation. Dual enrollment grades are included in this calculation. Transfer credits are not included. In order to graduate, a minimum cumulative GPA of 2.0 is required.

Minimum Cumulative GPA	Total Number of Credit(s) Attempted
1.5	1 to 15
1.75	16 to 30
2.0	31+

**Completion Rate (67% Rule):**

Students must, at a minimum, receive satisfactory grades in 67% of cumulative credits attempted. This calculation is performed by dividing the cumulative total number of successfully completed credits by the cumulative total number of credits attempted. All credits attempted at the College (except audits, which must be entered as such by the class census date) are included. All credits attempted in transfer count as both attempted and successfully completed credits. All credits accepted in transfer count as both attempted and successfully completed credits. Developmental coursework is also included in this calculation. Credits with satisfactory grades at the College are those for which a grade of A, B, C, D, S, or P is earned.

2. **Minimum Quantitative Progress Standards (67% Rule) or Pace of Completion-Financial aid recipients must satisfactorily complete 67 percent (%) of all coursework attempted.**

This evaluation will be made prior to aid being awarded, and after grades are posted at the end of each semester, a student is enrolled at the College.

**Additional Considerations for Quantitative or Pace of Completion Standards**

Withdrawals (W grades) that are recorded on the student's permanent academic transcript will be included as credits attempted and will have an adverse effect on the student's ability to meet the requirements of the completion rate for financial aid.

- Incomplete Grades: Courses that are assigned an incomplete grade (grade of I) are included in cumulative credits attempted. These cannot be used as credits earned in the progress standard until a successful grade is assigned.
- Repeated courses enable the student to achieve a higher cumulative GPA. Students can repeat courses with financial aid until successfully completed, but repeating courses adversely affects the student's ability to meet completion rate requirements. Financial aid can be considered for successfully completed classes that are repeated to achieve a higher grade but for only one additional attempt. Only the latest attempt will count toward the cumulative GPA.

3. **Maximum Timeframe (150% Rule)**

In order to continue receiving financial aid, a student must complete his/her program of study before attempting 150% of the credits required for that program. Developmental and ESL coursework are excluded from this calculation. Attempted credits from all enrollment periods at the College plus all accepted transfer credits are counted; whether or not the student received financial aid for those semesters is of no consequence. All semesters of enrollment at the College are included whether or not the student received financial aid and regardless of the age of the coursework.

- Additional Standards Developmental Coursework: Students may receive financial aid for a maximum of 30 semester hours of Developmental Studies courses as long as the courses are required as a result of placement testing, the student is in an eligible program of study, and SAP requirements continue to be met.
- English as a Second Language (ESL): Credits are unlimited in number as long as they are taken as part of an eligible program and SAP requirements continue to be met.
- Audit Coursework: A student cannot receive financial aid for an audited course. Changing from credit to audit will reduce financial aid eligible courses by the number of credits changed to audit.
- Repeated Coursework: Students can repeat courses with financial aid until successfully completed. There is no limit assuming all other SAP requirements are met. Repeated coursework will be included in the evaluation of the completion rate and maximum time frame. Students may only repeat a passed course once as long as it is in order to meet an academic standard (i.e., a higher grade is required for graduation or their program of study).

Transfer Students: Credits officially accepted in transfer will be counted in determining the maximum number of allowable semester credit hours for financial aid eligibility.

### **III. Regaining Eligibility for Financial Aid**

Students who do not meet the credit progression requirements (Quantitative or Pace of Completion) and/or cumulative GPA requirements (Qualitative) will be immediately ineligible for financial aid. Removal from financial aid does not prevent students from enrolling without financial aid if they are otherwise eligible to continue their enrollment.

If extenuating circumstances exist that caused the student to be placed on Financial Aid Suspension, the student may file an appeal and document the circumstances. If an appeal is granted, a student in financial aid suspension should expect to continue classes at his or her own expense until satisfactory academic progress requirements are again met.

Students who fail to meet these Satisfactory Academic Progress Standards and who choose to enroll without benefit of student financial aid may submit an appeal requesting a review of their academic records after any term in which

they are enrolled without the receipt of financial aid to determine whether they have again met satisfactory academic progress standards. If the standards are met, eligibility is regained for subsequent terms of enrollment in the academic year. Students should consult their campus financial aid advisors for assistance in appealing any element of this policy or to determine how to regain eligibility for financial aid.

## IV. Reinstatement and Appeals

Under certain circumstances, students who fail to meet SAP standards and lose eligibility for financial aid can appeal the financial aid suspension. Students must clearly state what caused the suspension and must also clearly indicate what has changed that will now allow the student to succeed. Appeals are encouraged if:

- Extenuating circumstances exist (i.e., student's serious illness or accident; death, accident or serious illness in the immediate family; other mitigating circumstances), or
- The student has successfully completed one degree and is attempting another.

Students appealing a suspension must:

- Complete the College's SAP Appeal Form in entirety (contact RCC Financial Aid Office for the form),
- Attach documentation in support of the appeal.
- Speak with your academic advisor for council and signature of coursework.
- Submit all items and the appeal form to the College Financial Aid Office.

Only complete appeal submissions, with documentation, will be evaluated by the Financial Aid Officer. Students whose appeals have been denied by the financial aid office have the right to pursue a final appeal through the Dean of Student Development. The decision is final. Depending on the circumstances, the student could be required to complete additional requirements (i.e., see a career counselor or another type of counselor, meet with an advisor to develop an academic progress plan for completion, limit enrollment, etc.) before an appeal is granted. The goal is to help the student get back on track for graduation. The reasonableness of the student's ability for improvement to again meet SAP standards and complete the student's program of study will be carefully considered. Appeals will be approved or denied. Students who have appeals approved will be in probationary status for the coming term. During probationary status, the student must meet the conditions of the appeal as communicated to him or her in the notification letter, or the student will return to suspension. If an academic progress plan has been pre-approved by the committee, continuing to meet the requirements of that plan will put the student back into good standing.

- Second Degree Students: Credits earned from a first degree or certificate must be counted if the student changes programs or attempts a second degree or certificate. Depending on the circumstances, an appeal might be warranted.
- Students who drop classes or audit classes are highly advised to schedule a meeting with the financial aid office to determine the impact of the changes on their financial aid.
- Students should schedule a meeting with the financial aid office prior to requesting a curriculum/program/plan change.
- New financial aid recipients who have previously been enrolled at the college and returning students will be evaluated for satisfactory academic progress based on prior performance at RCC regardless if they received financial aid previously or not.

# Student Responsibility for Financial Aid

Procedures involving award recoveries from financial aid recipients are based on federal and state legislation. The regulations require that in instances of overpayment of scholarship, grant, or loan assistance, students must repay the overpayment.

## Veterans' Affairs

### Veterans' Benefits

We support our military veterans who are returning to school after service to our nation. Most of RCC's programs of study are approved by the Department of Veterans Affairs (VA) for the payment of veteran's educational benefits. This institution is approved to offer GI Bill® educational benefits by the Virginia State Approving Agency. Jill Quinlan is RCC's School Certifying Official who works directly with incoming veterans, and she can be reached at [jquinlan@rappahannock.edu](mailto:jquinlan@rappahannock.edu) or 804-758-6744.

The College makes every effort to assist active-duty military personnel and veterans in their academic pursuits. Most of RCC's programs of study are approved by the Department of Veterans Affairs (VA) for the payment of veteran's educational benefits. This institution is approved to offer GI Bill® educational benefits by the Virginia State Approving Agency.

Assistance with benefits is available in the Financial Aid office at either RCC campus. Questions regarding eligibility for education benefits or VA policies and procedures may also be directed to:

The Department of Veterans Affairs  
P.O. Box 4616  
Buffalo, NY  
14240-4616  
1-888-442-4551

Veterans are encouraged to complete the online VA Application through VONAPP. Students using their benefits for the first time must complete the Application for Education Benefits (VA Form 22-1990) and provide an original or court-certified copy of their discharge papers (DD-214). Students who believe they are eligible for Chapter 35 dependents' educational benefits, for spouse or child(ren), should complete an Application for Survivors' and Dependents' Educational Assistance (VA Form 22-5490).

Veterans who have used their benefits at another school must complete a Request for Change of Program or Place of Training (VA Form 22-1995) and, if a spouse or dependent, they must complete a Request for Change of Program or Place of Training (VA Form 22-5495).

Any student using Veterans Education Benefits at Rappahannock Community College should complete and submit a Certification Request for VA Education Benefits form to the Financial Aid Office at either campus.

- **Montgomery G.I. Bill Active Duty (MGIB-AD) Benefits**

A veteran may be eligible to receive MGIB benefits while on active duty or after they have separated from active duty. To find out if you are eligible for education benefits, you must apply for benefits through the Department of Veterans Affairs (VA). (The period of active military service must have terminated under conditions other than dishonorable.) Generally, benefits are payable for 10 years following the veteran's release from active duty. This program is commonly known as Chapter 30.

**NOTE:** In order for the college to certify enrollment, a veteran must be officially accepted into a curriculum/program and should provide a receipted copy of the registration form to the Coordinator of Financial Aid and Veterans Affairs



each semester of enrollment. The processing of enrollment certifications usually occurs after the add/drop period each semester. The student is responsible for advising the college and Veterans Administration of any change in enrollment status or curriculum/program. This is an important responsibility and one which has a direct bearing on the level of payment.

*Alert Changed Effective August 1, 2019: VA Delayed Payment Compliance Addendum: A Covered Individual is any individual who is entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 GI Bill benefits.*

A covered individual under this new VA Addendum may attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs (VA) website - eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes.

1. The date on which payment from VA is made to the institution.
2. 90 days after the date, the institution certified tuition and fees following the receipt of the certificate of eligibility.

RCC will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrows additional funds on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

- **Chapter 33 Post 9/11 GI Bill**

Go to the GI Bill website for instructions and guidance. If you are a veteran, make sure to complete the VA Form 22-1990 application online if you are applying for benefits for yourself, your spouse, and/or your child(ren). Once the VA Form 22-1990 is completed, those veterans wishing to "transfer" their "entitlement" to spouse or child will then be directed to complete the VA FORM 22-1990E (transfer of entitlement) for the spouse and/or child(ren). Once the veteran, spouse, and/or child receive a "Certificate of Eligibility" letter from the Department of Veterans Affairs Office, that letter should be submitted immediately to the RCC Veterans Affairs Office.

- **Chapter 31- Vocational Rehabilitation Program**

Students who participate in the Vocational Rehabilitation Program (Chapter 31) will be allowed to charge registration with a receipt of VA FORM 28-1905 submitted to the Veterans Affairs Office, Business Office, and Bookstore. Additional information may be obtained through the RCC Financial Aid and Veterans Affairs office or the student's Vocational Rehabilitation Veterans Benefits counselor.

- **Other Programs**

Veterans are advised to review other veteran education benefits programs online. Other VA programs include Reserve Educational Assistance (REAP), Survivors & Dependents Assistance (DEA/Chapter 35), Veterans Educational Assistance Program (VEAP), Veterans Retraining Assistance Program (VRAP).

- **Military Survivors and Dependents Education Program (formerly known as the Virginia War Orphans Education Program)**

The Virginia Military Survivors and Dependents Education Program (VMSDEP) provides education benefits to spouses and children of military service members who were killed, missing in action, or taken prisoner, or who become at least 90 percent disabled as a result of military service in an armed conflict. The purpose of this program is to provide undergraduate or other postsecondary education free of tuition and fees. Students may verify eligibility and request applications by contacting the RCC Financial Aid/Veterans Affairs Office. If possible, applications should be submitted at least four months before the expected date of admission. The Virginia Department of Veterans Services (DVS) will determine eligibility.

- **Veterans Tuition Assistance Program**

In addition to regular monthly benefits, the VA will also pay for tuition assistance for qualified students. Contact the RCC Cashier located in the College Business Office to inquire regarding Tuition Assistance.

**NOTE:** Rappahannock Community College provides for the tuition relief, refund, and reinstatement of students

whose service in the uniformed services has required their sudden withdrawal or prolonged absence from their enrollment. Refer to the Refunds, Credits, and Reinstatement as a Result of Military Service section of the catalog for more information.

### **Veterans Standards of Progress**

Students using veterans educational benefits must enroll only in Veterans Administration approved curricula and may only take required prerequisites and courses for the curriculum in which they are officially enrolled. All courses must be taken for credit. Audited courses cannot be taken using VA benefits. Remedial and deficiency/developmental courses offered as distance learning/independent study (online) cannot be approved and cannot be certified to VA. Students who take courses that are not required by the curriculum in which they are enrolled must reimburse the Veterans Administration for benefits received for those courses. Students inquiring about using Veterans Benefits should contact the Coordinator of Financial Aid and Veterans Affairs at RCC to ensure appropriate paperwork has been received.

A curriculum change can be made so long as no significant loss of credit occurs. However, the student should contact the RCC Financial Aid/Veterans Affairs Office to determine if a "change of program" VA form would have to be completed and submitted.

To remain eligible for VA educational benefits, students must maintain satisfactory academic progress. A student who is placed on academic suspension or dismissal will be reported to the VA as making unsatisfactory progress. RCC grading policies will be used to determine whether veterans are maintaining satisfactory progress. The Veterans Affairs Office will also report to the Veterans Administration as soon as possible any change in the status of veterans, whether that is a change of curriculum, reduction or increase in course load, or withdrawal.

The Virginia State Approving Agency (SAA) is the approving authority of education and training programs for Virginia. Our office investigates complaints of GI Bill beneficiaries. While most complaints should initially follow the school grievance policy, if the situation cannot be resolved at the school, the beneficiary should contact our office via email at [saa@dvs.virginia.gov](mailto:saa@dvs.virginia.gov).

## **Enrollment Changes**

When receiving veterans benefits, a student must report any enrollment changes promptly to the Veterans Affairs Office located in the Financial Aid office at RCC. Status changes include change of curriculum, reduction/increase in course load, withdrawal, suspension, dismissal, etc.

**Note:** Enrollment changes may adjust a student's entitlement to benefits. Educational benefits will not be given for audited courses or courses from which the eligible student withdraws, is administratively withdrawn, or receives a final grade of "W," unless the VA finds mitigating circumstances involved in the withdrawal. Also, educational benefits are only available for courses required in the eligible student's curriculum or those developmental courses required in preparation for meeting curricular requirements.

# Learning Resources

## Library Services

The Learning Resource Center (LRC) serves students, faculty, and staff of the college as an information and technology resource center. The RCC LRC serves the general public in our service area. The Warsaw campus location serves as the Richmond County Public Library through a memorandum of agreement with Richmond County.

The LRC offers a wide variety of services and resources to meet informational needs, support the curriculum, strengthen instruction, promote research, and enhance the overall college experience for students. Services include research assistance, individual and class research instruction, intercampus and interlibrary loans, course reserve services, and media viewing and listening. The library's PRIMO search engine provides information related to both campus locations and online books, journals, and videos, allowing students access to library materials on and off-campus. The library provides access to materials in a variety of formats to include hardbound books in print, online, and audio format, as well as DVDs and streaming videos online. Free home delivery of library books and DVDs is available to students exclusively in off-campus or online courses.

Databases include full-text journals, magazines, newspapers, reference books, videos, and audiobooks to support student coursework. Library collections are continually updated and improved. The collection development policy encourages faculty and student participation in the materials selection process.

The library participates in the Virtual Library of Virginia (VIVA), providing access to resources and services available 24/7 through the library website for students, faculty, and staff with their myRCC login. Please visit the library website to learn more about library services.

## *myRCC*, Canvas, and E-Mail

### *myRCC*

The myRCC single sign-on is a portal to access college accounts such as Canvas, VCCS student e-mail, Navigate, Brainfuse, and SIS (Student Information System). New students will be given a temporary password valid for 24 hours after completion of the VCCS application. Returning and current students can use the Forgot Username/Password link to reset their password.

The myRCC single sign-on is accessible on the RCC Homepage. If students are having trouble getting into the system, they should e-mail the RCC Helpdesk at [rcchelp@rappahannock.edu](mailto:rcchelp@rappahannock.edu). Students can find more information by visiting the RCC Student Help Desk.

### Canvas

Canvas is the college's online course management tool that allows students access to course information such as announcements, syllabi, calendars, course requirements and assignments, and links to college resources and services. All students have access to Canvas via the myRCC single sign-on. All courses at RCC use Canvas.

Instructors will make the course materials available for students in Canvas by the first day of class. Students can locate tutorials on how to navigate Canvas on the RCC Student Help Desk website along with the following:

- Microsoft Office 365
- Student computing discounts

- Respondus Lockdown Browser
- Zoom

## **VCCS Student E-mail**

Upon initial class registration, the Virginia Community College System assigns each student a VCCS student e-mail account. Please Note: Applicants will receive a username at admission, but will not receive a .edu e-mail address until after they have made a financial commitment to the college. Students can access their VCCS e-mail account by logging into the myRCC single sign-on portal. E-mail is an official method of communication at RCC. Students are expected to check their official VCCS e-mail frequently and consistently in order to remain informed of college-related communications. It is recommended that students check their student e-mail daily.

Students at RCC are responsible for the consequences of not reading, in a timely fashion, college communications sent to the official VCCS student e-mail account.

## **Student Help Desk**

The Student Help Desk at RCC helps students with technology issues via phone, e-mail, or in-person on campus. The technology team is dedicated to providing timely and quality service to students, to ensure that they have the technical assistance to be successful during their academic careers.

Students can email the RCC help desk at [rcchelp@rappahannock.edu](mailto:rcchelp@rappahannock.edu) or contact the office at 804-333-6786 for technical assistance. On-campus assistance is located in Room 158 at Warsaw and Room 155 at Glenn's. The help desk provides assistance to students in the following areas:

- myRCC single sign-on login and password resets
- Technology-related issues with Canvas and VCCS student e-mail.
- General Student Information System questions.
- Answers to general computer-related questions.
- RCC website assistance

# **Student Services**

## **Academic Planning**

The college is committed to supporting students in successfully achieving their academic goals. After completing a college application and, if necessary, taking the Virginia Placement Test or submitting the appropriate placement evaluation documents, new students should schedule an appointment with a member of the advising staff to discuss their goals and academic plans. Advisors and new student navigators provide new student advising, explanation of placement test scores, and explore academic programs with students.

The staff provides assistance with program selection for new students and with course selection for undecided and non-degree students. Careful consideration is given to the student's motivation, abilities, aptitudes, and past achievements when assisting a student to select a program and to plan appropriate coursework applicable to transfer or employment. Appointments may be scheduled by calling the Welcome Desk at the Glenss 804-758-6730 or Warsaw campus 804-333-6730 or by email [rcccounselor@rappahannock.edu](mailto:rcccounselor@rappahannock.edu). Students may schedule appointments with a specific counselor or walk in and be seen by the first available counselor or student services specialist. Evening appointments are available Thursday until 7 p.m. at both campuses.

## **New Student Orientation**

Orientation sessions for new students are held at both the Glenss and Warsaw campuses prior to the start of each semester to welcome students to the campus. Sessions include a tour and provide information about college services, use of online resources such as myRCC and student email, student activities and clubs, and an opportunity to meet other new students. A college ID is issued during the orientation. All new students are encouraged to attend.

## **College Success Skills**

All curricular students, except those in some career studies certificate programs, are required to enroll in a Student Development (SDV) course within the first 15 credit hours of enrollment. This course is designed to foster student success in navigating the college environment. This course also assists students in developing and practicing skills and strategies which promote a successful college experience. The requirement may be waived on a case by case basis through course substitution for students who hold an Associate Degree or Bachelor's Degree from a regionally accredited institution.

Other requests for a waiver by course substitution may be considered on a case-by-case basis. Students must still successfully complete the required number of credits for their degree. Students seeking substitute credit for the SDV requirement should contact the Dean of Student Development.

## **Personal Counseling**

Sometimes college students may be confronted with new and challenging situations which create pressures and anxieties that require professional assistance. RCC staff does not provide mental health counseling but will make appropriate referrals when necessary. Contact the Welcome Desk at either campus to schedule an appointment at the Glenss 804-758-6730 or Warsaw campus 804-333-6730.

# Services for Students with Disabilities

Students with disabilities who need accommodations to fully participate in the programs and services offered by RCC are encouraged to meet with their RCC Academic Advisor/Americans with Disabilities Act (ADA) Coordinator at the Glenns or Warsaw Campus to request accommodations. The advisor at the Warsaw campus also coordinates accommodations for the Haynesville Correctional Center and King George sites, and the advisor at the Glenns campus also coordinates accommodations for the Kilmarnock center and the New Kent site.

To be eligible for accommodations, students must submit appropriate documentation from a physician or other professional explaining both their disability and the necessary accommodations. Services are provided based on each student's individual needs. Services may include but are not limited to: orientation to campus, academic accommodations, physical barrier removal, liaison with faculty and staff, and/or information and referral. Once students have requested their accommodations by meeting with the ADA Coordinator, they will meet at the start of each semester with the Coordinator to discuss the accommodations that are needed for each of their courses that semester. Because the accommodations process is the collaboration between faculty, the student, and the Coordinator, it is the student's responsibility to let the Coordinator know if accommodations need to be adjusted during the semester.

It is recommended that students who are requesting accommodations for the first time meet with a counselor at least 60 days before the start of the semester in order to provide time for them to submit all the necessary documentation and have it reviewed.

In the event that an accommodation request is denied, students may refer to the college grievance procedures. This grievance procedure is outlined in the RCC Student Handbook.

## Appeals for Substitution of Programmatic Requirements for Students with Disabilities

### Program Requirements that are Eligible for Accommodation:

Students must meet all technical standards established for their program of study. Students who have disabilities may be eligible for academic or physical accommodations to meet some of a program's technical standards.

In cases where a student has a learning disability so profound that it precludes him or her from completing the mathematics requirement in the degree or certificate program in which the student is enrolled, the student may appeal for a course substitution. Appeals will be considered on a case-by-case basis, and appropriate documentation as described below must be provided or be on file with RCC's ADA Coordinator at either the Glenns or Warsaw campus. The substitution will not be considered in programs where mathematics and the concepts learned in mathematics are considered essential components of the program of study.

### Course Substitution Appeal Process:

1. All appeals must be in the form of a written request using the ADA Course Substitution Appeals Form. The form must be submitted to the ADA Coordinator at either the Glenns or Warsaw campus by email attachment, fax, or in person.
2. The student submitting the appeal must submit or have the following documentation on file in the ADA Coordinator's office.
3. Documentation of a disability in accordance with RCC's guidelines; documentation must show that the student has a disability that impacts mathematics learning.

4. High school IEP and/or an evaluation by a licensed clinical or school psychologist regarding computational skills.
5. Evidence, if any, of completion of high school math courses.
6. VPT mathematics score, current within 5 years or high school transcript as appropriate.
7. Statement from developmental or other mathematics instructor regarding any attempted coursework, if applicable.
8. The ADA Coordinator, in consultation with the Mathematics Discipline Lead and the appropriate academic dean, will review the documentation, consult with individuals as identified in item 2 above, and gather any additional information from the student if needed. After review, if the substitution is determined necessary, the ADA Coordinator will submit the request for substitution to the college Registrar for processing. The student must complete the total number of credit hours required for the desired degree or certificate.
9. Courses that may be utilized for substitution include PHI 111-112, ACC 211-212 (transfer/non-transfer programs); and ITE 140 (non-transfer programs). Students should be aware that these courses may be delivered through distance learning/shared services through NVCC.
10. Should the ADA Coordinator be unable to establish the need for a math substitution, he/she will note this on the form, sign it, and retain it as part of the student's record. The student will remain eligible for appropriate accommodations while enrolled in mathematics courses.

## Student Services

### Trio/Student Support Services

RCC's TRIO program, Student Support Services (SSS), is a program designed to help students in transfer degree programs who are income-eligible, first-generation, and/or have a documented disability successfully navigate the college environment. Through individualized planning, active participation, and peer support, program participants are exposed to skills and strategies to increase college persistence and graduation rates. Support services are available free of charge and include:

- Personal and Academic Counseling
- Academic and Financial Literacy Skills Development
- Career Counseling
- Academic Support (tutoring)
- Transfer Guidance
- Financial Aid/Scholarship Guidance and Assistance
- Cultural Exposure

SSS is a TRIO grant program funded by the United States Department of Education and hosted by RCC's Office of Student Development to advance its purpose of supporting student success. Students who are interested in applying for the TRIO program should call 804-333-6736 on the Warsaw campus or 804-758-6747 on the Glens campus or email [ljustice@rappahannock.edu](mailto:ljustice@rappahannock.edu) for more information.

### Success Coaches

The Chancellor's College, Success Coach Initiative, is designed to serve Pell-eligible and first-generation college students. Coaches encourage academic persistence and achievement of benchmarks leading to success in college. The initiative, Success Achievers at RCC, employs student services professionals who provide participants with needed encouragement, connection to resources, and collaboration with faculty to assist students in achieving their goal of earning a degree or certificate. Coaches are located at the Glens and Warsaw campuses but are available to serve students at all locations. Funding for this initiative is provided by the Virginia Community College System. For more information, call 804-333-6730.

## Tutoring Services

Tutoring Services are available to students enrolled in credit courses at RCC. Students who are experiencing academic difficulty may request tutoring by completing an online request or request a tutor through the Student Development office. Student development staff will evaluate a student's course grades and attendance, previous efforts to obtain assistance from the course instructor and available online resources, and the availability of tutors who have the skills and training to provide assistance. Contact the Welcome Desk for more information at 804-758-6730.

## Online Tutoring

RCC students have online access to tutoring services through Brain Fuse. Students will be guided by online tutors in Algebra, Biology, Chemistry, Developmental Math, or English 111 & 112. For more information on Brain Fuse, please refer to the Brain Fuse link in Canvas.

## Testing Services

College testing services are offered in the testing centers at the Glens and Warsaw campus and the King George site during regularly scheduled hours; hours for each location are posted on the college website. Testing Centers may be used for faculty-assigned make-up tests, proctored activities for distance learning, hybrid courses, placement, and other college-affiliated assessment testing.

Please refer to the RCC Testing Center website for more information about the testing centers' hours of operation, policies, and procedures.

## Career Services

The Office of Career & Transition Services provide support to RCC students in a number of ways and will work with students to:

- Clarify interests and develop career goals
- Create short-term or long-term educational plans to achieve career goals
- Develop cover letters and resumes that sell your skills
- Polish your interview skills to create a professional image

Career Services also provides exploration tools that will match your skills and interests to a number of potential careers. A variety of online resources are available to students, including the Virginia Wizard.

To work with a career coach, please call 804-333-6735 in Warsaw or 804-758-6739 in Glens.



## Workforce

The Workforce and Community Development Center provides high quality, cost effective, flexible, comprehensive and responsive programs designed around business, industry and education needs.

Our customized training provides individuals in the Middle Peninsula and Northern Neck with hands-on-skill development that typically leads to a nationally-recognized industry credential for immediate application in the workplace.

We also provide classes and programs to develop individuals for careers and promotions, and assist area businesses, industries and educational institutions in achieving effective solutions through employee development.

Within the Workforce Development Center, the college houses the Office of Career and Transition Services (OCATS), which helps workers and adults with career education and training in order for those that have barriers to employment achieve success in the "real world of work". Career Coaches are available to guide students into a successful career path - that includes connecting job-seekers to employers and conducting workshops on resume development, interview skill development, and other important workplace readiness skills.

For additional information, visit the website at <https://www.rappahannock.edu/learn-skills>

## Objectives

- To accurately assess and develop training opportunities of the area workforce in order to prepare participants to be successful in the 21st century workforce.
- To successfully market training programs offered by workforce division.
- To hire trainers whose skill sets, meet the training needs of the area workforce.
- Build confidence and engage participants in college readiness activities that promote 21st century skills.

# College Boards and Committees

## 2021-22 Citizens' Advisory Committees

### Business Management

Russell (Rusty) Brown

Stuart Bunting

Jackie Davis

Margaret Hudnall

Douglas Lemke

Patricia Lewis

Elizabeth Povar

### Culinary Arts

Denise Cottrell

Genita Maiden-Shearin

Lincoln Marquis

Verner Whitecotton

Timothy Winchester

### Diesel Technology

David Bratton

Harvey Hamm

Steven Patt

Russell (Rob) Roberts

Loraine Taylor

Tom Trudeau

### Emergency Medical Services

James (Jimmy) Brann

Blake Byrd

Spencer Cheatham

Lisa Dodd

James Dudley

Roxann Gabany

Kim Harper

David Layman

Richard (Rick) Opett

Wayne Perry

Michael Player

Christina Rauch

Gary Samuels

Shannon Williams

### Engineering Technology

Mohamad Barbarji

Richard (Rick) Burgos

Robert Gates

Brad Hicks

John Koontz, Jr.

Stephen Merryman

William (Bill) Newborg

Brenton Payne

Michael Watson

**Health Technology**

Arlene Armentor  
Julie Byrum  
Gwendolyn Carter  
Catherine Courtney  
Deanna Daniels  
Kristie Duryea  
Lana Ketch  
Dakota Kuca  
Blanca Lopez  
Mark Pryor  
Angela Romero  
Stacy Walls  
Lanell Williams  
Shannon Williams  
Stacie Wind

**Heating, Ventilation, and Air Conditioning**

Dawn Biddlecomb  
Brian Johnson  
Eric Smith  
Stephen Townes

**Protective Services**

James Ashworth  
C.O. Balderson  
L. Barrick  
John Beauchamp  
Aaron Conkle  
Jeanette Cralle  
Steven Dalton  
Chris Giles  
Robert Griffin  
W. Holmes  
Joan Kent  
Matthew Lord  
Patrick McCranie  
J. Joseph (Joe) McLaughlin, Jr.  
Casey Mewborn  
Tammy Rito  
Troy Smith  
Chelsea Sowatskey  
Jessica Vaughn  
Jeffrey (Jeff) Walton  
Darrell Warren

## **Rappahannock Community College Board 2021-2022**

### **ESSEX COUNTY**

Stanley S. Clarke

### **GLOUCESTER COUNTY**

Donald O. Sandridge

### **KING AND QUEEN COUNTY**

Barbara Hudgins

### **KING GEORGE COUNTY**

Vacant

### **KING WILLIAM COUNTY**

Andrea M. Perseghin

### **LANCASTER COUNTY**

Cassie Thompson

### **MATHEWS COUNTY**

Michael Beavers

### **MIDDLESEX COUNTY**

Matt Walker

### **NEW KENT COUNTY (CHAIR)**

Ellen Davis

### **NORTHUMBERLAND COUNTY**

Jamie Tucker

### **RICHMOND COUNTY (VICE CHAIR)**

Richard W. Gouldin, Jr.

### **WESTMORELAND COUNTY**

Victoria G. Roberson

## **Virginia Community College 2020-2021 State Board Members**

Nathaniel Bishop, Chair

Douglas M. Garcia., Vice Chair

Dana Beckton

Adnan Bokhari

David E. Broder

Brenda Calderon

Edward C. Dalrymple, Jr.

Darius A. Johnson

Maurice Jones

Ashby Kilgore

Peggy Layne

RJ Narang

Richard S. Reynolds, III

Eleanor Saslaw

Terri Thompson

## Community Use of College Facilities

RCC encourages the use of its facilities by community groups, to the extent that such use does not interfere with the orderly conduct of college affairs or conflict with the college's educational mission and its role as an agency of the Commonwealth of Virginia.

The following priorities apply to the use of the college's general educational facilities:

- the regular instructional programs, including all degree-related and certification programs, courses offered for credit, and approved student services;
- other College-sponsored activities, including non-credit courses and programs, workshops, conferences, meetings, and cultural events;
- events and activities other than those sponsored by the college.

Reservation forms (and policies regarding the use of facilities) are available from Richard Lewter at [rlwter@rappahannock.edu](mailto:rlwter@rappahannock.edu) or 804/758-6840. Every event must be scheduled using the appropriate form.

Reservation forms must be submitted at least two weeks prior to the requested event date and confirmations will not be made more than sixty days in advance of events. A valid certificate of insurance may be required.

In response to COVID-19, RCC is restricting access to College facilities by outside organizations and agencies. When this public health event has passed, we anticipate our facilities being made available once again for outside use.

## Educational Foundation

The Rappahannock Community College Educational Foundation, Inc. (RCC EFI) is a non-profit charitable Virginia corporation dedicated to supporting the mission of RCC to high quality educational experiences for members of its community, preparing them for success as learners, employees, and citizens of the 21st century.

The mission of RCC EFI is dedicated to assisting residents of the college's twelve-county service region to gain access to affordable and effective higher education by gathering, managing, and distributing financial resources through its scholarships, endowments, and outreach programs. RCC EFI, under the provisions of the IRS code, accepts tax-deductible charitable gifts of cash and in-kind services from individuals, businesses, corporations, clubs, churches, foundations, and organizations, as well as planned gifts, including bequests, from donors listing the foundation in their wills. RCC EFI is governed by a volunteer board of directors who give generously of their time and talent.

Learn more about the RCC EFI at [www.rappahannock.edu](http://www.rappahannock.edu).

# Personnel

## Executive Staff

Shannon Kennedy  
President

Eric Barna  
Assistant Vice President of Instruction

Tara Walker  
Vice President for Finance and Administrative Services

Sarah Pope  
Vice President of College Advancement

Jeffery Hayman  
CIO/IT Manager, Technology

Glenda Haynie  
Dean of Research, Effectiveness, and Planning

Caroline Stelter  
Director of Human Resources

## Faculty and Administration

Adhikari, Lekh (2015)  
Professor  
Chemistry  
Ph.D, University of Nevada Reno  
MS, Tribhuvan University

Alga, David (2020)  
Instructor  
Accounting  
MA, Virginia Commonwealth University  
BS, Virginia Polytechnic Institute and State University

Barna, Eric (2018)  
Professor  
Interim Vice President of Learning  
Ph.D, George Mason University  
M.Ed, Virginia Commonwealth University  
BA, Hobart College

Bhattarai, Santosh  
Professor  
Mathematics  
Ph.D, University of Oklahoma  
MA, University of Oklahoma  
MS, Tribhuvan University, Nepal  
BS, Tribhuvan University, Nepal

Brent, Matthew (2012)

Professor

History

Ph.D, University of the Cumberlands

MS Ed., Walden University

MA, Western New Mexico University

BA, Christopher Newport University

Bright, M. Hatley (2007)

Assistant Professor

Culinary Arts and Hospitality

BA, Randolph Macon Women's College

Brooks, Martha (2015)

Professor

Dean of Arts & Sciences

Ph.D, Duke University

MA, Virginia Commonwealth University

BA, Virginia Commonwealth University

Carrington, Lisa (2016)

Associate Professor

Information Systems Technology

MEd, Regent University

MS, Norfolk State University

BS, Norfolk State University

Crook, Charles (2004)

Assistant Professor

Chemistry/Physics

MA, University of Northern Iowa

BS, Virginia Polytechnic Institute and State University

AA, San Bernardino Valley College

Deptola, Linda (2008)

Instructor

Mathematics

Ed.S, George Washington University

MAT, Christopher Newport University

BS, Christopher Newport University

Dinquel, Amber (2018)

Assistant Professor

English

MA, Illinois State University

BA, James Madison University

Donor II, Craig (2021)

Diesel and Welding Program Head

ASE Certified Heavy Truck Master Technician

ASE Certified Master Truck Equipment Technician

AWS Certified GMAW Welder

AWS Certified SMAW Welder



Dunston, David (2020)  
Assistant Professor  
Biology  
Ph.D, University of Maryland  
BS, University of Maryland

EIFarmawi, Wouroud (2021)  
Associate Professor  
Information Technology and Business  
DM, University of Phoenix  
MBA, Open University  
BA, University of Dammam

Greene-Nichols, Ashlee (2019)  
Instructor  
Nursing  
BS, Liberty University  
ADN, Rappahannock Community College

Hadley, Elizabeth (2021)  
Instructor  
Librarian  
MS, University of Maryland  
BA, Virginia Commonwealth University

Haynie, Glenda (2011)  
Professor  
Dean of Research, Effectiveness and Planning  
Ph.D, North Carolina State University  
MA, The Pennsylvania State University  
BA, Lynchburg College

Headley, Sara (2008)  
Professor  
Nursing  
MS, Old Dominion University  
BS, Virginia Commonwealth University

Hill, Lisa (2012)  
Professor  
Psychology  
Ph.D, Howard University  
MA, Fisk University  
BS, Tennessee State University

Hodsden, Ashleigh (2021)  
Associate Instructor I  
Nursing  
AND, Reynolds Community College  
BSN, Liberty University

Johnson, Therese (2015)  
Instructor  
Mathematics  
MS, Old Dominion University  
BS, Old Dominion University

Jones, Lisa (2013)  
Associate Professor  
Biology  
MS, Virginia Commonwealth University  
BS, Virginia Polytechnic Institute and State University

Justice, Lorraine (2011)  
Administrative Officer for Student Support Services  
MS, Walden University  
BS, Longwood University

Keel, David (2012)  
Professor  
Dean of Student Development  
Ph.D, College of William & Mary  
M.Ed, North Carolina State University  
BS, Virginia Polytechnic Institute and State University

Kennedy, Shannon (2019)  
President  
Ed.D, North Carolina State University  
MA, Gardner-Webb University  
BS, Millersville University

Koehler, Ellen (2012)  
Associate Professor  
Nursing  
MSN, Walden University  
AS, College of Marin

Lampkin, Marjorie (2010)  
Coordinator for Office of Career and Transition Services  
M.Ed, Indiana Wesleyan University  
BA, Southern Wesleyan University

Lantz, Leslie (2016)  
Assistant Professor  
Nursing  
MS, Walden University  
BS, James Madison University

Lewis, Carrie (2010)  
Associate Professor  
Nursing  
MS, Virginia Commonwealth University  
BS, Old Dominion University  
BS, James Madison University  
AAS, Rappahannock Community College

Lewis, Katelyn  
Associate Instructor I  
Nursing

Little, Janet (2019)

Instructor

English

MA, Radford University

BS, Radford University

Lomax, Stanley (2021)

Instructor

Director of Professional and Technical Programs

MBA, Virginia College

BS, Strayer University

AA&S, Centura College

March, Michelle (2015)

Instructor

Training Coordinator

MPA, Walden University

BA, College of William and Mary

McCrimmon, Miles (2019)

Professor

Dean of Strategic Enrollment Management

Ph.D, University of Texas

MA, Louisiana State University

BA, Texas A&M University

McKinley, Mary Gena (2016)

Associate Professor

English

Ph.D, University of Virginia

MA, University of North Carolina-Chapel Hill

BA, East Carolina University

Miller, Melanie (2019)

Associate Instructor I

Nursing

MS, Bowie State University

BS, Millersville University

Moore, Oattie J., Jr. (2008)

Professor

Administration of Justice

JD, Regent University

MA, Old Dominion University

BA, Gardner-Webb College

Nelson, Jacky (2021)

Assistant Professor

Biology

Nickens, Tychier (2021)

Counselor

M.Ed, Old Dominion University

BA, James Madison University

Pope, Sarah (2016)  
Instructor  
Vice President of College Advancement  
Graduate Certificate, George Mason University  
MHP, University of Georgia  
BA, College of William and Mary

Roane, Richard Jr. (2021)  
Instructor  
Coordinator of Learning Resources  
MS, University of North Texas  
BS, James Madison University

Rutledge, Kimberly (2021)  
Associate Instructor I  
Biology

Smith, Charles (2012)  
Professor  
Dean of Health Sciences  
Ph.D, University of North Dakota  
MS, Virginia Commonwealth University  
BA, University of North Carolina at Wilmington  
AA, University of North Carolina at Wilmington

Stelter, Caroline (2005)  
Instructor  
Director of Human Resources  
MS, Western Governors University  
BA, University of Virginia

Tassone, Cheryll (1993)  
Assistant Professor  
History, Humanities  
MA, Old Dominion University  
BA, Old Dominion University

Tuckey, Lisa (2010)  
Assistant Professor  
Biology  
MS, College of Charleston  
BS, State University of New York at Binghamton

Walker, Tara (2020)  
Instructor  
Vice President of Finance and Administrative Services  
MBA, College of William and Mary  
BS, Norfolk State University

White, Rebecca (2015)  
Associate Professor  
Nursing  
MSN, Walden University

Williams, Aryah (2020)  
Assistant Professor  
Nursing  
MS, Western Governor's University  
BS, Old Dominion University  
ADN, Rappahannock Community College

Williams, William (2016)  
Instructor  
Coordinator of Dual Enrollment  
MS, Virginia Commonwealth University  
BS, Christopher Newport University  
AA & S, Ferrum College

Yocum, Casey (2020)  
Instructor  
Coordinator of College Navigators  
MS, Southern Illinois University  
BS, Towson University  
AA&S, Suffolk County Community College

## Staff

Abell, Mary | King George Site Supervisor

Abdul-Malik, Basheer | Strategic Enrollment Specialist

Acree, Mark | HVAC Technician

Adams, Heather | Purchasing Technician

Almeida, Lynnette | Welcome Desk Specialist

Almeida, Rhiannon | Admissions Technician

Bareford, Pamela | Scheduling Technician

Baetz, Carol | College Registrar

Bean, Kyle | Network Technician

Boltz, Cheryl | Facility Manager, Warsaw Campus

Braxton, Tanisha | Clinical Coordinator

Brooks, Bernard | Buildings & Grounds Technician

Brooks, Kristin | College Navigator

Carey, Amber | Financial Aid Technician

Carter, Michael | CDL Instructor

Charnick, Wayne | Building & Grounds Technician

Childs, Janet | Credential Specialist

Clifton, Kelly | Fast Forward Program Developer  
Coles, Kimberly | High School Navigator  
Cralle, J. Marlene | Academic Programs Specialist  
Dixson, Holly | Faculty Support Specialist  
Donor, Angela | Financial Operations Specialist  
Dorr, Morgan | IT Technician  
George, Sherry | Payroll Officer  
Grantham, Sherry | Regional Specialist for Adult Education  
Gray, Brandie | High School Navigator  
Haydon, James | Buildings & Grounds Technician  
Hayman, Jeffery | CIO/Information Technology Manager  
Henley, Shelby | High School Navigator  
Hoffman, Timothy | Instructional Support Developer  
Homstead, Patricia | Continuing Education Specialist  
Hornbeck, Michelle | Accountant  
Hughes, Deborah | Education Specialist  
Inderrieden, Michele | Program Coordinator  
Jenkins, Brittany | Development Specialist  
Johnson, Paulina | Acquisitions Specialist  
Jones, Charlene | College Navigator  
King, Bridgit | Human Resources Analyst  
Lane, James | Housekeeping Services Technician  
Lee, Isabel | College Navigator  
Leonard, Jennifer | Academic Programs Specialist  
Leonard, John | Buildings & Grounds Technician  
Lewis, Karen | Student Support Services Specialist  
Lewter, Richard | Facility Manager, Glenns Campus  
Luttrell, Diane | TANF Administrative Assistant  
Lynch, Ebony | Lead Career Coach  
Magruder, Julie | College Receptionist

Mann, Sharon | Accounting Specialist  
Miller, Rebecca | College Navigator  
Mitchell, Samuel | Housekeeping Services Technician  
Moore, Franklin | Network Technician  
Moore, Sean | HS Navigator  
Moore-Johnson, Shirley | College Receptionist  
Osuanah, Kelly | College Navigator  
Owens, Donna | Cashier  
Packett, Felicia | SIS & Enrollment Coordinator  
Parker, Terry | Housekeeping Services Technician  
Parsons, Katherine | Media Services Manager  
Payne, Kathy | Instructional Support Technologist  
Pearce, Robert | Buildings & Grounds Technician  
Peay, Constance | College Navigator  
Polk, Theresa | Admissions and Records Technician  
Pryor, Vanessa | Student Development Specialist  
Quinlan, Laura | Lead Financial Aid Technician  
Rest, Martha | Events & Projects Planner  
Reynolds, Pamela | College Navigator  
Robins, Beth | Scholarship Specialist  
Saylor, Alyssa | Financial Aid Technician  
Schneider, David | WIOA Case Manager  
Sirles, Theresa | OCATS Program Manager  
Stamper, Chris | Administrative Staff Specialist to the President  
Taylor, Linda | Library Circulation Manager  
Thompson, Brandin | Network Technician  
Tomek, Mary | Lead Financial Aid Technician  
Turner, Karen | Testing Center Manager  
Waddy, Juwan | High School Navigator  
Wiersma, Kerry | Coordinator of Grants Development & Administration

Wind, Stacie | AHEC Program Manager

White, Jean | Case Manager

Wolski, Joslyn | Network Technician

## Retired Faculty

The following faculty members retired from Rappahannock Community College after 15 or more years of service:

James L. Alston

Brenda F. Callis (d)

Ronald Carter

Victor W. Clough, Jr.

Dorothy C. Cooke

Catherine M. Courtney

Elizabeth H. Crowther

Sandra G. Darnell

J. Giampocaro

Nuala M. Glennon

Robert S. Griffin

George A. Heffernan

Gerald Horner

Norman M. Howe, Jr. (d)

Edith T. Jackson

Wade S. Johnson III

Anne Kornegay

William L. Lawrence

Wallace L. Lemons (d)

Glenda S. Lowery

Dianne Lucy

Karen Newtzie

Walter B. Norris, Jr.

John Paden



Vincent A. Pierro

Hallie A. Ray

Philip L. Semsch (d)

Samuel E. Simpson, Jr.

Leslie S. Smith

Joseph L. Swonk

Richard A. Ughetto

John H. Upton

John W. Wynn

## **Professors Emeriti**

Ronald Carter

Dorothy C. Cooke

Catherine M. Courtney

Pradeep Ghimire

Ruth Greene (d)

Robert S. Griffin

George A. Hefferman

Norman M. Howe, Jr. (d)

Glenda Lowery

Karen Newtzie

Philip L. Semsch (d)

Leslie S. Smith

(d) - Deceased

# Student Handbook Table of Content

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## Statement of Student Rights and Responsibilities

The Virginia Community College System (VCCS) guarantees students the privilege of exercising their rights of citizenship under the Constitution of the United States without fear of prejudice. The college reserves the right to evaluate and document special cases and to refuse or revoke admission if the college determines that the applicant or student poses a threat, is a potential danger, is significantly disruptive to the college community, or if such refusal or revocation is considered to be in the best interest of the college. The college also reserves the right to refuse admission for applicants that have been expelled or suspended from, or determined to be a threat, potential danger or significantly disruptive by, another college. Students whose admission is revoked after enrollment must be given due process. Students have the right to due process and to appeal as defined in the sections on Student Disciplinary Procedure and Student Complaint and Academic Due Process of this handbook.

By applying for admission to the College, each student agrees to abide by the policies and procedures governing student conduct. The statement below outlines the rights each student has as a member of the college community, as well as the responsibilities each student has to continue within that community.

Each student has the privilege of exercising his/her rights provided he/she respects the laws of the Commonwealth, the policies of Rappahannock Community College, and the rights of others on campus. Such rights and responsibilities include the following:

- Students are free to pursue their educational goals. Appropriate opportunities for learning in the classroom and on campus are provided through the curricula by the college.
- No disciplinary sanctions may be imposed without due process, except as provided in the Student Conduct Policy section.
- Students have the right to freedom of expression, inquiry, and assembly provided actions do not interfere with the rights of others or the effective operation of the college.
- Academic evaluation of student performance shall be fair, not arbitrary or inconsistent.
- Members of the college community, including students, have the right to expect safety, protection of property, and the continuity of the educational process.
- Each student, as a responsible adult, shall maintain standards of conduct appropriate to membership in the college community.
- Each student has the responsibility to demonstrate respect for his or herself as well as faculty, staff, and other students.
- Each student has the responsibility to know, understand, and abide by the regulations and policies of the college.
- Each student has the responsibility to pay all fines and debts to the college.
- Each student has the responsibility to maintain academic integrity and abide by the academic honesty policy of the college (see Academic Honesty section of the Handbook).

Community Resources are available [here](#).

## Classroom Protocol

- Classroom civility and courtesy are expected at all times.
- Students must observe all pandemic-related protocols which can be found on the RCC Covid-19 Information page.
- In the event, a faculty member is late for class and no information is provided by college personnel, students should wait fifteen minutes, make an attendance list with the signatures of all students present, and leave the attendance list with the administrator on duty.
- The use of any tobacco products, including smoking and vaping, is not permitted in any campus building or within 25 feet of college buildings.
- Eating and drinking is not permitted in computer, nursing, and science labs, studios, and workshops.
- Cell phones should not be used during classroom and lab instruction or during testing unless permitted by faculty for instructional purposes.
- All students are expected to dress appropriately for class and/or for programs in specific disciplines. As a safety regulation, shoes must be worn at all times.
- Students are expected to observe the attendance and lateness policies, which are published in the course outlines or syllabi.
- Unregistered individuals including the children of students are not permitted in the classrooms and labs.
- Animals, except for approved assistance animals, are not permitted in the classrooms and other campus facilities.
- Students are responsible for regularly monitoring their RCC email accounts for messages from the College and from faculty.

## **Suspension of Students for Nonpayment of Tuition and Fees, College Fines, or Other Debts Owed to VCCS Colleges**

A student's continued attendance at the college depends on payment of all debts owed to the college. Should the student fail to satisfy all due and payable amounts for tuition and fees, college fines, or other debts owed the college, the student may be suspended. No student shall be allowed to register in any succeeding semester until all current debts owed to the college have been satisfied. An exception to this policy will be granted when a debt owing student registers under a third party contract arrangement. If the third party is responsible for the tuition payment under the contract, the named students on the contract may register even if individual debts to the college are outstanding.

Students who owe \$500 or more to any individual college in the VCCS will not be allowed to register at any college in the VCCS until their debt is satisfied. A cross college financial hold will be placed by the college on the student's account in the Student Information System when the student's past due debt is equal to or greater than \$500.

The hold will automatically block registration at all other colleges in the VCCS until the debt is satisfied by the student and the hold is cleared by the hold-setting college. An exception to this policy will be granted when a debt owing student registers under a third party contract arrangement. If the third party is responsible for the tuition payment under the contract, the named students on the contract may register even if individual debts to any college in the VCCS are outstanding.

## Student Conduct

Generally, College disciplinary action shall be limited to conduct which adversely affects the College community's pursuit of its educational objectives. The following misconduct is subject to disciplinary action:

1. All forms of dishonesty, including cheating, plagiarism, and knowingly furnishing false information to the College, forgery, alteration, or use of College documents or instruments of identification with intent to defraud.
2. Disruption or obstruction of teaching, research, administration, disciplinary proceedings, or other College activities.
3. Physical, psychological, and/or verbal abuse or the threat of such abuse of any person on College premises or at College activities. This includes hazing, sexual harassment, and sexual assault. (See Title IX Policy)
4. Participating in or inciting a riot or an unauthorized or disorderly assembly. 5. Seizing, holding, or damaging property or facilities of the College, or threatening to do so, or refusing to depart from any property or facilities of the College upon direction by College officials or other persons authorized by the President.
5. Use of alcoholic beverages, including the purchase, consumption, possession, or sale of such, except where specifically authorized within the regulations of the College.
6. Use of marijuana in any form on college property.
7. Gambling or holding a raffle or lottery on the campus or at any College function without proper College and other necessary approval.
8. Possessing, using, selling, or distributing any types of illegal drugs.
9. Possessing on College property or at any College activity any dangerous chemical or explosive elements or component parts thereof, or rifle, shotgun, pistol, revolver or other firearm or weapon not used for lawful College studies without authorization by the President of the College.
10. Physically detaining or restraining other persons or removing such persons from places where they are authorized to remain or in any way obstructing the free movement of persons or vehicles on College premises or at College activities.
11. Littering, defacing, destroying, or damaging property of the College or property under its jurisdiction or removing or using such property without authorization.
12. Willfully encouraging others to commit any of the acts that have been prohibited herein."
13. Violating any local, state, or federal laws.
14. Violating any rule or regulation not contained within the official College publications but announced as an administrative edict by a College official or other person authorized by the President.
15. Violation of College parking regulations.
16. Violation of College fire regulations, such as failure to comply with emergency evacuation procedures or tampering with fire protection apparatus.
17. Theft or attempted theft of College or personal property on College premises.
18. Unauthorized entry into or presence in any College building or facility.
19. Violation of College policy on demonstrations.
20. Violation of College policy on solicitation and sales.
21. Violation of College policy on the use of any tobacco products, including smoking and vaping.

## Academic Integrity

As a member of Rappahannock Community College's student body, you are held to the highest standard of honor and integrity. The College considers you a responsible adult and, therefore, requires you to accept the full weight and consequence of that status. Acting in accordance with the principles of academic integrity is a responsibility you hold not only to the College and your fellow students, but also to your conscience and yourself.

## Academic Dishonesty

### Academic Dishonesty Defined

Students are expected to conduct themselves in an honorable manner in all of their academic work. All forms of academic dishonesty are prohibited at Rappahannock Community College. Cheating on quizzes, tests, and examinations, unauthorized cooperation between students, substitution for another person during an examination, unauthorized help from others, plagiarism, and the unauthorized use of software, databases, or expert advice that is contrary to the instructions of the professor are acts of academic dishonesty.

It is vital that students understand what constitutes plagiarism so that they may avoid it in their academic work. Plagiarizing is using the work of another individual, either word for word or in substance, and representing it as one's own work without proper citation. There are three types of plagiarism as listed in Donald A. Sears' book *Harbrace Guide to the Library and Research Paper*, 3rd Edition (New York: Harcourt, 1972, p. 45). They are:

- Word-for-word plagiarism: The submission of the work of another source without proper acknowledgment of that source by footnote, bibliography or reference in the paper.
- Patchwork plagiarism: Submitting a work that is stitched together from a variety of sources that does not indicate direct quotes or acknowledgment of those sources.
- Unacknowledged paraphrase: Restatement or rewording of another author's original thought or idea must be acknowledged. Restatement by means of paraphrase does not remove the necessity of giving credit to original sources.
- Collaboration with another person in the preparation or editing of assignments submitted for credit without approval from the instructor.
- Furnishing false information to the College including, but not limited to, forgery, alteration or use of College documents, or instruments of identification with intent to defraud.

Knowingly witnessing any forms of cheating and not reporting it to a professor, school official, or testing center personnel.

## Addressing Allegations of Academic Dishonesty

If a faculty member has reason to believe that a student has engaged in an act of academic dishonesty, the faculty member will:

- make the student aware of his or her suspicion in a manner and place that ensures the confidentiality of their conversation, and
- address the matter with the student in a timely manner, typically within 24 hours of either observing the offense or observing/receiving evidence of the offense.

If the faculty member remains convinced of the student's act of academic dishonesty, the faculty member shall inform the student in confidence, and in a timely manner, of the specific details of the dishonest action and specifics of the disciplinary action that will be administered as specified in the syllabus for the course. The faculty member will also inform both the academic dean and the Dean of Student Development of the details of the dishonest action and the specifics of the disciplinary action.

## Disciplinary Actions

Having accused and found evidence of the student's action of academic dishonesty, faculty members must administer one of the following disciplinary actions as specified in the course syllabus:

1. A formal warning: An oral or written statement to the student that he or she has committed an act of academic dishonesty that is prohibited at the institution and might result in more severe disciplinary action if the student be found guilty of engaging in any subsequent act of academic dishonesty.
2. A formal warning and the requirement that the student repeat or re-submit the quiz, test, examination, exercise or assignment in question.
3. A formal warning and the assignment of the grade of "F" (numeric grade of zero) on the quiz, test, examination, exercise, or assignment in question.
4. Removal of the student from the class and the assignment of the grade of "F" in the course.



## **Reporting Acts of Academic Dishonesty**

A faculty member must provide the Dean of Student Development and the academic dean with a written report of any disciplinary action taken in response to an act of academic dishonesty. The report of the offense and action must be forwarded to both the Dean of Student Development and the academic dean on the same day as the meeting occurs to inform the student of the offense and consequence. In no instance shall this report be provided to the Dean of Student Development and the academic dean later than the same day as when the student is informed of the offense and the consequence, and in no instance shall the meeting with the student and the report to the deans occur more than 5 business days after the observed, or discovered, action of academic dishonesty. The report must include the name of the accused student, the course number and class section number, the student's EMPLID, the nature of the action of academic dishonesty, and the specific disciplinary action taken.

## **Possible Disciplinary Actions**

All formal reports of academic dishonesty will be reviewed by both the academic dean and the Dean of Student Development. If a student has been found responsible for any prior acts of academic dishonesty and is now determined to be responsible for an additional act, either by the student's acceptance of the instructor's initial accusation or by the final determination of any hearings or appeal, the Dean of Student Development will take immediate disciplinary action. The Dean of Student Development will act to either (1) suspend the student from the institution for a period of time not to exceed one year, or (2) dismiss the student from the College. The student will be notified by the Dean of Student Development in writing of such action within 10 business days. A statement of this action will be included in the student's academic record. A student who is suspended or dismissed will be immediately withdrawn from all course work in which she or he is enrolled.

## **Appeals to the Committee on Academic Integrity**

A student who has received disciplinary action as a result of dishonesty observed by a faculty or staff member and/or has been suspended or dismissed from the institution by the Dean of Student Development may appeal the sanction(s) to the Student Affairs Sub-Committee on Academic Integrity within five business days of the imposition of the sanction by the faculty or staff member or within five business days of the receipt of the formal notification by the Dean of Student Development.

## **The Student Affairs Sub-Committee on Academic Integrity**

The membership of the Academic Integrity Sub-Committee is appointed by the President of the College and consists of five teaching faculty with fair representation from all areas of instruction chosen from the Student Affairs Committee. In the event that multiple cases are being adjudicated, membership of the sub-committee may be chosen from faculty outside the Student Affairs Committee.

## **Appeals Hearings**

A student who has made an appeal will receive written notification from the College of the time, place, and date of the hearing at least five business days before the hearing. The student may elect to not appear at a hearing, but the hearing will be held in his or her absence. If a student elects to not appear at the hearing, the student may submit a signed statement to the Chair of the Academic Integrity Sub-Committee at least 48 hours prior to the hearing. Hearings will be closed to the public. No tape recorder or other recording devices may be present or utilized by the student during the hearing unless the student has a documented disability necessitating the use of electronic devices. Prior authorization for the use of any recording device must be submitted and secured from the Chair of the Academic Integrity Sub-Committee at least 48 hours in advance of the hearing. The student will be given an

opportunity to speak at the hearing and to present evidence and witnesses on his or her behalf. The student may be accompanied by one other individual at the hearing, but this person cannot participate in the hearing.

The faculty member/academic dean and/or Dean of Student Development will be permitted to speak at the hearing and to present evidence and witnesses. The Chair of the Academic Integrity Sub-Committee and student may request the appearance of witnesses. The Academic Integrity Sub-Committee and student may direct questions to such witnesses. A student has the right to decline the Chair of the Academic Integrity Sub-Committee's request or accused student's request to provide information and/or appear at the hearing.

The faculty member may direct questions to the student, witnesses, and the dean through the Chair of the Academic Integrity Sub-Committee. The Academic Integrity Sub-Committee may affirm, reduce or dismiss the decision of the faculty member or the dean.

The student will receive written notification of the decision from the Dean of Student Development within five business days of the conclusion of the hearing.

## **Appeals to the Vice President of Learning**

A student may appeal the decision of the Academic Integrity Sub-Committee in writing to the Vice President of Learning within five business days of the receipt of the decision. The role of the Vice President in the appeal process will be to review the entire academic dishonesty proceeding to ensure that the process was conducted according to current College policies and procedures. The Vice President will provide the student with a written notification of findings and a decision within 10 business days of the receipt of the appeal. If the Vice President finds that College policies and procedures were followed, the decision rendered shall be considered final. If the Vice President finds that College policies and procedures were not followed, the Vice President will make a recommendation to the President to appoint and convene a new committee to re-hear the appeal. The decision of the committee in the second hearing will be the final decision for the matter. The student will receive written notification of the committee's decision from the Dean of Student Development within five business days of the conclusion of the hearing.

## **Records of Academic Dishonesty Actions and Appeals**

All records of academic dishonesty actions and appeals will remain confidential and will be maintained in the Office of the Dean of Student Development. Such information will not be available to unauthorized persons without the express written permission of the student, court subpoena, or other exceptions made under the conditions specified in the Family Educational Rights and Privacy Act of 1974, as amended.

## Student Disciplinary Policies and Procedures

The Dean of Student Development or designee is responsible for the administration of disciplinary procedures at the College. Allegations of violations of College policy are accepted for consideration only when the apparent infractions are observed on College property or other locations where the College provides services. Infractions of federal, state, or local laws occurring off-campus shall be the concern of the civil authorities except when such actions (1) directly affect the health, safety, or security of the College community; (2) affect the College's pursuit of its educational purposes; or (3) occur as a direct result of a College connected disruption. Reports of alleged student violations of published College regulations may be submitted by an individual to the Dean of Student Development within five business days of the infraction.

When disruptive or unruly behavior occurs in a classroom or laboratory, the instructor may immediately require the student who is responsible for the disruption to leave the classroom. It is the student's responsibility to contact the instructor prior to the next scheduled class meeting. It is the instructor's responsibility to meet with the student as soon as possible after the request for the meeting and to meet before the next scheduled class meeting. The meeting may occur over the phone, or any other electronic medium, if both the student and the instructor agree.

After discussing the problem with the student, the instructor must either permit the student to return to class or forward formal written disciplinary charges against the student to the Dean of Student Development. When unruly or disruptive behavior occurs in the College library, computer labs, or learning resource areas, library and learning resource personnel may require the student to immediately leave the area. The student must arrange a meeting with the Dean of Student Development to discuss permission to have her or his privilege to use the library and learning resource equipment and rooms restored.

Once charges have been forwarded to the Dean of Student Development and pending the dean's review of the allegation, the student is permitted to continue to attend classes. However, if the Dean of Student Development believes that the student's presence in class may infringe on the rights of others or pose a threat to the welfare of other students and the instructor, the dean can prohibit the student from returning to class until the allegations have been adjudicated. The Dean of Student Development is responsible for interpreting alleged misconduct with regard to published regulations and for identifying specific charges that will be brought against the student(s) involved. The Dean of Student Development should respond or bring charges within 5 business days from receipt of a report of a violation. The Dean of Student Development will inform the Vice President of Learning in writing of the need to convene a meeting with the Student Affairs Committee's Sub-Committee on student conduct for a formal hearing of the alleged student conduct violation.

The dean will inform the Student Conduct Sub-Committee of the specific charge against the student, and obtain any necessary information. The dean will send the same notification to the student via mail, requesting a meeting to discuss the case with the student, including the nature and source of the charges and the student's rights and responsibilities. During this discussion, the student may question the credibility of his or her accusers or other witnesses by submitting questions through the Chair of the Student Conduct Sub-Committee.

The student will be given an opportunity to review any and all materials presented as evidence against him/her. The Dean of Student Development may also seek guidance from the Threat Assessment Team (TAT). Following this review, the dean will either impose a disciplinary sanction or vacate the charges based upon the recommendations from both the Student Conduct Sub-Committee and TAT. This decision will be forwarded to the student in writing within five business days of the initial meeting between the Dean of Student Development and the student. All records of the infraction and materials pertaining to and resulting from the inquiry (and any subsequent appeal) will be forwarded to the Office of the Dean of Student Development. This information will remain in the dean's office.

## Appeals to the Vice President of Learning

A student may appeal the decision of the Dean of Student Development to the Vice President of Learning in writing within five business days of the receipt of the decision. The Vice President of Learning will review the decision and provide the student with a written notification of his/her findings within 10 business days of the receipt of the appeal.

## The Student Affairs Sub-Committee on Student Conduct

The membership of the Student Conduct Sub-Committee is appointed by the President of the College and consists of five members of the faculty and staff with fair representation from all areas of instruction chosen from the Student Affairs Committee. In the event that multiple cases are being adjudicated, membership of the sub-committee may be chosen from faculty outside the Student Affairs Committee.

## Disciplinary Actions

Disciplinary actions available to the Student Conduct Sub-Committee include:

1. Removal of the charges against the student.
2. Admonition: An oral or written statement to a student that he/she is violating or has violated College rules and may be subject to more severe disciplinary action.
3. Disciplinary Probation: A student may be prohibited from participating in College extracurricular activities, using specified College facilities, or otherwise restricted in his or her movements while at the institution for a period of time not to exceed one year. A student who violates the provisions of his or her probation will be immediately dismissed from the institution.
4. Restitution: Reimbursement for damage to or misappropriation of property. This may take the form of appropriate service or other compensation.
5. Attendance and successful completion of a special student development tutorial addressing ethics and appropriate student behavior. (Failure to attend and successfully complete this tutorial will result in the assignment of another disciplinary action.)
6. Disciplinary suspension: Exclusion from attending the College as a student for a definite period of time not to exceed one academic year.
7. Disciplinary dismissal from the College: Termination of student status for an indefinite period. The conditions of the readmission, if any, will be stated in the order of dismissal.

A student, pending a hearing by the Student Conduct Sub-Committee, may be suspended by the College President (or in the President's absence, the College Vice President of Learning or the Dean of Student Development) and barred from the College if his/her presence is deemed a danger to others or is likely to be disruptive to the normal educational activities of the College. The President, Vice President, or Dean also may seek guidance and input from the Threat Assessment Team. Nothing in these procedures should be construed to prevent the President from taking such official steps as he/ she may deem necessary except that final action shall be in accordance with the above procedures. Before a student may be suspended, he or she will be informed of the reasons for the suspension and will be provided an informal opportunity to make an oral response, except in exigent circumstances, in which case the student will be given said opportunity as soon as possible as determined by the President.

## Disciplinary Records

All records of disciplinary action will remain confidential, will remain separate from the student's academic record, will be maintained in the Office of the Dean of Student Development, and will not be available to unauthorized persons on campus or to any person off campus without the express written permission of the student involved. Exceptions will be made only under the conditions specified in the Family Educational Rights and Privacy Act of 1974, as amended, and under a court order or subpoena.

# Student Grievance Policy and Procedure

## Overview

The grievance procedure applies to students who have complaints of unfair and/or unlawful treatment. A student is defined as any person enrolled full- or part-time in credit or non-credit courses at the College. A grievance is a complaint of unfair and/or unlawful treatment formally charged by a student against a College employee or student, in regard to the application of College rules, policies, procedures, and regulations. If at all possible, a complaint should be resolved without initiating the formal grievance procedure. Please note that it is generally beneficial to the student to discuss the problem with College personnel prior to filing a formal grievance. College personnel are available to advise students. Students should not hesitate to contact a faculty member, advisor, or any other College staff person to discuss a problem.

## Procedure

### Level 1

A grievance should be raised and settled as quickly as possible. The first step in the process is for the student to contact and meet with the employee who she or he believes acted in a grievous manner. Within five business days (a business day is defined as Monday through Friday when the College is open) following either the event that gave rise to the grievance or when the student reasonably should have gained knowledge of the issue, the College employee involved should be contacted by the student. A phone call or email can substitute for a face-to-face meeting. During the communication between the student and the employee, every attempt should be made to resolve the complaint informally. If the matter cannot be resolved, the student may file a written grievance within five business days following the verbal response from the College employee involved. The written grievance should be presented to the employee with a notification of the grievance forwarded to the employee's supervisor. The written grievance should contain the following: (a) a complete description of the complaint; (b) any supporting documents; and (c) the redress sought. An entire set of records should be assembled and maintained by the student. The person receiving the written grievance has five business days to reply to the student in writing.

### Level 2

If the student is not satisfied with the written response from the employee, he or she may appeal it to the employee's supervisor within five business days. The student should forward copies of all correspondence and relevant documents from Level 1, along with a cover letter, to the supervisor. The supervisor has five business days to reach a decision and reply in writing to the student and the employee.

### Level 3

If the student is not satisfied with the written response from Level 2, he or she may appeal to the employee's supervising Vice President. This appeal must be made within five business days after the reply from Level 2. The student should forward copies of all correspondence and relevant documents from Levels 1 and 2, along with a cover letter, to the Vice President. The Vice President has 10 business days to make a determination and reply in writing to the student and the employee.

### Level 4

If the student is not satisfied with the Vice President's response, he or she may appeal to the College President within five business days after the reply from Level 3. The student should forward copies of all correspondence from Levels

1, 2, and 3, along with a cover letter, to the President. The President will discuss the grievance with all concerned parties and make a decision regarding the issue within 10 business days after receipt of the correspondence. This decision will be final.

## **General Guidelines for Filing a Grievance**

1. The student filing a grievance may be accompanied by an advisor or representative of his/her choice at any level of the procedure.
2. Revision of the deadlines for filing appeals and providing written responses may be made. This may be necessary because of vacations, examinations, illnesses, or other extenuating circumstances. If the deadlines are changed by either party, the respective employee should inform the student of the receipt of the grievance and give an estimated date of the final reply.
3. The only issues that can be reviewed on appeal are those asserted in the filing of the initial grievance. No new issues can be raised or heard during the appeal review process.
4. Copies of the Vice President's decision will be sent to the appropriate College employees at Levels 1 and 2 and to the President.

# Student Grade Appeal Policy

## Overview

The student grade appeal policy applies to final course grades only. A student is defined as any person enrolled full- or part-time in credit courses at the College. During the course session, students at the College have the right to receive timely information from their instructor, typically during office hours, regarding the results of material submitted for a grade. Moreover, students have the right to expect and receive an up-to-date assessment of comparative standing in the class on her or his graded material at any time provided that the student is willing to meet or have a phone conversation with the instructor during office hours. The grade appeal procedure applies only to final course grades not to grades on individual tests, examinations, reports, and other assignments prior to the posting of the final course grade. Students are encouraged to regularly meet with their instructor, or meet with the academic dean if desired. Therefore, this policy applies to a student who is, or has recently been, enrolled in a credit course and believes that his or her final grade in a course was determined in an unfair, arbitrary, or capricious manner. A student has the right to appeal a final course grade for allegations that (1) the methods or criteria for evaluating academic performance as stated in the class syllabus or as communicated by the instructor by e-mail or Canvas announcement were not adhered to in determining the final grade; (2) the instructor applied grading criteria unfairly or arbitrarily; and/ or (3) that the instructor so exceeded his or her discretion in evaluating academic performance in the class as to be found unreasonable by the instructor's peers at Rappahannock Community College.

## Procedure:

### Level 1

A grade appeal should be raised and settled as quickly as possible. Within 10 business days following the posting of the final grade in the Student Information System (SIS), the student must contact the instructor and request an appointment to discuss his or her concerns regarding the final course grade. (A business day is defined as a Monday through Friday when the College is open.) An attempt should be made to resolve the concern informally. The faculty member must submit a report to his or her dean and the student within 48 hours following the meeting with the student to inform the dean of the meeting and the outcome of the meeting. If the faculty member is no longer employed by the College or is otherwise unavailable or unresponsive, the student may go directly to the academic dean for assistance.

### Level 2

If the matter cannot be resolved at Level 1, the student may submit a written appeal to the faculty member's academic dean within five business days following the meeting with the faculty member. The appeal must contain a statement of the issue, a description of any attempts to resolve the problem, relevant information and documentation, and the resolution sought. The only issues that can be reviewed on appeal are those asserted in the filing of the initial appeal. No new issues can be raised or heard during the appeal review process. (Should the dean also be the instructor, the student should submit the appeal to the Grade Appeal Sub-Committee).

### Level 3

If the student is not satisfied with the decision of the academic dean at Level 2, the student has the right to submit a written appeal to the Student Affairs Sub-Committee on Grade Integrity within five business days of the formal written notification of the dean's decision. The student's written appeal must contain a statement of the issue, a description of any attempts to resolve the problem, relevant information and documentation, and the resolution sought. The only issues that can be reviewed on appeal are those asserted in the filing of the initial appeal. No new issues can be raised or addressed during the hearing.

## The Student Affairs Sub-Committee on Grade Integrity

The membership of the Student Affairs Sub-Committee on Grade Integrity is appointed annually by the President of the College and consists of five faculty with fair representation from all areas of instruction and student development.

### Appeals Hearings

Within 10 business days of making an appeal, a student who has made an appeal will receive written notification from the Chair of the Grade Integrity Sub-Committee of the time, place, and date of the hearing at least five business days before the hearing. The student may elect to not appear at a hearing, but the hearing will be held in his or her absence. If a student elects to not appear at the hearing, the student may submit a signed statement to the Chair of the Grade Integrity Sub-Committee at least 48 hours prior to the hearing. Hearings will be closed to the public. No tape recorder or other recording devices may be present or utilized by the student during the hearing unless the student has a documented disability necessitating the use of electronic devices. Prior authorization for the use of any recording device must be submitted and secured from the Chair of the Grade Integrity Sub-Committee at least 48 hours in advance of the hearing. The student will be permitted to speak at the hearing and to present evidence, including witnesses. The student may be accompanied by one other individual at the hearing, but this person cannot participate in the hearing. The Chair of the Grade Integrity Sub-Committee and the student may request the appearance of other students, and the graded material of other students, as well as other faculty, at the College. The Chair of the Grade Integrity Sub-Committee and the student may direct questions to such witnesses.

**Note:** Any student has the right to decline the request from the student filing the grievance, or from the Chair of the Grade Integrity Sub-Committee, to provide information and/or appear at the hearing.

The Grade Integrity Sub-Committee will make a decision determined by majority ruling and take one of two actions:

1. Affirm the appeal and recommend a change in the grade to the appropriate academic dean, and instructor for the course, or
2. Deny the appeal and recommend the grade stands as originally assigned.

The student will receive written notification of the decision from the Dean of Student Development within five business days of the conclusion of the hearing.

### Appeals to the Vice President Learning

A student may appeal the decision of the Grade Integrity Sub-Committee in writing to the Vice President for Learning within five business days of the receipt of the decision. The role of the Vice President in the appeal process will be to review the entire grade integrity appeal and proceedings to ensure that the process was conducted according to current College policies and procedures. The Vice President will provide the student with a written notification of findings and a decision within 10 business days of the receipt of the appeal. If the Vice President finds that College policies and procedures were followed, the decision rendered shall be considered final. If the Vice President finds that College policies and procedures were not followed, the Vice President will make a recommendation to the President to appoint and convene a new sub-committee to re-hear the appeal. The decision of the committee in the second hearing will be the final decision for the matter. The student will receive written notification of the committee's decision from the Dean of Student Development within five business days of the conclusion of the hearing.

### Records of Grade Appeals

All records of grade appeals will remain confidential and will be maintained in the Office of the Dean of Student Development. Such information will not be available to unauthorized persons without the express written permission of the student, court subpoena or other exceptions made under the conditions specified in the Family Educational Rights and Privacy Act of 1974, as amended. Students who wish to file a complaint are expected to follow the



Student Grievance Process for Academic and Non-Academic Decisions as outlined above. As a last resort, students may file a formal complaint with the State Council for Higher Education in Virginia (SCHEV). Detailed information about SCHEV's formal student complaint procedure, the types of complaints they will not address, or to file a written "Student Satisfaction Form" with the agency can be found on the SCHEV Student Complaint website.

## Threat Assessment Team (TAT)

The Code of Virginia Section 23.1-805 defines the makeup of the threat assessment teams for institutions of higher education. At a minimum, the team must include members from law enforcement, mental health professionals, and representatives of student affairs and human resources.

The mission of the RCC Threat Assessment Team (TAT) is to determine if an individual(s) pose, or may pose, a threat of danger or violence to self, other individuals, or the RCC community; and to conduct timely evaluations and deliver intervention strategies to avert the threat and maintain campus safety.

The TAT is coordinated by the Vice President of Finance and Administrative Services and the Dean of Student Development. The team is comprised of faculty, staff, a law enforcement professional, and a mental health professional who come together to address referrals for assessment and intervention with individuals whose behavior may pose a threat to the safety of an individual, group, and/or the campus community.

The TAT shall serve as the college resource to review all matters that involve a threat of violence. If there is any doubt regarding whether a case should be referred to the TAT, the case shall be referred and the TAT will determine what action if any is appropriate.

Each case referred to the TAT is managed with confidentiality and by professionals trained in the process of evaluating potential concerns/threats and obtaining necessary services and/or taking other appropriate actions. The team's objective is to evaluate, manage and develop intervention and prevention strategies for potentially dangerous or threatening individuals or situations.

The TAT utilizes a standard protocol and the following steps might be initiated or be included in an evaluation: Identify the specifics of the alleged threat; evaluate the seriousness of the threat; if necessary, intervene to reduce the risk of violence and follow-up to monitor and re-evaluate the effectiveness of the safety plan.

The TAT consists of the following team members:

- Law Enforcement Professional
- Vice President of Administrative Services & Technology
- Dean of Student Development
- Human Resource Manager
- Teaching Faculty
- Academic Dean(s) and/or others as requested
- CSB Mental Health Professional
- VCCS Legal Counsel will be consulted as deemed appropriate

Call 911 immediately if a dangerous or threatening situation exists at the college.

# **Title IX: Policy on Sexual Violence, Domestic Violence, Dating Violence, and Stalking**

Book

Policy Manual

Section

Section 6 - Student Development Services

Title

Appendix 1 to Section 6.0

Number

Section 6 Appendix

Status

Active

First Approved by the State Board for Community Colleges

September 17, 2015

Last Revised and Approved by the State Board for Community Colleges

September 17, 2020

## **Appendix I to Section 6**

### **Policy on Sexual Harassment**

### **Policy on Sexual Harassment**

#### **A. Notice of Nondiscrimination**

As a recipient of federal funds, Rappahannock Community College is required to comply with Title IX of the Higher Education Amendments of 1972, 20 U.S.C. § 1681 et seq. ("Title IX"), which prohibits discrimination on the basis of sex in education programs or activities, admission, and employment. Under certain circumstances, sexual harassment constitutes sexual discrimination prohibited by Title IX. Inquiries concerning the application of Title IX may be referred to the College's Title IX Coordinator or to the U.S. Department of Education's Office for Civil Rights. The Title IX Coordinator is Lorraine A. Justice, whose office is located at 105-B Warsaw and 105 Glens Campus, and may be contacted by phone at 804-333-6737 or by email at [ljustice@rappahannock.edu](mailto:ljustice@rappahannock.edu)

#### **B. Policy**

1. Rappahannock Community College is committed to providing an environment that is free from harassment and discrimination based on any status protected by law. Accordingly, this Policy prohibits sex discrimination, which includes sexual harassment, sexual assault, sexual exploitation, domestic violence, dating violence, and stalking. This Policy also prohibits retaliation. This Policy supplements the following general policy statement set forth by the Virginia Community College System: This College promotes and maintains educational opportunities without regard to race, color, national origin, religion, disability, sex, sexual orientation, gender identity, ethnicity, marital status, pregnancy, childbirth or related medical conditions including lactation, age (except when age is a bona fide occupational qualification), veteran status, or other non-merit factors. This Policy also addresses the requirements under the Violence Against Women Reauthorization Act of 2013, (also known as the Campus SaVE Act), and Virginia law.

2. This Policy is not intended to substitute or supersede related criminal or civil law. Individuals are encouraged to report incidents of sexual and domestic violence, dating violence, and stalking to law enforcement authorities. Criminal and civil remedies are available in addition to the remedies that the College can provide.

### **C. Purpose**

The purpose of this Policy is to establish that the College prohibits sexual harassment and retaliation, and to set forth procedures by which allegations of sexual harassment shall be reported, filed, investigated, and resolved.

### **D. Applicability**

This Policy applies to prohibited conduct by or against students, faculty, staff, and third parties, e.g., contractors and visitors involving a program or activity of the College in the United States. Conduct outside the jurisdiction of this Policy may be subject to discipline under a separate code of conduct or policy.

### **E. Definitions**

1. Actual Knowledge. Actual knowledge means notice of sexual harassment or allegations of sexual harassment to a College's Title IX Coordinator [and/or any other official of the College who has authority to institute corrective measures on behalf of the College].

2. Advisor. An advisor is an individual who provides the complainant or respondent support, guidance, and advice. Advisors may be present at any meeting or live hearing but may not speak directly on behalf of the complainant or respondent, except to conduct cross-examination during a live hearing. Advisors may be but are not required to be licensed attorneys.

3. Appeal Officer. The Appeal Officer is the designated employee who reviews the complete record of the formal complaint and written statements of the parties during an appeal of a written determination. The Appeal Officer decides whether to grant the appeal and determines the result of the appeal.

4. Campus. Campus refers to (i) any building or property owned or controlled by the College within the same reasonably contiguous geographic area of the College and used in direct support of, or in a manner related to, the College's educational purposes, and (ii) any building or property that is within or reasonably contiguous to the area described in clause (i) that is owned by the College but controlled by another person, is frequently used by students, and supports institutional purposes, such as a food or other retail vendor.

5. Complainant. A complainant is an individual who is alleged to be the victim of conduct that could constitute sexual harassment. A complainant may file a formal complaint against faculty, staff, students, or third parties.

6. Consent. Consent is knowing, voluntary, and clear permission by word or action, to engage in mutually agreed upon sexual activity. Silence does not necessarily constitute consent. Past consent to sexual activities, or a current or previous dating relationship, does not imply ongoing or future consent. Consent to some sexual contact (such as kissing or fondling) cannot be presumed to be consent for other sexual activity (such as intercourse). An individual cannot consent who is under the age of legal consent. The existence of consent is based on the totality of the circumstances, including the context in which the alleged incident occurred. Any sexual activity or sex act committed against one's will, by the use of force, threat, intimidation, or ruse, or through one's mental incapacity or physical helplessness is without consent.

a) Mental incapacity means that condition of a person existing at the time which prevents the person from understanding the nature or consequences of the sexual act involved (the who, what, when, where, why, and how) and about which the accused knew or should have known. This includes incapacitation by using drugs or alcohol. Intoxication is not synonymous with incapacitation.

b) Physical helplessness means unconsciousness or any other condition existing at the time which otherwise rendered the person physically unable to communicate an unwillingness to act and about which the accused knew or should have known. Physical helplessness may be reached through the use of alcohol or drugs.

7. Cumulative Evidence. Cumulative evidence is additional evidence that has been introduced already on the same issue and is therefore unnecessary. The Hearing Officer has the discretion to exclude cumulative evidence.

8. Dating Violence. Dating violence is violence, force, or threat that results in bodily injury or places one in reasonable apprehension of death, sexual assault, or bodily injury committed by a person who is or has been in a close relationship of a romantic or intimate nature with the other person. The existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

9. Deliberate Indifference. Deliberate indifference refers to a response to sexual harassment that is clearly unreasonable in light of the known circumstances. The College's response may be deliberately indifferent if the response restricts the rights to the Freedom of Speech and Due Process under the First, Fifth, and Fourteenth Amendments of the U.S. Constitution.

10. Domestic Violence. Domestic violence is violence, force, or threat that results in bodily injury or places one in reasonable apprehension of death, sexual assault, or bodily injury and that is committed by a person against such person's family or household member, which includes a current or former spouse, a person with whom the victim shares a child in common, or who is cohabitating with or has cohabitated with the person as a spouse or intimate partner.

11. Due Process. Due process is a right guaranteed by the Fifth and Fourteenth Amendments of the U.S. Constitution. Basic procedural due process guarantees that an individual receives notice of the matter pending that relates to the possible deprivation of a property or liberty interest and the opportunity to be heard. For example, students and employees facing suspension or expulsion/termination for disciplinary reasons must be given notice of the allegations against them prior to any hearing or determination of responsibility. Any disciplinary process must be fair and impartial. Additionally, the opportunity to respond must be meaningful.

12. Education Program or Activity. An education program or activity encompasses all of the College's operations and includes locations, events, or circumstances over which the College exercises substantial control over both the respondent and the context in which the sexual harassment occurs. Examples of education programs or activities includes, but are not limited to, college-sponsored conferences, athletic events and sports teams, student organizations, and wi-fi network.

13. Exculpatory Evidence. Exculpatory evidence is evidence that shows, or tends to show, that a respondent is not responsible for some or all of the conduct alleged in the notice of allegations. The College must provide the respondent with all exculpatory evidence.

14. Final Decision. A final decision is the written document that describes any sanctions imposed and remedies provided to the respondent and complainant, respectively, at the conclusion of the formal resolution process.

15. Formal Complaint. A formal complaint is a document filed and signed by a complainant or signed by the Title IX Coordinator that alleges sexual harassment against a respondent and requests the College to investigate the allegation of sexual harassment. The complainant must be participating in or attempting to participate in an education program or activity of the College when the formal complaint is filed. A complainant cannot file a formal complaint anonymously. The Title IX Coordinator may sign on a complainant's behalf in matters where it is in the best interest of the complainant or the College to do so. The College may consolidate formal complaints against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

16. Freedom of Speech. The freedom of speech is a right guaranteed by the First Amendment of the U.S. Constitution to express one's thoughts and views without unlawful governmental restrictions. As governmental entities, Colleges must not infringe on this right. This Policy expressly prohibits censorship of constitutionally protected expression.

17. Hearing Officer. A Hearing Officer is the presiding official of a live hearing who must issue a written determination on responsibility. Colleges may choose to hold live hearings with a single Hearing Officer or by committee.

18. Inculpatory Evidence. Inculpatory evidence is evidence that shows, or tends to show, that a respondent is responsible for some or all of the conduct alleged in the notice of allegations.

19. Preponderance of the Evidence. A preponderance of the evidence is evidence that shows that the fact sought to be proved is more probable than not to be true. A preponderance of the evidence means evidence that is of greater weight or more convincing than the evidence that supports the contrary position.

20. Relevance. Relevance refers to evidence that tends to prove or disprove whether the respondent is responsible for the alleged conduct. In determining whether a question is relevant, the Hearing Officer must focus on evidence pertinent to proving whether facts important to the allegations in the formal complaint are more or less likely to be true.

21. Remedies. Remedies are actions taken or accommodations provided to the complainant after a determination of responsibility for sexual harassment has been made against the respondent. Remedies are designed to restore or preserve equal access to the College's education program or activity. Remedies may be disciplinary or non-disciplinary.

22. Report of Sexual Harassment. A report of sexual harassment occurs when anyone reports an allegation of sexual harassment to the Title IX Coordinator, or one that reaches the Title IX Coordinator through a Responsible Employee. An individual need not be participating or attempting to participate in an education program or activity of the College to file a report. The respondent also does not need to be an employee, student, or otherwise affiliated with the College for a person to file a report against a respondent. A report of sexual harassment does not trigger an investigation or the formal or informal resolution process, but it does require the Title IX Coordinator to meet with the complainant and carry out the procedures described in Section S and/or T of this Policy, as applicable.

23. Respondent. A respondent is an individual who has been reported to have engaged in conduct that could constitute sexual harassment as defined under this Policy. In most cases, a respondent is a person enrolled or employed by the College or who has another affiliation or connection with the College. The College may dismiss a formal complaint when the College has little to no control over the respondent but will offer supportive measures to the complainant and set reasonable restrictions on an unaffiliated respondent when appropriate.

24. Responsible Employee. A Responsible Employee is an employee who has the authority to take action to redress sexual harassment; who has been given the duty to report sexual harassment to the Title IX Coordinator [or other designee]; or an employee a student could reasonably believe has such authority or duty. [The College may name Responsible Employees by title, or name employees who are Campus Security Authorities (CSAs) as Responsible Employees.] A Responsible Employee shall not be an employee who, in his or her position at the College, provides services to the campus community as a licensed health care professional, (or the administrative staff of a licensed health care professional), professional counselor, victim support personnel, clergy, or attorney. [Colleges may choose to identify by name employees who are not Responsible Employees.]

25. Review Committee. A review committee is the committee consisting of three or more persons, including the Title IX Coordinator or designee, a representative of campus police or campus security, and a student affairs representative, that is responsible for reviewing information related to acts of sexual violence.

26. Sex Discrimination. Sex discrimination is the unlawful treatment of another based on the individual's sex that excludes an individual from participation in, separates or denies the individual the benefits of, or otherwise adversely affects a term or condition of an individual's employment, education, or participation in an education program or activity. The College's treatment of a complainant or a respondent in response to a formal complaint of sexual harassment constitutes sex discrimination under Title IX when such response is deliberately indifferent.

27. Sexual Assault. Sexual assault is any sexual act directed against another person without consent or where the person is incapable of giving consent. Sexual assault includes intentionally touching, either directly or through clothing, the victim's genitals, breasts, thighs, or buttocks without the person's consent, as well as forcing someone to touch or fondle another against his or her will. Sexual assault includes sexual violence.

28. Sexual Exploitation. Sexual exploitation occurs when a person takes non-consensual or abusive sexual advantage of another for his/her own advantage or benefit, or to benefit or advantage anyone other than the one being exploited, and that behavior does not otherwise constitute one of other sexual harassment offenses. Examples of sexual exploitation include prostituting another person; non-consensual video or audio-taping of otherwise consensual sexual activity; going beyond the boundaries of consent (such as letting your friends hide in the closet to watch you having consensual sex), and knowingly transmitting HIV or an STD to another.

29. Sexual Harassment. Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

a) Quid Pro Quo: The submission to or rejection of such conduct is used as the basis for educational or employment decisions affecting the student or employee either explicitly or implicitly;

b) Hostile Environment: Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to an education program or activity of the College, including a student's educational experience or an employee's work performance;

c) Clery Act/VAWA Offenses: Sexual assault/sexual violence, dating violence, domestic violence, and stalking, as defined by this Policy.

27. Sexual Violence. Sexual violence means physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent. Sexual violence includes rape and sexual assault.

28. Stalking. Stalking means engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others or suffer substantial emotional distress. Such conduct can occur in person or online, but the conduct must involve an education program or activity of the College.

29. Statement. A statement is a person's intent to make factual assertions, including evidence that contains a person's statement(s). Party or witness statements, police reports, Sexual Assault Nurse Examiner (SANE) reports, medical reports, and other records may not be relied upon in making a final determination after the completion of a live hearing if they contain statements of a party or witness who has not submitted to cross-examination.

30. Supportive Measures. Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the College's education programs or activities without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the campus environment, or to deter sexual harassment.

31. Third Party. A third party is any person who is not a student or employee of the College.

32. Title IX. Title IX means Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex in any education program or activity receiving Federal financial assistance.

33. Title IX Coordinator. The Title IX Coordinator is the employee or employees designated and authorized to coordinate the College's efforts to comply with its responsibilities under Title IX.

34. Workday. A workday is any day that the College is open for business. Workdays include days when classes are not held, but when employees are expected to be at work.

35. Written Determination. A written determination is the written decision by a Hearing Officer that a respondent is responsible or not responsible for a violation of this Policy by a preponderance of the evidence after a live hearing. A written determination also is the result of an appeal decided by an Appeal Officer.

## **F. Retaliation**

1. No person may intimidate, threaten, coerce, harass, discriminate, or take any other adverse action against any other person for the purpose of interfering with any right or privilege provided by this Policy, or because the person has made a report or filed a formal complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, live hearing, or any other process described in this Policy.
2. Action is generally deemed adverse if it would deter a reasonable person in the same circumstances from opposing practices prohibited by this Policy.
3. Allegations of retaliation that do not involve sex discrimination or sexual harassment but are related to a report or formal complaint of sexual harassment for the purpose of interfering with any right or privilege provided by this Policy constitutes retaliation.
4. Allegations of retaliation will be investigated and adjudicated as a separate code of conduct violation. Any person found responsible for retaliating against another person is subject to disciplinary or other action independent of the sanctions or interim measures imposed in response to the underlying allegations of violations of this Policy..

## **G. Reporting Incidents of Sexual Harassment**

1. Members of the campus community who believe they have been victims of crimes may report the incident to campus or local police. All emergencies or any incident where someone is in imminent danger should be reported immediately to campus police/security or local police by dialing 911 or 804-758-6730 (Glenns campus/New Kent) or 804-333-6730 (Warsaw campus) or 804-435-8970 (Kilmarnock).
2. Whether or not a report is made to law enforcement, any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by reporting such conduct to a Responsible Employee to ensure that the Title IX Coordinator receives the verbal or written report. The Title IX Coordinator is solely responsible for overseeing the prompt, fair, and impartial investigation and resolution of reports and formal complaints filed with the College.

### **Rappahannock Community College Title IX Campus Resources**

Title IX Coordinator:

Lorraine A. Justice

Room 105-B Warsaw Campus

Room 105 Glenns Campus

804-333-6737

[ljustice@rappahannock.edu](mailto:ljustice@rappahannock.edu)

Deputy Title IX Coordinator

Caroline Stelter

Room 133A Glenns Campus

804-758-6728

[cstelter@rappahannock.edu](mailto:cstelter@rappahannock.edu)

Deputy Title IX Coordinators

Dr. Lisa Hill

Room 109-I Warsaw Campus

804-333-6773

[lhill@rappahannock.edu](mailto:lhill@rappahannock.edu)

3. During non-business hours, members of the campus community should report alleged violations of this Policy to



- The Glens Campus security officer's phone number is 804-758-6793 and the email address [sslaughter@rappahannock.edu](mailto:sslaughter@rappahannock.edu).
  - The Warsaw Campus Evening Supervisor is Jerome Ashton. Mr. Ashton's phone number is 804-333-6793 and his email is [jashton@rappahannock.edu](mailto:jashton@rappahannock.edu).
  - The Warsaw Campus security officer phone number is 804-333-6793. The email address is [sslaughter@rappahannock.edu](mailto:sslaughter@rappahannock.edu).
  - The King George site Evening Supervisor is Terry Abell. Mrs. Abell's phone number is 540-775-0087 and her email address is [tabell@rappahannock.edu](mailto:tabell@rappahannock.edu).
  - For the New Kent site after hour reports should be made to the Glens Campus Security officer. The Glens Campus security officer's phone number is 804-758-6793 and email address is [sslaughter@rappahannock.edu](mailto:sslaughter@rappahannock.edu).
4. There is no time limit for reporting incidents of sexual harassment with the Title IX Coordinator. However, complainants should report possible violations of this Policy as soon as possible to maximize the College's ability to respond effectively to the report. Failure to report promptly also could result in the loss of relevant evidence.

## H. Confidentiality and Anonymous Reports

1. Individuals may be concerned about their privacy when they report a possible violation of this Policy. The College must keep confidential the identity of any individual who has made a report or formal complaint of sexual harassment; any complainant or any individual who has been reported to be the perpetrator of sexual harassment; and any witness related to a report or formal complaint of sexual harassment, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA), or as otherwise required by law, or to carry out the purposes of this Policy, including the conduct of any investigation, live hearing, or judicial proceeding arising from any report or formal complaint.

2. The College has a responsibility to respond to conduct that violates this Policy. For this reason, most College employees may not keep secret a report of sexual harassment. The College expects employees to treat information they learn concerning incidents of reported violations of this Policy with respect and as confidentially as possible. College employees must share such information only with those College and law enforcement officials who must be informed of the information pursuant to this Policy.

3. Responsible Employees must report all alleged violations of this Policy obtained in the course of his or her employment to the Title IX Coordinator as soon as practicable after addressing the immediate needs of the complainant. Other campus employees have a duty to report sexual assault, domestic violence, dating violence, and stalking for federal statistical reporting purposes (Campus Security Authority (CSA) under the Clery Act). CSAs include student/conduct affairs personnel, campus law enforcement, student activities staff, human resources staff, and advisors to student organizations. All employees must report suspected child abuse or neglect to the [Title IX Coordinator/other designated official] as soon as practicable, but no later than 24 hours after forming such suspicion, pursuant to VCCS Policy Number 3.14.6, Reporting Sexual Child Abuse or Neglect.

4. If a complainant wishes to keep the report of sexual harassment completely confidential, it is recommended that he or she reports the alleged conduct to someone without a duty to report incidents of sexual harassment to the Title IX Coordinator. Full-time employees also may contact the Employee Assistance Program. If the complainant requests that the complainant's identity is not released to anyone else, the College's response may be limited to providing supportive measures, if appropriate and reasonably available. When supportive measures are provided, the College will protect the privacy of the complainant to the extent possible while still providing the supportive measures.

5. The College may pursue the formal resolution process even if the complainant requests the College to take no action. The Title IX Coordinator will notify the complainant in writing within five (5) workdays of the decision to pursue the formal resolution process when he or she is unable to maintain confidentiality or respect the complainant's request for no further action. The Title IX Coordinator will give the complainant's wishes due consideration.

6. The College will accept anonymous reports, but its response may be limited to providing supportive measures if appropriate and reasonably available. The Title IX Coordinator (or deputy Title IX Coordinator) will conduct a preliminary investigation in an effort to determine the respondent's identity. If the preliminary investigation fails to reveal the identity of the respondent, the Title IX Coordinator shall close the report because the College must have sufficient information to conduct a meaningful and fair investigation. If the identity of the respondent is revealed, the Title IX Coordinator shall proceed as otherwise provided in this Policy. The Title IX Coordinator will notify the complainant in writing of the result of the preliminary investigation promptly after the preliminary investigation.

### **I. Immunity**

The College encourages the reporting of incidents that violate this Policy. The use of alcohol or drugs should not be a deterrent to reporting a possible incident of sexual harassment. When conducting the investigation, the College's primary focus will be on addressing the alleged sexual harassment and not on alcohol and drug violations that may be discovered or disclosed. The College does not condone underage drinking or the use of illicit drugs; however, the College will grant immunity from disciplinary action based on the personal consumption of alcohol or drugs to individuals who report incidents that violate this Policy, provided that such report is made in good faith. The College may provide referrals to counseling and may require educational options, rather than disciplinary sanctions, in such cases.

### **J. Timely Warnings**

The College is required by federal law to issue timely warnings for reported incidents that pose a substantial threat of bodily harm or danger to members of the campus community. The College will ensure, to the extent possible, that an alleged victim's name and other identifying information is not disclosed, while still providing enough information for members of the campus community to make decisions to address their own safety in light of the potential danger.

### **K. Interim Measures**

1. Immediate Suspension. Prior to the resolution of a formal complaint, the College may immediately suspend the respondent from an education program or activity when it determines that the respondent's continued presence poses an immediate threat to the physical health or safety of any person arising from the allegations of sexual harassment. Prior to such suspension, the College will conduct an individualized safety and risk analysis, focusing on the particular respondent and the specific facts and circumstances arising from the allegations of sexual harassment that justify the suspension. The College shall notify the respondent in writing of the specific facts and circumstances that make the immediate suspension necessary and reasonable and shall give the respondent the opportunity to challenge the decision immediately following the suspension.

2. Administrative Leave. The College may place a respondent employee on administrative leave prior to the resolution of a formal complaint. Reasons to place an employee on administrative leave include but are not limited to, the continued presence of the employee may be harmful to the employee or other employees; may hamper an investigation into the employee's alleged conduct; or may disrupt the work environment.

3. Mutual No Contact Order. The College may impose a "no contact" order on each party, requiring the parties to refrain from having contact with one another, directly or through proxies, whether in person or by electronic means. The College also will enforce orders of protection issued by courts on all College property to the extent possible.

### **L. Supportive Measures**

1. The College will offer supportive measures to individuals whether or not a formal complaint has been filed, or whether the alleged incident is under investigation by a law enforcement agency. All requests for supportive measures will be provided if appropriate and reasonably available.

2. Supportive measures may include, but are not limited to, course schedule adjustments, reassignment of duty, leaves of absence, alternative parking arrangements, rescheduling class work, assignments, and examinations; allowing alternative class or work arrangements, such as independent study or teleworking; escort services, increased security and monitoring of certain areas of the campus, and other similar measures. Provisions of supportive measures to either party will be kept confidential to the extent possible.

#### **M. Procedures to Follow after an Incident**

Anyone who has experienced an incident of sexual harassment as defined by this Policy should take the following action:

1. Find a safe place away from harm.
2. Call 911 or if on campus, contact campus police/security.
3. Call a friend, a campus advocate, a family member, or someone else you trust and ask her or him to stay with you.
4. Go to the nearest medical facility/emergency room. It is important to seek appropriate medical attention to ensure your health and well-being, as well as to preserve any physical evidence.
5. If you suspect that you may have been given a drug, ask the hospital or clinic where you receive medical care to take a urine sample. The urine sample should be preserved as evidence. "Rape drugs," such as Rohypnol and GHB, are more likely to be detected in urine than in blood.
6. For professional and confidential counseling support, call the Virginia Family Violence & Sexual Assault Hotline at 1-800-838-8238. Help is available 24 hours a day.
7. You should take the following steps to preserve any physical evidence because it will be necessary to prove criminal domestic violence, dating violence, sexual assault, or stalking, or to obtain a protective order:
  - a) Do not wash your hands, bathe, or douche. Do not urinate, if possible.
  - b) Do not eat, blow your nose, drink liquids, smoke, or brush your teeth if the incident involved oral contact.
  - c) Keep the clothing worn when the incident occurred. If you change clothing, place the worn clothing in a paper bag.
  - d) Do not destroy any physical evidence that may be found in the vicinity of the incident by cleaning or straightening the location of the crime. Do not clean or straighten the location of the crime until law enforcement officials have had an opportunity to collect evidence.
  - e) Tell someone all the details you remember or write them down as soon as possible.
  - f) Maintain text messages, pictures, online postings, video, and other documentary or electronic evidence that may corroborate a formal complaint.

#### **N. Support Services**

1. All students and employees will receive information in writing of available counseling, health, mental health, victim advocacy, legal assistance, and other services available in the community and on campus.

2. For information about available resources, go to:

<https://www.rappahannock.edu/wp-content/uploads/2020/08/Final-Community-Resources-Aug-2020.pdf>

## **O. Education and Awareness**

1. The College conducts a program to educate students and employees about this Policy and its procedures. The education and awareness program is designed to promote awareness of sexual assault, domestic violence, dating violence, and stalking.
2. The program, at a minimum, shall include:
  - a) A statement that the College prohibits sexual harassment, including sexual assault, domestic violence, dating violence, and stalking;
  - b) The definition of sexual harassment, including sexual assault, domestic violence, dating violence, and stalking;
  - c) The definition of consent;
  - d) Safe and positive options for bystander intervention that may be carried out by an individual to prevent harm or intervene when there is a risk of sexual assault, domestic violence, dating violence, or stalking against a person other than such individual;
  - e) Information on risk reduction to recognize warning signs of abusive behavior and how to avoid potential attacks;
  - f) Information on possible sanctions, procedures to follow after an incident of sexual assault, domestic violence, dating violence or stalking, disciplinary procedures, and the protection of confidentiality; and
  - g) Written notification about available resources and services and supportive measures available if appropriate and reasonably available.
3. The College offers the prevention and awareness program to all new and existing students and employees.

## **P. Academic Freedom and Freedom of Speech**

1. This Policy does not allow censorship of constitutionally protected expression. As a "marketplace of ideas," the College encourages intellectual inquiry and recognizes that such inquiry may result in intellectual disagreements. Verbal or written communications constitute sexual harassment only when such communications are sufficiently severe, pervasive, and objectively offensive that they undermine and detract from a student's educational experience or an employee's work performance. Verbal or written communications, without accompanying unwanted sexual physical contact, does not constitute sexual assault.
2. In addressing all complaints and reports of alleged violations of this Policy, the College will take actions to comply with this Policy that recognize and ensure the free speech rights of students and employees. This Policy does not apply to curricula, curricular materials, or abridge the use of any textbooks.

## **Q. False Statements**

The College prohibits knowingly making false statements or knowingly submitting false information. Any individual who knowingly files a false report or formal complaint, who knowingly provides false information to College officials, or who intentionally misleads College officials who are involved in the investigation or resolution of a report or formal complaint may be subject to disciplinary action, up to and including dismissal for students and termination of employment for faculty and staff. An allegation that cannot be proven by a preponderance of the evidence is insufficient evidence of a knowing false statement.

## **R. Consensual Relationships**

Pursuant to VCCS Policy 3.14.2, consenting romantic or sexual relationships between employees and students for whom the employee has a direct professional responsibility are prohibited. Consenting romantic or sexual relationships between employees where one employee has a direct professional responsibility to the other also are prohibited. Consenting romantic or sexual relationships between other employees (not in a supervisory position), or with students for whom the employee does not have a direct professional responsibility, although not expressly prohibited, are unwise and strongly discouraged. The relationship may be viewed in different ways by each of the parties, in retrospect. Additionally, circumstances may change and conduct that was previously welcome may become unwelcome.

## **S. Handling Reports of Sexual Violence**

1. The Title IX Coordinator will assist members of the campus community in reporting incidents of sexual violence to law enforcement authorities upon request. When allowable under Virginia law, the Title IX Coordinator will request the consent of the complainant (or alleged victim if different from the complainant) to report incidents of alleged sexual violence that occur on campus property to law enforcement.
2. Under Virginia law, the College may determine that the disclosure of information to local law enforcement regarding the alleged incident of sexual violence, including personally identifiable information, is necessary to protect the health or safety of the complainant or other individuals. The College also is required to notify the local Commonwealth's Attorney (or other prosecutor responsible for prosecuting the alleged act of sexual violence) when the alleged incident of sexual violence constitutes a felony.
3. Upon receiving a report of an alleged act of sexual violence as defined in this Policy against a student or one that allegedly occurred on property owned or controlled by the College or on public property within the campus, or immediately adjacent to and accessible from the campus, the Title IX Coordinator shall convene the College's review committee within 72 hours to review the information reported and any information obtained through law enforcement records, criminal history record information, health records, conduct or personnel records, and any other facts and circumstances, including personally identifiable information, related to the alleged incident known to the review committee. The review committee may try to reach a consensus, but it is the law enforcement representative of the review committee that ultimately determines whether the disclosure of the information, including the personally identifiable information, is necessary to protect the health or safety of the alleged victim or other individuals. The College shall disclose such information to the law enforcement agency that would be responsible for investigating the alleged incident immediately. The Title IX Coordinator will notify the alleged victim in writing that such disclosure is being made.
4. If the report of an alleged act of sexual violence would constitute a felony, within 24 hours of the first review committee meeting, the law enforcement representative of the review committee shall notify the local Commonwealth's Attorney (or other prosecutor responsible for prosecuting the alleged act of sexual violence) and disclose the information received by the review committee, including personally identifiable information, if such information was disclosed pursuant to Section S2. The law enforcement representative usually will make this disclosure; however, any member of the review committee may decide independently that such disclosure is required under state law and within 24 hours of the first review team meeting shall disclose the information to the local Commonwealth's Attorney (or other prosecutor responsible for prosecuting the alleged act of sexual violence), including personally identifiable information, if such information was disclosed pursuant to Section S2. If the Title IX Coordinator is aware of such disclosure, the Title IX Coordinator will notify the alleged victim in writing that such disclosure is being made.
5. Law enforcement will notify the local Commonwealth's Attorney within 48 hours of beginning an investigation involving a felonious act of sexual violence. Either campus police, the local law enforcement agency, or the State Police will notify the Commonwealth's Attorney pursuant to an MAA/MOU.
6. In addition to the procedures described in this Section, the College must follow the procedures described in Section T following a report of sexual violence.

## **T. Handling Reports of Sexual Harassment**

1. Upon receiving actual knowledge of sexual harassment in an education program or activity of the College against a person in the United States, the College must respond promptly in a manner that is not deliberately indifferent. The College will treat complainants and respondents equitably by offering supportive measures and by completing either a formal or informal resolution process before imposing any disciplinary sanctions or other corrective actions that are not supportive measures against a respondent. The Title IX Coordinator shall promptly provide a written notification of rights and options to complainants and respondents upon receipt of a report of sexual harassment. The written notification must include, where applicable:

- a) The available law enforcement options for investigation and prosecution;
- b) The importance of collection and preservation of evidence;
- c) The available options for a protective order;
- d) The available campus options for investigation and resolution under the College's policies, including the complainant's option to file a formal complaint;
- e) The party's right to participate or decline to participate in any investigation to the extent permitted under state or federal law;
- f) The applicable federal or state confidentiality provisions that govern information provided by a complainant;
- g) Information on contacting available on-campus resources and community resources, including the local sexual assault crisis centers, domestic violence crisis centers, victim support services with which the College has entered into a memorandum of understanding, or other support services;
- h) The importance of seeking appropriate medical attention;
- i) Discuss the College's obligation to disclose information about the report, including personally identifiable information, to campus/local law enforcement or to the local Commonwealth's Attorney, or both, if the review team determines that such disclosure is necessary to protect the health or safety of the complainant or others;
- j) The possible interim measures that may be imposed when necessary during the pendency of the investigative or resolution process;
- k) The supportive measures available with or without filing a formal complaint when appropriate and reasonably available; and
- l) An explanation to the complainant of the process for filing a formal complaint, including providing the complainant with a Formal Complaint Form, when applicable.

2. The Title IX Coordinator must consider the complainant's wishes with respect to supportive measures.

3. After providing the information described in Section T1, the Title IX Coordinator must close the report under this Policy if the conduct alleged in the report would not constitute sexual harassment as defined by this Policy, even if proved, or is outside the jurisdiction of the College, i.e., the conduct did not occur on campus or involve an education program or activity of the College, or the complainant decides against filing a formal complaint and the College honors the request. The Title IX Coordinator will notify the parties simultaneously in writing with the rationale for the decision to close the report.

4. The Title IX Coordinator shall forward the report to the appropriate College official that will determine whether the conduct alleged in the report violates a separate policy or code of conduct.

5. The Title IX Coordinator will document the action(s) taken and the rationale for such action(s).

## **. U. Resolution of Formal Complaints**

1. **The College's Responsibility.** The College must provide a prompt, fair, and impartial investigation, and resolution of alleged violations of this Policy. When resolving a formal complaint, the College will evaluate all relevant evidence objectively, including both inculpatory and exculpatory evidence, and will make credibility determinations without reference to a person's status as a complainant, respondent, or witness. The College will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege. Finally, at all times prior to a determination of responsibility, the respondent will be presumed not responsible for the alleged conduct, the imposition of interim measures does not constitute a presumption of responsibility.

2. **Resolution Process Options.** The College may resolve formal complaints either by a formal or informal resolution process.

3. **Suspending an Investigation.** The College will comply with all requests for cooperation by the campus police or local law enforcement in investigations. The College may be required to suspend the Title IX investigation while the campus police or the local law enforcement agency gathers evidence. The College will resume its Title IX investigation as soon as the campus police or local law enforcement agency has completed its gathering of evidence. Otherwise, the College's investigation will not be precluded or suspended on the grounds that criminal charges involving the same incident have been filed or that charges have been dismissed or reduced.

4. **Time Frame for Resolution of Formal Complaint.** The resolution of any alleged violation of this Policy should be completed normally within seventy-five (75) workdays of the filing of the formal complaint, unless good cause exists to extend the timeframe. For resolving formal complaints, good cause includes but is not limited to the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; the need for language assistance or accommodation of disabilities; or unavoidable scheduling conflicts. The 75-workday timeframe refers to the entire formal resolution process, which includes the initial determination, investigation, live hearing, determination of responsibility, and the imposition of sanctions and provision of remedies, if any. The 75-workday timeframe does not include appeals. If any step of the process must be suspended or delayed for any reason and more time is necessary, the Title IX Coordinator will notify the parties in writing and give the reason for the delay and an estimated length of the delay.

## **V. Formal Resolution Process**

1. **Formal Complaint Form.** To initiate the formal resolution process, complainants must complete the Formal Complaint Form or other written and signed document that requests an investigation, [found in Appendix A or other location], and submit it to the Title IX Coordinator. The Title IX Coordinator may sign a formal complaint after due consideration of the complainant's wishes. In determining whether to sign a formal complaint, the Title IX Coordinator will consider the following factors:

- a) The seriousness of the allegation(s), including whether the allegation(s) include bodily injury, threats, or the use of weapons;
- b) The complainant's or alleged victim's age;
- c) Whether there have been other similar complaints of against the same respondent; and,
- d) The applicability of any laws mandating disclosure.

2. **Notice of Allegations to the Parties.** After receiving a formal complaint and as soon as practicable, the Title IX Coordinator will contact the parties to schedule an initial meeting. The correspondence must include the following information:

- a) A copy of the College's Title IX Policy against sexual harassment, including the process by which the College resolves allegations of sexual harassment;
- b) Notice of the allegation(s), including sufficient details known at the time and with sufficient time to prepare a response before the initial meeting. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known;
- c) Notice that each party may be accompanied by an advisor of his or her choice at all meetings and the live hearing who may be, but is not required to be, an attorney, and that each party and advisor will have the opportunity to inspect and review evidence;
- d) A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the formal or informal resolution process;
- e) A statement that each party must notify the Title IX Coordinator in writing within five (5) workdays if he or she believes that the Title IX Coordinator has a conflict of interest or bias against the party.
- f) A statement that the College prohibits knowingly making false statements or knowingly submitting false information during the resolution of a formal complaint, in accordance with Section Q of this Policy.

3. Complainant's Initial Meeting with the Title IX Coordinator. At this meeting, the Title IX Coordinator will:

- a) Determine whether an informal resolution is permissible, and whether the complainant wishes to pursue a resolution (formal or informal) through the College or no resolution of any kind;
- b) Explain avenues for formal resolution and informal resolution of the formal complaint;
- c) Explain that if the complainant chooses an informal resolution, that the complainant may withdraw from the informal resolution process at any time prior to the conclusion of the informal resolution process and pursue a formal resolution process, but may not do so after the conclusion of the informal resolution process;
- d) Explain that records related to the informal resolution process will be maintained for a period of seven years and be made part of the record if a formal resolution process is pursued;
- e) Explain the investigative process, including the right to discuss the allegations under investigation or to gather and present relevant evidence;
- f) Discuss confidentiality standards and concerns with the complainant;
- g) Discuss non-retaliation requirements;
- h) Refer the complainant to campus and community resources, including the local sexual assault crisis center, domestic violence crisis center, victim support service with which the College has entered into a memorandum of understanding, or other appropriate support services;
- i) Inform the complainant of any interim measures that will be imposed and any supportive measures that will be provided to the complainant during the pendency of the investigative and resolution processes;
- j) Discuss the right to a prompt, fair, and impartial resolution of the formal complaint;
- k) Answer questions about the Policy and procedures.

4. Respondent's Initial Meeting with the Title IX Coordinator. During this meeting with the respondent, the Title IX Coordinator will:



- a) Determine whether an informal resolution is permissible, and whether the respondent wishes to pursue an informal resolution;
- b) Explain avenues for formal resolution and informal resolution of the formal complaint;
- c) Explain that if the respondent chooses an informal resolution, that the respondent may withdraw from the informal resolution process at any time prior to the conclusion of the informal resolution process and pursue a formal resolution process, but may not do so after the conclusion of the informal resolution process;
- d) Explain that records related to the informal resolution process will be maintained for a period of seven years and be made part of the record if a formal resolution process is pursued;
- e) Explain the investigative process, including the right to discuss the allegations under investigation or to gather and present relevant evidence;
- f) Discuss confidentiality standards and concerns with the respondent;
- g) Discuss non-retaliation requirements;
- h) Inform the respondent of any interim measures that will be imposed and any supportive measures that will be provided to the respondent during the pendency of the investigative and resolution processes;
- i) Refer the respondent to campus and community resources, as appropriate;
- j) Discuss the respondent's the right to due process and a prompt, fair, and impartial resolution of the formal complaint; and
- k) If the respondent is a student and the formal complaint involves an alleged act of sexual violence as defined in this Policy, explain to the respondent that the College will include a notation on the academic transcript if the respondent is suspended or dismissed after being found responsible, or if the respondent withdraws while under investigation, that the investigation may continue in the respondent's absence, if possible, while being afforded notice of all meetings and the live hearing, if applicable, and an opportunity to inspect, review, and respond to all the evidence.
- l) Answer questions about the Policy and procedures.

#### 5. Title IX Coordinator's Initial Determination.

- a) The Title IX Coordinator shall investigate the allegations in all formal complaints. The Title IX Coordinator must dismiss the formal complaint if the conduct alleged in the formal complaint would not constitute sexual harassment as defined in this Policy even if proved, or is outside the jurisdiction of the College, i.e., the conduct did not involve an education program or activity of the College, or did not occur against a person in the United States. The Title IX Coordinator shall forward the formal complaint to an appropriate College official that will determine whether the conduct alleged in the formal complaint violates a separate policy or code of conduct.
- b) The Title IX Coordinator may dismiss the formal complaint if (i) a complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any of its allegations and the Title IX Coordinator determines that the College will honor the request; (ii) the respondent is no longer enrolled or employed at the College, or cannot be identified; or (iii) specific circumstances prevent the College from gathering sufficient evidence to determine whether the respondent is responsible for the conduct alleged in the formal complaint. If a complainant requests to withdraw a formal complaint, the Title IX Coordinator will consider the factors listed in Section V1.
- c) If the Title IX Coordinator dismisses the formal complaint, he or she will send written notice of the dismissal with specific reason(s) for the dismissal to the parties, simultaneously, within five (5) workdays of completing the initial meetings. This decision may be appealed.

## 6. Appointment of the Investigator and Conduct of the Investigation.

a) Appointment of Investigator. After an initial determination to continue the formal resolution process or after failed informal resolution process, the Title IX Coordinator will appoint an investigator within five (5) workdays of completing the initial meetings. The Title IX Coordinator will provide the investigator's name and contact information to the complainant and respondent and will forward the formal complaint to the investigator. Within five (5) workdays of such appointment, the investigator, the complainant, or the respondent may identify to the Title IX Coordinator in writing any potential conflict of interest or bias of the appointed investigator. The Title IX Coordinator will consider such information and will appoint a different investigator if it is determined that a material conflict of interest or bias exists.

b) Contacting the Parties. The investigator will contact the complainant and respondent promptly. In most cases, this should occur within ten (10) workdays from the date of the investigator's appointment. The investigator will schedule meetings with the parties. The parties may provide supporting documents, evidence, and recommendations of witnesses, including character and expert witnesses, to be interviewed for the investigation. Each party may have one advisor present during any meeting with the investigator; however, the advisor may not speak on the party's behalf.

c) Weighing of Evidence. As part of the investigation, the investigator must weigh the credibility and demeanor of the complainant, respondent, and witnesses, and ensure that credibility determinations are not based on a person's status as a complainant, respondent, or witness; the logic and consistency of the evidence, motives, and any inculpatory and exculpatory evidence.

d) Withdrawal of a Student During an Investigation. The withdrawal of a student from the College while under investigation for an alleged act of sexual violence as defined by this Policy in most cases will not end the College's investigation and resolution of the complaint. The College shall continue the investigation if possible, as set forth under this Policy. The College shall notify the student in writing of the investigation and afford the student the opportunity to provide evidence, to inspect, review, and respond to all the evidence and the written investigative report prior to making a determination on responsibility.

(1) Upon the student's withdrawal, the College shall place a notation on the student's academic transcript that states, "Withdrew while under investigation for a violation of [name of community college's] Title IX Policy." After the College has completed its investigation and resolution of the complaint, the College shall either (a) remove the notation if the student is found not responsible or (b) change the notation to reflect either a suspension or dismissal for a violation of the Policy if either was imposed.

(2) The College shall end the investigation and resolution of the complaint if the College cannot locate the respondent and provide him or her notice and the opportunity to respond. In such cases, the College shall maintain the withdrawal notation on the student's academic transcript. Upon a final determination, the Title IX Coordinator immediately shall notify the registrar and direct that the appropriate notation is made.

e) Inspection and Review of the Evidence. The parties will have the opportunity to inspect, review, and respond to all the evidence obtained during the investigation that is directly related to the allegations raised in the formal complaint, including the evidence upon which the College does not intend to rely in reaching a determination of responsibility and inculpatory or exculpatory evidence, whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. The investigator will send each party and each party's advisor, if any, a copy of the evidence subject to review. The parties will have ten (10) workdays to submit a written response to the evidence and the option to submit additional evidence, which the investigator will consider prior to the completion of the investigative report. Neither the parties nor their advisors may disseminate any of the evidence subject to inspection and review or use such evidence for any purpose unrelated to the Title IX formal resolution process. Nevertheless, the College will not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence.

f) Investigative Report. The investigator will complete an investigative report that fairly summarizes relevant evidence, including but not limited to, all interviews conducted, photographs, descriptions of relevant evidence, the rationale for credibility determinations, summaries of relevant records, and a detailed report of the events in question. The investigative report shall include the following information to the extent possible:

- (1) The name and gender of the complainant and, if different, the name and gender of the person reporting the allegation;
  - (2) The names and gender of all persons alleged to have committed the alleged violation;
  - (3) A statement of the allegation, a description of the incident(s), and the date(s) and time(s) (if known) of the alleged incident(s);
  - (4) The dates of the report and formal complaint were filed;
  - (5) The dates the parties were interviewed;
  - (6) The names and gender of all known witnesses to the alleged incident(s);
  - (7) The dates that any relevant documentary evidence (including cell phone and other records as appropriate) was obtained;
  - (8) Any written statements of the complainant or the alleged victim if different from the complainant; and
  - (9) The date on which the College deferred its investigation and disciplinary process because the complainant filed a law enforcement complaint and the date on which the College resumed its investigation and disciplinary process, if applicable.
- g) Submission of the Investigative Report. The investigator will submit the investigative report to the Title IX Coordinator, who will send the investigative report to the parties and the parties' advisors, if any, simultaneously for review and written response as soon as possible, but no later than five (5) workdays after receiving the investigative report from the investigator. The parties will have ten (10) workdays to submit a written response to the investigative report to the Title IX Coordinator. The Title IX Coordinator will not consider the parties' written responses but will ensure that such statements are added to the record. Neither the parties nor their advisors may disseminate the investigative report or use such report for any purpose unrelated to the Title IX formal or informal resolution process.

#### **W. Conduct of Live Hearing**

1. The Title IX Coordinator will appoint a Hearing Officer [and members of the Hearing Committee, if preferred by the College] within ten (10) workdays after sending the investigative report to the parties and their advisors, if any. Within five (5) workdays after the appointment, the Hearing Officer will contact the parties to schedule a live hearing. The parties have five (5) workdays after being contacted by the Hearing Officer to notify the Title IX Coordinator in writing of any potential conflict of interest or bias of the Hearing Officer. The Title IX Coordinator will consider such information and will appoint a different Hearing Officer if the Title IX Coordinator determines that a material conflict of interest or bias exists. When the date, time, and place of the live hearing is confirmed, the Hearing Officer will notify the parties in writing simultaneously of the date, time, and place of the live hearing.
2. No later than fifteen (15) workdays before the live hearing, each party must notify the Hearing Officer and the other party of: a) the name and contact information of the advisor, if new, or a statement that a party does not have an advisor available for the hearing, if applicable; b) the names and contact information of witnesses that will be called at the live hearing and the purpose of their testimony at the live hearing; c) whether a party intends to be subjected to cross-examination; d) a description of documents or other evidence and the purpose of such evidence that will be used at the live hearing; e) the specific remedy requested; and, f) whether a party requests that the live hearing occurs with the parties located in separate rooms with technology that enables the Hearing Officer and the parties to see and hear the party or the witness answering questions simultaneously. Only one party is required to make the request for separate rooms.
3. The Hearing Officer will notify the Title IX Coordinator promptly that the College must appoint an advisor for a party when notified of the need for an advisor. The Title IX Coordinator will appoint the advisor promptly, but no later

than ten (10) workdays prior to the live hearing. If a party appears at a live hearing without an advisor, the Hearing Officer shall delay the start of the live hearing until an advisor is available.

4. The Hearing Officer shall ensure that all evidence obtained during the investigation to the parties available at the live hearing.

5. Rules of the Live Hearing.

a) Evidence. The formal rules of evidence will not be applied except to determine whether the evidence or question presented is relevant or cumulative.

(1) Either party may call character or expert witnesses.

(2) Questions and evidence about a party's sexual predisposition or prior sexual behavior are not relevant, unless:

(a) such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or

(b) the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

(3) If the evidence or witness testimony is, on its face, not relevant or is cumulative, the Hearing Officer may exclude such evidence or witness statement(s), with the rationale for the decision in the pre-hearing determination. The parties may object in writing to such determination within five (5) workdays of the determination. The Hearing Officer shall rule on the objection within five (5) workdays of receipt of the objection.

(4) No party or witness statement shall be entered into evidence unless that party or witness submits to cross-examination.

b) Standard of Evidence. The live hearing will determine responsibility using the preponderance of the evidence standard.

c) Participation of Parties and Witnesses. Neither party may choose to "waive" the right to a live hearing, but parties and witnesses may choose whether to participate in the live hearing or submit to cross-examination.

d) Recording or Transcript. The Hearing Officer will arrange for the live hearing to be recorded. Each party will receive a copy of the recorded live hearing upon request. Parties may prepare a transcript of the recording at their own expense. Neither the parties nor their advisors may disseminate the record or transcript or use such record or transcript for any purpose unrelated to the Title IX formal resolution process or related civil proceeding.

e) Opening Statements and Closing Arguments. At the sole discretion of the Hearing Officer, the parties may make opening and/or closing statements at the live hearing. The Hearing Officer will determine the time that is allotted for each.

g) Pre-Hearing Determinations. No later than ten (10) workdays prior to the live hearing, the Hearing Officer shall decide (1) whether to exclude any of the proposed evidence or witnesses, and the basis upon which such evidence or witness is excluded; (2) whether to allow opening statements and closing arguments and the time allotted for both; and, (3) whether any additional evidence or witness statement(s) shall be excluded because a party or witness will not be subjected to cross-examination.

h) Rules of Conduct During the Live Hearing. All live hearings will be closed to the public and witnesses will be present only during their testimony. For live hearings that use technology, the Hearing Officer shall ensure that appropriate protections are in place to maintain confidentiality.

(1) The College will require all parties, advisors, and witnesses to maintain appropriate decorum throughout the live hearing. Participants at the live hearing are expected to abide by the Hearing Officer's directions and determinations, maintain civility, and avoid emotional outbursts and raised voices.

(2) Repeated violations of appropriate decorum will result in a break in the live hearing, the length of which shall be determined by the Hearing Officer. The Hearing Officer reserves the right in his or her sole discretion to appoint a different advisor to conduct cross-examination on behalf of a party after repeated violations of appropriate decorum or other rules related to the conduct of the live hearing.

#### 6. Role of the Advisor.

a) The role of the advisor at the live hearing is to conduct cross-examination on behalf of a party. The advisor is not to "represent" a party, but only to relay the party's cross-examination questions that the party wishes to have asked of the other party and witnesses so that parties never personally question or confront each other during a live hearing. A party shall not conduct cross-examination on his or her behalf.

b) Each party may retain an attorney at his or her expense or designate a non-attorney advisor to accompany him or her at the live hearing. The advisor may provide advice and consultation to the parties or the parties' witnesses outside of the conduct of the live hearing to assist parties in handling the formal resolution process.

c) A party's advisor must conduct cross-examination at the live hearing directly, orally, and in real time. Only relevant cross-examination questions and follow-up questions, including those that challenge credibility, may be asked. Advisors may not raise objections or make statements or arguments during the live hearing.

d) The College shall appoint an advisor for the live hearing at no cost to a party when the party does not have an advisor. The appointed advisor may be but is not required to be a licensed attorney or anyone with formal legal training. Advisors may be faculty, staff, students, or volunteers from the local community.

#### 7. Role of the Hearing Officer.

a) The role of the Hearing Officer is to preside over the live hearing in a fair and impartial manner. After the live hearing, the Hearing Officer must issue a written determination regarding responsibility using the preponderance of the evidence standard of evidence. The Hearing Officer will be the final decision-maker on all matters of procedure during the live hearing.

b) Before a complainant, respondent, or witness answers a cross-examination or other question, the Hearing Officer first must determine whether the question is relevant or cumulative and explain any decision to exclude a question that is not relevant or is cumulative.

c) The Hearing Officer may question the parties and witnesses, but they may refuse to respond.

d) The Hearing Officer must not rely on any statement of a party or witness in reaching a determination regarding responsibility if such party or witness does not submit to cross-examination at the live hearing. However, the Hearing Officer cannot draw an inference about the determination regarding responsibility based solely on a party's or witness's absence from the live hearing or refusal to answer cross-examination or other questions.

e) Within ten (10) workdays after the live hearing, or with good cause shown as soon as possible, the Hearing Officer will submit a written determination to the Title IX Coordinator. The Hearing Officer must make a finding of responsibility or non-responsibility for each allegation and describe the rationale for the finding based on an objective evaluation of the evidence presented at the live hearing. The written determination shall include the following:

(1) Identification of the allegations potentially constituting sexual harassment defined under this Policy;

(2) A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and live hearings held. The description of the procedural steps also should include who performed

the investigation and the process taken to inspect and review the evidence and disseminate the investigative report, including the adherence to mandated procedural timelines;

(3) Findings of fact supporting the determination;

(4) Conclusions regarding the application of this Policy to the facts;

(5) A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any range of disciplinary sanction(s) to be imposed on the respondent, and whether (not which) remedies designed to restore or preserve equal access to the College's education program or activity will be provided to the complainant.

(6) When applicable, a statement that a notation will be placed on the academic transcript that the respondent was suspended or dismissed for a violation of the College's Title IX Policy.

(7) When applicable, a statement that the respondent may request the expungement of the notation on the academic transcript for good cause shown and after a period of three years.

(8) The College's procedures and permissible bases for the complainant and the respondent to appeal. If the complainant or respondent does not contest the finding or recommended sanction(s) and/or remedies and does not file an appeal within the required time frame, the written determination shall be final.

#### **X. Actions Following the Written Determination**

1. The role of the Title IX Coordinator following receipt of the written determination from the Hearing Officer is to facilitate the imposition of sanctions, if any, the provision of remedies, if any, and to otherwise complete the formal resolution process.

2. The Title IX Coordinator must provide the written determination to the parties simultaneously, with a copy to Human Resources, Conduct Officer, and/or other College officials, as appropriate. The appropriate college official, after consultation with the Title IX Coordinator, will determine the sanction(s) imposed and remedies provided, if any.

3. The parties shall receive the final decision on the imposition of sanction(s), if any, and the provision of remedies, if any, simultaneously within ten (10) workdays of receipt of the written determination by the appropriate college official(s). The College must disclose to the complainant the sanction(s) imposed on the respondent that directly relate to the complainant when such disclosure is necessary to ensure equal access to the College's education program or activity.

4. The Title IX Coordinator shall confer as necessary with employees, community resources, or other support services that will provide such remedies.

5. Any sanctions to be imposed or remedies to be provided should begin after five (5) workdays of submitting the final decision unless a party files an appeal.

6. If the respondent is a third party, the Title IX Coordinator will forward the written determination to [vice president/police chief, or other college official]. Within ten (10) workdays, the [designated official] shall determine and impose appropriate sanction(s), as described below. The respondent and the Title IX Coordinator shall receive written notification of sanction(s) in the final decision, if any. The Title IX Coordinator may disclose to the complainant information as described above.

#### **Y. Appeals**

1. Within five (5) workdays of receipt of the final decision, either party may appeal the Hearing Officer's written determination regarding responsibility and the final decision related to sanctions and remedies. The complainant also

may appeal the College's dismissal of a formal complaint or any of its allegations therein within five (5) workdays of such dismissal. The appeal must be in writing and submitted to the Title IX Coordinator, who will appoint an Appeal Officer within five (5) workdays of receipt of the appeal. The Appeal Officer's decision is final.

2. The Appeal Officer will grant an appeal only on the following bases:

a) Procedural irregularity that affected the outcome of the matter;

b) New evidence that was not reasonably known or available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter;

c) The Title IX Coordinator, investigator(s), or Hearing Officer had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter;

3. Within five (5) workdays of receipt of an appeal request, the Title IX Coordinator will notify the other party that an appeal has been filed and implement appeal procedures equally for both parties.

4. The Title IX Coordinator will compile the record, including the notice of allegations, evidence obtained, investigative report, live hearing recording, written determination, and final decision. The Title IX Coordinator shall forward the record with the appeal request to the Appeal Officer as soon as possible, but no later than ten (10) workdays of receipt of the appeal request.

5. The Appeal Officer must not be the Hearing Officer, the investigator, or the Title IX Coordinator and be free from conflict of interest and bias.

6. Upon receipt of the request for the appeal and the record, the Appeal Officer shall decide whether to grant the appeal, including the rationale for the decision, and notify the parties whether the appeal has been granted simultaneously. The decision shall be made within ten (10) workdays of receipt of the appeal request and record from the Title IX Coordinator.

7. If the Appeal Officer decides to grant the appeal, he or she will notify the parties that they have five (5) workdays to submit a written statement in support of, or against, the outcome of the written determination, final decision, or dismissal of the formal complaint. The Appeal Officer may grant additional time for good cause to both parties.

8. The Appeal Officer shall make the decision based on the record and the parties' written statements, if any. The Appeal Officer shall not receive additional statements or testimony from any other person.

9. The Appeal Officer shall issue a written determination of the result of the appeal and the rationale for such result within ten (10) workdays of receipt of written statements, if any. The Appeal Officer shall provide the written determination to the parties simultaneously.

10. At the conclusion of the appeal, the Title IX Officer shall facilitate the imposition of sanctions, if any, and the provision of remedies as provided in Section X.

## **Z. Informal Resolution Process**

1. The informal resolution process is available under the following conditions:

a) The complainant has filed a formal complaint of hostile environment sexual harassment involving parties with the same status (e.g., student-student or employee-employee);

b) The Title IX Coordinator has completed the steps described in Sections V1 through V4; and,

c) The parties voluntarily request in writing to resolve the formal complaint through the informal resolution process.

2. Within five (5) workdays after the receipt of the written request to start the informal resolution process, the Title IX Coordinator will appoint a College official to facilitate an effective and appropriate resolution ("Facilitator"). The Title IX Coordinator may serve as a Facilitator. Within five (5) workdays of such appointment (or receipt of the written request), the parties may identify to the Title IX Coordinator in writing any potential conflict of interest or bias posed by such Facilitator to the matter. The Title IX Coordinator will consider such information and will appoint another Facilitator if it is determined that a material conflict of interest or bias exists. Within five (5) workdays of the appointment (or receipt of the written request), the Facilitator will request a written statement from the parties to be submitted within ten (10) workdays. Each party may request that witnesses are interviewed, but the College shall not conduct a full investigation as part of the informal resolution process.

3. Within ten (10) workdays of receiving the written statements, the Facilitator will hold a meeting(s) with the parties and coordinate informal resolution measures. The Facilitator shall document the meeting(s) in writing. Each party may have one advisor of his or her choice during any meeting; however, the advisor may not speak on the party's behalf.

4. The informal resolution process should be completed within thirty (30) workdays in most cases, unless good cause exists to extend the time. The parties will be notified in writing and given the reason for the delay and an estimated time of completion.

5. Any resolution of a formal complaint through the informal resolution process must address the concerns of the complainant and the responsibility of the College to address alleged violations of the Policy, while also respecting the due process rights of the respondent. Informal resolution process remedies include mandatory training, reflective writing assignment, counseling, written counseling memorandum by an employee's supervisor, suspension, termination, or expulsion, or other methods designed to restore or preserve equal access to the College's education programs or activities.

6. At the conclusion of meetings, interviews, and the receipt of statements, the Facilitator will write a summary of such in a written informal resolution report and provide the parties with the informal resolution report simultaneously. The written informal resolution report shall include the notice of allegations, a meeting(s) summary, remedies provided, if any, sanctions imposed, if any, and whether the formal complaint was resolved through the informal resolution process. The Facilitator will forward the written informal resolution report to the Title IX Coordinator, when applicable.

7. At the conclusion of the informal resolution process, if the formal complaint was resolved to the satisfaction of the parties, the parties will provide a written and signed statement as such for the record. The decision will be final, and the matter will be closed.

8. At any time prior to resolving a formal complaint through the informal resolution process, either party may withdraw in writing from the informal resolution process and resume or begin the formal resolution process.

9. If the formal complaint is not resolved through the informal resolution process, the Title IX Coordinator shall begin the formal resolution process at Section V5 of this Policy.

10. The Facilitator shall not be a witness as part of the formal resolution process, but the written informal resolution report shall be part of the record.

#### **AA. Sanctions & Corrective Actions**

1. The College will take reasonable steps to address any violations of this Policy and to restore or preserve equal access to the College's education programs or activities. Sanctions for a finding of responsibility depend upon the nature and gravity of the misconduct, any record of prior discipline for similar violations, or both.

2. The range of potential sanctions and corrective actions that may be imposed against a student includes but is not limited to the following: required discrimination or harassment education, a requirement not to repeat or continue the discriminatory, harassing, or retaliatory conduct, verbal or written warning, a no-contact order, written or verbal apology, verbal or written warning, probation, suspension, and expulsion from the College.



3. Sanctions for faculty and staff shall be determined in accordance with the VCCS Policy Manual and the Department of Human Resource Management Standards of Conduct, respectively. Possible sanctions and corrective actions include required discrimination or harassment education, informal or formal counseling, reassignment, demotion, suspension, non-reappointment, and termination from employment.

4. Third parties, e.g., contractors, or patrons from the general public, will be prohibited from having access to the campus. Depending on the violation, this prohibition may be permanent or temporary.

5. Sanctions imposed do not take effect until the resolution of any timely appeal. However, the College may keep in place any interim measures when necessary.

## **BB. Academic Transcript Notations and Expungement**

1. If a student is found responsible for an act of sexual violence as defined by this Policy and is suspended or dismissed, the student's academic transcript shall be noted as follows: "Suspended/Dismissed for a violation of [the name of the College's] Title IX Policy." In the case of a suspension, the College shall remove such notation immediately following the completion of the term of suspension and any conditions thereof, and when the student is considered to be in good standing. The student shall be considered to be in good standing for the purposes of this section following the completion of the term of suspension and satisfaction of all conditions thereof. Upon completion of the suspension, the Title IX Coordinator (or designee) shall meet with the student to confirm completion of the conditions and upon such confirmation, direct the registrar to remove the notation from the student's academic transcript.

2. If a student withdraws from the College while under investigation involving an act of sexual violence as defined by this Policy, the student's academic transcript shall be noted as follows: "Withdrew while under investigation for a violation of [name of the College's] Title IX Policy." Students are strongly encouraged not to withdraw from the College.

3. The College shall immediately remove the notation from the student's academic transcript upon a subsequent finding that the student is not responsible an offense of sexual violence as defined by this Policy. Upon such a finding, the Title IX Coordinator (or designee) shall direct the registrar to remove the notation from the student's academic transcript.

4. Notations on academic transcripts regarding suspensions and dismissals shall be placed on the student's academic transcript after resolution of any timely appeal.

5. The College shall expunge the notation from the academic transcript of any student for good cause shown and after a period of three (3) years.

a) Persons seeking to expunge the notation on an academic transcript shall submit a written request for expungement to the [College's designated official] no sooner than three years after the date the College placed the notation on the academic transcript.

b) The request for expungement must contain sufficient information to support a finding of good cause. For expungement purposes, good cause includes (1) the act of sexual violence did not involve serious bodily injury, the use of force, or threat, and the former respondent demonstrates remorse and/or rehabilitation; (2) the former respondent committed the Policy violation while under the age of 18 and the former respondent demonstrates remorse and/or rehabilitation; and, (3) any other reason that, in interest of justice, the notation should be expunged.

c) The Dean of Student Development shall issue a written decision and the rationale for such decision within ten (10) workdays of receipt the request.

d) If the request for expungement is denied, the former respondent may submit another request for expungement no sooner than three (3) years after the denial of the request. This decision is final.

## **CC. Training and Training Materials**

1. Title IX Coordinator(s), investigators, Hearing Officers, Appeal Officers, and Facilitators for the informal resolution process must receive annual training, as appropriate, on the following topics:

- a) The definition of sexual harassment;
- b) The scope of the College's education programs or activities;
- c) How to conduct an investigation and grievance process, including live hearings, appeals, and informal resolution processes, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;
- d) The definition of relevance;
- e) Investigative report writing; and,
- f) Technology that may be used at live hearings.

2. College-appointed advisors receive training on the definitions of sexual harassment, consent, preponderance of the evidence, and relevance.

3. Training materials must not rely on sex stereotypes and will promote impartial investigations and adjudications of formal complaints of sexual harassment.

4. All training materials must be available on the College's website.

## **DD. Record Keeping**

1. The Title IX Coordinator, Deputy Title IX Coordinator, if applicable, and any other employee as appropriate, e.g., HR Director, shall maintain in a confidential manner, for at least seven (7) years from the date of creation of the last record pertaining to each case, in paper or electronic files of the following:

- a) The complete file for each sexual harassment investigation and formal resolution process, including (i) any determination regarding responsibility; (ii) any audio or audiovisual recording or transcript of the live hearing; (iii) any disciplinary sanctions imposed on the respondent; and, (iv) any remedies provided to the complainant;
- b) Records of any appeal and its result;
- c) Records of any informal resolution process and its result;
- d) All materials used to train Title IX Coordinators, investigators, Hearing Officers, Appeal Officers, and Facilitators for an informal resolution process.

2. Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. Records must explain why the College's response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the College's education programs or activities.

3. If the College does not provide a complainant with supportive measures, then the College must document the reasons why such a response was not clearly unreasonable in light of the known circumstances, including whether such decision was made based on the complainant's request or desire for the College to take no action or to provide supportive measures.

4. The documentation of certain bases or measures does not limit the College in the future from providing additional explanations or detailing additional measures taken.

## **EE. Use of Template**

All community colleges of the Virginia Community College System shall use this template. All reports of alleged incidents of sexual harassment shall be reported to the Office of System Counsel.

Title IX Complaint Form 2020

These videos will provide the training that are needed.

Rappahannock Community College Title IX Interim Policy

Final Community Resources Aug 2020

U.S. Dept. Office of Civil Rights Webinar: Title IX Regulations Addressing Sexual Harassment.

<https://www.youtube.com/watch?v=TdfT5R8ibm4>

U.S. Dept. Office of Civil Rights Webinar on New Title IX Protections Against Sexual Assault

<https://www.youtube.com/watch?v=i-BCnhUsJ4s&t=5s>

U.S. Dept. Office of Civil Rights Short Webinar on How to Report Sexual Harassment under Title IX

(The Training Video) - [https://www.youtube.com/watch?v=YA5S2\\_A3UAY](https://www.youtube.com/watch?v=YA5S2_A3UAY)

## Admission of Students on the Sexual Offender Registry

The Campus Sex Crimes Prevention Act is a federal law that provides the tracking of convicted, registered sex offenders that are enrolled, employed, or who volunteer at higher education institutions. The Act amends the Jacob Wetterling Crimes Against Children and Sexually Violent Offender Registration Act and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. These amendments require that sex offenders, who are already required to register in a state, provide notice of any enrollment, employment, and volunteerism at any and all higher education institutions within that state. In addition, higher education institutions are required to issue a statement advising the campus community where information concerning registered sex offenders may be obtained.

The Federal Campus Sex Crimes Prevention Act of 2000 requires all colleges to issue a statement advising the campus community where information on registered sex offenders can be obtained. The Virginia State Police Sex Offender and Crimes against Minors Registry website provides information about registered sex offenders. This site is maintained by the Virginia State Police and provides information about registered sex offenders in RCC's service area and in the state of Virginia. Upon accessing the Web site, click on the "sex offender registry" link for relevant information pertaining to registered sex offenders.

Section 23.1-407 of the Code of Virginia requires that the VCCS send enrollment information to the Virginia State Police concerning applicants to institutions of higher education. This information is transmitted electronically and compared against the Virginia Criminal Information Network Crime Information Center Convicted Sexual Offender Registry. Language on the College's electronic Admissions Application informs applicants that their information is being transmitted to the State Police.

In the event that an applicant to RCC is listed on the Sex Offender Registry, the following procedures apply:

- The applicant will be denied admission to RCC in accordance with its admission policy as published in its catalog: The College reserves the right to evaluate special cases and to refuse admission to applicants when it is considered advisable in the best interest of the college.
- If the applicant registers for classes and becomes a student before the college received notification, the student will be immediately informed that he/she is being dropped from classes and will receive a refund.
- An applicant may invoke his/her right to an appeal process.

## Appeal Process for Denial of Admission or Withdrawal for Convicted Sex Offender

When a convicted sex offender is denied admission to or is administratively dropped from classes at RCC, he/she will receive a letter from the Dean of Student Development stating his/her denial of admission or administrative drop from classes. After receiving the notification, he/she may invoke the following appeal process:

1. The applicant/withdrawn student may write a letter of appeal to the Dean of Student Development in which he/she provides the following information:
  - Disclosure of the nature of the offense for which he/she has been convicted;
  - Justification for consideration of admission/reinstatement;
  - Statement acknowledging his/her understanding that his/her identity and status as a convicted sex offender will be publicized on the college campus in accordance with federal and state law if he/she is admitted or reinstated.

**Note:** If a student is appealing a denial of admission or an administrative drop, he/she must submit the letter of appeal to the Dean of Student Development within seven calendar days of the administrative drop or denial of admission, as noted in the letter of notification.

Once a letter of appeal (meeting all criteria above) is received from an applicant or withdrawn student, the following process is engaged/invoked/begins:

2. The Dean of Student Development will request that the TAT be convened, and the Threat Assessment Committee will review the information submitted and make a decision by a simple majority vote within 14 calendar days of receiving the letter of appeal.
3. The Dean of Student Development will inform the applicant/dropped student by letter of the decision of the committee. The decision of the committee shall be final.

# **Tobacco, Alcohol, and Controlled Substances**

## **Smoking and Use of Other Tobacco Products**

Smoking and the use of other tobacco products, including vaping, is permitted only at outside designated areas. Smoking and use of other tobacco products is not permitted in or next to the college buildings or in college-owned vehicles.

## **Alcohol and Illicit Drugs**

RCC seeks to provide a safe and stable environment for its students. As a part of that effort, the College fully complies with all state and federal statutes relating to substance and alcohol use and abuse. The College is designated a drug-free zone and provides educational programs about the use and abuse of drugs and alcohol.

## **Standards of Conduct**

RCC students will not possess, sell, use, give away or otherwise distribute alcohol or illegal drugs in any forms, including alcoholic beverages when on-campus, in-class, or participating in any College related activity or function.

The College will cooperate with law enforcement authorities to enforce statutes regarding drugs and alcoholic beverages. The possession, use, manufacture, and distribution of illegal drugs or other controlled substances by individuals at RCC will not be tolerated. Violation of these statutes and school policies may result in criminal penalties and disciplinary action by the College.

## **Health Risks**

Students should be aware that drug and alcohol abuse may cause a number of health problems, create problems in relationships with others, and make learning more difficult. These substances alter the normal processes of the body and impair mental and physical functions as well as judgment. Long-term abuse can lead to physical and/or mental dependence and death.

## **Education and Prevention**

The faculty and staff of RCC will make every effort to ensure that students recognize the impact that drug and alcohol abuse can have on one's ability to succeed academically and professionally. The College may periodically offer courses that address issues related to prevention of substance abuse. The library maintains a collection of materials on substance abuse that is available to the student body and to the community. The College sponsors periodic programs or lectures on substance abuse issues for the student body.

## Photo Opt Out Policy

RCC uses photographs, photographic images, names, and audio and video recordings of employees and students for general publicity in publications, public relations, promotions, publicity, and advertising. Any employees or students (or the parents or guardians of such persons, if under age 18) who do NOT want to be photographed or recorded, or to have their names, voices, or biographical materials used in connection with any such recording, must complete a Photo Opt Out Release form and return it to the Dean of Student Development.

Unless a fully executed Photo Opt Out Release form is on file, your image and/or likeness may at any time be captured by still photography, videography, or other photographic or electronic means. The college reserves the right to use any such image, photograph, video, or the like for any college-related purpose, including but not limited to promoting, publicizing, and/or advertising on behalf of the college in print publications, on the Internet, or in other media such as signage and/or presentations.

Also, your presence in or around college facilities and/or properties, as well as at off-campus college-sponsored events, constitutes your consent to the capture and/or use of your image and/or voice by RCC and waives any claims or rights, whether in law or in equity.

Employees or students who do NOT want to be photographed or recorded and who submit a completed Photo Opt Out Release form are responsible for removing themselves from the area in which photographing/recording is occurring or for notifying the camera operator of their opt-out status.

Failure to do so may result in the employees' or students' inclusion in a photograph or recording; it will be deemed equivalent to a release and will allow the college to use that photograph or recording as it chooses.

# Student Life

## Student Records

It is the student's responsibility to keep his/her personal information up-to-date. Students can update personal information, except names, using the self-service component of the Student Information System (SIS). Names can be updated in the Admissions and Records Office with official documentation of the name change. Students can also submit address and phone number changes to the Admissions and Records Office on either campus. Updating your name, mailing address, and phone number will assist the college in communicating with you and ensure that you receive important notices and announcements.

## Transcripts

A transcript is a copy of the student's permanent academic record and provides documentation for all courses that students have attempted at the college. An official transcript carries the college seal. Students may request a copy of their official transcript be forwarded to other educational institutions, employers, or any person(s) designated by the student. Students must authorize the release of their transcript by either submitting a signed written request or using the transcript link located through **myRCC** in the Student Information System. There is no fee for transcripts. Generally, transcript requests will be processed within 48 hours. Students may view and print an unofficial transcript via the SIS.

Due to the limitations on access to student information under the Family Educational Rights and Privacy Act of 1974 (FERPA), telephone, e-mail, and third-party requests for transcripts cannot be honored. This includes transcript requests from parents of students. RCC will not release a transcript for any student who has unresolved financial obligations with the College.

**Note:** The College does not provide copies of transcripts from other institutions. Such copies must be obtained from the originating source. An exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agency); a person serving on the College Board; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

FERPA permits institutions to identify certain items of student information as "directory information." RCC identifies directory information as:

- Student's Name
- Degrees, honors, and awards received
- Major field of study
- Dates of attendance
- Grade level
- The most recent educational agency or institution attended
- Number of credit hours enrolled
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Photos



RCC may disclose any of these items without prior consent, unless the student notifies the Admissions and Records Office, either in writing or through the SIS, during the first 10 days of the semester. Upon notification, this information will remain confidential except to the extent that FERPA authorizes disclosure without consent.

According to FERPA, RCC may release information without the student's written consent to the following:

- School officials, as identified by RCC, determined to have a legitimate educational interest
- Officials of other institutions in which the student seeks to enroll
- In connection with financial aid that the student has applied for, or in determining financial aid decisions
- Accrediting organizations, carrying out their accrediting functions
- Parents, as defined in FERPA §99.3, of a student who have established the student's status as a dependent according to IRS Code of 1986, Section 152
- To comply with a judicial order or a lawfully issued subpoena
- Persons in an emergency, if the knowledge of information, in fact, is necessary to protect the health or safety of the student or other persons

Questions on this policy can be directed to the College Registrar. RCC reserves the right to deny transcripts or copies of records not required to be made available by the FERPA in any of the following situations:

- If a student lives within commuting distance of RCC, the student may be asked to come and view the file at the office rather than receiving a full set of copies of all file contents.
- If the student has an unpaid financial obligation to the College.
- If there is an unresolved disciplinary action against the student.

RCC notifies students annually of their Family Educational Rights and Privacy Act (FERPA) rights through the Catalog and Student Handbook and the RCC website.

## **Retention of Student Records**

RCC permanently retains an electronic record of the student's academic transcript (student permanent record). Other records will be maintained in digital form for periods ranging from one to five years from the date of a student's separation from the College. The College retains student records according to the regulations set forth by the Virginia Public Records Act of the Code of Virginia.

## **Facsimile Documents (Fax)**

The College does not fax copies of transcripts or other academic documents. RCC reserves the right to decline to send and/or receive records via fax transmission if the College considers the use of fax documents inconsistent with college policies.

## **The Family Educational Rights and Privacy Act (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

- The right to inspect and review the student's education records within 45 days from the day the College receives a request for access. Students should submit to the Admissions and Records Office a written request that identifies the record(s) they wish to inspect. The Admissions and Records Office will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Admissions and Records Office, the student shall be advised of the correct college official to whom the request should be addressed.
- The right to request an amendment of the student's education records that the student believes is inaccurate or misleading. A student must send a written request to the College Registrar, clearly identifying the part of

the record they want changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his/her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

**Family Policy Compliance Office  
U. S. Department of Education  
600 Independence Avenue, SW  
Washington, DC  
20202-4605**

## Domicile Appeal Process

A student who disagrees with an initial tuition classification based on his/her place of residence may make a written appeal to the College Registrar within ten business days of the initial notification. The student may be asked to provide additional domicile information to supplement the Domicile Determination form. The College Registrar will respond to the appeal within 15 business days.

If the student still disagrees with the tuition classification, the student may file a final written appeal with the Dean of Student Development, for consideration by the Student Affairs Committee. No person who serves at one level of this appeal process shall be eligible to serve at any other level of this review. This written appeal must be made within five calendar days of the student's notification of the first appeal. The Student Affairs Committee will review the domicile determination to ensure that the decision is in compliance with relevant state legislation and guidelines.

A student who is not satisfied with the outcome of the review by the Student Affairs Committee may appeal to the appropriate circuit court. The student must file a petition for review with the court within 30 business days of receipt of the decision by the Domicile Appeal Committee.

**Note:** Throughout the domicile appeal process, RCC will follow the Guidelines for Determining Domicile and Eligibility for In-State Tuition Charges set forth in Section 23.1- 502, Chapter 5 of the Code of Virginia.

## Domicile and Immigration Status

As specified by HB1547/SB935, Students who meet specific criteria shall be eligible for in-state tuition regardless of their citizenship or immigration status (exception: students with currently valid F, M, J, or H-3 Visas).

This law requires the review of two years of Virginia Income Taxes of the student (if Independent) or the Parent/Legal Guardian/In loco parentis (if Dependent). Federal taxes and other documents may be requested. Students with currently valid F, M, J, or H-3 Visas.

Students may request the application to be considered for evaluation for in-state tuition rates based on this provision in the code of VA from the Admissions and Records Office.

## Bookstore

The College bookstore, operated by Follett's Bookstores, Inc., has locations on both campuses. Bookstore hours are available online and are posted at each campus location.

Required textbooks (new, used and rentals) and supplies may be purchased at the bookstore, as well as gift items, clothing, etc. Online ordering is available. Follett's offers price matching on books and has a textbook buy-back service throughout the school year.

A student's printed class schedule and a photo ID are required when purchasing textbooks on-campus.

### **Follett's Refund Policy:**

- The last day for a full refund is noted on the return policy supplied to each student. After that date, students will have two days after the purchase date.
- A receipt is required for a full refund.
- No refunds are allowed on purchases made within two days before or during exams.
- All textbooks must be in their original condition, or in the shrink-wrap.

## **Expressive Activity**

The purpose of this policy is to promote an orderly learning environment while establishing guidelines for student meetings and demonstrations on campus. This policy applies to all buildings, grounds, and other spaces owned or controlled by Rappahannock Community College.

**Definition:** The term "expressive activity" includes:

- Meetings and other group activities of students and student organizations
- Speeches, performances, demonstrations, rallies, vigils, and other events by students, student organizations, and outside groups invited by student organizations
- Distributions of literature, such as leaflets and pamphlets
- Any other expression protected by the First Amendment to the U.S. Constitution.

## **Policy Statement**

College property is primarily dedicated to academic, student life, and administrative functions. However, it also represents the "marketplace of ideas," and especially for students, many areas of campus represent a public forum for speech and other expressive activities. Colleges may place restrictions on expressive activities occurring indoors; but especially for students and student organizations, the outdoor areas of campus remain venues for free expression, including speeches, demonstrations, and the distribution of literature.

Indoors or outdoors, colleges shall not interfere with the rights of individuals and groups to the free expression of their views or impermissibly regulate their speech based on its content or viewpoint. RCC reserves the right to establish reasonable time, place, and manner restrictions on expressive activity. Such restrictions must be content-neutral, narrowly tailored to serve a significant governmental interest, and allow ample alternative channels for communication of the information.

No event or expressive activity shall be permitted to violate or hinder the rights of others within the campus community or substantially disrupt normal college operations.

## **Procedures**

### **1. Reserving Campus Facilities:**

1. If students, student organizations, or college employees desire to reserve campus facilities, they can submit their requests to the office of the Dean of Student Development. Twenty-four hours advance notice is required for reservation requests. However, events that

require set-up, technical, or facilities support are required to submit requests at least two weeks in advance due to campus space limitations and support, as well as to ensure the safety and security of the campus.

2. If individuals or organizations who are not members of the college community (i.e., not students, student organizations, or college employees) desire to reserve campus facilities, they must be sponsored by a recognized student organization or the college to conduct expressive activities or events on campus.
  3. RCC reserves the right to designate certain indoor facilities as not available for expressive activity, such as administration offices, libraries, and (during instructional hours) classrooms. When such circumstances apply, RCC will make the campus community aware of these designations. Any other restrictions on expressive activities occurring in indoor facilities (a) apply equally to all individuals and organizations and (b) are not dependent upon the content or viewpoint of the expression or the possible reaction to that expression.
  4. Students, student organizations, and college employees may request to reserve campus facilities on a first come, first served basis. These requests may be denied for the following reasons only:
    1. The requested venue is an indoor facility that the college has designated as not available for expressive activity as noted in item 3 above
    2. The requested venue is an indoor facility and the request conflicts with restrictions as noted in item 3 above
    3. The venue is already reserved for another event<sup>1</sup>
    4. The activity will attract a crowd larger than the venue can safely contain
    5. The activity will substantially disrupt another event being held at a neighboring venue
    6. The activity will substantially disrupt college operations (including classes)
    7. The activity is a clear and present threat to public safety, according to the college's police or security department
    8. The activity will occur during college examination periods
    9. The activity is unlawful.
  5. During an event, the student, student organization, or college employee requesting the reservation is responsible for preserving and maintaining the facility it reserved. If it causes any damage to those facilities, the person(s) or organization (and its officers, if applicable) shall assume responsibility.
  6. When assessing a request to reserve campus facilities, the college, and its administrators must not consider the content or viewpoint of the expression or the possible reaction to that expression. The college and its administrators cannot impose restrictions on students, student organizations, or college employees due to the content or viewpoint of their expression or the possible reaction to that expression. In the event that other persons react negatively to a student's, student organizations, or college employee's expression, college officials, (including college police or security) shall take all necessary steps to ensure public safety while allowing the expressive activity to continue.
2. **Spontaneous Expressive Activity:**
1. RCC has no requirement to designate any indoor area as available for spontaneous expressive activities. Should RCC elect to so designate an indoor area as available for spontaneous expressive activities, college officials shall prominently post the areas in which students, student organizations, and their sponsored guests may engage in spontaneous expressive activities. Any areas so designated must (a) apply equally to all students and student organizations and (b) not depend upon the content or viewpoint of the expression or the possible reaction to that expression.
  2. For outdoor campus facilities and areas, students, student organizations, and their sponsored guests may freely engage in spontaneous expressive activities as long as they do not (a) block access to campus buildings, (b) obstruct vehicular or pedestrian traffic, (c) substantially disrupt previously scheduled campus events<sup>2</sup>, (d) substantially disrupt college operations, (e) constitute unlawful activity; or (f) create a clear and present threat to public safety, according to the RCC's security department and or chief safety officer.
  3. No college personnel may impose restrictions on students, student organizations, or their sponsored guests who are engaging in spontaneous expressive activities due to the content or

viewpoint of their expression or the possible reaction to that expression. In the event that other persons react negatively to these activities, college officials (including college security) shall take all necessary steps to ensure public safety while allowing the expressive activity to continue.

4. Any student who is found responsible for participation in an unauthorized campus demonstration is subject to suspension or dismissal (see Student Conduct Policy).

<sup>1</sup> *In the event that multiple individuals or organizations submit conflicting reservation requests, the following order of precedence shall govern: (1) official college-sponsored activities and events; (2) recognized student organization activities and events; (3) student activities and events; and (4) all other activities and events.*

<sup>2</sup> *The expression of competing viewpoints or multiple speakers in proximity to each other does not, without more, constitute a substantial disruption.*

## Participation in College Governance

Student participation in College decision-making and policy development is strongly encouraged at RCC. Students are nominated by the faculty and staff to serve on governance committees and ad-hoc committees.

## Children Brought to RCC Facilities

Children should not be brought to campuses or sites in lieu of appropriate child care. Children should not be brought into classrooms, laboratories, the Testing Center or the Tutoring Center, because of disruption of instruction or study, exposure to material unsuitable for children, and possible danger to the children.

The College will not accommodate the care of children while parents are working or attending class and children should not be left unattended in any college location. Since the College and its staff cannot be responsible for the safety and welfare of children, parents or guardians should make arrangements for them off-campus. Children on campuses and sites must be supervised by a parent or guardian at all times, and the parent or guardian is responsible for seeing that the children are mindful of others using College facilities.

## Policy for Children in the Library

Children under twelve cannot be left in the library unsupervised by a parent or adult guardian. The guardian must be at least sixteen years old and must have a picture ID showing birth date.

## Intellectual Property Policy

Rappahannock Community College adheres to the policies of the Virginia Community College System (VCCS) relative to intellectual property, copyright issues, and revenue derived from the creation of intellectual property. RCC policy incorporates all aspects of the VCCS policy found in Section 12 of the VCCS Policy Manual and the Intellectual Property Guidelines established by the State Council of Higher Education for Virginia (SCHEV) as mandated by the Code of Virginia Sections 23-4.3 and 23-4.4.

The college expects all students, faculty, and staff to avail themselves of the comprehensive VCCS Intellectual Property Policy and to stay informed of updates to the policy. The following link provides this information. The Dean of Students is available by appointment to explain the policy to any student who desires additional clarification. The Coordinator of Library Resources & Learning Resources is available by appointment to explain the policy to any staff or faculty member who desires additional clarification.

In accordance with VCCS policy, the president, or his/her designee, is responsible for the administration of this policy at the college level. Disputes may be appealed to the Vice President of Instruction and Student Development (VPISD). The VPISD and Vice President's Council (VPC) will hear and adjudicate any disputes concerning the

administration of the intellectual property policy. Should there be an appeal beyond the VPISD that appeal will go to the college president who will appoint and confer with an ad hoc council of members' representative of the college community to render a decision on the appeal. The resulting decision from the president is final. The president may choose to refer the issue to the VCCS System Attorney.

## **Parking**

Registered students and current RCC employees are required to display a parking permit. The following information is required in order to obtain a parking permit: full name, student ID number or RCC ID card, vehicle make, model, and year, and license plate number. Students and employees are responsible for providing and maintaining correct information on their parking record. All changes, including license tag numbers, must be immediately reported to the Business Office cashier. Permits are available at the Business Office cashier's window at either campus. One or two permits may be requested as necessary.

On cars and trucks, the permit must be displayed on the rear of the vehicle on the driver's side, either on the vehicle window or on the rear bumper. Motorcycle permits must be displayed on the front fork of the cycle. Permits are designed with an adhesive backing to be stuck to the outside of the vehicle either on the glass or on the bumper. When vehicle operators choose another method of attaching the permit to the vehicle and the permit is not clearly visible in the required location, the operator may be fined for improper display of permit.

## **RCC ID Cards**

Students enrolled in one or more credits should obtain an RCC ID Card. Staff and faculty members are eligible upon proof of status with the college. The first card is issued free of charge to all students, staff, and faculty. ID cards will identify the individual by name and will bear a photo and the academic year.

New students can have an ID card made during New Student Orientation, and returning students may have an ID card made during designated hours in the library at either the Warsaw or the Glens campus.

ID cards are issued at the beginning of each semester and are valid during the academic year. There will be a \$5 replacement fee for any lost or stolen cards. The fee should be paid to the Business Office, and the receipt should be brought to the library to show proof of payment before a replacement card will be issued. Damaged cards will be reissued at the discretion of the library staff.

The ID card is not transferrable to another person. Students may be subject to disciplinary action for - lending a Student ID card to someone else, possessing more than one Student ID, and attempting to use a card of another individual.

## **Lost and Found**

Report all lost and found articles to the college receptionist and/or site supervisor. "Found" articles may be claimed at the same office.

## **Locked Out of Vehicle/Auto Problems**

If keys are accidentally locked inside a vehicle or emergency repair/towing assistance is required, contact the college receptionist, the building and grounds staff, or campus security.

## **Student Activities, Clubs, and Organizations**

Student activities at RCC are an important part of the total college experience, providing a variety of educational, cultural and social activities for the entire college community. Student attendance and participation is encouraged for workshops, speakers, concerts, plays, and other events.

The Office of Student Development assists students and faculty in the planning of events, and in developing new student organizations. Every student organization is subject to recommendation by the Student Affairs Committee and the approval of the Dean of Student Development before it is recognized as an official College activity. All student activities funds are recommended for distribution through this committee. Each organization's membership is open to all members of the student body unless otherwise stated.

### **Activity Planning Procedures**

Student activity planning procedures and forms are available from the office of the Dean of Student Development. The dean must approve all RCC student activities. Groups wishing to host activities must submit an Activity Request Form to the Dean of Student Development at least two weeks prior to the activity. The Student Activities Office can help with the planning and publicizing of the activity. The use of College facilities is granted to recognized organizations with the understanding that reasonable conditions may be imposed to regulate the time used and the appropriateness of the space, and to insure proper maintenance and security. RCC maintains alcohol-free and smoke-free campuses.

Student clubs may sponsor activities that take place off-campus, such as field trips, participation in conferences, etc. All participants in off-campus activities must complete the assumption of risk form prior to the trip, and are reminded that all college policies and guidelines are in effect for the duration of the activity.

### **Student Activities Fund**

A Student Activities Fund is established to support the program of student activities. This fund is supported through student activity fees per credit hour, vending and bookstore revenue, as well as funding from the local jurisdictions of the College. The activity fee may be increased with the approval of the Virginia State Board for Community Colleges. The funds in this account are to be spent only for student activities that have been authorized by the College. The Rappahannock Community College Local Board is responsible for the operation and control of these funds under the specific methods and procedures established by the State Department of Community Colleges and approved by the State Auditor. The Dean of Student Development supervises and authorizes all expenditures from the Student Activities Fund.

### **Fund-Raising by Students or Student Organizations**

All fund-raising in the name of RCC or an approved College student organization must be used to support and advance the mission of the College. Fund-raising activities conducted by recognized College student clubs and organizations require the approval of the Dean of Student Development and the College President. Any individual student, or a student group that is not affiliated with a formally recognized College club or organization, must obtain approval from the Dean of Student Development for any fund-raising effort which uses the name of RCC in its promotion. Approval may be requested by submitting an Activities Request Form, available in the Student Activities office at either campus.

The proceeds of all fund-raising activities must be deposited with the College Business Office within two business days of receipt. All expenditures must be supported with original invoices or sales receipts. Requests for payment and/or reimbursement of expenses will follow College procurement guidelines that are available in the Business

Office. Fund-raising activities that support the Rappahannock Community College Educational Foundation are governed by the bylaws of the College Board and the RCC Foundation Board.

## **Recognized Clubs and Organizations**

The Phi Theta Kappa International Honor Society recognizes and encourages scholarship among two-year college students. To achieve this purpose, Phi Theta Kappa provides opportunities for the development of leadership and service, and fosters an intellectual climate for the exchange of ideas and ideals, lively fellowship for scholars, and stimulation of interest in continuing academic excellence.

The RCC Student Ambassadors are nominated for their leadership qualities, campus involvement, and community engagement. They represent the student body at official college functions and serve as guides and mentors for new students.

## **Student Publications**

A student, student group, or student organization shall not distribute or communicate material on campus without prior approval of the Dean of Student Development. Approval shall be granted within five college business days unless, in the opinion of the Dean of Student Development, the material violates the Code of Ethics of the Society of Professional Journalists. Libelous or obscene material does not conform to the Code of Ethics of the Society of Professional Journalists.

All student communications shall explicitly state on the editorial page that the opinions expressed are not necessarily those of the institution or its student body. Editors and managers shall not be arbitrarily suspended because of student, faculty, administration, or community disapproval of editorial policy or publication content.

This editorial freedom entails a corollary obligation under the Code of Ethics of the Society of Professional Journalists. The Code of Ethics of the Society of Professional Journalists will be made available by the academic advisor of any student publications. Any breach in the Code of Ethics of the Society of Professional Journalists perpetrated by a student publication will be referred to the Student Affairs Committee, which will judge publication content solely according to the Code of Ethics of the Society of Professional Journalists. If a breach in the Code of Ethics of the Society of Professional Journalists is judged significant, the Student Affairs Committee has the authority to sanction or dismiss the editor of the publication.

## **Student Lounge**

Student lounges with vending machines and recreational equipment are located on both campuses, for the use of currently enrolled students, faculty, and staff. Students are expected to be respectful of the rights of others at all times.

## **Recreation/Sports Equipment**

Recreation activities include volleyball, card games, table games, ping pong, etc. Equipment is available for sign-out at the Welcome Desk at either campus. The college is not responsible for any injuries incurred by students during recreation activities. Students are responsible for providing their own health insurance.

## **Club Sports**

Club sports provide opportunities for students to participate in a variety of sports and recreational activities. Each club is considered an organized club with an affiliation as a registered student organization on campus and a club sport.



Club Sports are conducted under the direction of the college Student Activities Specialist. The college is not responsible for any injuries incurred by students during club or sports activities. Students are responsible for providing their own health insurance.

A club sport is formed by individuals with a common interest in a sport or activity to promote and enhance involvement in that particular activity. The basic structure of club sports, in general, allows student-athletes numerous opportunities for leadership, decision-making, academic improvement, and retention. The actual success and strength of the club sport is dependent on effective leadership by the coaches, and the degree of involvement of its club sports student-athletes.

Club sport participants must be recognized as currently enrolled students at RCC. Each student-athlete must be enrolled for at least a minimum of six credit hours during each semester of participation, and must maintain a cumulative GPA of at least a 2.0 in subsequent semesters, to be eligible to play on a team or participate in any team activity.

A student's GPA is a system-wide GPA, i.e., if a student has a 2.0 at one college it is considered a 2.0 at any college in the System.

Students transferring from colleges outside of the VCCS enter with a "clean slate," since grades do not transfer with credits.

Students who have completed college credits while enrolled in high school dual enrollment classes must have a 1.75 GPA at the beginning of the semester of participation to be eligible to play on a team.

## Weapons Policy

- **Purpose**

The purpose of this policy is to promote a safe learning and working environment for all college locations by minimizing the risk of violence. This policy provides rules and procedures for the possession of weapons on campus grounds, in campus buildings, and at campus events. It is consistent with the Virginia Administrative Code: 95-10-10 adopted by the State Board for Community Colleges, Policy 3.14.6, Workplace Violence Prevention and Threat Assessment Policy Guidelines of the Virginia Community College System, and the laws and regulations of the Commonwealth of Virginia. This policy applies to all faculty, staff, students, contractors, and visitors entering campus buildings or attending college-sponsored events.
- **Authority**

The State Board for Community Colleges is authorized by Virginia Code §§ 23-215 and 23-217(g) to promulgate regulations for carrying out its responsibilities. The Virginia Administrative Code: 95-10-10 adopted by the State Board for Community Colleges sets out prohibitions for weapons possession on all college campuses within the VCCS. College boards may approve policies consistent with guidelines set by the State Board for Community Colleges.
- **Application**

This policy applies to all faculty, staff, students, contractors, and visitors entering campus buildings or attending college-sponsored events.
- **Definitions:**

"Police officer" means law-enforcement officials appointed pursuant to Article 3 (§ 15.2-1609 et seq.) of Chapter 16 and Chapter 17 (§ 15.2-1700 et seq.) of Title 15.2, Chapter 17 (§ 23-232 et seq.) of Title 23, Chapter 2 (§ 29.1-200 et seq.) of Title 29.1, or Chapter 1 (§ 52-1 et seq.) of Title 52 of the Code of Virginia or sworn federal law enforcement officers.

"College property" means any property owned, leased, or controlled by Rappahannock Community College.

"Weapon" means (i) any pistol, revolver, or other weapon designed or intended to propel a missile of any kind by the action of an explosion of any combustible material; (ii) any dirk, bowie knife, switchblade knife, ballistic knife, machete, razor, slingshot, spring stick, metal knucks, or blackjack; (iii) any flailing instrument consisting of two or

more rigid parts connected in such a manner as to allow them to swing freely, which may be known as a nun chahka, nun chuck, nunchaku, shuriken, or fighting chain; (iv) any disc, of whatever configuration, having at least two points or pointed blades which is designed to be thrown or propelled and which may be known as a throwing star or oriental dart; or (v) any weapon of like kind, to include but not limited to, tasers.

"Weapon" does not mean knives or razors used for domestic purposes, pen or folding knives with blades less than three inches in length, or knives of like-kind carried for use in accordance with the purpose intended by the original seller.

#### Possession of weapons prohibited

Current and potential students are hereby notified that they are agreeing with this policy as a condition of enrollment.

1. Possession or carrying of any weapon by any person, except a police officer, is prohibited on college property in academic buildings, administrative office buildings, outdoor facilities and places of like-kind where people congregate, or while attending any sporting, entertainment, or educational events. Entry onto college property in violation of this prohibition is expressly forbidden.
2. Any individual in violation of this prohibition will be asked to remove the weapon immediately.

A student failing to comply may result in a student conduct referral, suspension, expulsion from college or arrest.

Employees who violate this policy will be subject to disciplinary action up to and including termination, using existing policies and procedures including Section 3 of the VCCS Policy Manual or DHRM Policy 1.60, Standards of Conduct.

Visitors and contractors in violation of the prohibitions on the possession of weapons are subject to arrest and may be barred from the campus.

#### Persons lawfully in charge

Campus security officers, including Facilities staff, and other police officers acting pursuant to a mutual aid agreement or by concurrent jurisdiction, are lawfully in charge for the purposes of forbidding entry upon or remaining upon college property while possessing or carrying weapons in violation of this policy.