Rappahannock Community College

College Catalog & Student Handbook

2018-19

Declaration

Nondiscrimination Policy

RCC does not discriminate on the basis of race, color, national origin, sex, or disability in its programs or activities. Inquiries related to the college's nondiscrimination policies should be directed to William Doyle, Vice President of Finance and Administrative Services, who can be reached by mail at 12745 College Drive, Glenns, VA 23149, by email at bdoyle@rappahannock.edu or by phone at 804-758-6706.

For policies and procedures related to Title IX, please refer to the RCC website for more information.

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) 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

To Contact COAEMSP
8301 Lakeview Parkway, Suite 111-312
Rowlett TX 75088
(214) 703-8445,
FAX (214) 703-8992
COAEMSP

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

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 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 for each independent college or university participating in the Virginia Tuition Assistance Grant Program. Our profile is available on the SCHEV website.

Rappahannock Community College archives all past official catalogs so that relevant information for 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 Glenns and Warsaw campus. Digital pdf versions of catalogs from the last six years can be obtained by emailing 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.

Letter from the President

A Welcome from Dr. Elizabeth Hinton Crowther

Welcome. We are happy that you are exploring Rappahannock Community College to help you meet your education and career goals. You will find this college to be an exceptional, life-changing institution with the power to engage and propel you to many extraordinary endeavors.

RCC serves nearly 4,700 students in transfer and applied degrees and certificates, as well as numerous workforce credential programs. The college has expert advisors who are knowledgeable in their areas. RCC has Guaranteed Admission Agreements with 37 universities which allow you to transfer seamlessly into prestigious institutions with junior status.

We make it easy for you. We make it affordable for you. In fact, with financial aid and scholarship awards, we have made college free for many students. Ask our financial aid office about that; it's true!

RCC is an award-winning college which prepares students well for the next step. Among its distinctions:

- 2017, number one college-based nursing program in Virginia, RegisteredNursing.org;
- Great College to Work For, Honor Roll Status, The Chronicle of Higher Education;
- Nationally accredited health and industry programs;
- Dual enrollment programs which provide early college credit and completion for eligible high school students;
- Online Educational Resources which make textbooks unnecessary in many classes;
- National recognition for military-friendly services to those who have served our country;
- Number two nationally for technology use in higher education;
- National, statewide, and regional awards for industry training;
- Freshly renovated and student-welcoming facilities;
- Accessible classes through off-campus sites, web, and hybrid delivery;
- Award-winning faculty members who focus entirely on student learning;
- And more.

We are eager to help you get started, return, or complete. We want you. Come experience RCC's affordable, exceptional, and transformational experience. I look forward to seeing you and hearing of you progress.
Best Regards,

Elizabeth Hinton Crowther

Academic Calendars 2018-19 (Students should check [RCC website](#) for calendar updates!)

Fall 2018

15-Week Session

Registration .... April 30 - September 11

Payment Due for Early Registration .... August 17
After this date, payment is due the day of registration.

Classes Begin .... August 27

Labor Day (College Closed) .... September 3

Last Day to Add .... September 11

Last day to Drop (with Refund) .... September 12

Student Reading Day (No Classes, College Open) .... October 2

Last Day to Withdraw ("W" Grade) .... October 31

Student Reading Day (No Classes, College Open until Noon) .... November 21

Thanksgiving Break (College Closed) .... November 22-24

Classes End .... December 7

Exams .... December 10-14

Grades Due (by noon) .... December 17

Fall Graduation Confer Date .... December 19
Graduates will be invited to participate in the May 10, 2019, Commencement Ceremony.

Spring 2019

15-Week Session

Registration .... October 22-January 29

Payment Due for Early Registration .... December 7
After this date, payment is due the day of registration.

Classes Begin .... January 14

Martin Luther King Day (No Classes, College Closed) .... January 21

Last Day to Add .... January 29

Last day to Drop (with Refund) .... January 30

Spring Break (No Classes, College Open) .... March 4-9

Last Day to Withdraw ("W" Grade) .... March 26

Classes End ....April 29

Student Reading Day (No Classes, College Open)..................................April 30

Exams...May 1-3, 6-7

Grades Due (by noon)...May 8

Spring Graduation and Commencement Ceremony ....May 10

Summer 2019

10-Week Session

Registration ....February 25-May 30

Payment Due for Early Registration ....May 9
After this date, payment is due the day of registration.

Classes Begin...May 20

Memorial Day (College Closed) ....May 27

Last Day to Add ....May 30

Last Day to Drop (with Refund) ....May 30

Last Day to Withdraw .... July 1

Independence Day (College Closed) .... July 4

Classes End .... July 29

Exams ....included in last class meeting

Grades Due (by noon) .... July 31

Summer Graduation Confer Date .... August 5
All Graduates will be invited to the May 8, 2020, Commencement Ceremony.

RCC Campus Locations

King George Site
10100 Foxes Way,
King George, VA
540-775-0087

Kilmarnock Center
447 N. Main Street,
Kilmarnock, VA
804-435-8970

Warsaw Campus
52 Campus Drive,
Warsaw, VA
804-333-6730

Glenns Campus
12745 College Drive,
Glenns, VA
804-758-6730

New Kent Site
11825 New Kent Hwy.,
New Kent, VA
804-557-2959

KING GEORGE

WESTMORELAND

ESSEX

RICHMOND

NORTHUMBERLAND

LANCASTER

KING WILLIAM

KING & QUEEN

MIDDLESEX

NEW KENT

MATHEWS

GLOUCESTER

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THE COLLEGE

RCC History
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. Nearly 200 years later, in September of 1969, Jefferson's dream began to come true for residents of the Middle Peninsula and the Northern Neck. At this time representatives of 13 counties met in Urbanna to create a local board for a new educational institution: a community college.

With two campuses planned — one in Glenns 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 Glenns on September 11, 1970.

A year later, students enrolled for classes at the Glenns Campus. Although new construction for the Warsaw Campus did not begin until 1972, classes were held in the Chinn House (now the Justice Joseph W. Chinn Community Center) 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 exceeding 4,650 students in 2016-17. In 2017 842 degrees and certificates were awarded; graduates are prepared for transfer or to enter the workforce.

RCC has guaranteed admissions agreements with over 30 public and private colleges and universities, providing a wide variety of opportunities for transfer.

Mission 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 1971 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.

OUR MISSION
Rappahannock Community College provides access to high-quality educational experiences for members of its community, preparing them for success as learners, employees, and citizens.

OUR VALUES
We are committed to our students, community, and employees through:

Access:
- helping members of the college community (internal/external) to overcome their barriers to success
- providing convenient, affordable educational opportunities and services
- providing students a seamless transition from high school to the college, and on to other post-secondary educational opportunities and to the workplace
- offering education and training that meet the community's workforce development needs
- providing employees opportunities for professional growth and development
- supporting the college community in the appropriate use of information technology

Excellence:
- providing a supportive, caring, student-centered environment
- promoting academic excellence
- providing excellence in instruction
- maintaining relevant programs and support services
- contributing to the social, cultural, and economic development of the community
- maintaining a work environment which encourages open communication, innovation, productivity, accountability, and personal commitment
- using current technologies that support educational and training objectives

Effectiveness:
- establishing and tracking expected student outcomes
- engaging in sound planning, management, and systematic evaluation for the improvement of programs and services
- ensuring fiscal responsibility and public accountability
- maintaining adequate, fair, and equitable benefits, policies and procedures
- acquiring and allocating resources to cultivate the college's students, programs, services, and facilities
- using college resources efficiently and effectively
- keeping the college community aware of college activities, needs, and performance

In support of these commitments, RCC offers a variety of educational opportunities and services to meet needs in the lifelong process of personal and professional development including:
- programs for students who need to develop basic academic skills for successful post-secondary study
- courses and programs which prepare individuals for employment, career updating, and job advancement
- the first two years of study for those seeking transfer to a four-year college or university
- public service activities, including workshops, seminars, forums, and cultural arts programs
- comprehensive student development services which provide student support and assistance
- comprehensive learning resources.

Location 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 Glenns Campus consists of a 100-acre site in Gloucester County and includes a large wooded area with a nature trail and pond. An early-20th-century residence donated by the Chinn family enhances the 117-acre Warsaw Campus in Richmond County. The Justice Joseph W. Chinn Community Center houses the president's office and the College Advancement Office.

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. RCC also maintains off-campus sites offering evening classes in King George County as well as day and evening classes in New Kent County.

Glenns Campus
12745 College Drive
Glenns, 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

Business Hours + Contact Information

BUSINESS HOURS
Monday through Friday general business hours on the Glenns and Warsaw campus are from 8 a.m. to 4:30 p.m. RCC staff is available to provide limited assistance with administrative matters after 4:30 p.m., Monday through Thursday evenings and Saturdays when classes are in session.

On both the Warsaw and Glenns 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. – 3 p.m. RCC staff is available to provide assistance in the evenings at King George High School when classes are in session.

Please refer to the RCC website, for specific library, testing center, and counseling hours.

CONTACT INFORMATION

Glenns Campus
12745 College Drive
Glenns, 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: 804-758-6737
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
Placement Testing Center: 855-557-5308
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
Placement Testing Center: 855-557-5308
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
Placement Testing Center: 855-557-5308
Telecommunication Device for the Deaf: 804-758-6760
Workforce and Community Development: 804-333-6828
Old Dominion University: 804-758-6795

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 violence prevention committee and threat assessment team of trained administrators, staff, external professional service providers, and law enforcement agencies. 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 emergency, security, and safety information can be found at 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, a counselor, 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), in collaboration with the RCC Violence Prevention Committee, 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 Finance and Administrative Services, Glenns Academic Dean, Warsaw Academic Dean, 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 a 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, administers, 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 criminal 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 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 Finance and 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 are 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 a 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."

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 a 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 will be made as follows:
    Day Class Closings- When an individual campus is closed, all in-person class meetings and events and activities are canceled at that campus. No faculty, staff, or students shall report to the closed campus. Closings occurring during the day will be announced on the RCC website, RCC Alert, and college email.
    Evening Class Closings- If a decision is not made by 6:00 AM, an announcement regarding the cancellation of evening classes will be made as soon as possible. If there is no announcement class will be held.
    Late Openings- Classes will begin when the college officially opens and any remaining time for instruction will be utilized. For example, if a class is scheduled to begin at 9:30 a.m. and the college opens at 10:00 a.m., instruction for that class will commence at 10:00 a.m.
    Safety Notice- If classes are held, each individual must assess conditions at the point from which that person is traveling since conditions can vary greatly throughout the service region. No one is expected to place attendance above personal safety. However, if a student does miss a class, it will be the student's responsibility to contact the professor as soon as possible to make

arrangements for completing class work.

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

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 use of facilities) are available from the Vice President of Finance office. Every event must be scheduled using the appropriate form. To request a form to schedule an event at either college location, or to obtain additional information, please call Gwen Coker at 804-758-6705 or email to gcoker@rappahannock.edu.

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.

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.

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 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 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 non-curricular student is, therefore, not formally admitted to one of the curricula. For non-curricular 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 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 criteria will take the Virginia Placement Test. A student also has the option to take the Virginia Placement Test 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.

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, Pre-Calculus, 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	ENF3/ENG 111
SAT – EWR (Evidence Based Reading and Writing)	480 or above	ENG 111
	460-470 range	ENF3/ENG 111
ACT – Subject Area Tests English and Reading	18 or above	ENG 111
	15-17 range	ENF3/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 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 a 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 junior and senior level students to enroll in credit courses on an RCC campus. Although the enrollment of high school students has the potential to enrich their academic program, it is not meant to substitute for their traditional high school or home school experience. Therefore, RCC has developed the following admission and registration procedures to assist these students in meeting their educational goals.

High School Students must:
- Submit an online RCC application for admission.
- 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.
- Submit a completed High School Permission Form each semester, signed by the high school principal, to the admissions and records office. Permission forms are available from the Admissions and Records Office or from the high school counseling office. The High School Permission Form includes course registration. (A completed and signed High School Permission Form is required each semester when registering for classes.)
- Meet with the college recruiter to review test scores and for course approval.

Home School Student must:
- Must meet with a new student advisor to discuss tentative plans concerning enrollment in college courses.
- 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 an online RCC application for admission.
- 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 an advisor to review test scores and for course approval.
- Register for classes.
- Home school students must meet with a counselor prior to each subsequent semester for course approval.

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/homeschool students need to recognize that college courses may contain mature topics and content.

HIGH SCHOOL DUAL ENROLLMENT

Through the Virginia Plan for Dual Enrollment, RCC offers qualified students in participating regional high schools an opportunity to earn both high school and college credit by taking RCC courses at their local high school. Students interested in the dual enrollment program should contact their high school guidance office.

Dual-enrollment students must:
- Complete an RCC dual enrollment application and submit it to their high school counselor. Parent signature is required on this application.
- Take VPT (English and math) and earn qualifying scores or demonstrate readiness for college by meeting the admission criteria for transfer or CTE courses.
- Meet all course prerequisites.

Dual enrollment students must demonstrate readiness for college by meeting the minimum criteria listed in the following table:

ADMISSION CRITERIA FOR TRANSFER COURSES				
	English/Writing	Reading	Writing/Reading	Mathematics
VPT	ENG 111	ENG 111	ENG 111	MTE 1
Compass	76	81	N/A	25
Asset	43	42	N/A	33
PSAT	N/A	N/A	390	500
SAT	N/A	N/A	480 (since Mar 2016)*	530

ADMISSION CRITERIA FOR TRANSFER COURSES				
			500 (prior to Mar 2016)*	
ACT	18	18	N/A	22
SOL	N/A	N/A	N/A	Algebra I – Pass

SAT initiated a redesigned test on March 2016. Chart shows required scores from the new/current test (since March 2016) and required scores from the previous test (prior to March 2016).

ADMISSION CRITERIA FOR CTE COURSES				
	English/Writing	Reading	Writing/Reading	Mathematics
VPT	ENF 1	ENF 1	ENF 1	MTE 1
Compass	32	62	N/A	25
Asset	35	35	N/A	33
PSAT	N/A	N/A	390	500
SAT	N/A	N/A	480 (since Mar 2016)* 500 (prior to Mar 2016)*	530
ACT	18	18	N/A	22
SOL	N/A	N/A	N/A	Algebra I – Pass

SAT initiated a redesigned test on March 2016. Chart shows required scores earned from the new/current test (since March 2016) and required scores earned from the previous test (prior to March 2016).

Dual-enrollment students will be registered for RCC courses through their high school.

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. Per VCCS policy, full tuition and fees apply if a high school student enrolls in dual enrollment courses. Reimbursement to the school for a portion of the tuition might occur if 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 guidance office before registering for a dual enrollment course.

If eligible, qualified, and admitted, high school juniors and seniors who can benefit academically from an early college experience are welcome to take courses at any RCC campus, RCC site, or online.

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.

ADMISSION OF IMMIGRANT 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 will normally pay tuition at the out-of-state rate.

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 Glenns 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 Glenns 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:

Glenns Campus	Warsaw Campus
(804) 758-6740	(804) 333-6740
(804) 758-6760 TDD	(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.

A. 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.

B. Deposits
RCC currently has no programs or services requiring deposits from students.

C. Textbooks
The process for refunds for textbooks is available on the Follett Bookstore website.

D. 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.

E. 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.

F. 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, 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	RCC Business Office
12745 College Drive	52 Campus Drive
Glenns, VA 23149	Warsaw, VA 22572

  Payments must be received upon registration. Students should enclose their student ID number (EMPLID)

- **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.

Financial Aid and Veteran's Affairs

FINANCIAL AID AND STUDENT ACCOUNTS CALL CENTER

Financial Aid and Business Office student accounts at Rappahannock Community College has 24/7 access to support specialists who can answer financial aid and student account questions. To reach this 24/7 support, please call **1-855-877-3942**

If online support is more your style, please visit mysupport.rappahannock.edu to gain access to a self-help portal. There, you can browse self-help articles, track your financial aid and student accounts progress and even chat live with a support specialist.

These changes will streamline your ability to get financial aid and student accounts questions answered over the telephone and online, but don't forget that RCC's helpful Financial Aid and Business Office staff can still be found in their on-campus locations:

- Financial Aid in Room 105
- Business Office in Room 140 A

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 is available through 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 (you will need your FAFSA PIN to view your history).
- Complete placement testing, if required by the college through the Counseling Center; should submit high school and must submit college transcripts and/or GED certificate to the Admissions Office.
- Possess a high school diploma, GED, or satisfy 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.
- Not have aid eligibility suspended or terminated due to a drug-related conviction that occurred while receiving Title IV assistance.
- 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.

- Be registered with Selective Service, if required (males only).
  - If you are not registered, you may register at [Selective Service System](#)
  - If you registered and want to check your registration, you may check your registration at [Selective Service System.](#)
- 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	$1,420
Living Expenses	$9,610
Transportation	$2,470
Cost of Attendance *	$18,319

* This cost of attendance is based on 2017-18 figures. The cost of attendance changes annually. The illustration above is for an in-state student. Average cost of attendance figures for each year may be obtained from the financial aid office. Individuals with questions about cost of attendance used in calculation of their aid award should contact the financial aid office.

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 only be executed in the Admissions and Records Office. 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 a Federal & State aid (i.e. Pell Grant, SEOG, COMA, VGAP, 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 which DO NOT require repayment, 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 in 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 $400,000. 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 on the [RCC website](). The scholarship application period is tentatively scheduled for October 1, 2018, to February 15, 2019, for awards starting in the fall 2019 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 before the fall semester the student would like to attend. 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 applications for scholarships. RCC Educational Foundation Inc. Scholarship applications are usually available in December with a late February deadline for the upcoming academic year.

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), 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 FAFSA. A FAFSA pre-application worksheet should be completed prior to applying on the internet. This worksheet is available from the Glenns or Warsaw Campus Financial Aid Office or via FAFSA. You must list Rappahannock Community College in order for us to receive your information electronically.

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.

Effective for the 2017-2018 academic year, the FAFSA became available online October 1, 2016. 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 grant 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 2018-19
(Effective for 2018-19: Fall 2018, Spring 2019, and Summer 2019)

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; student 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
A. **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.
B. **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.
C. **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.)
D. **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
A. **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.

B. **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.

C. **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 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
- 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 and Student Affairs Committee. Students whose appeals have been denied by the financial aid office have the right to pursue final appeal through the Student Affairs Committee. 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.

Additional information on eligibility requirements, services, application procedures and deadlines, and repayment schedules appears in the Financial Aid Handbook.

Veterans' Affairs

VETERANS' BENEFITS

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.

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.

- **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 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 at 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 which 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.

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 students' curriculum or those developmental courses required in preparation for meeting curricular requirements.

Student Success

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, a new students should schedule an appointment with a member of the counseling staff to discuss their goals and academic plans. Counselors and student services specialists provide intake advising, interpretation of placement test scores, and academic exploration for new 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 Glenns 804-758-6730 or Warsaw campus 804-333-6730, or by email 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 Glenns 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 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. These courses are 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 counselors do 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 Glenns 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 Counselor/Americans with Disabilities Act (ADA) Coordinator at the Glenns or Warsaw Campus to request accommodations. The counselor at the Warsaw campus also coordinates accommodations for the Haynesville Correctional Center and King George sites, and the counselor 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 make an 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. 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 SERVICES

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 Glenns campus or email 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 to achieve their goal of earning a degree or certificate. Coaches are located at the Glenns 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 Student Development Office for more information at 804-758-6730.

Online Tutoring

RCC students have online access to tutoring services through NetTutor. Students will be guided by online tutors in Algebra, Biology, Chemistry, Developmental Math, or English 111 & 112. For more information on NetTutor, please contact Lorraine A. Justice, Director of Student Support Services in the Student Development Office at 804-333-6737.

TESTING SERVICES

College testing services are offered in the testing centers at the Glenns 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 Glenns.

LEARNING RESOURCES

Library Services

The library serves students, faculty and staff of the college as an information and technology resource center. The RCC library 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 library 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. Library services include research assistance, individual and class research instruction, intercampus and interlibrary loans, course reserve services, and media viewing and listening. The library's Quicksearch Catalog 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 in off-campus or online courses.

Databases include full-text journals, magazines, newspapers, reference books, 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, BLACKBOARD AND E-MAIL

myRCC
The *myRCC* single sign-on is a portal to access college accounts such as Blackboard, student e-mail, and the VCCS SIS (Student Information System). All students are given access to the sign-on at the time of registration. With the self-service features students can update directory information and manage passwords. New students will need to click on "Forgot Username/Forgot Password" link before gaining access to the system.

The *myRCC* single sign-on can be accessed via the RCC website. If students are having trouble getting into the system, they should e-mail the RCC Helpdesk. Students can find more help on the RCC website.

Blackboard
Blackboard is the college's online course management tool that allows students access to course information such as announcements, syllabi, calendars and deadlines, course requirements, and links to college resources and services. All students have access to Blackboard via the *myRCC* single sign-on. All courses at RCC use the Blackboard system.

Instructors make the course materials available for students in Blackboard by the first day of class. Students can locate tutorials on how to navigate Blackboard on the RCC Help Desk website.

Students can find resources in Blackboard that include:
- Free antivirus software
- Microsoft Office 365
- Announcements area with current college information that should be checked at least once a week
- Student computing discounts

Student E-mail
Upon admission to RCC, the Virginia Community College System assigns each student a student e-mail account. Students can access their account by logging into the *myRCC* single sign-on portal. E-mail is an official method for 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.

Help Desk

The Help Desk at RCC helps students with technology issues via phone assistance, 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 technological assistance to be successful during their academic careers.

Online help is provided on the college's help desk website. Students can email the RCC help desk at 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 Glenns. The help desk provides assistance to students in the following areas:
- Single sign-on login and password resets
- Technology related issues with Blackboard and student e-mail
- General Student Information System questions.
- Answers to general computer-related questions.
- RCC website assistance

Academics

ACADEMIC ADVISING

To assist students in reaching their academic goals, an academic advisor is assigned to curricular students shortly after they declare a curriculum or major. Faculty members serve as academic advisors to curricular students and provide educational guidance. 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 should consult with a 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 refer students to counselors or college coaches.

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 a faculty advisor.

Students deciding to change their program of study need to schedule an appointment with a counselor, rather than a faculty advisor, in order to discuss the impact of the change 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 faculty advisors in career and curriculum planning. Likewise, students not enrolled in a specific program of study are encouraged to meet with counselors 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, Blackboard. 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 sharedservices@rappahannock.edu.

A complete listing of Distance Learning classes is found in the class schedule. Additional information required for 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.

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, 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 faculty advisor or a college counselor 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 a 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.

Withdrawing from a Course

A student may withdraw from a course without academic penalty and receive a grade of "W" during the first 60% of the semester or session. The date published as the "last day to withdraw from class with a grade of W" for each semester or session is published in the online academic calendar on the class schedule webpage. A student can withdraw using the online student information system or submit a withdrawal form to the Admissions and Records Office on or before the published deadline.

After the published withdrawal date, if a student withdraws or is withdrawn from a course, a grade of "F" will be assigned. Exceptions to this policy may be considered under mitigating circumstance if the student was making satisfactory progress in the course when their attendance or participation ceased.

Mitigating circumstances must be submitted to the course instructor by the student in a formal written request with documentation attached and must be approved by the course instructor and academic dean. A copy of this documentation will be placed in the student's academic file.

Note: 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.

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.

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 college counselor.

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 are 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 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 Blackboard course on the first day of the session. Student 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 make contact with the instructor 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, to follow exam instructions, and to 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 of 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 summer semester) without 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 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 are 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 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

WF/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
Biology 101	3	A	12
SDV 100	1	B	3
English 111	3	C	6
Mathematics 158	3	F	0
Total	10		21

To calculate the example student's GPA, the total grade points are divided by the total credit hours attempted.

21 (Total Grade Points)/10 (Total Credit Hours Attempted) = 2.10 GPA

To calculate a student's cumulative GPA, the total grade points for all semesters is 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 students' 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 a counselor 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 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 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 counselor 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 a college counselor 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 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 Honors Information section of catalog for details.

TRANSFER CREDIT

Advanced standing is a student's administrative placement which 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.

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 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 the 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 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 experience. 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 advanced standing, 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 a college counselor in order to discuss the impact of the change 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 must request a re-evaluation of their transcripts based on the requirements of the new curriculum.

DEGREES AND CERTIFICATES

RCC offers the following degrees or certificates for students who successfully complete approved programs:

- **Associate of Arts and Sciences (AA&S) degree** is awarded to students majoring in a specialized curriculum, who may transfer to four-year colleges or universities after completing their community college programs.

- **Associate of Applied Science (AAS) degree** is awarded to students majoring in occupational-technical curricula, who may plan to obtain full-time jobs immediately after graduation from the College.

- **Certificate** is awarded to students who complete one of the approved non-degree curricula (less than two years in length).

- **Career Studies Certificate** is awarded to students who complete one of the approved programs of study consisting of between 9 and 29 credit hours. Career Studies Certificates are designed to give specific jobs skills in a short period of time and are not required to include general education courses.

ASSOCIATE OF ARTS AND SCIENCES DEGREE PROGRAM

The Associate of Arts and Sciences Transfer Degree Program is designed for students 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 majors at the baccalaureate level. Specializations included electives that are typically required in a specific program of study. Specializations offer students who know their specific academic interests with certainty, a precise curriculum that matches their academic goals and ensures efficient progress toward their degree.

- [Arts and Sciences](#) *CIP code: 24.0101*

Specializations in:
- [Business Administration](#) *CIP code 24.0101*
- [Criminal Justice](#) *CIP code: 24.0101*
- [Health-STEM](#) *CIP code 24.0101*
- [Pre-BSN](#) *CIP code 2400101*
- [Pre-Engineering](#) *CIP code 24.0101*
- [Psychology/Social Work](#) *CIP code 24.0101*

- Sustainable Science *CIP code 24.0101*
- Teacher Education (PreK-8) *CIP code 24.0101*

The Transfer Electives Course List for the Associate of Arts & Sciences Transfer Degree will satisfy the graduation requirement for the Approved Transfer Electives in the Arts and Sciences (AA&S) Transfer degree programs.

ASSOCIATE OF APPLIED SCIENCE DEGREE PROGRAM

The Associate of Applied Science degree is designed to provide specific programmatic coursework that prepares students for the workplace or provides new skills for career advancement. In general, this degree is not transferable to a four-year institution. However, RCC does have specific articulation agreements with some area colleges and universities for some of these programs.

- Administration of Justice *CIP code 43.0107*
- ADN Nursing *CIP code 51.3801*
  - Advanced Placement LPN to ADN
- Business Management *CIP code 52.0201*
- General Engineering Technology *CIP code 15.0000*

CERTIFICATE PROGRAMS

The Certificate programs are designed to provide specific programmatic coursework that prepares students for the workplace or provides new skills for career advancement. These certificates are not transferable to a four-year institution.

- Accounting *CIP code 52.0399*
- Administrative Support Technology *CIP code 52.0401*
- Diesel Mechanics Technology *CIP code 47.0605*
- General Education *CIP code 24.0102*
- Law Enforcement *CIP code 43.0107*
- Practical Nursing *CIP code 51.3901*

CAREER STUDIES CERTIFICATE PROGRAM

Career studies program options are developed and implemented as community needs are identified and institutional resources permit. These certificates are not transferable to a four-year institution.

- Autism *CIP code 13.1013*
- Baking and Pastry Fundamentals *CIP code 12.0500*
- Basic Electronics *CIP code 15.0303*
- Computer Applications Specialist *CIP code 11.0101*
- Computer Aided Drafting *CIP code 15.1302*
- Culinary Arts *CIP code 12.0500*
- Culinary Arts – Advanced *CIP Code 12.0500*
- Diesel Mechanics Technology *CIP code 47.0605*
- EMS – Intermediate *CIP code 51.0904*
- EMT – Emergency Medical Technician *CIP code 51.0904*
- EMT – Advanced *CIP code 51.0904*

- [Game Design and Development](#) *CIP code 50.0411*
- [Introduction to Engineering Technology](#) *CIP code 15.0000*
- [HVAC](#) *CIP code 47.0201*
- [HVAC – Advanced](#) *CIP code 47.0201*
- [Networking and Cybersecurity-Basic](#) *CIP code 15.0303*
- [Networking and Cybersecurity-Advance](#) *CIP code 15.0303*
- [Nurse Aide](#) *CIP code 51.3902*
- [Paramedic](#) *CIP code 51.0904*
- [Phlebotomy](#) *CIP code 51.1009*
- [Pre-Medical Laboratory Technology](#) *CIP code 51.1004*
- [Pre-Nursing](#) *CIP code 51.1105*
- [Pre-Paramedic](#) *CIP code 51.0904*
- [Pre-Practical Nursing](#) *CIP code 51.1105*
- [STEM at Work](#) *CIP code 24.0199*
- [Web Design](#) *CIP code 11.0801*

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:

- Complete and submit an application for graduation (a separate application is required for each degree sought) to the Admissions and Records Office by the published date.
- 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.

Certificate Requirements

To be eligible for a certificate, students must meet the following requirements:

- Complete and submit an application for graduation (a separate application is required for each degree sought) to the Admissions and Records Office by the published date.

- 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.

Career Studies Certificate Requirements
To be eligible for a career studies certificate, students must meet the following requirements:

- Complete and submit an application for graduation (a separate application is required for each degree sought) to the Admissions and Records Office by the published date.
- 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.

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 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 GOALS AND STUDENT LEARNING OUTCOMES

General education is that portion of the collegiate experience that addresses the knowledge, skills, attitudes, and values characteristic of educated persons. It is unbounded by disciplines and honors the connections among bodies of knowledge.

The associate degree programs at RCC support a collegiate experience that focuses on this definition and attendant areas. RCC degree graduates will demonstrate competency in the following general education areas:

Communication: A competent communicator can interact with others using all forms of communication in order to understand and to be understood. Degree graduates will demonstrate the following abilities:

- Understand and interpret complex materials.
- Assimilate, organize, develop, and present an idea formally and informally.
- Use standard English.
- Use appropriate verbal and non-verbal responses in interpersonal relations and group discussions.
- Use listening skills.
- Recognize the role of culture in communication.

Critical Thinking: A competent critical thinker evaluates evidence carefully and applies reasoning to decide what to believe and how to act. Degree graduates will demonstrate the following abilities:

- Discriminate among degrees of credibility, accuracy, and reliability of inferences drawn from given data.
- Recognize parallels, assumptions, or presuppositions in any given source of information.
- Evaluate the strengths and relevance of arguments on a particular question or issue.
- Weigh evidence and decide if generalizations or conclusions based on the given data are warranted.
- Determine whether certain conclusions or consequences are supported by the information provided.
- Use problem solving skills.

Cultural and Social Understanding: A culturally and socially competent person possesses an awareness, understanding, and appreciation of the interconnectedness of the social and cultural dimensions within and across local, regional, state, national, and global communities. Degree graduates will demonstrate the following abilities:

- Assess the impact that social institutions have on individuals and culture—past, present, and future.

- Describe their own as well as others' personal ethical systems and values within social institutions.
- Recognize the impact of arts and humanities upon individuals and cultures.
- Recognize the role of language in social and cultural contexts.
- Recognize the interdependence of distinctive world-wide social, economic, geopolitical, and cultural systems.

Information Literacy: A person who is competent in information literacy recognizes when information is needed and has the ability to locate, evaluate, and use information effectively (adapted from the American Library Association definition). Degree graduates will demonstrate the following abilities:

- Determine the nature and extent of the information needed.
- Access needed information effectively and efficiently.
- Evaluate information and its sources critically and incorporate selected information into a personal knowledge base.
- Use information effectively, individually or as members of a group, to accomplish a specific purpose.
- Understand many of the economic, legal, and social issues surrounding the use of information.
- Access and use information ethically and legally.

Personal Development: An individual engaged in personal development strives for physical well-being and emotional well-being. Degree graduates will the following abilities:

- Develop and/or refine personal wellness goals.
- Develop and/or enhance the knowledge, skills, and understanding necessary to make informed academic, social, personal, career, and interpersonal decisions.

Quantitative Reasoning: A person who is competent in quantitative reasoning possesses the skills and knowledge necessary to apply the use of logic, numbers, and mathematics to deal effectively with common problems and issues. A person who is quantitatively literate can use numerical, geometric, and measurement data and concepts, mathematical skills, and principles of mathematical reasoning to draw logical conclusions and to make well-reasoned decisions. Degree graduates will demonstrate the following abilities:

- Use logical and mathematical reasoning within the context of various disciplines.
- Interpret and use mathematical formulas.
- Interpret and draw inferences from mathematical models such as graphs, tables, and schematics.
- Use graphical, symbolic, and numerical methods to analyze, organize, and interpret data.
- Estimate and consider answers to mathematical problems in order to determine reasonableness.
- Represent mathematical information numerically, symbolically, and visually, using graphs and charts.

Scientific Reasoning: A person who is competent in scientific reasoning adheres to a self-correcting system of inquiry (the scientific method) and relies on empirical evidence to describe, understand, predict, and control natural phenomena. Degree graduates will demonstrate the following abilities:

- Generate an empirically evidenced and logical argument.
- Distinguish a scientific argument from a non-scientific argument.
- Reason by deduction, induction, and analogy.
- Distinguish between causal and correlational relationships.
- Recognize methods of inquiry that lead to scientific knowledge.

HONORS INFORMATION

Program Director: Dr. Tom Mosca III
Contact Information: tmosca@rappahannock.edu

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. Participation is voluntary, both for students and faculty. Any student who is interested in the Honors Program must submit an Honors Program Application to Dr. Tom Mosca III no later than September 15th (fall semester) or February 1 (spring semester). This application must be submitted only once.

A project designed to earn Honors credit in a course must be must be mutually agreed upon by the instructor and the student. The student must be currently enrolled in the course, and the Honors Project must be completed by the end of the semester. The Honors Program director is not involved in approving the Honors Project.

The Honors Contract must be submitted to Dr. Tom Mosca III no later than September 15th (Fall semester) or February 1 (Spring semester). Honors Contract Proposals must be submitted each semester an Honors Course is anticipated.

At the end of the semester the instructor should email the Honors Program Director and indicate whether or not the Honors Project was completed to his or her satisfaction. The Honors Program director is not involved in this decision.

Frequently Asked Questions

What is the RCC 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. Courses 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. A student may also graduate with an Honors diploma by successfully completing three Honors-designated courses with a grade of B or better, and two Honors Seminars (MTH 195 and BIO 195) with a grade of B or better, while maintaining a 3.4 cumulative GPA for all RCC courses.

Am I eligible to participate in the Honors Program?
Eligibility criteria for the Honors Program are based on the student's past academic experiences as follows: Newly Enrolled from High School: Fulfillment of one of these requirements:
1. Top 10% of graduating class
2. SAT scores above the 69th percentile
3. 2 cumulative GPA on a minimum of 12 dual enrollment credits

Currently Enrolled RCC Students:
Fulfillment of these three requirements:
1. Minimum of 12 hours college credit (or Honors Program Director approval)
2. Cumulative GPA of 3.2
3. Recommendations from two RCC instructors.

Newly Enrolled Non-Traditional Students and Students with "Special Circumstances"
Upon receiving the student's Honors Program Application the Program's Director will consider past academic performance, life experiences, and the student's readiness for Honors-designated courses. A student's acceptance is at the discretion of the Honors Program Director and will be a probationary acceptance until the student may enter the Program through one of the methods described above.

What courses are eligible to be Honors Courses?
Any transfer-level course of three or more credits may be converted to an Honors Course. An Honors Program student may designate certain courses for Honors credit if and only if the professor is willing to participate in the Program and in the particular project.

How do I enroll in an Honors Course?
The instructor for a course in which you are regularly enrolled may have previously agreed to offer an Honors component for that course. If that's the case, Honors work will take place through a contract made in consultation with, and approved by, that faculty member. If you are interested in converting a regularly enrolled course into an Honors course, you must ask the instructor about the possibility of earning Honors credit for that course no later than the second week of the semester.

How will my Honors Course be different?
The Honors Course distinction will be defined through the satisfactory completion of the project established in the Honors Contract. Your first step in creating an Honors Contract is to review the course assignment schedule. A good strategy is to identify a topic that is of special interest to you and then ask to develop, with the instructor's assistance, an Honors Project related to that topic. However, an Honors Project related to the course materials but not listed on the assignment schedule may also be arranged with the instructor's approval. The key to deciding on a project is that it should be of special interest to you because Honors Projects involve more time and effort than normal course requirements. While many Honors Projects involve writing an essay, such a practice is not always required. For example, fieldwork in a specific course is often an appropriate basis for a project.

What is an Honors Seminar?

The Honors Seminar is two, one credit-hour courses that are available to Honors students as MTH 195 and BIO 195. The Seminars will typically be conducted each Fall and Spring semesters. The Seminars will be based on topics determined by the Honors Program director. A persuasive, research-based essay will be required for each student in each class.

I'm not a "Math Wiz." Do I have to take MTH 195?
MTH 195 is an Honors Seminar and is required of all Honors students. Students will not be required to do math, but will be learning about math. Typically, an essay about some facet of mathematics in society will be required. Students who enjoy math may be given an opportunity to do certain projects instead of writing the essay.

Do I have to take BIO 195?
BIO 195 is an Honors Seminar and is required of all Honors students. Students will not be required to dissect any frogs. Students will be required to produce an essay about some aspect of biology, either written or some other form (such as perhaps, a photo essay), at the instructor's discretion.

How will I be recognized for my Honors Courses?
All courses for which you have successfully completed an Honors Project (and earned a minimum grade of "B" for the course) will be noted as Honors Courses on your permanent transcript. If you choose to graduate as an Honors student (three Honors Contract courses, both Honors Seminars, and a minimum 3.4 cumulative GPA), you will receive a special notation on your diploma and recognition at graduation. It is required to submit the Honors Diploma application on or before the Graduation application deadline.

What is an Honors Diploma, and how do I qualify for one?
A student in the Honors Program may choose to earn an Honors diploma at RCC. Once a student successfully completes three Honors courses with a grade of B or better, both one-credit Honors seminars with a grade of B or better, and maintains a 3.4 GPA, the college will award an Honors diploma to that student. An Honors Diploma Application must be submitted to Dr. Tom Mosca III by the Graduation Application deadline for the semester the student wishes to graduate.

What if I have more questions?
Contact Dr. Tom Mosca III, the Honors Program Director, at tmosca@rappahannock.edu to arrange an appointment. Most questions can be answered via email.

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 counselors 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.

TRANSFER PLANNING AND GUARANTEED ADMISSION AGREEMENTS

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 who graduate from RCC with an associate's degree and a minimum GPA may obtain guaranteed admission to colleges and universities participating in GAA with the VCCS. 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 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. 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 either the [Virginia Wizard](#) or the specific college/university website. Counselors and faculty advisors are also available to help students plan for transferring to a four year college or university. The counselors and faculty advisors can help students assess factors to be considered in making transfer choices (for example, admissions standards, school size, application deadlines, number of hours and courses accepted for transferring, etc.).

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.

Curriculum Requirements

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.

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

ART: ART 100, 101, 102, 105, 106, 120, 121, 122, 243, 244

ACCOUNTING: ACC 211, 212

ADMINISTRATION OF JUSTICE: ADJ 100, 105, 201, 211

AMERICAN SIGN LANGUAGE: ASL 101, 102

BIOLOGY: 101, 102, 141, 142, 150, 205, 270, 275, 278

BUSINESS: BUS 201, 240, 241, 242

CHEMISTRY: CHM 101, 102, 111, 112

COMMUNICATION: CST 100, 110, SPD 100, 110

ECONOMICS: ECO 120, 201, 202

EDUCATION: EDU 200, 270, 271, 272, 280

ENGLISH: ENG 125, 150, 210, 236, 241, 242, 243, 244, 250, 251, 252, 253, 255, 257, 276, 271, 279

FOREIGN LANGUAGE: CHI 101, 102, FRE 101,102,201,202, GER 101,102,201,202, JPN 101,102,201,202, SPA 101,102,201,202, RUS 101,102,201,202

GEOGRAPHY: GEO 200, 210

GEOGRAPHICAL INFO SYSTEMS: GIS 200, 201

GEOLOGY: GOL 105, 106, 111, 112

HEALTH*: HLT 106,110,116,121,138,160,200,204,206,208,215,230

HISTORY: HIS 101,102,111,112,121,122,127,141,142,155,205,225,226,267,268,281

HUMANITIES: HUM 100, 201, 202

INFORMATION SYSTEMS TECHNOLOGY: ITE 115, 119

MARINE SCIENCE: MAR 101, 102, 201, 202

MATHEMATICS: any MTH 150 or higher

MUSIC: MUS 121, 122

NATURAL SCIENCE: NAS 130, 150

PHILOSOPHY: PHI 100, 101, 102, 220, 227

PHOTOGRAPHY: PHT 164

PHYSICAL EDUCATION: PED 101, 102, 103, 104, 105, 106, 109, 111, 112, 116, 117, 118, 119, 123, 124, 133, 134, 135, 136, 154, 156, 174, 176, 177, 178, 183, 187, 206

PHYSICS: PHY 150, 201, 202, 241, 242

POLITICAL SCIENCE: PLS 135, 136, 211, 212, 241, 242

PSYCHOLOGY: PSY 126, 200, 215, 230, 235, 238, 270

RELIGION: REL 100, 200, 210, 225, 230, 231, 232, 235, 237, 238, 240

SOCIOLOGY: SOC 200, 210, 211, 212, 215, 225, 235, 236, 245, 268

SPEECH: CST 100, 110, SPD 100, 110

THEATER: CST 130

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

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.

Transfer Degree

ASSOCIATE OF ARTS & SCIENCES TRANSFER DEGREE
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				
Course #	Course Title	Lecture	Lab	Credits
ENG 111	College Composition I	3	0	3
HIS	Approved Transfer History[1]	3	0	3
MTH	Approved Transfer Mathematics[2]	3	0	3
	Approved Transfer Lab Science[3]	3	3	4
SDV 100	College Success Skills	1	0	1

		Lecture	Lab	Credits
	Approved Transfer Social Science[4]	3	0	3
	Semester Total	16	3	17

Second Semester

Course #	Course Title	Lecture	Lab	Credits
ENG 112	College Composition II	3	0	3
HIS	Approved Transfer History[1]	3	0	3
MTH	Approved Transfer Mathematics[2]	3	0	3
	Approved Transfer Lab Science[3]	3	3	4
	Approved Transfer Humanities/Fine Arts[5]	3	0	3
	Semester Total	15	3	16

Third Semester

Course #	Course Title	Lecture	Lab	Credits
ITE 119	Information Literacy	3	0	3
ENG	Approved 200 level American or English Literature or Advanced Composition Course[6]	3	0	3
	Approved Transfer Elective[7]	3	0	3
	Approved Transfer Elective[7]	3	0	3
	Approved Transfer Elective[7]	3	0	3
	Semester Total	15	0	15

Fourth Semester

Course #	Course Title	Lecture	Lab	Credits
	Approved Transfer Humanities/Fine Arts[5]	3	0	3
	Approved Transfer Social Science[4]	3	0	3
	Approved Transfer Elective[7]	3	0	3
	Approved Transfer Elective[7]	3	0	3
HLT/PED	Health/Physical Education Elective	0	2	1
	Semester Total	12	2	13

Total Minimum Credits: 61

[1] Courses used to fulfill this requirement: HIS 121, 122, 111, 112, 101, and 102.

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

[3] Laboratory courses include BIO, CHM, PHY, GOL.

[4] Courses used to fulfill this requirement: ECO, GEO, HIS, PLS, PSY, SOC.

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

[6] Courses used to fulfill this requirement: ENG 241, 242, 243, 244, 251, 252, 255, or 210.

[7] Students should consult with their academic advisor to select courses required by their desired degree at their transfer institution.

AA&S TRANSFER DEGREE: BUSINESS ADMINISTRATION SPECIALIZATION
LENGTH: 4 SEMESTERS

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 requirement 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				
Course #	**Course Title**	**Lecture**	**Lab**	**Credits**
ENG 111	College Composition I	3	0	3
HIS	Approved Transfer History[1]	3	0	3
MTH	Approved Transfer Mathematics[2]	3	0	3
	Approved Transfer Lab Science[3]	3	3	4
SDV 100	College Success Skills	1	0	1
	Semester Total	13	3	14
Second Semester				
Course #	**Course Title**	**Lecture**	**Lab**	**Credits**
ENG 112	College Composition II	3	0	3

		Lecture	Lab	Credits
HIS	Approved Transfer History[1]	3	0	3
	Approved Transfer Mathematics[2]	3	0	3
	Approved Transfer Lab Science[3]	3	3	4
ITE 119	Information Literacy	3	0	3
	Semester Total	15	3	16

Third Semester

Course #	Course Title	Lecture	Lab	Credits
	Approved Transfer Humanities/Fine Arts[4]	3	0	3
ECO 201	Principles of Macroeconomics	3	0	3
ENG	Approved 200 Level Transfer American or English Literature or Advanced Composition Course[5]	3	0	3
ACC 211	Principles of Accounting I	4	0	4
	Approved Transfer Elective[6]	3	0	3
	Semester Total	16	0	16

Fourth Semester

Course #	Course Title	Lecture	Lab	Credits
	Approved Transfer Humanities/Fine Arts[4]	3	0	3
ECO 202	Principles of Microeconomics	3	0	3
ACC 212	Principles of Accounting II	4	0	4
	Approved Transfer Elective[6]	3	0	3
HLT/PED	Health/Physical Education Elective	0	2	1
	Semester Total	13	2	14

Total Minimum Credits 60

[1]Courses used to fulfill this requirement: HIS 121, 122, 111, 112, 101, and 102.

[2]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.

[3] Laboratory courses include BIO, CHM, PHY, GOL.

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

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

[6]Students should consult with their academic advisor to select courses required by their desired degree at their transfer institution.

AA&S TRANSFER DEGREE: CRIMINAL JUSTICE SPECIALIZATION
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 majors 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

Course #	Course Title	Lecture	Lab	Credits
ENG 111	College Composition I	3	0	3
HIS	Approved Transfer History[1]	3	0	3
MTH	Approved Transfer Mathematics[2]	3	0	3
	Approved Transfer Lab Science[3]	3	3	4
SDV 100	College Success Skills	1	0	1
	Approved Transfer Social Science[4]	3	0	3
	Semester Total	16	3	17

Second Semester

Course #	Course Title	Lecture	Lab	Credits
ENG 112	College Composition II	3	0	3
HIS	Approved Transfer History[1]	3	0	3
MTH	Approved Transfer Mathematics[2]	3	0	3
	Approved Transfer Lab Science[3]	3	3	4
	Approved Transfer Humanities/Fine Arts[5]	3	0	3
	Semester Total	15	3	16

Third Semester

Course #	Course Title	Lecture	Lab	Credits
ITE 119	Information Literacy	3	0	3
ENG	Approved 200 Level of American or English Literature or Advanced Composition Course[6]	3	0	3
ADJ 100	Survey of Criminal Justice	3	0	3
	Approved Transfer Elective [7]	3	0	3

Course #	Course Title	Lecture	Lab	Credits
	Approved Transfer Elective[7]	3	0	3
	Semester Total	15	0	15

Fourth Semester

Course #	Course Title	Lecture	Lab	Credits
	Approved Transfer Humanities/Fine Arts[5]	3	0	3
	Approved Transfer Social Science[4]	3	0	3
ADJ 201	Criminology I	3	0	3
ADJ 211	Criminal Law, Evidence and Procedure I	3	0	3
HLT/PED	Health/Physical Education Elective	0	2	1
	Semester Total	12	2	13

Total Minimum Credits: 61

[1] Courses used to fulfill this requirement: HIS 121, 122, 111, 112, 101, and 102.

[2] Recommend MTH 154 and MTH 245. MTH 161 and higher math courses may replace MTH 154. Check your transfer institution.

[3] Laboratory courses include BIO, CHM, PHY, GOL.

[4] Courses used to fulfill this requirement: ECO, GEO, HIS, PLS, PSY, SOC.

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

[6] Courses used to fulfill this requirement: ENG 241, 242, 243, 244, 251, 252, 255, or 210.

[7] 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.

AA&S TRANSFER DEGREE: HEALTH-STEM SPECIALIZATION
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 assure their successful transfer.

Curriculum

First Semester				
Course#	**Course Title**	**Lecture**	**Lab**	**Credit**
ENG 111	College Composition I	3	0	3
HIS	Approved Transfer History[1]	3	0	3
MTH 161	Precalculus[2]	3	0	3
BIO 101	General Biology I[3]	3	3	4
CHM 111	College Chemistry I[4]	3	3	4
SDV 100	College Success Skills	1	0	1
	Semester Total	16	6	18
Second Semester				
Course#	**Course Title**	**Lecture**	**Lab**	**Credit**
ENG 112	College Composition II	3	0	3
MTH 162	Precalculus II[2]	3	0	3
BIO 102	General Biology II[3]	3	3	4
CHM 112	College Chemistry II[4]	3	3	4
	Approved Transfer Humanities/Fine Arts[5]	3	0	3

	Semester Total	15	6	17

Third Semester

Course#	Course Title	Lecture	Lab	Credit
ENG	Approved 200 level American/English Literature or Advanced Composition[6]	3	0	3
PHY 201	General College Physics I	3	3	4
MTH 245	Statistics I	3	0	3
	Approved Transfer Social Sciences[7]	3	0	3
	Semester Total	12	3	13

Fourth Semester

Course#	Course Title	Lecture	Lab	Credit
PHY 202	General College Physics II	3	3	4
	Approved Transfer Social Science[7]	3	0	3
	Approved Transfer Humanities/Fine Arts[5]	3	0	3
HIS	Approved Transfer History[1]	3	0	3
HLT/PED	Health/Physical Education Elective	0	2	1
	Semester Total	12	5	14

Total Minimum Credits: 62

[1] Courses used to fulfill this requirement: HIS 121, 122, 111, 112, 101, and 102.

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

[3] Courses used to fulfill this requirement: BIO 141, BIO 142, BIO 205, BIO 231 or BIO 232.

[4] 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.

[5] PHI 205 and PSY 230 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.

[6] Courses used to fulfill this requirement: ENG 241, 242, 243, 244, 251, 252, 255, or 210.

[7] PSY 200 and SOC 200 strongly recommended. Students should consult with their academic advisor to select courses required by their desired degree at their transfer institution.

AA&S TRANSFER DEGREE: PRE-BSN SPECIALIZATION

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 pursuit of the BSN. Consult with an advisor at your desired four-year institution to verify.

Curriculum:

First Semester		Lecture	Lab	Credits
ENG 111	College Composition I	3	0	3
HIS 101	History of Western Civilization I [1]	3	0	3
MTH 154	Quantitative Reasoning [2]	3	0	3
BIO 101	General Biology I	3	3	4
CHM 111	General Chemistry I [3]	3	3	4
SDV 101	Orientation to Health Sciences [4]	1	0	1
		16	**6**	**18**
Second Semester				
ENG 112	College Composition II	3	0	3
HIS 102	History of Western Civilization II [5]	3	0	3
PSY 200	Principles of Psychology	3	0	3
BIO 102	General Biology II	3	3	4
PHI 220	Ethics	3	0	3
		15	**3**	**16**
Milestone: General Studies Certificate				
Third Semester				
ENG 241	Survey of American Literature I [6]	3	0	3
BIO 141	Human Anatomy & Physiology I	3	3	4

BIO 150	Introductory Microbiology [7]	3	3	4
PSY 230	Developmental Psychology	3	0	3
		12	**6**	**14**
Fourth Semester				
REL 230	Religions of the World [8]	3	0	3
SOC 200	Principles of Sociology	3	0	3
BIO 142	Human Anatomy & Physiology II	3	3	4
MTH 245	Statistics I	3	0	3
HLT/PED	Transfer Elective [9]	0	2	1
		12	**5**	**14**
	Totals	**55**	**20**	**62**
Milestone: AA&S Transfer degree				

Total Credits: <u>62 minimum</u>

[1] History 111 or 121 may be substituted.

[2] Higher MTH may be substituted.

[3] CHM 101 may be substituted, but CHM 111 is strongly encouraged.

[4] SDV 100 may be substituted if taken before being placed in this program plan.

[5] History 112 or 122 may be substituted.

[6] Courses used to fulfill this requirement: ENG 242, 243, 244, 251, 252, 255, or other courses approved by an academic advisor.

[7] BIO 205 may substitute BIO 150.

[8] Courses used to fulfill this requirement: HUM, MUS, ART, PHI, REL, ENG (lit). MUS and ART cannot be skills based.

[9] HLT 230 is strongly encouraged.

AA&S TRANSFER DEGREE: PRE-ENGINEERING SPECIALIZATION
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 assure a successful transfer.

Curriculum

First Semester				
Course #	Course Title	Lecture	Lab	Credits
ENG 111	College Composition I	3	0	3
HIS	Approved Transfer History[1]	3	0	3
MTH 161	Precalculus I or higher math	3	0	3
CHM 111	College Chemistry I	3	3	4
SDV 100	College Success Skills	1	0	1

	Semester Total	13	3	14

Second Semester

Course #	Course Title	Lecture	Lab	Credits
	Approved Transfer Elective[2]	3	0	3
ENG 112	College Composition II	3	0	3
MTH 162	Precalculus II or higher math	3	0	3
	Approved Transfer Social Science[3]	3	0	3
HLT/PED	Health/Physical Education Elective	0	2	1
	Approved Transfer Humanities/Fine Arts[4]	3	0	3
	Semester Total	15	2	16

Third Semester

Course #	Course Title	Lecture	Lab	Credits
ENG	Approved 200 Level American or English Literature or Advanced Composition Course[5]	3	0	3
PHY 201	General College Physics I or University Physics	3	3	4
	Approved Transfer Elective[2]	4	0	4
MTH 263	Calculus with Analytic Geometry I or higher math	4	0	4
	Semester Total	15	3	15

Fourth Semester

Course #	Course Title	Lecture	Lab	Credits
MTH 264	Calculus with Analytic Geometry II or higher math	4	0	4
	Approved Transfer Humanities/Fine Arts[4]	3	0	3
PHY 202	General College Physics II or University Physics	3	3	4
	Approved Transfer Social Science[3]	3	0	3
	Approved Transfer Elective[2]	3	0	3
	Semester Total	16	3	17

Total Minimum Credits: 62

[1] Courses used to fulfill this requirement: HIS 121, 122, 111, 112, 101, and 102.
[2] Students should consult with their academic advisor to select courses required by their desired degree at their transfer institution.
[3] Courses used to fulfill this requirement: ECO, GEO, HIS, PLS, PSY, SOC.
[4] Courses used to fulfill this requirement: HUM, MUS, ART, PHI, REL, ENG (lit). MUS and ART cannot be skills based.
[5] Courses used to fulfill this requirement: ENG 241, 242, 243, 244, 251, 252, 255, or 210.

AA&S TRANSFER DEGREE: PSYCHOLOGY/SOCIAL WORK SPECIALIZATION

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				
Course #	Course Title	Lecture	Lab	Credits
ENG 111	College Composition I	3	0	3
HIS	Approved Transfer History[1]	3	0	3
MTH	Approved Transfer Mathematics[2]	3	0	3

	Approved Transfer Lab Science[3]	3	3	4
SDV 100	College Success Skills	1	0	1
PSY 200	Principles to Psychology	3	0	3
	Semester Total	16	3	17

Second Semester

Course #	Course Title	Lecture	Lab	Credits
ENG 112	College Composition II	3	0	3
HIS	Approved Transfer History[1]	3	0	3
MTH	Approved Transfer Mathematics[2]	3	0	3
	Approved Transfer Lab Science[3]	3	3	4
	Approved Transfer Humanities/Fine Arts[4]	3	0	3
	Semester Total	15	3	16

Third Semester

Course #	Course Title	Lecture	Lab	Credits
ITE 119	Information Literacy	3	0	3
ENG	Approved 200 Level American or English Literature or Advanced Composition[5]	3	0	3
PSY 230	Developmental Psychology	3	0	3
SOC 200	Principles of Sociology	3	0	3
	Approved Transfer Elective[6]	3	0	3
	Semester Total	15	0	15

Fourth Semester

Course #	Course Title	Lecture	Lab	Credits
	Approved Transfer Humanities/Fine Arts[4]	3	0	3
SOC 210	Survey of Physical and Cultural Anthropology	3	0	3
	Approved Transfer Elective[6]	3	0	3
	Approved Transfer Elective[6]	3	0	3
HLT/PED	Health/Physical Education Elective	0	2	1
	Semester Total	12	2	13

Total Minimum Credits: 61

[1] Courses used to fulfill this requirement: HIS 121, 122, 111, 112, 101, and 102.

[2] 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.

[3] Laboratory courses include BIO, CHM, PHY, GOL.

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

[5] Courses used to fulfill this requirement: ENG 241, 242, 243, 244, 251, 252, 255, or 210.

[6] Students should consult with their academic advisor to select courses required by their desired degree at their transfer institution.

AA&S TRANSFER DEGREE: SUSTAINABLE SCIENCE SPECIALIZATION
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 fulfills the laboratory science requirement and provides 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 assure a successful transfer.

Curriculum

First Semester

Course #	Course Title	Lecture	Lab	Credits
ENG 111	College Composition I	3	0	3
HIS	Approved Transfer History[1]	3	0	3
MTH	Approved Transfer Mathematics[2]	3	0	3
BIO 101	General Biology I	3	3	4
SDV 100	College Success Skills	1	0	1
	Approved Transfer Social Science[3]	3	0	3
	Semester Total	16	3	17

Second Semester

Course #	Course Title	Lecture	Lab	Credits
ENG 112	College Composition II	3	0	3
HIS	Approved Transfer History[1]	3	0	3
MTH	Approved Transfer Mathematics[2]	3	0	3
BIO 102	General Biology II	3	3	4
	Approved Transfer Humanities/Fine Arts[4]	3	0	3
	Semester Total	15	3	16

Third Semester

Course #	Course Title	Lecture	Lab	Credits
ITE 119	Information Literacy	3	0	3
ENG	Approved 200 Level American or English Literature or Advanced Composition Course[5]	3	0	3
CHM 129	Chemistry for a Sustainable World I	3	3	4
BIO 278	Coastal Ecology[6]	2	3	3
	Approved Transfer Elective[7]	3	0	3
	Semester Total	14	6	16

Fourth Semester

Course #	Course Title	Lecture	Lab	Credits
CHM 130	Chemistry for a Sustainable World II	3	3	4
	Approved Transfer Elective[7]	3	0	3
	Approved Transfer Humanities/Fine Arts[4]	3	0	3
	Approved Transfer Social Science[3]	3	0	3
HLT/PED	Health/Physical Education Elective	0	2	1
	Semester Total	12	5	14

Total Minimum Credits: 63

[1] Courses used to fulfill this requirement: HIS 121, 122, 111, 112, 101, and 102.

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

[3] Courses used to fulfill this requirement: ECO, GEO, HIS, PLS, PSY, SOC.

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

[5] Courses used to fulfill this requirement: ENG 241, 242, 243, 244, 251, 252, 255, or 210.

[6] May replace with BIO 270 General Ecology.

[7] 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.

AA&S TRANSFER DEGREE: TEACHER EDUCATION (PREK-8) SPECIALIZATION

Length: 4 Semesters

Purpose

The Associate of Arts and Sciences Transfer Degree, Teacher Education Specialization Program is designed for students who are interested in teacher education, specifically in grades Pre-Kindergarten through grade 8 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 assure a successful transfer.

Curriculum

First Semester				
Course #	Course Title	Lecture	Lab	Credits
ENG 111	College Composition I	3	0	3
HIS	Approved Transfer History[1]	3	0	3
MTH	Approved Transfer Mathematics[2]	3	0	3
	Approved Transfer Lab Science[3]	3	3	4
SDV 100	College Success Skills	1	0	1
ITE 119	Information Literacy	3	0	3

	Semester Total	16	3	17

Second Semester

Course #	Course Title	Lecture	Lab	Credits
ENG 112	College Composition II	3	0	3
HIS	Approved Transfer History[1]	3	0	3
MTH	Approved Transfer Mathematics[2]	3	0	3
	Approved Transfer Lab Science[3]	3	3	4
	Approved Transfer Humanities/Fine Arts[4]	3	0	3
	Semester Total	15	3	16

Third Semester

Course #	Course Title	Lecture	Lab	Credits
EDU 200	Introduction to Teaching as a Profession	3	0	3
ENG	Approved 200 Level of American or English Literature or Advanced Composition Course[5]	3	0	3
PSY 230	Developmental Psychology	3	0	3
ECO 201 or 202	Principles of Macroeconomics or Microeconomics[6]	3	0	3
	Approved Transfer Elective[7]	3	0	3
	Semester Total	15	0	15

Fourth Semester

Course #	Course Title	Lecture	Lab	Credits
ENG 2XX	Approved 200-level Transfer Literature Elective[5]	3	0	3
GEO 210	People and the Land: Intro to Cultural Geography	3	0	3
PLS 211	US Government I[8]	3	0	3
	Approved Transfer Elective[7]	3	0	3
HLT/PED	Health/Physical Education Elective	0	2	1
	Semester Total	12	2	13

Total Minimum Credits: 61

[1] Courses used to fulfill this requirement: HIS 121, 122, 111, 112, 101, and 102.

[2] 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.

[3] BIO 101 strongly recommended. Laboratory courses include BIO, CHM, PHY, GOL.

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

[5] Courses used to fulfill this requirement: ENG 241, 242, 243, 244, 251, 252, 255 or 210.

[6] May replace with ECO 120. Students should consult with their academic advisor to select courses required by their desired degree at their transfer institution.

[7] Students should consult with their academic advisor to select courses required by their desired degree at their transfer institution.

[8] May replace with PLS 135. Students should consult with their academic advisor to select courses required by their desired degree at their transfer institution.

Applied Science Degrees

ASSOCIATE OF APPLIED SCIENCE: ADMINISTRATION OF JUSTICE
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

First Semester

Course #	Title	Lecture	Lab	Credit
ADJ 100	Survey of Criminal Justice	3	0	3
ENG 111	College Composition I	3	0	3
MTH	100 Level of Higher Math[1]	3	0	3
	Approved Social Science Elective[2]	3	0	3
ADJ 227	Constitutional Law	3	0	3
SDV 100	College Success Skills	1	0	1
	Semester Total	16	0	16

Second Semester

Course#	Title	Lecture	Lab	Credit
ADJ 201 or SOC 236	Criminology	3	0	3
ENG 112	College Composition II	3	0	3
	Approved Social Science Elective[2]	3	0	3
ADJ 236	Principles of Criminal Investigation	3	0	3
	Elective[3]	3	0	3
ITE 100	Introduction to Information Systems	3	0	3
	Semester Total	18	0	18

Third Semester

Course#	TITLE	Lecture	Lab	Credit
ADJ 140	Intro to Corrections.	3	0	3

		Lecture	Lab	Credit
ADJ 105 or SOC 235	The Juvenile Justice System or Juvenile Delinquency	3	0	3
ADJ 116	Special Enforcement. Topics	3	0	3
HLT/PED	Health/Physical Education Elective[4]	0	2	1
CST 100 or BUS 236	Principles of Public Speaking or Communication in Management	3	0	3
	Approved Humanities/Fine Arts Elective[5]	3	0	3
	Semester Total	15	2	16

Fourth Semester

Course#	Title	Lecture	Lab	Credit
HLT 121	Intro to Drug Use and Abuse[6]	3	0	3
ADJ 211	Criminal Law, Evidence and Procedure	3	0	3
ADJ 225	Courts and the Admin. of Justice	3	0	3
HLT/PED	Health/Physical Education Elective[4]	0	2	1
	Elective[3]	3	0	3
	Elective[3]	3	0	3
	Semester Total	15	2	16

Total Minimum Credits: 66

[1] 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.
[2] Courses used to fulfill this requirement: ECO, GEO, HIS, PLS, PSY, SOC.
[3] 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.
[4] Consult with academic advisor to assure courses are consistent with your transfer degree goals.
[5] Courses used to fulfill this requirement: HUM, MUS, ART, PHI, REL, ENG (lit). MUS and ART cannot be skills based.
[6] May replace with ADJ 228.

ASSOCIATE OF APPLIED SCIENCE DEGREE: NURSING

EFFECTIVE: FALL 2017
(Currently enrolled students consult prior catalog.)

Length: Minimum 5 Semesters

Purpose: The associate of applied science degree in nursing 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 healthcare 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 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 TEAS examination within the last two years of application with scores at the 45th national percentile; and Proficient or higher designation
- Attendance at a nursing program advisement session
- Mandatory advisement by nursing program faculty to verify eligibility for the program
- All five courses in the first semester of the program must be completed successfully with a grade of "C" or higher with grades posted to transcripts by the last deadline for application each program admission cycle.

- 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**
- Attending a nursing program information session
- Completion of the TEAS examination within 2 years of application (TEAS scores may be used to advise students to enter one program or the other)
- 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
- Attend orientation program in summer prior to the fall start of clinical nursing courses.
- Health Record Requirement: Physical examinations, including immunizations, must be completed prior to the start of fall 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 (castlebranch.com) for all screenings and for 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 semester/module in nursing, and 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.

- Criminal Background Checks and Drug Screens: A criminal background check and urine drug screen is 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 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.
- 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.

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 successfully each semester to progress.
- The student is required to complete a sequence of course 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.
- 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 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 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 for the National Council Licensing Examination (NCLEX-RN).

Accreditation

The Associate Degree in Nursing program is approved by the Virginia Board of Nursing. 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.

Student Estimated Costs

Item	Estimate Cost
Tuition and Fees (67 credits X $160.65*)	$10,763.55
Uniforms and Shoes	$400
Books	$1,500
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
Total Estimated Costs	$14,821.55+

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

Curriculum

First Semester: Prerequisites*		Lecture	Lab	Credits
Course#	**Course Title**	**Lecture**	**Lab**	**Credits**
ENG 111	College Composition I	3	0	3
BIO 141	Human Anatomy & Physiology I	3	3	4
PSY 230	Developmental Psychology	3	0	3
HLT 230	Principles of Nutrition & Human Development	3	0	3
SDV 101	Orientation to Health Sciences[1]	1	0	1
Semester Totals		13	3	14
MILESTONE: Students eligible for admission to the ADN Nursing Sequence				
Second Semester: Begin NSG sequence				
Course#	**Course Title**	**Lecture**	**Lab**	**Credits**
BIO 142	Human Anatomy & Physiology II	3	3	4
NSG 100	Introduction to Nursing Concepts	3	3	4
NSG 106	Competencies for Nursing Practice	0	6	2
NSG 130	Professional Nursing Concepts	1	0	1
NSG 200	Health Promotion and Assessment	2	3	3
Semester Totals		**9**	**15**	**14**
Third Semester				
Course#	**Course Title**	**Lecture**	**Lab**	**Credits**
BIO 150	Introductory Microbiology[2]	3	3	4
NSG 152	Health Care Participant	2	3	3
NSG 170	Health/Illness Concepts	4	6	6
Semester Totals		**9**	**12**	**13**
Fourth Semester				
Course#	**Course Title**	**Lecture**	**Lab**	**Credits**

Course#	Course Title	Lecture	Lab	Credits
ENG 112	College Composition II	3	0	3
NSG 210	Health Care Concepts I	3	6	5
NSG 211	Health Care Concepts II	3	6	5
Semester Totals		**9**	**12**	**13**
Fifth Semester				
Course#	**Course Title**	**Lecture**	**Lab**	**Credits**
NSG 230	Advanced Professional Nursing Concepts	2	0	2
NSG 252	Complex Health Concepts	4	0	4
NSG 270	Nursing Capstone	0	12	4
PHI 220	Ethics[3]	3	0	3
Semester Totals		**9**	**12**	**13**
Program Totals		**49**	**54**	**67**
MILESTONE: Graduates eligible to apply for NCLEX-RN testing and advance to licensure as Registered Nurses				

* 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.

[1] SDV 100 may be substituted if taken at other institutions or before the student entered any Health Science program plan at RCC.

[2] BIO 205 may be substituted.

[3] 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

The Advanced Placement Option-LPN to ADN 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 require 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:
- apply during the application period
- be advised by a nursing faculty member prior to application
- submit all official transcripts to Admissions and Records
- place in the 45th national percentile or higher on the Test of Essential Academic Skills (TEAS) entrance test
- have a cumulative GPA of 2.5 for all college-level work.

Prerequisite Courses
The following courses must be successfully completed with a grade of C or higher before you enter the summer semester to begin the ADN program:

Course	Course Title	Lecture	Lab	Credits
ENG 111	College Composition I	3	0	3
BIO 141	Human Anatomy & Physiology I	3	3	4
PSY 230	Developmental Psychology	3	0	3
HLT 230	Principles of Nutrition & Human Development	3	0	3
SDV 101	Orientation to Health Sciences	1	0	1
BIO 142	Human Anatomy & Physiology II	3	3	4

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:

Summer Semester				
Course	Course Title	Lecture	Lab	Credits
BIO 150	Introductory Microbiology*	3	3	4
NSG 200	Health Promotion and Assessment	2	3	3

NSG 115	Healthcare Concepts for Transition	3	6	5

*Students are strongly encouraged to take BIO 150 prior to the summer you enter into the program.

<u>Remainder of the ADN program</u>

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				
Course	**Course Title**	**Lecture**	**Lab**	**Credits**
ENG 112	College Composition II	3	0	3
NSG 210	Health Care Concepts I	3	6	5
NSG 211	Health Care Concepts II	3	6	5
Spring Semester				
Course	**Course Title**	**Lecture**	**Lab**	**Credits**
NSG 230	Advanced Professional Nursing Concepts	2	0	2
NSG 252	Complex Health Concepts	4	0	4
NSG 270	Nursing Capstone	0	12	4
PHI 220	Ethics[3]	3	0	3
Program Totals				**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.

ASSOCIATE OF APPLIED SCIENCE DEGREE: BUSINESS MANAGEMENT

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 relation 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

First Semester

Course #	Title	Lecture	Lab	Credit
ACC 105	Office Accounting	3	0	3
BUS 100	Introduction to Business	3	0	3
ITE 100	Introduction to Information Systems[1]	3	0	3
ENG 111	College Compositions1	3	0	3
MTH 141	Business Mathematics 1or higher level[2]	3	0	3
SDV 100	College Success Skills	1	0	1
	Semester Total	16	0	16

Second Semester

Course #	Title	Lecture	Lab	Credit
ACC 215	Computerized Accounting	3	0	3
BUS 236	Communication in Management	3	0	3
ITE 130	Introduction to Internet Service	3	0	3
ITE 140	Spreadsheet Software	3	0	3
MKT	Marketing Elective	3	0	3
	Semester Total	15	0	15

Third Semester

Course #	Title	Lecture	Lab	Credit
BUS 200	Principles of Management	3	0	3
BUS 111	Principles of Supervision	3	0	3
BUS 240	Intro to Business Law	3	0	3
ECO 120	Survey of Economics	3	0	3
HLT/PED	Health/ Physical Education Elective	0	2	1
	Approved Career Elective[3]	3	0	3
	Semester Total	**15**	**2**	**16**

Fourth Semester

Course #	Title	Lecture	Lab	Credit
BUS 270	Interpersonal Dynamics in Business Organizations	3	0	3
BUS 285	Current Issues in Management[4]	3	0	3
	Approved Career Elective[3]	3	0	3
	Approved Career Elective[3]	3	0	3

		Approved Career Elective[3]	3	0	3
		Approved Humanities Electives[5]	3	0	3
		Semester Total	**18**	**0**	**18**

Total Minimum Credits: 65

[1] May replace with an approved ITE transfer course (ITE 115 or ITE 119) in place of this non-transfer course.

[2] MTH 141 or higher. Students should consult with their academic advisor to select appropriate math courses.

[3] 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. ENG112, ECO110 and FIN107 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 below accepted as Electives.

[4] Requires successful completion of ENG 111 and completion of 40 or more credits prior to enrollment.

[5] Courses used to fulfill this requirement: ART, HUM, MUS, PHI, REL, ENG (Lit).

Culinary Arts	*Administrative Support Technology Certificate*	*Accounting Certificate*	*Basic Networking and Cybersecurity Career Studies Certificate*	*Computer Applications Specialist Career Studies Certificate*	*Game Design and Development Career Studies Certificate*	*Web Design Career Studies Certificate*
HRI106	AST141	ACC211	ITN101 or ITN150	AST141	ITD212	ITD112
HRI115	AST243	ACC212	ITN260	AST260	ITD120	ITD110
HRI134	AST244	ACC124	ITP120 or ITN151	ITE 140	ITP160	ITD120
HRI154	AST260	ACC134		ITD110	ITP165	ITD210
		ACC215		ITD130		
		ACC231		ITE170		
				ITE215		
				ITE270		

ASSOCIATE OF APPLIED SCIENCE DEGREE: GENERAL ENGINEERING TECHNOLOGY
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 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

Course #	Title	Lecture	Lab	Credit
ENG 111	College Composition I	3	0	3
ETR 113	AC/DC Fundamentals I	2	3	3
SAF 126	Principles of Industrial Safety	3	0	3
MTH 154 or higher	MTH 154 or higher[1]	3	0	3
ITE 115	Introduction to Computer Applications[2]	3	0	3
SDV 100	College Success Skills	1	0	1
HLT/PED	Health/Physical Education Elective	0	2	1
	Semester Total	15	5	17

Second Semester

Course #	Title	Lecture	Lab	Credit
ENG 112	English Composition II	3	0	3
ETR 114	AC/DC Fundamentals II	2	3	3
ETR 203	Electronic Devices I	3	3	4
CAD 201	Computer Aided Drafting & Design I	3	3	4
IND 150	Industrial Management[3]	2-3	0-2	3
	Semester Total	13-14	9-11	17

Third Semester

Course #	Title	Lecture	Lab	Credit
	Approved Career Elective[4]	2-3	0-3	3
ELE 239	Programmable Controllers	2	3	3
INS 232	System Troubleshooting	2	3	2
	Approved Career Elective[4]	2	3	3
	Approved Career Elective[4]	2	3	3

		Lecture	Lab	Credit
	Approved Transfer Social Science[5]	3	0	3
	Semester Total	13-14	12-15	17

Fourth Semester

Course #	Title	Lecture	Lab	Credit
INS 230	Instrumentation 1	2	3	3
	Approved Career Elective[4]	3	3	4
	Approved Career Elective[4]	3	3	4
	Approved Humanities Elective[6]	3	0	3
	Elective[7]	3	0	3
	Semester Total	14	9	17

Total Minimum Credits: 68

[1] Math 154 or higher may replace this course.

[2] ITE 115 is recommended. ITE I 00 or ITE 119 may replace this course Contact advisor for recommendation.

[3] IND 146 may replace IND 150.

[4] Courses used to fulfill this requirement DRF 231, EGR 120, ELE 120, ELE 127, ELE 138, ELE 143, ELE 144, ELE 149, ENE I 04, 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.

[5] Courses used to fulfill this requirement· ECO, GEO, HJS, PLS, PSY, SOC.

[6] Courses used to fulfill this requirement: HUM, MUS, ART, PHI, REL, ENG (lit). MUS and ART cannot be skills based.

[7] Students may take an approved career elective or contact advisor for recommendation.

Last revision made Jan. 2018

Certificates

ACCOUNTING CERTIFICATE
Length: 2 semesters

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

Opportunities for Employment
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.

- Gainful Employment Data

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				
Course #	**Title**	**Lecture**	**Lab**	**Credit**
ENG 111	College Composition I	3	0	3
MTH	Any MTH level 100 or higher	3	0	3
ACC 211	Principles of Accounting I	4	0	4
ACC 124	Payroll Accounting	3	0	3

Course #	Title	Lecture	Lab	Credit
ITE 100	Introduction to Information Systems[1]	3	0	3
SDV 100	College Success Skills	1	0	1
	Semester Total	17	0	17

Second Semester

Course #	Title	Lecture	Lab	Credit
ACC 212	Principles of Accounting II	4	0	4
ACC 134	Small Business Taxes	3	0	3
ACC 231	Cost Accounting I	3	0	3
ACC 215	Computerized Accounting	3	0	3
ITE 140	Spreadsheet Software	3	0	3
	Semester Total	16	0	16

Total Minimum Credits: 33

[1] May replace with an approved ITE transfer course (ITE 115 or ITE 119) in place of this non-transfer course.

ADMINISTRATIVE SUPPORT TECHNOLOGY CERTIFICATE
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.

- [Gainful Employment Data](#)

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				
Course #	**Title**	**Lecture**	**Lab**	**Credit**
ENG 111	College Composition I	3	0	3
MTH	Any MTH level 100 or higher	3	0	3
AST 141	Word Processing	3	0	3

Course #	Title	Lecture	Lab	Credit
AST 243	Office Administration	3	0	3
ITE 100	Introduction to Information Systems	3	0	3
SDV 100	College Success Skills	1	0	1
	Semester Total	16	0	16

Second Semester

Course #	Title	Lecture	Lab	Credit
BUS 236	Communication in Management[1]	3	0	3
ACC 105	Office Accounting	3	0	3
AST 260	Presentation Software	3	0	3
AST 244	Office Administration II	3	0	3
ITE 140	Spreadsheet Software	3	0	3
	Semester Total	15	0	15

Total Minimum Credits: 31

[1] May replace with an approved transfer course in place of this non-transfer course.

DIESEL MECHANICS TECHNOLOGY CERTIFICATE

Effective: Fall 2018

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

GAINFUL 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.

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

COURSE	TITLE	LEC. HRS.	LAB. HRS.	CREDIT
DSL 152	Diesel Power Trains, Chassis and Suspension	2	4	4
WEL 120	Fundamentals of Welding	1	3	2
SDV 100	College Success Skills	1	0	1

DSL 143	Diesel Truck Electrical Systems	2	4	4
DSL 150	Mobile Hydraulics and Pneumatics	2	2	3
ENG 111	College Composition I	3	0	3
	TOTAL	**11**	**13**	**17**
DSL 176	Transportation Air Conditioning	1	2	2
DSL 126	Diesel Engine Reconditioning	3	6	6
DSL 131	Diesel Fuel Systems and Tune-up	2	4	4
DSL 160	Air Brake Systems	2	2	3
ITE 115	Introduction to Computer Applications and Concepts[2]	3	0	3
	TOTAL	**11**	**14**	**18**
DSL 197	Cooperative Education or Approved Elective[1]	0	15	3
	TOTAL	**0**	**15**	**3**
Total Minimum Credits for Certificate in Diesel Mechanics Technology				**38**

[1] Approved electives include MEC 175 and other courses as approved by the program head.

[2] ITE 119 can be used as a replacement.

GENERAL EDUCATION CERTIFICATE
Length: 2 Semesters

Purpose

The General Education Certificate is designed to provide student 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 and 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				
Course #	**Title**	**Lecture**	**Lab**	**Credit**
ENG 111	College Composition I	3	0	3
MTH	Approved Transfer Math[1]	3	0	3
HIS	Approved Transfer History[2]	3	0	3
	Approved Transfer Lab Science[3]	3	3	4
SDV 100	College Success Skills	1	0	1
	Approved Transfer Humanities[4]	3	0	3

		Lecture	Lab	Credit
	Semester Total	16	3	17

Second Semester

Course #	Title	Lecture	Lab	Credit
ENG 112	College Composition II	3	0	3
HIS	Approved Transfer History[2]	3	0	3
	Approved Transfer Lab Science[3]	3	3	4
	Approved Transfer Humanities[4]	3	0	3
	Approved Transfer Social Science[5]	3	0	3
	Semester Total	15	3	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.

[1] Math 154 or higher. Students should consult with their academic advisor to select appropriate math courses.

[2] Courses used to fulfill this requirement: HIS 121, 122, 111, 112, 101, and 102.

[3] Courses used to fulfill this requirement: BIO 101 and 102, CHM 101, 102, 111, and 112, PHY 201 and 202, GOL 105, 106, 111, and 112.

[4] Courses used to fulfill this requirement: ART 100, 101 and 102, HUM, MUS, PHI, REL.

[5] Courses used to fulfill this requirement: ECO 201, HIS, PLS, PSY, SOC.

LAW ENFORCEMENT CERTIFICATE
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

- [Gainful Employment Data](#)

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

All courses must be approved by the Law Enforcement Program advisor. 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				
Course #	**Title**	**Lecture**	**Lab**	**Credit**
ADJ 100	Survey of Criminal Justice	3	0	3
ENG 111	College Composition I	3	0	3

		Lecture	Lab	Credit
SDV 100	College Success Skills	1	0	1
ITE 100	Introduction to Information Systems	3	0	3
	Semester Total	10	0	10

Second Semester

Course #	Title	Lecture	Lab	Credit
ADJ 201	Criminology; or ADJ 140 Introduction to Corrections	3	0	3
ENG 112	College Composition II	3	0	3
	Approved Social Science Elective [1]	3	0	3
	Elective [2]	3	0	3
	Semester Total	12	0	12

Third Semester

Course #	Title	Lecture	Lab	Credit
ADJ 105	Juvenile Justice System	3	0	3
	Approved Social Science Elective [1]	3	0	3
HLT/PED	Health or Physical Education	0	2	1
	Semester Total	6	2	7

Fourth Semester

Course #	Title	Lecture	Lab	Credit
ADJ 227	Constitutional Law for Justice Personnel	3	0	3
	Elective [2]	3	0	3
	Semester Total	6	0	6

Total Minimum Credits: 35

[1] Courses used to fulfill this requirement: ECO, GEO, HIS, PLS, PSY, SOC

[2] 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
Length: 3 Semesters (one year)

Purpose

The certificate in practical nursing is designed to prepare selected students to qualify as practical nurse members of the health team in a variety of healthcare facilities. On successful completion of the program students are eligible to apply to take the NCLEX-PN (National Council Licensure Exam-Practical Nurse) which is the currently approved licensing exam for practical nursing in Virginia.

Occupational Objectives

Employment opportunities for the licensed Practical Nurse 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.
- Completed all applicable developmental courses (MTE modules 1-3 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 TEAS Pre-Nursing Entrance Exam within 3 years with a minimum score at the 35th national percentile rank
- 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 RCC webpage for more information).

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 and developmental coursework as described above
- Have met with a nursing faculty advisor to determine 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.

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 semester 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 (castlebranch.com) for all screenings and for 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 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 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.
- 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.

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 course 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 hospital's facilities.

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), nursing pin, and 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 second hand, a pen light, and bandage scissors.

All students entering the program will be required to undergo a background check and drug screening prior to their admittance to the clinical sites.

Curriculum

First Semester				
Course #	Title	Lecture	Lab	Credit
NUR 120	Nursing Terminology & Charting[1]	2	0	2
PNE 155	Body Structure & Function[2]	3	0	3
NUR 135	Drug Dosage Calculations	1	0	1
PNE 161	Nursing in Health Changes I	4	9	7
SDV 101	Orientation to Health Sciences[3]	1	0	1
	Semester Totals	11	9	14
Second Semester				
Course #	Title	Lecture	Lab	Credit
PNE 162	Nursing in Health Changes II	6	12	10
PNE 173	Pharmacology	1	0	1
PSY 230	Developmental Psychology	3	0	3
ENG 111	College Composition I	3	0	3
	Semester Total	13	12	17
Third Semester				
Course #	Title	Lecture	Lab	Credit
PNE 163	Nursing in Health Changes III	4	12	8
PNE 145	Trends in Practical Nursing	1	0	1
HLT 230	Principles of Nutrition & Human	3	0	3
SOC 200	Principles of Sociology I	3	0	3
	Semester Total	11	12	15

Total Minimum Credits: 46

[1] HLT 143 or BIO 141 may replace NUR 120.
[2] BIO 142 or NAS 150 may replace PNE 155.
[3] SDV 100 is accepted if taken prior to entering Certificate curriculum in Practical Nursing.

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), nursing pin, and 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 second hand, a pen light, and bandage scissors.

Item	Estimate Cost
Tuition and Fees (47 credits X $160.65[*])	$7,550.55
Uniform and Shoes	200
Books	500
Achievement Tests (Kaplan)	475
Clinical Supplies	200
Malpractice Insurance	58
Criminal Background Checks/ Drug Screens/ Document Tracker	120
Medical	500
Graduation and Licensure	500
Travel to Clinical Agencies	Variable
Total Estimated Costs	$10.103.55

* Tuition and Fees are subject to change.

All students entering the program will be required to undergo a background check and drug screening prior to their admittance to the clinical sites.

Career Studies Certificates

ADVANCED NETWORKING AND CYBERSECURITY CAREER STUDIES CERTIFICATE

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

Curriculum

Course #	Course Title	Lecture	Lab Hours	Credits
ITE 100	Introduction to Information Systems[1]	3	0	3
ITN 101 or ITN 150	Introduction to Network Concepts or Networking Fundamentals and Introductory Routing-Cisco	3	0	3
ITN 260	Network Security Basics	3	0	3
ITP 175	Concepts of Programming Language[2]	3	0	3
ITN261	Network Attacks, Computer Crime, and Hacking	3	0	3
ITN 262	Network Communication, Security, and Authentication	3	0	3
ITN 263	Internet/Intranet Firewalls and E-Commerce Security	3	0	3
ITN 266	Network Security Layers	3	0	3
ITN 267	Legal Topics in Network Security	3	0	3

Total Credit Hours: **27**

[1]May replace with ITE 115 or ITE 119.
[2]May replace with ITP 120 or ITN 151.

AUTISM CAREER STUDIES CERTIFICATE

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

Course #	Title	Lecture	Lab	Credit
EDU 270	Introduction to Autism Spectrum Disorders	3	0	3
EDU 271	Methodologies and Curriculum Development for Students with Autism Spectrum Disorders [1]	3	0	3
EDU 272	Methods for Supporting Students With Autism Spectrum Disorders in the School Setting[2]	3	0	3
	Total	9	0	9

Total Minimum Credits: 9

[1] Prerequisite: EDU 270.
[2] Prerequisite: EDU 270 and EDU 271.

BAKING AND PASTRY AND FUNDAMENTALS CAREER STUDIES CERTIFICATE

Effective: Fall 2018

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
- Gainful Employment Data

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 115, 106,128, 281, 282, 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. Instructor will provide specific information at the start of the program.
- The College does not assume responsibility for accidents/incidents which may occur in 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

Course #	Title	Lecture Hours	Lab Hours	Credits
HRI 115	Food Safety Managers and Sanitation Certification	1	0	1
HRI 106	Principles of Culinary Arts I-II	2	3	3
HRI 128	Principles of Baking	2	3	3
HRI 281	Artisan Breads	2	3	3
HRI 282	European Tortes and Cakes	2	3	3
HRI 283	Custards and Creams	2	3	3
	Total	13	15	16

Total Credits: 16

BASIC ELECTRONICS CAREER STUDIES CERTIFICATE
Length: 2 Semesters

Purpose

The Basic Electronics Career Studies Certificate is designed for the investigation of career possibilities, upgrading occupational skills and/or to 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.

- [Gainful Employment Data](#)

Curriculum

First Semester				
Course #	**Title**	**Lecture**	**Lab**	**Credit**
MTH	MTH Level 100 or higher[1]	3	0	3
ETR 113	D.C. & A.C. Fundamentals I	2	3	3
ETR 203	Electronic Devices I	3	3	4
	Total:	8	6	10

Second Semester				
Course #	**Title**	**Lecture**	**Lab**	**Credit**
ETR 271	Microcomputer Electronics I	3	3	4
ETR 114	D.C. & A.C. Fundamentals II	2	3	3
ETR 198 or Approved Elective	Seminar and Project or Approved Elective [2]	3	0	3
	Total:	8	6	10

Total Minimum Credits: 20

[1] Courses used to fulfill this requirement: MTH Level 100 or higher.

[2] Courses used to fulfill this requirement: DRF 231, DRF 232, EGR 120, ELE 120, ELE 127, ELE 143, ELE 144, ELE 101, ETR 198, ETR 203, ETR 263, ITN 107, ITP 132, ITP 100, ITP 110, ITP 120, ETR 272 and ETR 263.

BASIC NETWORKING AND CYBERSECURITY CAREER STUDIES CERTIFICATE
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 addition computer networking skills for their current position.

Gainful Employment:
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 program adviser before registering.

Curriculum

Course #	Title	Lecture	Lab	Credit
ITE 100	Introduction to Information Systems[1]	3	0	3
ITN 101 or ITN 150	Intro to Local Area Networks or Fundamentals of Networking	3	0	3
ITN 260	Network Security Basics	3	0	3
ITP 175	Concepts of Programming Languages[2]	3	0	3
	Total:	12	0	12

Total Minimum Credits: 12

[1]May be replaced by ITE 115 or ITE 119.
[2]May be replaced by ITP 120 or ITN 151.

COMPUTER APPLICATIONS SPECIALIST CAREER STUDIES CERTIFICATE
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

- [Gainful Employment Data](#)

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

Course #	Title	Lecture	Lab	Credit
ITE 100	Introduction to Information Systems	3	0	3
	Approved Elective[1]	3	0	3
	Approved Elective[1]	3	0	3
	Approved Elective[1]	3	0	3
	Approved Elective[1]	3	0	3
	Approved Elective[1]	3	0	3
	Total:	18	0	18

Total Minimum Credits: 18
[1] Courses used to fulfill this requirement: AST 141, AST 260, ITE 120, ITE 130, ITE 140, ITD 110, ITD 130, ITE 170, ITE 215, ITE 270.

COMPUTER AIDED DRAFTING CAREER STUDIES CERTIFICATE
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.

- [Gainful Employment Data](#)

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

Course #	Title	Lecture	Lab	Credit
CAD 201	Computer Aided Drafting and Design I	3	3	4
CAD 202	Computer Aided Drafting and Design II	3	3	4
CAD 238	Computer Aided Modeling and Rendering I	2	2	3
CAD 239	Computer Aided Modeling and Rendering II	2	2	3
	Approved Elective [1]	1-2	0-4	2
	Total	11-12	10-14	16

Total Minimum Credits: 16

[1] Courses used to fulfill this requirement: CAD, ETR, EGR, ELE, ITE, ITP, ITD.

CULINARY ARTS CAREER STUDIES CERTIFICATE
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.

- [Gainful Employment Data](#)

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. Instructor will provide specific information at the start of the program.
- The College does not assume responsibility for accidents/incidents which may occur in 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. 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

Course #	Title	Lecture	Lab	Credit
HRI 115	Food Service Managers Sanitation Certification	1	0	1
HRI 106	Principles of Culinary Arts I	2	3	3
HRI 218	Fruit, Vegetable, and Starch Preparation	2	3	3
HRI 145	Garde Manger	2	3	3
HRI 134	Food and Beverage Service Management	2	3	3
HRI 128	Principles of Baking	2	3	3
	Total	11	15	16

Total Minimum Credits: 16

ADVANCED CULINARY ARTS CAREER STUDIES CERTIFICATE
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.

- [Gainful Employment Data](#)

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, 106, 218, 145, 134, 128: placement into ENF 2 and MTE 1.
- Prerequisite for HRI 206, 154, 219, and 207: successful completion of HRI 115 and 106 with a grade of C or better.
- Co-requisite for HRI 206, 154, 219, and 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. Instructor will provide specific information at the start of the program.
- The College does not assume responsibility for accidents/incidents which may occur in 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				
Course #	**Title**	**Lecture**	**Lab**	**Credit**
HRI 115	Food service Managers Sanitation Certification	1	0	1
HRI 106	Principles of Culinary Arts I	2	3	3
HRI 218	Fruit, Vegetable, and Starch Preparation	2	3	3
HRI 145	Garde Manger	2	3	3
HRI 134	Food and Beverage Service Management	2	3	3
HRI 128	Principles of Baking	2	3	3
	Total	11	15	16
Second Semester				
Course #	**Title**	**Lecture**	**Lab**	**Credit**
HRI 206	International Cuisine	2	3	3
HRI 154	Principles of Hospitality Management	3	0	3

Second Semester				
Course #	**Title**	**Lecture**	**Lab**	**Credit**
HRI 219	Stock, Sauce, and Soup Preparation	2	3	3
HRI 207	American Regional Cuisine	2	3	3
	Total	9	9	12

Total Minimum Credits: 28

DIESEL MECHANICS TECHNOLOGY CAREER STUDIES CERTIFICATE
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 for the investigation of career possibilities, upgrading occupational skills and/ or to 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. *****Currently only offered in part-time evening program. 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

Course #	Title	Lecture	Lab	Credit
DSL 152	Diesel Power Trains, Chassis and Suspension	2	4	4
WEL 120	Introduction to Welding	1	3	2
DSL 143	Diesel Truck Electrical Systems	2	4	4
DSL 150	Mobile Hydraulics and Pneumatics	2	2	3
DSL 176	Transportation Air Conditioning	1	2	2
DSL 126	Diesel Engine Reconditioning	3	6	6
DSL 131	Diesel Fuel Systems and Tune-up	2	4	4
DSL 160	Air Brake Systems	2	2	3
	Total	**15**	**27**	**28**

Total Minimum Credits: 28

EMT- EMERGENCY MEDICAL TECHNICIAN CAREER STUDIES CERTIFICATE
Length: 12 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

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 a 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.

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, 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 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 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 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, CastleBranch, 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				
Course #	Title	Lecture	Lab	Credit
EMS 100	CPR for HealthCare Providers*	1	0	1
EMS 111	Emergency Medical Technician	5	4	7
EMS 120	Emergency Medical Technician Basic Clinical	0	2	1
BIO 145	Human Anatomy and Physiology for the Health Sciences[1]	3	1	4
	Total	9	7	13

Total Minimum Credits: 13

*Valid CPR card may be presented in lieu of class
[1]BIO 141 and BIO 142 may be substituted

EMS ADVANCED EMT CAREER STUDIES CERTIFICATE
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.
- [Gainful Employment Data](#)

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 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 a 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, Office of Emergency Medical Services and Division of Educational Development.

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, 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 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, CastleBranch, 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				
Course #	**Title**	**Lecture**	**Lab**	**Credit**
EMS 100	CPR for HealthCare Providers*	1	0	1
EMS 111	Emergency Medical Technician	5	4	7
EMS 120	Emergency Medical Technician Basic Clinical	0	2	1
BIO 145	Human Anatomy and Physiology for the Health Sciences1	3	1	4
	Total	9	7	13

Second Semester				
Course #	**Title**	**Lecture**	**Lab**	**Credit**
EMS 150	Advanced Emergency Medical Technician	5	4	7

EMS 170	ALS Internship I	0	3	1
	Total	5	7	8

Total Minimum Credits: 19

*Valid CPR card may be presented in lieu of class.
[1]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*

EMS-INTERMEDIATE CAREER STUDIES CERTIFICATE
Length: 4 Semesters

Purpose
To produce competent entry-level Intermediate EMS providers who can serve the community with advanced life support care via the Virginia EMS infrastructure. Upon completion of the program, students will be eligible for testing and certification in the Commonwealth of Virginia. Employment opportunities for EMT-Intermediates are available with ambulance services, fire and rescue services, hospitals, local, state and federal government agencies, and humanitarian relief organizations.
- Gainful Employment Data

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 EMS-Intermediate;
- technical proficiency in all skills necessary to fulfill the role of entry-level EMS-Intermediate; and
- personal behaviors consistent with professional and employer expectations for entry-level EMT-Intermediate.

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 a RCC college student;
- complete all developmental coursework;
- meet with the program head; and,
- complete the program application.

Accreditation
This program is accredited by the Commonwealth of Virginia Department of Health, Office of Emergency Medical Services, and Division of Educational Development.

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, 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 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 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 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, CastleBranch, 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				
Course #	**Title**	**Lecture**	**Lab**	**Credit**
EMS 100	CPR for HealthCare Providers*	1	0	1
EMS 111	Emergency Medical Technician	5	4	7
EMS 120	Emergency Medical Technician Basic Clinical	0	2	1
	Total	6	6	9

Second Semester				
Course #	**Title**	**Lecture**	**Lab**	**Credit**
EMS 121	Preparatory Foundations	2	0	2
EMS 123	Clinical Preparation	0	2	1
EMS 125	Basic Pharmacology	1	0	1
EMS 126	Basic Pharmacology Lab	0	2	1
EMS 127	Airway, Shock and Resuscitation	1	0	1
EMS 128	Airway, Shock, Resuscitation Lab	0	2	1
EMS 135	Emergency Medical Care	2	0	2
EMS 136	Emergency Medical Care Lab	0	2	1
EMS 137	Trauma Care	1	0	1
EMS 138	Trauma Care Lab	0	2	1
	Total	7	10	12

Third Semester				
Course #	**Title**	**Lecture**	**Lab**	**Credit**
EMS 141	Cardiovascular Care	2	0	2
EMS 142	Cardiovascular Care Lab	0	2	1
EMS 175	Paramedic Clinical Experience	0	6	2
EMS 139	Special Populations	1	0	1
EMS 140	Special Populations Lab	0	2	1
	Total	3	10	7

Total Minimum Credits: 28

*Valid CPR card may be presented in lieu of class

GAME DESIGN AND DEVELOPMENT CAREER STUDIES CERTIFICATE
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

Course #	Title	Lecture	Lab	Credit
ITD 212	Interactive Web Design	3	0	3
ITD 120	Design Concepts for Mobile Applications	3	0	3
ITP 160	Introduction to Game Design & Development	3	0	3
ITP 165	Gaming and Simulation	3	0	3
	Total	12	0	12

Total Credits: 12

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

INTRODUCTION TO ENGINEERING TECHNOLOGY CAREER STUDIES CERTIFICATE
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 and introduces basic engineering skills including engineering design principles, problem-solving, drafting, mechanics, and A.C. and D.C. circuit fundamentals.

- Gainful Employment Data

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

Course #	Title	Lecture	Lab	Credit
EGR 115 or Approved Elective	Engineering Graphics or Approved Elective[1]	2	3	3
EGR 120	Introduction to Engineering	2	0	2
EGR 123 or Approved Elective	Introduction to Engineering Design or Approved Elective[1]	1	2	2
EGR 140 or EGR 135	Engineering Mechanics- Statics	3	0	3
ETR 113	D.C. & A.C. Fundamentals I	2	3	3
ELE 176 or Approved Elective	Introduction to Alternative Energy including Hybrid Systems or Approved Elective[1]	2	3	3
	Semester Total	12	11	16

Total Minimum Credits: 16

[1] Courses used to fulfill this requirement: ETR 114, EGR 135, ETR 140, ETR 203, ETR 271, ETR 286, ETR 298.

HEATING, VENTILATION, AND AIR CONDITIONING (HVAC) CAREER STUDIES CERTIFICATE

Length: **19 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.

- [Gainful Employment Data](#)

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

Course #	Title	Lecture	Lab	Credit
AIR 111	Air Conditioning and Refrigeration Controls I	2	3	3
AIR 121	Air Conditioning and Refrigeration I	3	3	4
AIR 134	Circuits and Controls I	3	3	4
AIR 135	Circuits and Controls II	3	3	4
AIR 235	Heat Pumps	3	3	4

Total Minimum Credits: 19

ADVANCED HEATING, VENTILATION, AND AIR CONDITIONING (AHVAC) CAREER STUDIES CERTIFICATE
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.

- [Gainful Employment Data](#)

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

Course #	Course Title	Lecture	Lab	Credits
AIR 121	Air Conditioning and Refrigeration I	2	3	3
AIR 134	Circuits and Controls I	3	3	4
AIR 135	Circuits and Controls II	3	3	4
AIR 154	Heating Systems I	2	3	3
AIR 155	Heating Systems II	2	3	3
AIR 158	Mechanical Codes	2	0	2
AIR 165	Air Conditioning Systems I	3	3	4
AIR 205	Hydronics and Zoning	2	3	3

AIR 235	Heat Pumps	2	3	3
	Total	21	24	29

Total Minimum Credits: 29

NURSE AIDE CAREER STUDIES CERTIFICATE
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 general admission requirements of the college, are enrolled as a 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. This decision is made by the State Board 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, CastleBranch, screenings 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 clinicals; nor does it provide any student health services. The student assumes financial responsibility for accidents/incidents requiring medical attention.

Curriculum

Course #	Title	Lecture	Lab	Credit
NUR 27	Nurse Aide I	2	3	3
NUR 29	Home Health Aide	2	3	3
	Approved Career Elective [1]	3	0	3
	Total	7	6	9

Total Minimum Credits: 9

[1] Courses used to fulfill this requirement: BIO 141, CST 100, ENG 111, HLT 116, HLT 143, HLT 215, HLT 230, ITE 100, ITE 115, ITE 119, MDA 207, MDL 105, NAS 150, NUR 31, NUR 120, PNE 155, SDV 106.

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

PARAMEDIC CAREER STUDIES CERTIFICATE
Length: 3 Semesters

Purpose

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

- [Gainful Employment Goals](#)

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 entry-level Paramedic.

Admission Requirements

Prior to beginning program courses, applicants must:

- New applicants must hold a current Virginia Intermediate or Intermediate-99 certification. Current RCC Students continuing through to Paramedic must have completed all course requirements for Intermediate and be in the testing process. Intermediate certification is required before testing Paramedic.
- meet eligibility requirements as stipulated by the Virginia Office of EMS; and
- meet the college's general admission requirements;
- complete all developmental course work;
- meet with the program head; and,
- complete the program application.

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, 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 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 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 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, CastleBranch, 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				
Course #	**Title**	**Lecture**	**Lab**	**Credit**
BIO 145	Anatomy and Physiology for Health Sciences[1]	3	3	4
	Total	3	3	4
Second Semester				
Course #	**Title**	**Lecture**	**Lab**	**Credit**
EMS 206	Pathophysiology for Health Professions	3	0	3

Course #	Title	Lecture	Lab	Credit
EMS 202	Paramedic Pharmacology	2	0	2
EMS 247	Paramedic Clinical Experience II	0	3	1
EMS 203	Advanced Patient Care	2	0	2
EMS 204	Advanced Patient Care Lab	0	4	2
EMS 248	Paramedic Comprehensive Field Experience	0	6	2
	Total	7	13	12

Third Semester

Course #	Title	Lecture	Lab	Credit
EMS 212	Leadership and Professional Development	1	0	1
EMS 210	EMS Operations	1	0	1
EMS 216	Paramedic Review	1	0	1
EMS 165	Advanced Cardiac Life Support	1	0	1
EMS 163	Prehospital Trauma Life Support	1	0	1
EMS 167	Emergency Pediatric Care	1	0	1
EMS 164	Advanced Medical Life Support	1	0	1
EMS 249	Paramedic Capstone Internship	0	6	2
	Total	7	6	9

Total Minimum Credits: 25

[1]BIO 141 and BIO 142 may be substituted.

"The Rappahannock Community College Paramedic Program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP)."
To Contact CAAHEP Commission on Accreditation of Allied Health Education Programs
25400 U.S. Highway 19 North, Suite 158, Clearwater, FL 33763 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

PHLEBOTOMY CAREER STUDIES CERTIFICATE
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.

- [Gainful Employment Data](#)

Occupational Objectives

The clinical experience is designed to provide the student with the 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

Student will be required to purchase uniforms and other supplies. The course instructor will provide a more detailed list on 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, [CastleBranch](#), for screenings and for 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 clinicals; nor does it provide any student health services. The student assumes financial responsibility for accidents/incidents requiring medical attention.

Curriculum

Course #	Title	Lecture	Lab	Credit
ENG 111	College Composition	3	0	3
HLT 143	Medical Terminology I	3	0	3
MDL 105	Phlebotomy	2	3	3
MDL 106	Clinical Phlebotomy	2	6	4
	Approved Elective[1]	3-4	0-3	3-4
	Total	13-14	9-12	16-17

Total Minimum Credits: 16-17

[1]Approved Electives: ITE 100, ITE 119, college level MTH, CHM, BIO, 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.

PRE-MEDICAL LABORATORY TECHNOLOGY CAREER STUDIES CERTIFICATE

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 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, where ever 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, CastleBranch, for all screenings and for maintenance of documents. Your instructor will provide you with all details to purchase this service, including deadlines for completion.

Curriculum

First Semester				
Course #	**Title**	**Lecture**	**Lab**	**Credit**
SDV 101	Orientation to Health Sciences [1]	1	0	1
ENG 111	College Composition I	3	0	3
MTH 154	Quantitative Reasoning[2]	2	0	2
BIO 101	General Biology I	3	3	4
PSY 200	Principles of Psychology [3]	3	0	3
MDL 105	Phlebotomy	2	3	3
	Semester Total	14	6	16
Second Semester				
Course #	**Title**	**Lecture**	**Lab**	**Credit**
ENG 112	College Composition II	3	0	3
CHM 101	General Chemistry I [4]	3	3	4
HLT 116	Introduction to Personal Wellness Concepts	2	0	2
MDL 106	Clinical Phlebotomy	2	6	4
	Semester Total	10	9	13

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 will satisfy all prerequisites at Reynolds.

[1] SDV 100 accepted if taken prior to entering the CSC Program.
[2] Math 154 or higher.
[3] May replace with SOC 200 for PSY 200.
[4] CHM 111 (strongly encouraged) may replace with CHM 101.

PRE-NURSING CAREER STUDIES CERTIFICATE
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 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) or successful completion of the developmental modules prior to the last application date in the admission cycle. Students may request 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) or successful completion of the developmental modules prior to the last application date in the admission cycle. Students may request 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 TEAS examination within 2 years of application (TEAS scores may be used to advise students to enter one program or the other)

- 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.

Gainful Employment:
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, CastleBranch, for all screenings and for 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 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*		Lecture	Lab	Credits
Course #	Course Title	Lecture	Lab	Credits
ENG 111	College Composition I	3	0	3
BIO 141	Human Anatomy & Physiology I	3	3	4
PSY 230	Developmental Psychology	3	0	3
HLT 230	Principles of Nutrition & Human Development	3	0	3
SDV 101	Orientation to Health Sciences	1	0	1
	Semester Totals	13	3	14
Milestone: Eligible to apply to the ADN Program				
Second Semester**				
Course	Course Title	Lecture	Lab	Credits
BIO 142	Human Anatomy & Physiology II	3	3	4

ENG 112	College Composition II	3	0	3
NUR 27	Nurse Aide I	2	3	3
NUR 29	Home Health Aide	2	3	3
	Semester Totals	10	9	13
	Program Totals	**23**	**12**	**27**

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

*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.

**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.

Total Credits: 27

PRE-PARAMEDIC CAREER STUDIES CERTIFICATE
Length: 2 Semesters

Purpose
The purpose of the Career Studies Certificate (CSC) in Health Sciences with a Pre-Paramedic specialization is to prepare students to enter the Paramedic Certificate program with the majority of general education courses completed. A second purpose to provide an occupational credential for employment during nursing school.

Occupational Objectives:
This program is designed to prepare the student to take the national registry examination to become an Emergency Medical Technician (EMT). This program is designed to prepare the student for further education at advance levels in EMS, as well as in academic programs at the associate and baccalaureate levels.

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 CSC Pre-Paramedic is contingent upon successful completion of all developmental course work.

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, CastleBranch, for all screenings and for maintenance of documents. Your instructor will provide you with all details to purchase this service, including deadlines for completion.

Curriculum

First Semester				
Course #	**Title**	**Lecture**	**Lab**	**Credit**
SDV 101	Orientation to Health Sciences [1]	1	0	1

First Semester				
Course #	**Title**	**Lecture**	**Lab**	**Credit**
ENG 111	College Composition I	3	0	3
MTH 154	Quantitative Reasoning[2]	3	0	3
BIO 101	General Biology I	3	3	4
EMS 112	Emergency Medical Technician-Basic I[3]	3	2	4
	Semester Totals	13	5	15

Second Semester				
Course #	**Title**	**Lecture**	**Lab**	**Credit**
PSY 230	Developmental Psychology	3	0	3
BIO 141	Human Anatomy and Physiology I [4]	3	3	4
HLT 215	Personal Stress and Stress Management	3	0	3
EMS 113	Emergency Medical Technician-Basic II[3]	2	2	3
EMS 120	Emergency Medical Technician-Basic Clinical	0	2	1
	Semester Totals	11	7	14

Total Credits: 29

[1] SDV 100 is accepted if taken prior to entering the CSC curriculum.
[2] Math 154 or higher.
[3] EMS 111 is accepted in place of EMS 112 and EMS 113.
[4] NAS 150 is a standard course substitution for BIO 141.

PRE-PRACTICAL NURSING CAREER STUDIES CERTIFICATE
Length: 15 credits

Purpose:
The purpose of the Pre-Practical Nursing Career Studies Certificate (CSC) is to provide an articulated pathway and advanced placement into the Practical Nursing Program for high school students Dual Enrolled in courses in the CSC, as well as for matriculated college students who desire advanced placement into the Practical Nursing Program. Successful candidates will have completed the major support course requirements of the first semester of the Practical Nursing Program, including the Nurse Aide curriculum.
- [Gainful Employment Data](#)

Program Information
- Health Record Requirement: Physical examinations, including immunizations, must be completed prior to the start of summer clinical nursing courses. The required medical forms will be provided at orientation. Applicants must be free of any physical or mental condition that might adversely affect their acceptance or performance as nurses.
- 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, [CastleBranch](#), for all screenings and for maintenance of documents. Your instructor will provide you with all details to purchase this service, including deadlines for completion. Achieve a grade of "C" or higher in each course within program curriculum for the advanced placement option.
- 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.
- 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.
- 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 nursing program

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 (MTT 1-3 and ENG 111 eligible),
- Currently enrolled high school students must also complete any additional application and/or qualifications mandated by their school system.
- Students may be placed into this program but must achieve academically as stated below in order to progress to the second semester of the Practical Nursing Program through the advanced placement option.

Curriculum

Course #	Title	Lecture	Lab	Credit
NUR 120	Nursing Terminology and Charting [1]	2	0	2
PNE 155	Body Structure and Function [2]	3	0	3
NUR 27	Nurse Aide I	2	3	3
NUR 29	Home Health Aide	2	3	3
NUR 31	Advanced Skills for Nurse Aides	1	6	3
SDV 101	Orientation to Health Sciences [3]	1	0	1
	Semester Totals	11	12	15

Total Minimum Credits: 15

[1] HLT 143 or BIO 141 may replace NUR 120.
[2] BIO 142 or NAS 150 may replace PNE 155.
[3] SDV 100 is accepted if taken prior to entering the CSC curriculum in Pre-Practical Nursing.

STEM AT WORK CAREER STUDIES CERTIFICATE

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 scientific, 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, researcher assistants, data analysts.

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:

Course #	Course Title	Lecture	Lab	Credits
BIO 101	General Biology[1]	3	3	4
CHM 111	General Chemistry I	3	3	4
CHM 112	General Chemistry II	3	3	4
PHY 201	General College Physics I[2]	3	3	4
PHY 202	General College Physics II[3]	3	3	4
MTH 245	Statistics I[4]	3	0	3
MTH 263	Calculus I[5]	4	0	4
	Semester Total	22	15	27

Total Minimum Credits: 27
[1] May replace with BIO 141, BIO 270, EGR 120 and 140, or SCT 111.
[2] May replace with PHY 231, or GOL 105.
[3] May replace with PHY 232, GOL 106 or SCT 112.
[4] May replace with BIO 102, MTH 162 or higher level.
[5] 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
Length: 12 credits

Purpose

To develop the skills necessary to create webpages 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

Course #	Title	Lecture	Lab	Credit
ITD 112	Web Page Graphics	3	0	3
ITD 110	Web Page Design I	3	0	3
ITD 120	Design Concepts for Mobile Applications	3	0	3
ITD 210	Web Page Design II	3	0	3
	Total	12	0	12

Total Credits: 12

Transfer to Complete a Two-year Community College Degree or Certificate

Students may transfer RCC courses to meet the requirements of certificates, two year degrees, or four year degrees. Rappahannock Community College, as a member of the Virginia Community College System, works with all of Virginia's community colleges, state and private colleges to ensure a seamless transfer of courses for completion of certificates or two and four year degrees. For example, a student might begin taking courses at Rappahannock Community College and later transfer to another community college to graduate or complete a degree or certificate. Likewise, students at other colleges or universities are permitted to transfer courses to RCC in partial fulfillment of the graduation requirements for specific two-year degrees or certificates.

To ensure that students from our mostly rural service region have access to a variety of educational pathways, RCC has identified five community college programs (i.e. Horticulture Technology, Medical Laboratory Technology, Respiratory Therapy, Early Childhood Development, Fire Science Technology) that are in demand in our service region and are offered at community colleges in neighboring service regions. RCC has created pathways to these programs. A student can begin taking courses at RCC that will transfer to these programs.   Transfer will be required to complete the courses for the degree or certificate. There are specific courses in the discipline required for completion that are not offered at RCC. As the student is nearing completion of all RCC applicable courses required for completion as listed in the curriculum, an advisor is available to assist the student with applying and transferring. The final step is completing the courses specific to that two-year degree or certificate at the neighboring community college.

Course Descriptions

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.

ACCOUNTING (ACC)

ACC 105 – Office Accounting
Presents practical accounting. Covers the accounting cycle– journals, ledgers, working papers, closing of books–payrolls, financial statements, accounting forms and practical procedures. Lecture 3 hours per week. (3 credits)

ACC 111 – Accounting I
Presents fundamental accounting concepts and principles governing the accounting cycle, journals, ledgers, working papers, and preparation of financial statements for sole proprietorships. A laboratory co-requisite (ACC 113) may be required as identified by the college. Lecture 3-4 hours per week. (3-4 credits)

ACC 112 – Accounting II
Covers fundamental accounting concepts and principles governing the accounting cycle, journals, ledgers, working papers, and preparation of financial statements for sole proprietorships. A laboratory co-requisite (ACC 114) may be required as identified by the college. Lecture 3-4 hours per week. (3-4 credits)

ACC 124 – Payroll Accounting
Presents accounting systems and methods used in computing and recording payroll to include payroll taxes and compliance with federal and state legislation. Lecture 2-3 hours per week. (2-3 credits)

ACC 134 – Small Business Taxes
Introduces taxes most frequently encountered in business. Includes payroll, sales, property, and income tax. Lecture 2-3 hours per week. (2-3 credits)

ACC 211 – Principles of Accounting I
Presents accounting principles/application to various businesses. Covers the accounting cycle, income determination, and financial reporting. A laboratory co-requisite (ACC 213) may be required as identified by the college. Lecture 3-4 hours per week. (3-4 credits)

ACC 212 – Principles of Accounting II
Emphasizes partnerships, corporations and the study of financial analysis. Includes and introduces cost/managerial accounting concepts. Co-requisite (ACC 214) may be required. Prerequisite: ACC 211. Lecture 3-4 hours per week. (3-4 credits)

ACC 215 – Computerized Accounting
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. Lecture 3 hours per week. (3 credits)

ACC 231 – Cost Accounting I
Studies cost accounting methods and reporting as applied to job order, process, and standard cost accounting systems. Includes cost control and other topics. Prerequisite: ACC 212 or equivalent. Lecture 3-4 hours per week. (3-4 credits)

ADMINISTRATION OF JUSTICE (ADJ)

ADJ 100 – Survey of Criminal Justice
Presents an overview of the United States criminal justice system; introduces the major system components-law enforcement, judiciary, and corrections. Lecture 3 hours per week. (3 credits)

ADJ 105 – The Juvenile Justice System
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. Lecture 3 hours per week. (3 credits)

ADJ 107 – Survey of Criminology
Surveys the volume and scope of crime; considers a variety of theories developed to explain the causation of crime and criminality. Lecture 3 hours per week. (3 credits)

ADJ 116 – Special Enforcement Topics
Considers contemporary issues, problems, and controversies in modern law enforcement. Lecture 3 hours per week. (3 credits)

ADJ 140 – Introduction to Corrections
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. Lecture 3 hours per week. (3 credits)

ADJ 157 – Computer Security
Examines security concerns with access controls, shutdown alternatives, hardware and software protection, and data encryption. Lecture 3 hours per week. (3 credits)

ADJ 164 – Case Studies in Murder/Violent Crime
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. Lecture 3 hours per week. (3 credits)

ADJ 201 – Criminology
Studies current and historical data pertaining to criminal and other deviant behavior. Examines theories that explain crime and criminal behavior in human society. Lecture 3 hours per week. (3 credits)

ADJ 211 – Criminal Law, Evidence & Procedures I
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. Lecture 3 hours per week. (3 credits)

ADJ 216 – Organized Crime and Corruption
Addresses judicial efforts against and involvement in corruption, drug, vice, and white-collar crimes, both individual and organized. Lecture 3 hours per week. (3 credits)

ADJ 212 – Criminal Law, Evidence and Procedures II
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. Lecture 3 hours per week. (3 credits)

ADJ 225 – Courts and the Administration of Justice
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. Prerequisite ADJ 130 or divisional approval. Lecture 3 hours per week. (3 credits)

ADJ 227 – Constitutional Law for Justice Personnel
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. Lecture 3 hours per week. (3 credits)

ADJ 228 – Narcotics and Dangerous Drugs
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. Lecture 3 hours per week. (3 credits)

ADJ 236 – Principles of Criminal Investigation
Surveys the fundamentals of criminal investigation procedures and techniques. Examines crime scene search, collecting, handling and preserving evidence. Lecture 3 hours per week. (3 credits)

ADJ 248 – Probation, Parole, and Treatment
Surveys the philosophy, history, organization, personnel and functioning of traditional and innovative probation and parole programs; considers major treatment models for clients. Lecture 3 hours per week. (3 credits)

ADMINISTRATIVE SUPPORT TECHNOLOGY (AST)

AST 101 – Keyboarding I

Teaches the alpha/numeric keyboard with emphasis on correct techniques, speed, and accuracy. Teaches formatting of basic personal and business correspondence, reports and tabulation. A laboratory co-requisite (AST 103) may be required. Lecture 2-4 hours per week. (2-4 credits)

AST 102 – Keyboarding II
Develops keyboarding and document production skills with emphasis on preparation of specialized business documents. Continues skill-building for speed and accuracy. Prerequisite AST 101. A laboratory co-requisite (AST 104) may be required. Lecture 2-4 hours per week. (2-4 credits)

AST 107 – Editing/Proofreading Skills
Develops skills essential to creating and editing business documents. Covers grammar, spelling, diction, punctuation, capitalization, and other usage problems. Lecture 3 hours per week. (3 credits)

AST 132 – Word Processing I (Specify Software)
Introduces students to a word processing program to create, edit, save and print documents. Lecture 1 hour per week. (1 credit)

AST 133 – Word Processing II (Specify Software)
Presents formatting and editing features of a word processing program. Lecture 1 hour per week. (1 credit)

AST 141 – Word Processing I (Specify Software)
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 AST 101 or equivalent. A laboratory co-requisite (AST 144) may be required. Lecture 2-4 hours per week. (2-4 cr.)

AST 142 – Word Processing II (Specify Software)
Teaches advanced software applications. Prerequisite AST 141 or equivalent. A laboratory co-requisite (AST 145) may be required. Lecture 2-4 hours per week. (2-4 cr.)

AST 147 – Introduction to Presentation Software (Specify Software) Introduces presentation
options including slides, transparencies, and other forms of presentations. Lecture 1-2 hours per week. (1-2 credits)

AST 150 – Desktop Publishing I (Specify Software)
Presents desktop publishing features including page layout and design, font selection, and use of graphic images. Lecture 1 hour per week. (1 credit)

AST 232 – Microcomputer Office Applications
Teaches production of business documents using word processing, databases, and spreadsheets. Emphasizes document production to meet business and industry standard. Prerequisite AST 101 or equivalent. A laboratory co-requisite (AST 233) may be required. Lecture 2-4 hours per week. (2-4 cr.)

AST 236 – Specialized Software Applications
Teaches specialized integrated software applications on the microcomputer. Emphasizes document production to meet business and industry standards. Prerequisite AST 101 or equivalent. A laboratory co-requisite (AST 237) may be required. Lecture 2-4 hours per week. (2-4 credits)

AST 238 – Word Processing Advanced Operations
Teaches advanced word processing features including working with merge files, macros, and graphics; develops competence in the production of complex documents. A laboratory co-requisite (AST 239) may be required. Lecture 2-4 hours per week. (2-4 credits)

AST 243 – Office Administration I
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 AST 101. Lecture 3 hours per week. (3 credits)

AST 244 – Office Administration II
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 AST 243 or equivalent. Lecture 3 hours per week. (3 credits)

AST 253 – Advanced Desktop Publishing I
Introduces specific desktop publishing software. Teaches document layout and design, fonts, type styles, style sheets, and graphics. Prerequisite AST 101 or equivalent and experience in using a word processing package. A laboratory co-requisite (AST 255) may be required. Lecture 2-4 hours per week. (2-4 credits)

AST 260 – Presentation Software
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. A laboratory co-requisite (AST 261) may be required. Lecture 2-4 hours per week. (2-4 credits)

A/C AND REFRIGERATION (AIR)

AIR 111 – Air Conditioning and Refrigeration Controls I
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. Lecture 1-2 hours. Laboratory 2-3 hours. Total 3-5 hours per week. (2-3 credits)

AIR 116 – Duct Construction and Maintenance
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. Lecture 1-2 hours. Laboratory 2-3 hours. Total 3-5 hours per week. (2-3 credits)

AIR 121 – Air Conditioning and Refrigeration I
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. Lecture 2-3 hours. Laboratory 2-3 hours. Total 4-6 hours per week. (3-4 credits)

AIR 134-135 – Circuits and Controls I-II

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. Lecture 2-3 hours. Laboratory 2-6 hours. Total 4-9 hours per week. (3-4 credits)

AIR 154-155 – Heating Systems I-II

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. Lecture 2-3 hours. Laboratory 2-6 hours. Total 4-8 hours per week. (3-4 credits)

AIR 165-166 – Air Conditioning Systems I-II

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. Lecture 2-3 hours. Laboratory 3-6 hours. Total 5-8 hours per week. (3-4 credits)

AIR 171-172 – Refrigeration I-II

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. Lecture 4-6 hours. Laboratory 6-9 hours. Total 10-15 hours per week. (6-9 cr.)

AIR 205- Hydronics and Zoning

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. Lecture 2-3 hours. Laboratory 2-3 hours. Total 4-6 hours per week. 3-4 credits

AIR 235 – Heat Pumps

Studies theory and operation of reverse cycle refrigeration including supplementary heat as applied to heat pump systems, including service, installation and maintenance. Lecture 2-3 hours. Laboratory 2-3 hours. Total 4-6 hours per week. (3-4 credits)

AIR 238 – Advanced Troubleshooting and Service

Presents advanced service techniques on wide variety of equipment used in refrigeration, air

conditioning, and phases of heating and ventilation and controls Lecture 2-3 hours. Laboratory 2-3 hours. Total 4-6 hours per week. (3-4 credits)

AMERICAN SIGN LANGUAGE (ASL)

ASL 101-102 – American Sign Language I-II
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. Lecture 3-4 hours. Laboratory 0-2 hours. Total 3-5 hours per week. (3-4 credits)

ASL 125 – History & Culture of the Deaf Community I
Presents an overview of various aspects of Deaf Culture, including educational and legal issues. Lecture 3 hours per week. (3 credits)

ASL 201 – American Sign Language III
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. Lecture 3-4 hours. Laboratory 1-2 hours. Total 3-5 hours per week. (3-4 credits)

ASL 202 – American Sign Language IV
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. Lecture 3-4 hours. Laboratory 1-2 hours. Total 3-5 hours per week. (3-4 credits)

ARABIC (ARA)

ARA 101 - Beginning Arabic I
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. Lecture 4-5 hours per week. 4-5 credits

ARA 102 - Beginning Arabic II
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. Lecture 4-5 hours per week. 4-5 credits

ARA 201 - Intermediate Arabic I
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: ARA 102. Part I of II. Lecture 3-4 hours per week. 3-4 credits

ARA 202 - Intermediate Arabic II
Continues to develop understanding, speaking, reading and writing skills and emphasizes basic Arabic sentence structure. Discuses the diversity of cultures in the Arab world. Classes are conducted in Arabic. Prerequisite: ARA 102. Part II of II. Lecture 3-4 hours per week.
3-4 credits

ART (ART)

ART 100 – Art Appreciation
Introduces art from prehistoric times to the present day. Describes architectural styles, sculpture, photography, printmaking, and painting techniques. Lecture 3 hours per week. (3 credits)

ART 101-102 – History & Appreciation of Art I-II
Presents the history and interpretation of architecture, sculpture, and painting. Begins with prehistoric art and follows the development of western civilization to the present. Lecture 3 hours per week. (3 credits)

ART 105 – Art in World Culture
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. (3 credits)

ART 121-122 – Drawing I-II
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. Lecture 1-2 hours. Studio instruction 4 hours. Total 5-6 hours per week. (3-4 credits)

ART 125 – Introduction to Painting
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. Lecture 2 hours. Studio instruction 3 hours. Total 5 hours per week. (3 credits)

ART 221 – Drawing III
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. Lecture 1-2 hours. Studio instruction 4 hours. Total 5-6 hours per week. (3-4 credits)

ART 243-244 – Watercolor I-II
Presents abstract and representational painting in watercolor with emphasis on design, color, composition, technique and value. Prerequisite ART 131, or divisional approval. Lecture (1-2 credits)

BROADCASTING (BCS)

BCS 110 – Fundamentals in Video Production

Studies the use of video equipment and the application of production techniques and aesthetics in electronic media, and develops fundamental production skills through hands on experience with cameras, video tape records, video switcher, graphic computers, and lighting instruments. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week. (4 credits)

BCS 115 – Audio Production for Electronic Media

Studies the use of audio equipment and the application of production techniques and aesthetics in electronic media, and develops production skills through hands-on experience with mixing boards, tape recorders, compact disc players, cart machines and microphones. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week. (4 credits)

BCS 130 – Media Performance

Studies electronic media announcing techniques, including phonetics, pronunciation, enunciation, and modes of articulatory expression. Provides practical experience through performance exercises. Prerequisite: BCS 115. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week. (3 credits)

BCS 230 – Advanced Video Production

Studies advanced video production techniques and aesthetics in electronic media, production planning, and producer/director responsibilities; develops advanced production skills through hands-on experience with video equipment and directing skills through student directed video productions. Prerequisite: BCS 125. Lecture 2 hours. Laboratory 6 hours. Total 8 hours per week. (4 credits)

BCS 297 – Cooperative Education

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. Credit/ work ratio not to exceed 1:5 hours. May be repeated for credit. Variable hours. (1-5 credits)

BIOLOGY (BIO)

BIO 101 - General Biology I

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. Part I of a two-course sequence.
Lecture 3 hours. Recitation and laboratory 3 hours. Total 6 hours per week. 4 credits
Readiness to enroll in ENG 111 plus completion of developmental math unit 3 required or placement in unit 4 or above
4 credits

BIO 102 - General Biology II

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.
Lecture 3 hours. Recitation and laboratory 3 hours. Total 6 hours per week. 4 credits
Prerequisite is BIO 101 4 credits

BIO 141 – Human Anatomy and Physiology I
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. Lecture 3 hours. Laboratory 2-3 hours. Total 5-6 hours per week. (4 credits)

BIO 142 – Human Anatomy and Physiology II
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. Lecture 3 hours. Laboratory 2-3 hours. Total 5-6 hours per week. (4 credits)

BIO 150 - Introductory Microbiology
Studies the general characteristics of microorganisms. Emphasizes their relationships to individual and community health.
Lecture 3 hours. Recitation and laboratory 3 hours. Total 6 hours per week. 4 credits

BIO 205 – General Microbiology
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. Lecture 3 hours. Recitation and laboratory 3 hours. Total 6 hours per week. (4 credits)

BIO 220 – Immunology
Provides students with and 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. Prerequisites: BIO 101 or equivalent and BIO 150 or equivalent. Lecture 3 hours per week. (3 credits)

BIO 256 – General Genetics
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 BIO 101-102 or equivalent. Lecture 3 hours. Recitation and laboratory 3 hours. Total 6 hours per week. (4 credits)

BIO 270 – General Ecology
Studies interrelationships between organisms and their natural and cultural environments with emphasis on populations, communities, and ecosystems. Prerequisite BIO 101-102 or divisional approval. Lecture 2-3 hours. Recitation and laboratory 3-6 hours. Total 5-9 hours per week. (3-4 credits)

BIO 275 Marine Ecology
Applies ecosystem concepts to marine habitats. Includes laboratory and field work. Prerequisite

BIO 101-102 or divisional approval. Lecture 3 hour. Recitation and laboratory 3 hours. Total 6 hours per week. (4 credits)

BIO 278 – Coastal Ecology
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. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week. (3 credits)

BUSINESS MANAGEMENT AND ADMINISTRATION (BUS)

BUS 100 – Introduction to Business
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. Lecture 3 hours per week. (3 credits)

BUS 111 – Principles of Supervision I
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. Lecture 3 hours per week. (3 credits) Lecture 3-4 hours per week. (3-4 credits)

BUS 116 – Entrepreneurship
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. Lecture 3 hours per week. (3 credits)

BUS 117 – Leadership Development
Covers interpersonal relations in hierarchical structures. Examines the dynamics of teamwork, motivation, handling change and conflict and how to achieve positive results through others. Lecture 3 hours per week. (3 credits)

BUS 149 – Workplace Ethics
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. Lecture 1 hour per week. (1 credit)

BUS 165 – Small Business Management
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. Lecture 3 hours per week. (3 credits)

BUS 200 – Principles of Management
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. Lecture 3 hours per week. (3 credits)

BUS 201 – Organizational Behavior
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. Lecture 3 hours per week. (3 credits)

BUS 205 – Human Resource Management
Introduces employment, selection, and placement of personnel, forecasting, job analysis, job descriptions, training methods and programs, employee evaluation systems, compensation, benefits, and labor relations. Lecture 3 hours per week. (3 credits) BUS 220 – Introduction to Business Statistics 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. Lecture 3 hours per week. (3 credits)

BUS 226 – Computer Business Applications
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: keyboarding competence. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week. (3 credits)

BUS 236 – Communication in Management
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. Lecture 3 hours per week. (3 credits)

BUS 240 – Introduction to Business Law
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. Lecture 3 hours per week. (3 credits)

BUS 241 – Business Law I
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. Lecture 3 hours per week. (3 credits)

BUS 265 – Ethical Issues in Management
Examines the legal, ethical, and social responsibilities of management. May use cases to develop the ability to think and act responsibly. Lecture 3 hours per week. (3 credits)

BUS 270 – Interpersonal Dynamics in the Business Organization
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. Lecture 3 hours per week. (3 credits)

BUS 285 – Current Issues in Management
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. Lecture 3 hours per week. (3 credits)

CHEMISTRY (CHM)

CHM 101-102 – General Chemistry I-II
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. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week. (4 credits)

CHM 111-112 – College Chemistry I-II
Explores the fundamental laws, theories, and mathematical concepts of chemistry. Designed primarily for science and engineering majors. Requires a strong background in mathematics. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week. (4 credits)

CHM 129-130 – Chemistry for a Sustainable World I-II
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. Part I of II. Lecture 3, lab 3 hours per week. Credits: 4 Lecture hours: 3 Laboratory hours: 3 Contact Hours: 6. (4 credits)

CHM 241 – Organic Chemistry I
Introduces fundamental chemistry of carbon compounds, including structures, physical properties, syntheses, and typical reactions. Emphasizes reaction mechanisms. Part I of II Lecture 3 hours per week. Prerequisite(s): CHM 112, (3 credits)

CHM 242 – Organic Chemistry II
Introduces fundamental chemistry of carbon compounds, including structures, physical properties, syntheses, and typical reactions. Emphasizes reaction mechanisms. Part II of II. (3 credits). Lecture 3 hours per week. Prerequisite(s): CHM 241, (Corequisite CHM 244). (3 credits)

CHM 243 – Organic Chemistry Laboratory I
Is taken concurrently with CHM 241 and CHM242. Part I of II. Laboratory 3 hours per week. (1 credit)

CHM 244 – Organic Chemistry Laboratory II
Is taken concurrently with CHM 241 and CHM 242. Part II of II. Laboratory 3 hours per week. (1 credit)

CHM 260 – Introductory Biochemistry
Explores fundamentals of biological chemistry. Includes study of macromolecules, metabolic pathways, and biochemical genetics. Prerequisite CHM 112 or divisional approval. Lecture 3 hours per week. (3 credits)

COMPUTER AIDED DRAFTING (CAD)

CAD 201 – Computer Aided Drafting and Design I
Teaches computer-aided drafting concepts and equipment designed to develop a general under-standing of components of a typical CAD system and its operation. (Credit will not be awarded for both CAD 201 and DRF 201.) Lecture 2-3 hours. Laboratory 2-3 hours. Total 4-6 hours per week. (3-4 credits)
CAD 202 – Computer Aided Drafting and Design II
Teaches production drawings and advanced operations in computer aided drafting. (Credit will not be awarded for both CAD 202 and DRF 202.) Lecture 2-3 hours. Laboratory 2-3 hours. Total 4-6 hours per week. (3-4 credits)

CAD 238 – Computer Aided Modeling and Rendering I
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. Part I of II. (Credit will not be awarded for both CAD 238 and DRF 238.) Lecture 1-2 hours. Laboratory 2 hours. Total 3-4 hours per week. (2-3 credits)

CAD 239 – Computer Aided Modeling and Rendering II
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. Part II of II. (Credit will not be awarded for both CAD 239 and DRF 239.) Lecture 1-2 hours. Laboratory 2 hours. Total 3-4 hours per week. (2-3 credits)

CHILDHOOD DEVELOPMENT (CHD)

CHD 118 – Language Arts for Young Children
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. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week. Functional literacy in the English language; reading at the 12th grade level. (3 credits)

CHD 120 – Introduction to Early Childhood Education

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. Lecture 3 hours per week. (3 credits)

CHD 121 - Childhood Educational Development I

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. Part I of II. Lecture 3 hours per week

CHD 125 – Creative Activities for Children

Prepares individuals to work with young children in the arts and other creative age-appropriate activities. Investigates effective classroom experiences and open-ended activities. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week. (3 credits)

CHD 165 – Observation and Participation in Early Childhood / Primary Settings

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. One hour seminar, 4 hours field placement. Total 5 hours per week. Functional literacy in the English language; reading at the 12th grade level. (3 credits)

CHD 166- Infant and Toddler Programs

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.
Lecture 3 hours per week. 3 credits

CHD 210 – Introduction to Exceptional Children

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. Lecture 3 hours per week. Functional literacy in the English language; reading at the 12th grade level. (3 credits)

CHINESE (CHI)

CHI 101 – Beginning Chinese I

Introduces understanding, speaking, reading, and writing skills; emphasizes basic Chinese sentence structure. Prerequisite: CHI 101 for CHI 102. Part I of II. Lecture 5 hours per week. (5 credits)

CHI 102 – Beginning Chinese II
Introduces understanding, speaking, reading, and writing skills; emphasizes basic Chinese sentence structure. Prerequisite: CHI 101 for CHI 102. Part II of II. Lecture 5 hours per week. (5 credits)

CHI 201 – Conversational Chinese (Mandarin) I
Offers intensive practice in comprehending and speaking Chinese, with emphasis on developing structure and fluency. Prerequisite CHI 102. Part I of II. Lecture 3-4 hours per week. (3-4 credits)

CHI 202 – Conversational Chinese (Mandarin) II
Offers intensive practice in comprehending and speaking Chinese, with emphasis on developing structure and fluency. Prerequisite CHI 102. Part II of II. Lecture 3-4 hours per week. (3-4 credits)

CIVIL ENGINEERING TECHNOLOGY (CIV)

CIV 110- Introduction to Civil Engineering Technology
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.
Lecture 1 hour. Laboratory 2 hours. Total 3 hours per week. 2 credits

COMMUNICATION STUDIES AND THEATER (CST)

CST 100 – Principles of Public Speaking
Applies theory and principles of public address with emphasis on preparation and delivery. Lecture 3 hour per week. (3 credits)

CST 110 – Introduction to Communication
Examines the elements affecting speech communication at the individual, small group, and public communication levels with emphasis on practice of communication at each level. Lecture 2-3 hours per week. (2-3 credits)

CST 130 – Introduction to the Theatre
Surveys the principles of drama, the development of theatre production, and selected plays to acquaint the student with various types of theatrical presentations. Lecture 3 hours per week. (3 credits)

DEVELOPMENTAL MATHEMATICS (MTT)

MTT 1 – Developmental Mathematics (Technology-Based) I
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. Credit Hours: 1 Placement scores requiring the student to complete one developmental math unit. (1 credit)

MTT 2 – Developmental Mathematics (Technology-Based) II
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. Credit Hours: 2 Placement scores requiring the student to complete two developmental math units. (2 credits)

MTT 3 – Developmental Mathematics (Technology-Based) III
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. Credit Hours: 3 Placement scores requiring the student to complete three developmental math units. (3 credits)

MTT 4 – Developmental Mathematics (Technology-Based) IV
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. Credit Hours: 4 Placement scores requiring the student to complete 4 developmental math units. (4 credits)

DRAFTING (DRF)

DRF 111-112 – Technical Drafting I-II
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. Lecture 1-2 hours. Laboratory 2-6 hours. Total 3-7 hours per week. (2-3 credits)

DRF 155 – Fundamentals of Architectural Drafting
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. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week. (3 credits)

DRF 160 – Machine Blueprint Reading
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. Lecture 3 hours per week. (3 credits)

DRF 231 – Computer Aided Drafting I
Teaches computer aided drafting concepts and equipment designed to develop a general under-standing of components and operate a typical CAD system. Lecture 1-2 hours. Laboratory 2-3 hours. Total 3-5 hours per week. (2-3 credits)

DRF 232 – Computer Aided Drafting II
Teaches advanced operation in computer aided drafting. Lecture 1-2 hours. Laboratory 2-3 hours. Total 3-5 hours per week. (2-3 credits)

ECONOMICS (ECO)

ECO 100 – Elementary Economics
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. Lecture 3 hours per week. (3 credits)

ECO 110 – Consumer Economics
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. Lecture 3 hours per week. (3 credits)

ECO 120 – Survey of Economics
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. Lecture 3 hours. (3 credits)

ECO 201 – Principles of Macroeconomics
Introduces macroeconomics including the study of Keynesian, classical, monetarist principles and theories, the study of national economic growth, inflation, recession, unemployment, financial markets, money and banking, the role of government spending and taxation, along with international trade and investments. Lecture 3 hours per week. (3 credits)

ECO 202 – Principles of Microeconomics
Introduces the basic concepts of microeconomics. Explores the free market concepts with coverage of economic models and graphs, scarcity and choices, supply and demand, elasticity's, marginal benefits and costs, profits, and production and distribution. Lecture 3 hours per week. (3 credits)

DIESEL (DSL)

DSL 126 - Diesel Engine Reconditioning
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.
Lecture 3 hours. Laboratory 6 hours. Total 9 hours per week. 6 credits

DSL 131 - Diesel Fuel Systems and Tune-Up
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.

Lecture 2-3 hours. Laboratory 4-6 hours. Total 6-9 hours per week. 4-5 credits

DSL 143 - Diesel Truck Electrical Systems
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.
Lecture 2 hours per week. Laboratory 4 hours. Total 6 hours per week. 4 credits

DSL 150 - Mobile Hydraulics and Pneumatics
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.
Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week. 3 credits

DSL 152 - Diesel Power Trains, Chassis, and Suspension
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.
Lecture 2 hours. Laboratory 4 hours. Total 6 hours per week. 4 credits

DSL 160 - Air Brake Systems
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.
Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week. 3 credits

DSL 176 - Transportation Air Conditioning
Studies fundamentals of transportation air conditioning. Includes repair, service, and troubleshooting of the refrigeration systems used in road vehicles and heavy equipment.
Lecture 1 hour. Laboratory 2 hours. Total 3 hours per week. 2 credits

EDUCATION (EDU)

EDU 114 – Driver Task Analysis
Introduces the "driver task" as related to the highway transportation system and factors that influences performance ability. Prepares students so they may be eligible to take certification exams for driving school instructors in both public and private schools. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week. Prerequisite: Must be eligible for ENG 03 and 05 or ESL 13. (3 credits)

EDU 195 – Topics In
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. Variable hours. (1-5 credits) EDU 198 – Seminar and Project 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. Variable hours. (1-5 credits)

EDU 200 – Introduction to Teaching as a Profession
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: Successful completion of 24 cr.) of transfer courses. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week. (3 credits)

EDU 214 – Instructional Principles of Driver Education
Analyzes rules and regulations that govern the conduct of Driver Education programs with special emphasis on organization and administration. Includes uses in the classroom, driving range and on the street. Prepares students so they may be eligible to take the state certification exam in driver education. Prerequisite: EDU 114. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week. (3 credits)

EDU 225 – Audiovisual Materials & Computer Software
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. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week. (3 credits)

EDU 235 – Health, Safety, and Nutrition Education
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. Lecture 3 hours per week. Functional literacy in the English language; reading at the 12th grade level. (3 credits)

EDU 254 - Teaching Basic Academic Skills to Exceptional Children
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. Lecture 3 hours per week.
3 credits

EDU 270 – Introduction to Autism Spectrum Disorders
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. (3 credits) Part I of III. Lecture 3 hours per week. (3 credits)

EDU 271 – Methodologies and Curriculum Development for Students with Autism Spectrum Disorders
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. Part II of III. Prerequisite: EDU 270. Lecture 3 hours per week. (3 credits)

EDU 272 – Methods for Supporting Students with Autism Spectrum Disorders in the School Setting
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. Part III of III. Prerequisite: EDU 271. Lecture 3 hours per week. (3 credits)

EDU 280 – Technology Standards for Teachers
Provides K-12 classroom teachers with the knowledge and skills needed to fulfill the Common-wealth of Virginia's Technology Standards for Instructional Personnel. Certification is dependent on the supervisor's or employer's approval. Pre-requisite of ITE 115 or instructor approval. Lecture 3 hours per week. (3 credits)

EDU 285 – Teaching Online Program (TOP)
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: Proficient working knowledge of the current VCCS online course delivery system. Lecture 3 hours per week. (3 credits)

EDU 287 – Instructional Design for Online Learning
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. Lecture 3 hours per week. (3 credits)

EDU 295 – Topics In
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. Variable hours. (1-5 credits)

ELECTRICAL TECHNOLOGY (ELE)

ELE 120 – Electrical/Electronic Survey
Presents the study of passive and active components, devices and circuits. Electrical/electronic components and devices are demonstrated as applied to fundamental analog and digital circuits and electronic systems. Lecture 3 hours per week. (3 credits)

ELE 127 - Residential Wiring Methods
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. Lecture 1-2 hour. Laboratory 2-3 hours. Total 4-5 hours per week. 2-3 credits

ELE 138 - National Electrical Code Review I
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. Lecture 2-3 hours per week.2-3 credits

ELE 143-144 – Programmable Controllers I-II
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. Prerequisites: ETR 156, or equivalent. Lecture 2-3 hours. Laboratory 3 hours. Total 5-6 hours per week. (3 credits)

ELE 149 - Wiring Methods in Industry
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. Lecture 2-3 hours. Laboratory 2-3 hours. Total 4-6 hours per week. 3-4 credits

ELE 176 - Introduction to Alternative Energy Including Hybrid Systems
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. Lecture 2-3 hours. Laboratory 2-3 hours. Total 4-6 hours per week. 2-3 credits

ELE 233 - Programmable Logic Controller Systems I
Teaches operating and programming of programmable logic controllers. Covers analog and digital interfacing and communication schemes as they apply to system. Prerequisite: ETR 156 and ETR 211 or equivalent. Part I of II. Lecture 2-3 hours. Laboratory 3 hours. Total 5-6 hours per week. 3-4 credits

ELECTRONICS TECHNOLOGY (ETR)

ETR 101 – Electrical/Electronic Calculations I
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. Lecture 2-3 hours. Laboratory 3 hours. Total 5-6 hours per week. (3-4 credits)

ETR 113-114 – DC & AC Fundamentals I-II
Studies DC and AC circuits, basic electrical components, instruments, network theorems, and techniques used to predict, analyze, and measure electrical quantities. Lecture 2-3 hours. Laboratory 3 hours. Total 5-6 hours per week. (3-4 credits)

ETR 115 – D.C. and A.C. Circuits
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. Lecture 3-4 hours per week. (3-4 credits)

ETR 120 – Shop Practices and Safety
Develops basic skills necessary for safe use of shop tools required for chassis layout and fabrication; includes P. C. board artwork, fabrication and repair, and soldering techniques. May include CAD. Lecture 1 hour. Laboratory 3 hours. Total 4 hours per week. (2 credits)

ETR 144 – Devices and Applications II
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. Corequisite: knowledge of D.C./A.C. theory or permission of instructor. Part II of II. Lecture 2-3 hours. Laboratory 3 hours. Total 5-6 hours per week. (3-4 credits)

ETR 175 – Engineering and Computer Applications
Teaches applications of technical problems, computer operation, and applications of electrical/electronic problems using mid-to-high level language(s) and operating system. Lecture 2-3 hours. Laboratory 3 hours. Total 5 hours per week. (3-4 credits)

ETR 198 - Seminar and Project
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. Variable hours. 1-5 credits

ETR 203 – Electronic Devices I
Studies active devices and circuits such as diodes, power supplies, transistors, amplifiers and others. Prerequisite: Knowledge of D.C./A.C. theory. Part I of II. Lecture 2-3 hours. Laboratory 3 hours. Total 5-6 hours per week. (3-4 credits)

ETR 204 – Electronic Devices II
Studies active devices and circuits such as diodes, power supplies, transistors, amplifiers and others. Prerequisite: Knowledge of D.C./A.C. theory. Part II of II. Lecture 2-3 hours. Laboratory 3 hours. Total 5-6 hours per week. (3-4 credits)

ETR 263 – Microprocessor Application
Provides an intensive study of fundamentals of microprocessors including architecture, internal operations, memory, I/O devices, machine level programming and interfacing. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week. (4 credits)

ETR 271-272 – Microcomputer Electronics I-II
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. Lecture 3 hours per week. Laboratory 3 hours per week. (4 credits)

ETR 273-Computer Electronics I
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. Part I of II. Lecture 2-3 hours. Laboratory 2-3 hours. Total 4-5 hours per week. 3-4 credits

ETR 286-Principles and Applications of Robotics
Provides an overview of terminology, principles, practices, and applications of robotics. Studies development, programming; hydraulic, pneumatic, electronic controls; sensors, and system troubleshooting. Lecture 1-2 hours. Laboratory 2 hours. Total 3-4 hours per week. 2-3 credits

ETR 298 – Seminar and Project
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. Variable hours. (1-5 credits)

EMERGENCY MEDICAL SERVICES (EMS)

EMS 100 – CPR for Healthcare Providers
Provides instruction in Cardiopulmonary Resuscitation that meets current Emergency Cardiac Care (ECC) guidelines for Cardiopulmonary Resuscitation education for Healthcare Providers. Equivalent to HLT 105. Lecture 1 hours per week. (1 credit)

EMS 101 – EMS First Responder
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. Lecture 3 hour per week. (3 credits)

EMS 111 – Emergency Medical Technician
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: EMS 100/equivalent Co-requisite: EMS 120. 5 lecture hours; 4 lab hours; 9 hours per week (7 cr.)

EMS 112 – Emergency Medical Technician-Basic I
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. Lecture 3 hours. Laboratory 2 hours. Total 5 hours per week. (4 credits)

EMS 113 – Emergency Medical Technician-Basic II
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. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week. (3 credits)

EMS 120 – Emergency Medical Technician-Basic Clinical
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. Lab 2 hours; 2 hours per week (1 credit)

EMS 121 – Preparatory Foundations
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. Lecture 2 hours. Total 2 hours per week. 2 credits
Prerequisites: Current Virginia EMT and CPR certification as approved by the Virginia Office of EMS

EMS 123 – EMS Clinical Preparation
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. Laboratory 2 hours. Total 2 hours per week. 1 credit
Prerequisites: Current Virginia EMT and CPR certification as approved by the Virginia Office of EMS

EMS 125 – Basic Pharmacology
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. Laboratory 2 hours. Total 2 hours per week. 1 credit
Prerequisites: Current Virginia EMT and CPR certification as approved by the Virginia Office of EMS

EMS 126 – Basic Pharmacology Lab
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. Laboratory 2 hours. Total 2 hours per week. 1 credit
Prerequisites: Current Virginia EMT and CPR certification as approved by the Virginia Office of EMS
Corequisite: EMS 125

EMS 127 – Airway, Shock and Resuscitation
Introduces concepts associated with pre-hospital emergency care of the individual experiencing airway difficulty or in need of resuscitation or shock management. Lecture 1 hour. Total 1 hour per week. 1 credit
Prerequisite: Current Virginia EMT and CPR certification as approved by the Virginia Office of EMS
Corequisite: EMS 128

EMS 127 – Airway, Shock and Resuscitation Lab

Focuses on specific skills related to airway, resuscitation and shock management. Laboratory 2 hours. Total 2 hours per week. 1 credit
Prerequisites: Current Virginia EMT and CPR certification as approved by the Virginia Office of EMS
Corequisite: EMS 127

EMS 135 – Emergency Medical Care
Prepares the student to assess and manage patients with common medical emergencies. Lecture 2 hours. Total 2 hours per week. 2 credits
Prerequisites: EMS 121, EMS 123, EMS 125, EMS 126, EMS 127, EMS 128
Corequisite: EMS 136 Emergency Medical Care Lab

EMS 136 – Emergency Medical Care Lab
Focuses on specific skills related to the assessment and management of common medical emergencies. Laboratory 2 hours. Total 2 hours per week. 1 credit
Prerequisites: EMS 121, EMS 123, EMS 125, EMS 126, EMS 127, EMS 128
Corequisite: EMS 135

EMS 137 – EMS Trauma Care
Prepares the student to assess and manage injured patients, developing his/her problem-solving ability in the treatment of trauma involving various body systems. Lecture 1 hour. Total 1 hour per week. 1 credit
Prerequisites: EMS 121, EMS 123, EMS 125, EMS 126, EMS 127, EMS 128
Corequisite: EMS 138

EMS 138 – EMS Trauma Care Lab
Focuses on the skills required for the assessment and management of patients with traumatic injury. Laboratory 2 hours. Total 2 hours per week. 1 credit
Prerequisites: EMS 121, EMS 123, EMS 125, EMS 126, EMS 127, EMS 128
Corequisite: EMS 137

EMS 139 – Special Populations
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. Lecture 1 hour. Total 1 hour per week. 1 Credit
Prerequisites: EMS 121, EMS 123, EMS 125, EMS 126, EMS 127, EMS 128
Corequisite: EMS 140

EMS 140 – Special Populations Lab
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. Laboratory 2 hour. Total 2 hours per week. 1 Credit
Prerequisites: EMS 121, EMS 123, EMS 125, EMS 126, EMS 127, EMS 128
Corequisite: EMS 139

EMS 141 – Cardiovascular Care

Focuses on assessment and management of cardiac-related emergencies. Covers basic dysrhythmia recognition and relates it to overall cardiac patient care. Lecture 2 hours. Total 2 hours per week.
2 Credits
Prerequisites: EMS 121, EMS 123, EMS 125, EMS 126, EMS 127, EMS 128
Corequisite: EMS 142

EMS 142 – Cardiovascular Care Lab
Focuses on skills involved in the assessment and management of cardiac-related emergencies. Develops competency in basic dysrhythmia recognition and overall cardiac patient care. Laboratory 2 hours. Total 2 hour per week. 1 Credit
Prerequisites: EMS 121, EMS 123, EMS 125, EMS 126, EMS 127, EMS 128
Corequisite EMS 141

EMS 150 – Advanced Emergency Medical Technician (AEMT) – (Under VCCS review)

EMS 153 - Basic ECG Recognition
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. Lecture 2 hours per week. 2 credits

EMS 154 – ALS Cardiac Care
Prerequisite(s): EMS 153 Co-requisite(s): EMS 153
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. Lecture 1 hour per week, Laboratory 2 hours per week. (2 credits)

EMS 159 – ALS – Special Populations
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. 2 lecture hours; 2 lab hours; 4 Hours per week Pre reqs. EMS 151 and EMS 153; Pre or Co-reqs EMS 155 (2-3 credits)

EMS 163 – Prehospital Trauma Life Support
Prepares for certification as a Prehospital Trauma Life Support provider as defined by the American College of Surgeons. 1 credit
Prerequisites: EMS 111 or equivalent.

EMS 164 - Advanced Medical Life Support (AMLS)
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). Lecture 1 hour. Total 1 hour per week. 1 credits

EMS 165 – Advanced Cardiac Life Support
EMS 165 Prepares for certification as an Advanced Cardiac Life provider. Follows course as defined by the American Heart Association. 1 credit
Corequisites: EMS 100 and EMS 153

EMS 167 - Emergency Pediatrics Course (EPC)
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). Lecture 1 hour. Total 1 hour per week. 1 credits

EMS 170 – ALS Internship I
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. Laboratory 3-6 hours per week. (1-2 credits)

EMS 172 – ALS Clinical Internship II
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. Co-requisite: EMS 151. Laboratory 3-6 hours per week. (1-2 credits)

EMS 173 – ALS Field Internship II
Continues with the second in a series of field experiences providing supervised direct patient care in out-of-hospital advanced life support units. Laboratory 3 hours per week. (1 credit)

EMS 175 Paramedic Clinical Experience l
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. Laboratory 6 hours. Total 6 hours per week. 2 Credits
Prerequisites: EMS 121, EMS 123, EMS 125, EMS 126, EMS 127, EMS 128

EMS 202 – Paramedic Pharmacology
Focuses on advanced pharmacological interventions, medications and their effects. Lecture 2 hours. Total 2 hours per week. 2 credits
Prerequisites: 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

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. Lecture 2 hours. Total 2 hours per week. 2 Credits
Prerequisites: EMS 135, EMS 136, EMS 137, EMS 138, EMS 139, EMS 140, EMS 141, EMS 142
Corequisite: EMS 204

EMS 204 – Advanced Medical Care Lab
Focuses on the comprehensive assessment and management of out-of-hospital and inter-facility patients using scenario-based learning. Laboratory 4 hours. Total 4 hours per week. 2 Credits
Prerequisites: EMS 135, EMS 136, EMS 137, EMS 138, EMS 139, EMS 140, EMS 141, EMS 142
Corequisite: EMS 203

EMS 206 – Pathophysiology for the Health Professions
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. Lecture 3 hours. Total 3 hours per week. 3 credits
Prerequisites: BIO 145 or BIO 141-142 combination

EMS 210 – EMS Operations (Under VCCS review)

EMS 212 – Leadership and Professional Development (Under VCCS review)

EMS 216 - Paramedic Review
Provides the student with intensive review for the practical and written portions of the National Registry Paramedic exam. May be repeated once, for credit. Lecture 1 hour per week. 1 credits

EMS 240 – ALS Internship II
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. Laboratory 3 hours per week. (1 credit)

EMS 247 – Paramedic Clinical Experience II
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. Laboratory 3 hours. Total 3 hours per week. 1 Credit
Prerequisites: EMS 135, EMS 136, EMS 137, EMS 138, EMS 139, EMS 140, EMS 141, EMS 142, EMS 175

EMS 248 – Paramedic Comprehensive Field Experience
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. Laboratory 6 hours. Total 6 hours per week. 2 Credits

Prerequisites: EMS 135, EMS 136, EMS 137, EMS 138, EMS 139, EMS 140, EMS 141, EMS 142, EMS 175

EMS 249 – Paramedic Capstone Internship (Under VCCS review)

Energy Technology (ENE)

ENE 104 - Energy Industry Fundamentals

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 useable 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. Lecture 4-5 hours. Total 4-5 hours per week. 4-5 credits

ENGINEERING (EGR)

EGR 115- Engineering Graphics

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. Lecture 1-2 hours. Laboratory 3 hours. Total 4-5 hours per week. 2-3 credits

EGR 120 – Introduction to Engineering
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. Lecture 0-2 hours. Laboratory 0-3 hours. Total 1-4 hours per week. (1-2 credits)

EGR 123- Introduction to Engineering Design
Applies problem-solving techniques to engineering problems utilizing computer programming and algorithms in a higher level computer language such as FORTRAN, PASCAL, or C++.
Lecture 3 hours. Laboratory 0-2 hours. Total 3-5 hours per week. 3-4 credits

EGR 125- Introduction to Engineering Methods
Applies problem-solving techniques to engineering problems utilizing computer programming and algorithms in a higher level computer language such as FORTRAN, PASCAL, or C++.
Lecture 3 hours. Laboratory 0-2 hours. Total 3-5 hours per week. 3-4 credits

EGR 135 – Statics for Engineering Technology
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. Lecture 3 hours per week. (3 credits)

ENGLISH (ENG)

ENG 111 – College Composition I
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. Lecture 3 hours per week. (3 credits)

ENG 112 – College Composition II
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. Lecture 3 hours per week. (3 credits)

ENG 115 – Technical Writing
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. Lecture 3 hours per week. (3 credits)

ENG 125 – Introduction to Literature
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: ENG 111. Lecture 3 hours per week. (3 credits)

ENG 131 – Technical Report Writing I
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. Lecture 3 hours per week. (3 credits)

ENG 205 – Technical Editing
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: ENG 111 or equivalent. Lecture 3 hours per week. (3 credits)

ENG 210 – Advanced Composition
Helps students refine skills in writing non-fiction prose. Guides development of individual voice and style. Introduces procedures for publication. Prerequisite ENG 112 or divisional approval. Lecture 3 hours per week. (3 credits)

ENG 217 – Creative Writing – Poetry I
Introduces the fundamentals and techniques of writing poetry. Part I of II. Lecture 3 hours per week. (3 credits)

ENG 236 – Introduction to the Short Story
Examines selected short stories emphasizing the history of the genre. Involves critical reading and writing. Prerequisite ENG 112 or divisional approval. Lecture 3 hours. (3 credits)

ENG 241-242 – Survey of American Literature I-II
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 ENG 112 or divisional approval. Lecture 3 hours per week. (3 credits)

ENG 243-244 – Survey of English Literature I-II
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 ENG 112 or divisional approval. Lecture 3 hours per week. (3 credits)

ENG 250 – Children's Literature
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 125 or divisional approval. Lecture 3 hours per week. (3 credits)

ENG 251-252 – Survey of World Literature I-II
Examines major works of world literature. Involves critical reading and writing. Prerequisite: ENG 112 or divisional approval. Lecture 3 hours per week. (3 credits)

ENG 253 – Survey of African-American Literature I
Examines selected works by Black American writers from the colonial period to the present. Involves critical reading and writing. Prerequisite ENG 112 or divisional approval. Part I of II. Lecture 3 hours per week. (3 credits)

ENG 255 – Major Writers in World Literature
Examines major writers selected from a variety of literary traditions. Involves critical reading and writing. Prerequisite ENG 112 or divisional approval. Lecture 3 hours per week. (3 credits)

ENG 257 – Mythology
Studies selected mythologies of the world, emphasizing their common origins and subsequent influence on human thought and expression. Involves critical reading and writing. Prerequisite ENG 112 or divisional approval. Lecture 3 hours per week. (3 credits)

ENG 271-272 – The Works of Shakespeare I-II
Examines selected works of Shakespeare. Involves critical reading and writing. Prerequisite ENG 112 or divisional approval. Lecture 3 hours per week. (3 credits)

ENG 276 – Southern Literature
Examines the themes and techniques of selected writers dealing with the American South as a distinctive cultural entity. Involves critical reading and writing. Prerequisite ENG 112 or divisional approval. Lecture 3 hours per week. (3 credits)

ENG 279 – Film and Literature
Examines the translation of literature into film viewing and writing. Prerequisite ENG 112 or divisional approval. Lecture 3 hours per week. (3 credits)

ENGLISH FUNDAMENTALS (ENF)

ENF 1 – Preparing for College English I
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. Lecture 8 hours per week. (8 credits), Lecture 8, Contact Hours 8 Qualifying placement test score. (8 credits)

ENF 2 – Preparing for College English II
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. (4 credits), 4 Lecture, 4 Contact Hours Qualifying placement test score. (4 credits)

ENF 3 – Preparing for College English III
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. (2 credits), Lecture 2, Contact Hours 2, Qualifying placement score. Co-Enrollment in a college-level English course. (2 credits)

ENVIRONMENTAL SCIENCE (ENV)

ENV 100 – Basic Environmental Science
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. Lecture 3 hours per week. (3 credits)

ENV 121 – General Environmental Science I
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. Lecture 3 hours. Recitation and Laboratory 3 hours. Total 6 hours per week. Part I of II. (4 credits)

FINANCE (FIN)

FIN 107 – Personal Finance
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. Lecture 3 hours per week. (3 credits)

FORESTRY (FOR)

FOR 100 – Introduction to Forestry
Develops the general concepts of forestry and forest resource use in the United States. Laboratory sessions introduce the student to the protection, management, and use of forest resource. Lecture 2-3 hours. Laboratory 3 hours. Total 5-6 hours per week. (3-4 credits)

FRENCH (FRE)

FRE 101-102 – Beginning French I-II
Introduces understanding, speaking, reading, and writing skills and emphasizes basic French sentence structure. Lecture 4 hours per week. May include one additional hour of oral practice per week. (4-5 credits)

FRE 201-202 – Intermediate French I-II
Continues to develop understanding, speaking, reading, and writing skills. French is used in the classroom. Prerequisite French 102 or equivalent. Lecture 3-4 hours per week. May include one additional hour of oral practice per week. (3-4 credits)

GEOGRAPHY (GEO)

GEO 200 – Introduction to Physical Geography
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. Lecture 3 hours per week. (3 credits)

GEO 210 – People and the Land: Intro to Cultural Geography
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. Lecture 3 hours per week. (3 credits)

GEOLOGY (GOL)

GOL 105 – Physical Geology
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. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week. (4 credits)

GOL 106 – Historical Geology
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. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week. (4 credits)

GOL 110 – Earth Science
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. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week. (4 credits)

GOL 111 – Oceanography I
Examines the dynamics of the oceans and ocean basins. Applies the principles of physical, chemical, biological, and geological oceanography. Part I of II. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week. (4 credits)

GOL 112 – Oceanography II
Examines the dynamics of the oceans and ocean basins. Applies the principles of physical, chemical, biological, and geological oceanography. Part II of II. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week. (4 credits)

GERMAN (GER)

GER 101-102 – Beginning German I-II
Introduces understanding, speaking, reading, and writing skills and emphasizes basic German sentence structures. Part I of II. Lecture 4-5 hours per week. May include one additional hour oral practice per week. (4-5 credits)

GER 201-202 – Intermediate German I-II
Continues to develop understanding, speaking, reading, and writing skills. German is used in the classroom. Prerequisite GER 102 or equivalent. Part I of II. Lecture 3-4 hours per week. May include one additional hour oral practice per week. (3-4 credits)

HEALTH (HLT)

HLT 116 – Introduction to Personal Wellness Concepts
Introduces students to the dimensions of wellness including the physical, emotional, environmental, spiritual, occupational, and social components. Lecture 2-3 hours per week. (2-3 credits) HLT 121 – Introduction to Drug Use & Abuse Explores the use and abuse of drugs in contemporary society with emphasis upon sociological, physiological, and psychological effects of drugs. Lecture 3 hours per week. (3 credits)

HLT 143 – Medical Terminology*
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. Lecture 3 hours per week. (3 credits)
*Does not meet HLT/PE requirement for degree and certificate programs.

HLT 215 - Personal Stress and Stress Management
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. Lecture 2-3 hours pers week. 2-3 credits

HLT 230 – Principles of Nutrition & Human Development
Teaches the relationship between nutrition and human development. Emphasizes nutrients, balanced diet, weight control, and the nutritional needs of an individual. Lecture 3 hours per week. (3 credits)

HLT 250 – General Pharmacology*
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. Lecture 2-3 hours per week. (2-3 credits)
*Does not meet HLT/PE requirement for degree and certificate programs.

HISTORY (HIS)

HIS 101-102 – History of Western Civilization I-II
Examines the development of western civilization from ancient times to the present. Lecture 3 hours per week. (3 credits)

HIS 111-112 – History of World Civilization I-II
Surveys Asian, African, Latin American, and European civilizations from the ancient period to the present. Lecture 3 hours per week. (3 credits)

HIS 121-122 – United States History I-II
Surveys United States history from its beginning to the present. Lecture 3 hours per week. (3 credits)

HIS 127 – Women in American History
Studies the role of women and attitudes toward women in American society from colonial times to the present. Lecture 3 hours per week. (3 credits)

HIS 141-142 – African-American History I-II
Surveys the history of black Americans from their African origins to the present. Lecture 3 hours per week. (3 credits)

HIS 155 – Life in Colonial Virginia
Studies life in Virginia before the American Revolution, including politics, economics, customs, culture, and the slave plantation system. Lecture 3 hours per week. (3 credits)

HIS 188 – Field Survey Techniques for Archeology
Provides an introduction to basic field techniques used in surveying archaeological and architectural sites. Emphasizes hands-on experience in both classroom and field work. Includes methods to identify and record archaeological sites and standing structures, to nominate sites to the National Register of Historic Places, to address relevant preservation laws, to preserve, mark, and catalog artifacts in the laboratory. Lecture 3 hours per week. (3 credits)

HIS 205 – Local History
Studies the history of the local community and/or region. Lecture 3 hours per week. (3 credits)

HIS 225-226 – Topics in European History I-II
Examines selected topics in the history of Europe from ancient times to the present. Lecture 3 hours per week. (3 credits)

HIS 253 – History of Asian Civilizations I
Surveys the civilizations of Asia from their origins to the present. Part I of II. Lecture 3 hours per week. (3 credits)

HIS 267 – The Second World War
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. Lecture 3 hours per week. (3 credits)

HIS 268 – The American Constitution
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. Lecture 3 hours per week. (3 credits)

HIS 281 – 282 – History of Virginia I & II
Examines the cultural, political, and economic history of the Commonwealth from its beginning to the present. Part I and II. Lecture 3 hours per week. (3 credits)

HOTEL-RESTAURANT INSTITUTIONAL MANAGEMENT (HRI)

HRI 106 – Principles of Culinary Arts I
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. Lecture 2-3 hours. Laboratory 1-3 hours. Total 3-5 hours per week. (3 credits)

HRI 115 – Food Service Managers Sanitation Certification
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.) Lecture 1 hour per week. (1 credit)

HRI 128 – Principles of Baking
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. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week. (3 credits)

HRI 134- Food and Beverage Service Management
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.
Lecture 2-3 hours. Laboratory 1-3 hours. Total 3-5 hours per week. 3 credits

HRI 145 – Garde Manger

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. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week. (3 credits)

HRI 154 – Principles of Hospitality Management

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. Lecture 3 hours per week. (3 credits)

HRI 197 – Cooperative Education

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. Credit/ work ratio not to exceed 1:5 hours. May be repeated for credit. Variable hours. (1-5 credits)

HRI 206 – International Cuisine

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. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week. (3 credits)

HRI 207 – American Regional Cuisine

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. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week. (3 credits)

HRI 218 – Fruit, Vegetable, and Starch Preparation

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. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week. (3 credits)

HRI 219 – Stock, Soup, and Sauce Preparation

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. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week. (3 credits)

HRI 255 – Human Resources Management & Training for Hospitality & Tourism

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. Lecture 3 hours per week. (3 credits)

HRI 281 - Artisan Breads

Provides an integrated study of both classical and modern baking methods. Focuses on craft baking

using simple ingredients to create superior products. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week. 3 credits

HRI 282 - European Tortes and Cakes
Provides an integrated study of European tortes and cakes. Prerequisite: HRI 280.
Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week. 3 credits

HRI 283 - Custards and Cremes
Provides an integrated study of classical and contemporary custards and cremes as menu items and recipe ingredients. Prerequisite: HRI 280. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week. 3 credits

HORTICULTURE (HRT)

HRT 106 – Practical Horticulture
Provides practical experience in landscape construction equipment operations and maintenance.
Laboratory 2 hours per week. (1 credits)

HRT 110 – Principles of Horticulture
Introduces concepts of plant growth and development. Covers horticultural practices, crops and environmental factors affecting plant growth. Lecture 3 hours per week. (3 credits)

HRT 115 – Plant Propagation
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. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week. (3 credits)

HRT 125 – Chemicals in Horticulture
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.
Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.
3 credits

HRT 126 – Home Landscaping
Studies current approaches to improving home landscapes. Emphasizes planning, proper implementation, and landscape maintenance.
Lecture 3 hours per week. (3 credits)

HUMANITIES (HUM)

HUM 100 – Survey of the Humanities
Introduces the humanities through the art, literature, music, and philosophy of various cultures and historical periods. Lecture 3 hours per week. (3 credits)

ITALIAN (ITA)

ITA 101 - Beginning Italian I

Develops the understanding, speaking, reading, and writing of Italian, and emphasizes the structure of the language. Part I of II.
Lecture 4-5 hours per week. May include one additional hour of oral practice per week. 4-5 credits

ITA 102 - Beginning Italian II
Develops the understanding, speaking, reading, and writing of Italian, and emphasizes the structure of the language. Part II of II.
Lecture 4-5 hours per week. May include one additional hour of oral practice per week. 4-5 credits

ITA 201 - Intermediate Italian I-II
Continues development of skills of understanding, speaking, reading and writing of Italian. Classes conducted in Italian. Prerequisite ITA 102 or equivalent. Part I of II. Lecture 3-4 hours per week. 3-4 credits

ITA 202 - Intermediate Italian I-II
Continues development of skills of understanding, speaking, reading and writing of Italian. Classes conducted in Italian. Prerequisite ITA 102 or equivalent. Part II of II. Lecture 3-4 hours per week. 3-4 credits

INFORMATION TECHNOLOGY DATABASE PROCESSING (ITD)

ITD 110 – Web Page Design
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: Recommended ITE 115. Lecture 3-4 hours. Laboratory 0-2 hours. Total 3-5 hours per week. (3-4 credits)

ITD 112 – Designing Web Page Graphics
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: Recommended ITD 110. (3-4 credits)

ITD 120 – Design Concepts for Mobile Applications
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. Lecture 3-4 hours per week. (3-4 credits)

ITD 210 – Web Page Design II
Incorporates advanced techniques in web site planning, design, usability, accessibility, advanced site management, and maintenance utilizing web editor software(s). Prerequisite: Recommended ITD 110. Lecture 3-4 hours. Laboratory 0-2 hours. Total 3-5 hours per week. (3-4 credits)

ITD 212 – Interactive Web Design
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: Recommended ITD 110. Lecture 3-4 hours. Laboratory 0-2 hours. Total 3-5 hours per week. (3-4 credits)

INFORMATION TECHNOLOGY ESSENTIALS (ITE)

ITE 100 – Introduction to Information Systems
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. Lecture 3-4 hours. Laboratory 0-2 hours. Total 3-5 hours per week. (3-4 credits)

ITE 115 – Introduction to Computer Applications and Concepts
Covers computer concepts and internet skills, and uses a software suite which includes word processing, spreadsheet, database, and presentation software to demonstrate skills. Recommended prerequisite keyboarding skills. Lecture 3-4 hours per week. (3-4 credits)

ITE 119 – Information Literacy
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. Lecture 3 hours per week. (3 credits)

ITE 120 – Principles of Information Systems
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. Lecture 3-4 hours per week. (3-4 credits)

ITE 127 – Microcomputer Software: Beginning Windows
Imparts first-time users with sufficient information to make practical use of the Windows soft-ware package. Presents the basics of the features and applications included in the Windows operating system package. Lecture 1-2 hours per week. (1-2 credits)

ITE 130 – Introduction to Internet Services
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. Lecture 3-4 hours. Lab 0-2 hours. Total 3-5 hours per week. (3-4 credits)

ITE 140 – Spreadsheet Software
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. Lecture 3-4 hours. Lab 0-2 hours. Total 3-5 hours per week. Lecture 1-2 hours per week. (3-4 credits)

ITE 160 – Introduction to e-Commerce
Studies the culture and demographics of the Internet, online business strategies and the hard-ware 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. Lecture 3-4 hours. Laboratory 0-2 hours. Total 3-5 hours per week. (3-4 credits)

ITE 170 – Multimedia Software
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. Lecture 3-4 hours per week. (3-4 credits)

ITE 215 – Advanced Computer Applications and Integration
Incorporates advanced computer concepts including the integration of a software suite. Pre-requisite: ITE 115 Introduction to Computer Applications and Concepts. Lecture 3-4 hours. Laboratory 0-2 hours. Total 3-5 hours per week. (3-4 credits)

INFORMATION TECHNOLOGY NETWORKING (ITN)

ITN 101 – Introduction to Network Concepts
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. Lecture 3-4 hours. Laboratory 0-2 hours. Total 3-5 hours per week. (3-4 credits)

ITN 106 – Microcomputer Operating Systems
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. Lecture 3-4 hours per week. (3-4 credits)

ITN 107 – Personal Computer Hardware and Troubleshooting
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. Lecture 3-4 hours per week. (3-4 credits)

ITN 150 – Networking Fundamentals and Introductory Routing — Cisco
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 subletting, 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. Lecture 3-4 hours per week. (3-4 credits)

ITN 251 – Secure Converged Wide Area Networks (ISCW) — Cisco
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. Lecture 2-3 hours. Laboratory 2 hours. Total 4-5 hours per week. (3-4 credits)

ITN 260 – Network Security Basics
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. Lecture 3-4 hours per week. (3-4 credits)

ITN 261 - Network Attacks, Computer Crime and Hacking
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. Lecture 3-4 hours per week. 3-4 credits

ITN 262 - Network Communication, Security and Authentication
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. Lecture 3-4 hours per week. 3-4 credits

ITN 263 - Internet/Intranet Firewalls and E-Commerce Security
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). Lecture 3-4 hours per week. 3-4 credits

ITN 266 - Network Security Layers
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. Lecture 3-4 hours per week. 3-4 credits

ITN 267 - Legal Topics in Network Security
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. Lecture 3-4 hours per week. 3-4 credits

INFORMATION TECHNOLOGY PROGRAMMING (ITP)

ITP 100 - Software Design
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. Lecture 3-4 hours per week.3-4 credits

ITP 110 - Visual Basic Programming I
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. Lecture 3-4 hours per week. 3-4 credits

ITP 120 – Java Programming I
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: Recommended ITP 100 or ITP 102. Lecture 3-4 hours. Laboratory 0-2 hours. Total 3-5 hours per week. (3-4 credits)

ITP 130 – C Programming I
Stresses instruction in fundamentals of structured programming using C. Emphasizes program construction, algorithm development, coding, debugging, and documentation of console applications. Prerequisite: Recommended ITP 100 or ITP 102. Lecture 3-4 hours. Laboratory 0-2 hours. Total 3-5 hours per week. (3-4 credits)

ITP 132 – C++ Programming I
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: Recommended ITP 100 or ITP 102. Lecture 3-4 hours. Laboratory 0-2 hours. Total 3-5 hours per week. (3-4 credits)

ITP 136 – C# Programming I
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: Recommended ITP 100 or ITP 102. Lecture 3-4 hours. Laboratory 0-2 hours. Total 3-5 hours per week. (3-4 credits)

ITP 154 – Basic Programming I
Involves instruction in development of structured programs using BASIC from problems or specifications. Prerequisite: Recommended ITP 100 or equivalent. Lecture 3-4 hours. Laboratory 0-2 hours. Total 3-5 hours per week. (3-4 credits)

ITP 160 – Introduction to Game Design & Development
Introduces object-oriented game design and development. Provides overview of the electronic game design and development process and underlines the historical contest, 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. Lecture 3-4 hours per week. (3-4 credits)

ITP 165 – Gaming and Simulation
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. 3-4 credits ITP 232 C++

Programming II Presents in-depth instruction of advanced object-oriented techniques for data structures using C++. Prerequisite: Recommended ITP 132. Lecture 3-4 hours. Laboratory 0-2 hours. Total 3-5 hours per week. (3-4 credits)

ITP 175 - Concepts of Programming Languages
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. Lecture 3-4 hours per week. 3-4 credits

INDUSTRIAL ENGINEERING TECH (IND)

IND 150 - Industrial Management
Studies planning, organizing, directing, and influencing industrial activities. May include research, product design, methods and time management, quality assurance and current manufacturing methodologies. Lecture 3 hours per week. 3 credits

IND 160 - Introduction to Robotics
Studies evolution and history of robotics with an emphasis on automated and flexible manufacturing. Presents advantages and limitations of present robot systems.
Lecture 2-3 hours. Laboratory 0-2 hours. Total 2-4 hours per week. 2-3 credits

INSTRUMENTATION (INS)

INS 220 - Introduction to Fluid Power
Introduces analysis and design of hydraulic and pneumatic control systems. Presents interpretation and application of fluid power systems, schematic diagrams, and symbols. Lecture 3 hours. Laboratory 2-3 hours. Total 4-5 hours per week. 3 credits

INS 230 - Instrumentation I
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. Lecture 2-3 hours. Laboratory 3-4 hours. Total 5-7 hours per week. ETR 113 and ETR 144. 3-4 credits

INS 231 - Instrumentation II
Continues INS 230. Covers common techniques for measuring the dynamic response of processes. Topics include transmitters and telemetering along with process control systems. Lecture 2-3 hours. Laboratory 3-4 hours. Total 5-7 hours per week. 3-4 credits

INS 232 - System Troubleshooting
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. Lecture 2-3 hours. Laboratory 3 hours. Total 5-6 hours per week. 2-3 Credits.

INS 233 - Process Control Integration

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: INS 230, and ELE 233. Lecture 2-3 hours. Laboratory 3-4 hours. Total 5-7 hours per week. Prerequisites: INS 230 and ELE 233. 3-4 credits

INS 290 - Coordinated Internship
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. Variable hours. 1-5 credits

JAPANESE (JPN)

JPN 101 – Beginning Japanese I
Develops the understanding, speaking, reading, and writing of Japanese, and emphasizes the structure of the language. Part I of II. Lecture 4-5 hours per week. May include one additional hour of oral practice per week. (4-5 credits)

JPN 102 – Beginning Japanese II
Develops the understanding, speaking, reading, and writing of Japanese, and emphasizes the structure of the language. Part II of II. Lecture 4-5 hours per week. May include one additional hour of oral practice per week. (4-5 credits)

JPN 201 – Intermediate Japanese I
Continues the development of the skills of understanding, speaking, reading, and writing of Japanese. Classes conducted in Japanese. Prerequisite JPN 102. Part I of II. Lecture 3-4 hours per week. May include one additional hour of oral practice per week. (3-4 credits)

JPN 202 – Intermediate Japanese II
Continues the development of the skills of understanding, speaking, reading, and writing of Japanese. Classes conducted in Japanese. Prerequisite JPN 102. Part II of II. Lecture 3-4 hours per week. May include one additional hour of oral practice per week. (3-4 credits)

MARINE SCIENCE (MAR)

MAR 101 – General Oceanography I
Surveys physical and biological oceanography including an introduction to geological and chemical oceanography. Part I of II. Lecture 3 hours per week. Laboratory 3 hours per week. Total 6 hours per week. (4 credits)

MAR 102 – General Oceanography II
Surveys physical and biological oceanography including an introduction to geological and chemical oceanography. Part II of II. Lecture 3 hours per week. Laboratory 3 hours per week. Total 6 hours per week. (4 credits)

MAR 201 – Marine Ecology I
Applies ecological concepts to marine habitats, with emphasis on marine systems within the

Chesapeake Bay area. Laboratory and field work may include the investigation of reachable habitats and the collection, observation and identification of local marine fauna and flora. Prerequisite BIO 102 or divisional permission. Part I of II. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week. (4 credits)

MAR 202 – Marine Ecology II
Applies ecological concepts to marine habitats, with emphasis on marine systems within the Chesapeake Bay area. Laboratory and field work may include the investigation of reachable habitats and the collection, observation and identification of local marine fauna and flora. Prerequisite BIO 102 or divisional permission. Part II of II. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week. (4 credits)

MARKETING (MKT)

MKT 100 — Principles of Marketing
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. Lecture 3 hours per week. (3 credits)

MKT 110 – Principles of Selling
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. Lecture 3 hours per week. (3 credits)

MKT 160 – Marketing for Small Business
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. Lecture 3 hours per week. (3 credits)

MKT 170 – Customer Service
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. Lecture 1-2 hours per week. (1-2 credits)

MKT 201- Introduction to Marketing
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. Lecture 3 hours per week. 3 credits

MKT 221 – Public Relations
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. Lecture 3 hours per week. (3 credits)

MKT 250 – Introduction to Marketing

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. Lecture 3 hours per week. (3 credits)

MKT 270 – Marketing Management

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. Lecture 3 hours per week. (3 credits)

MKT 282 – Principles of e-Commerce

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. Lecture 3 hours per week. (3 credits)

MKT 284 – Social Media Marketing

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. Credit Hours: 3, Lecture Hours: 3, Lab Hours: 0, Total Contact Hours: 3 (3 credits)

MATHEMATICS (MTH)

MTH 115 – Technical Mathematics I

Presents algebra through exponential and logarithmic functions, trigonometry, vectors, analytic geometry, and complex numbers. Lecture 3 hours per week. 3 credits. Prerequisites: Competency in Math Essentials MTE 1-6 as demonstrated through the placement and diagnostic tests, or by satisfactorily completing the required MTE units or equivalent. Part I of II. (3 credits)

MTH 126 – Mathematics for Allied Health

Presents scientific notation, precision and accuracy, decimals and percents, ratio and proportion, variation, simple equations, techniques of graphing, use of charts and tables, logarithms, and the metric system. Lecture 2-3 hours per week. 2-3 credits. Prerequisites: Competency in Math Essentials MTE 1-3 as demonstrated through the placement and diagnostic tests, or by satisfactorily completing the required MTE units or equivalent. (2-3 credits)

MTH 132 - Business Mathematics

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.
Lecture 3 hours. Total 3 hours per week. 3 credits
Prerequisite(s): Competency in MTE 1-3 or as demonstrated through placement or unit completion

or equivalent or Corequisite: MCR 8

MTH 154 – Quantitative Reasoning

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. Prerequisite: Competency in MTE 1-5 as demonstrated through placement or unit completion or equivalent or Corequisite: MCR 4: Learning Support for Quantitative Reasoning. Lecture: 3 hours per week.

MTH 155 – Statistical Reasoning

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. Prerequisite: Competency in MTE 1-5 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.) Lecture: 3 hours per week.

MTH 161 – Precalculus I

Presents topics in power, polynomial, rational, exponential, and logarithmic functions, and systems of equations and inequalities. Prerequisite: Competency in MTE 1-9 as demonstrated through placement or unit completion or equivalent or Corequisite: MCR 6: Learning Support for Precalculus I. Lecture 3 hours per week. Credit will not be awarded for both MTH 161: Precalculus I and 167: Precalculus w/ Trig or equivalent.

MTH 162 – Precalculus II

Presents trigonometry, trigonometric applications including Law of Sines and Cosines, and an introduction to conics. Prerequisite: Placement or completion of MTH 161: Precalculus I or equivalent with a grade of C or better. Lecture 3 hours per week. Credit will not be awarded for both MTH 162: Precalculus II and 167: Precalculus w/ Trig or equivalent.

MTH 167 – Precalculus with Trigonometry

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: Competency in MTE 1-9 as demonstrated through placement or unit completion or equivalent; or Co-requisite: MCR 7: Learning Support for Precalculus w/ Trig. Lecture 5 hours per week. Credit will not be awarded for both MTH 167: Precalculus w/ Trig and 161/162: Precalculus I and II or equivalent.

MTH 195 – Topics In

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. Variable hours. (1-5 credits)

MTH 245 – Statistics I

Presents an overview of statistics, including descriptive statistics, elementary probability, probability distributions, estimation, hypothesis testing, correlation, and linear regression.

Prerequisite: 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. Lecture: 3 hours per week.

MTH 246 – Statistics II

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: Completion of MTH 245: Statistics I or equivalent with a grade of C or better. Lecture: 3 hours per week.

MTH 261 – Applied Calculus I

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. Prerequisite: Placement or completion of MTH 161: Precalculus I or equivalent with a grade of C or better. Lecture 3 hours per week.

MTH 262 – Applied Calculus II

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: Completion of MTH 261: Applied Calculus I or equivalent with a grade of C or better. Lecture 3 hours per week.

MTH 263 – Calculus I

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. Prerequisite: Placement or completion of MTH 167: Precalculus with Trig or MTH 161/162 Precalculus I/II or equivalent with a grade of C or better. Credits: 4

MTH 264 – Calculus II

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. Prerequisite: Completion of MTH 263: Calculus I or equivalent with a grade of C or better. Lecture 4 hours per week.

MTH 265 – Calculus III

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: Completion of MTH 264:   Calculus II or equivalent with a grade of C or better. Lecture 4 hours per week.

MTH 266 – Linear Algebra

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: 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. Lecture 3 hours per week.

MTH 267 – Differential Equations
Introduces ordinary differential equations. Includes first order differential equations, second and higher order ordinary differential equations with applications, and numerical methods. Prerequisite: MTH 264: Calculus II or equivalent with a grade of C or better. Lecture 3 hours per week.

MATHEMATICS COREQUISITE (MCR)

MCR 4 – Learning Support for Quantitative Reasoning
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. Prerequisites: Completion of any three of the MTE modules 1-5 and Corequisite: MTH 154: Quantitative Reasoning. Variable hours per week. 1-2 credits

MCR 6 – Learning Support for Precalculus I
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. Prerequisites: Completion of any seven of the MTE modules 1-9 and Corequisite: MTH 161: Precalculus I. Variable hours per week. 1-2 credits

MCR 8 - Learning Support for Business Mathematics
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. Lecture 1-2 hours. Total 1-2 hours per week.
Prerequisites: Completion of any one of the MTE units 1-3. Corequisite: MTH 132.
1-2 credits

MEDICAL LABORATORY (MDL)

MDL 105 – Phlebotomy
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. Lecture 2 hours. Laboratory 3-6 hours. Total 5-8 hours per week. (3-4 credits)

MDL 106 – Clinical Phlebotomy
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: MDL 105. Lecture 2 hours. Laboratory 6 hours. Total 8 hours per week. (4 credits)

MUSIC (MUS)

MUS 111 – Music Theory I
Discusses elements of musical construction of scales, intervals, triads, and chord progressions. Develops 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. Lecture 3 hours. Laboratory 2 hours. Total 5 hours per week. (4 credits)

MUS 121-122 – Music Appreciation I-II
Increases the variety and depth of the student's interest, knowledge, and involvement in music and related cultural activities. Acquaints the student with traditional and twentieth century music literature, emphasizing the relationship music has as an art form with man and society. Increases the student's awareness of the composers and performers of all eras through listening and concert experiences. Lecture 3 hours per week. (3 credits)

NATURAL SCIENCE (NAS)

NAS 125 – Meteorology
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. Lecture 3 hours per week. Recitation and laboratory 2 hours per week. Total 5 hours per week. (4 credits)

NAS 150 – Human Biology
Surveys the structure and function of the human body. Applies principally to students who are not majoring in the health or science fields. Lecture 3-4 hours per week. (3-4 credits)

NURSING (NSG)
NOTE: Courses with a NSG prefix will be taught beginning in fall of 2017.

NSG 100 - Introduction to Nursing Concepts
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.
Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week.
Prerequisite(s): BIO 141 or BIO 231 or NAS 161. 4 credits

NSG 106 - Competencies for Nursing Practice
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.
Lecture 0-1 hour. Laboratory 3-6 hours. Total 4-6 hours per week.
Prerequisite(s): MTE 1-5 and BIO 141 (or BIO 231 or NAS 161). 2 credits

NSG 115 - Healthcare Concepts for Transition
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. Lecture 3 hours. Laboratory 3-6 hours. Total 6-9 hours per week.
Prerequisites: BIO 141 & BIO 142: Anatomy and Physiology I & II, ENG 111, PSY 230, SDV 100; Acceptance to the Transition Program; Co-requisites: NSG 200 Health Promotion and Assessment; BIO 150, Microbiology 4-5 credits

NSG 130 - Professional Nursing Concepts
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.
Lecture 1 hour. Total 1 hour per week.
Prerequisite(s): BIO 141 or BIO 231 or NAS 161. 1 credits

NSG 152 - Health Care Participant
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.
Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.
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. 3 credits

NSG 170 - Health/Illness Concepts
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.
Lecture 4 hours, Laboratory 6 hours. Total 10 hours per week.
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. 6 credits

NSG 200 - Health Promotion and Assessment
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.
Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.
Prerequisite(s): BIO 141 (or BIO 231 or NAS 161). 3 credits

NSG 210 - Health Care Concepts I
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.
Lecture 3 hours, Laboratory 6 hours. Total 9 hours per week.
Prerequisite(s): BIO 150 (or BIO 205), NSG 152 and NSG 170. 5 credits

NSG 211 - Health Care Concepts II
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.
Lecture 3 hours. Laboratory 6 hours. Total 9 hours per week.
Prerequisite(s): BIO 150 (or BIO 205), NSG 152 and NSG 170. 5 credits

NSG 230 - Advanced Professional Nursing Concepts
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.
Lecture 2 hours. Total 2 hours per week.
Prerequisite(s): NSG 210 and NSG 211. 2 credits

NSG 252 - Complex Health Care Concepts
Focuses on nursing care of diverse individuals and families integrating complex health concepts. Emphasizes clinical judgment, patient-centered care and collaboration.
Lecture 4 hours. Total 4 hours per week.
Prerequisite(s): NSG 210 and NSG 211. 4 credits

NSG 270 - Nursing Capstone
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.
Laboratory 12 hours. Total 12 hours per week.

Prerequisite(s): NSG 210 and NSG 211. 4 credits

NURSING (NUR)

NUR 27 - Nurse Aide I
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.
Lecture 2-4 hours. Laboratory 3-9 hours. Total 6-11 hours per week. 3-5 credits

NUR 29 - Home Health Aide
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.
Lecture 1-2 hours. Laboratory 3 hours. Total 4-5 hours per week. 2-3 credits

NUR 31 - Advanced Skills for Nurse Aides
Teaches advanced level skills for Certified Nurse Aides.
Lecture 1-2 hours. Laboratory 3-6 hours. Total 4-7 hours per week. 2-3 credits

NUR 120 - Nursing Terminology and Charting
Focuses on basic terminology used in nursing. Emphasizes combining word forms and applications to nursing situations and the patient's record.
Lecture 1-2 hours per week. 1-2 credits

NUR 135 - Drug Dosage Calculations
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.
Lecture 1-2 hours per week. 1-2 credits

NUR 266 - Introduction to Basic Dysrhythmia Interpretation
Teaches the systematic interpretation of dysrhythmias.
Lecture 1-2 hours per week. 1-2 credits

PHILOSOPHY (PHI)

PHI 100 – Introduction to Philosophy
Presents an introduction to philosophical problems and perspectives with emphasis on the systematic questioning of basic assumptions about meaning, knowledge, reality, and values.
Lecture 3 hours per week. (3 credits)

PHI 101-102 – Introduction to Philosophy I-II
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. Lecture 3 hours per week. (3 credits)

PHI 220 – Ethics
Provides a systematic study of representative ethical systems. Lecture 3 hours per week. (3 credits)

PHI 227 – Bio-Medical Ethics
Examines the ethical implications of specific biomedical issues in the context of major ethical systems. Lecture 3 hours per week. (3 credits)

PHYSICAL EDUCATION AND RECREATION (PED)

PED 101-102 – Fundamentals of Physical Activity
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. Lecture 1-2 hours. Lab 0-2 hours. Total 1-3 hours per week. (1-2 credits)

PED 109 – Yoga
Focuses on the forms of yoga training emphasizing flexibility. Lecture 0-1 hours. Laboratory 2-4 hours. Total 2-4 hours per week. (1-2 credits)

PED 116 – Lifetime Fitness and Wellness
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. Lecture 0-1 hours. Laboratory 2-4 hours. Total 2-4 hours per week. (1-2 credits)

PED 117 – Fitness Walking
Teaches content and skills needed to design, implement, and evaluate an individualized program of walking, based upon fitness level. Laboratory 2 hours per week. (1 credit)

PED 123-124 – Tennis I-II
Teaches tennis skills with emphasis on stroke development and strategies for individual and team play. Includes rules, scoring, terminology, and etiquette. Lecture 1-2 hours. Lab 0-2 hours. Total 1-3 hours per week. (1-2 credits)

PED 133-134 – Golf I-II
Teaches basic skills of golf, rules, etiquette, scoring, terminology, equipment selection and use, and strategy. Lecture 1-2 hours. Lab 0-2 hours. Total 1-3 hours per week. (1-2 credits)

PED 135-136 – Bowling I-II
Teaches basic bowling skills and techniques, scoring, rules, etiquette, and terminology. Lecture 1-2 hours. Lab 0-2 hours. Total 1-3 hours per week. (1-2 credits)

PED 154 – Volleyball
Introduces skills, techniques, strategies, rules, and scoring. Lecture 1-2 hours. Lab 0-2 hours. Total 1-3 hours per week. (1-2 credits)

PED 156 – Softball
Emphasizes skills, techniques, strategies, rules. Lecture 1-2 hours. Lab 0-2 hours. Total 1-3 hours per week. (1-2 credits)

PED 183 – Outdoor Adventures
Introduces outdoor adventure activities with emphasis on basic skills, preparation, personal and group safety, equipment selection and use, ecology, and field experience. Lecture 1-2 hours. Lab 0-2 hours. Total 1-3 hours per week. (1-2 credits)

PED 187 – Backpacking
Focuses on the preparation for backpacking trip, equipment and clothing selection, personal and group safety, ecology and physical conditioning. Includes field experience. Lecture 1-2 hours. Lab 0-2 hours. Total 1-3 hours per week. (1-2 credits)

PED 206 – Sports Appreciation
Focuses on the history, trends, rules, methods, strategy, and terminology of selected sports activities. Provides student awareness as a spectator and/or participant. Lecture 2 hours per week. (2 credits)

PHOTOGRAPHY (PHT)

PHT 164 – Introduction to Digital Photography
Teaches the fundamentals of photography including camera function, composition, and image production as they apply to digital imagery. Lecture 1 hour. Laboratory 4 hours. Total 5 hours per week. (3 credits)

PHYSICS (PHY)

PHY 101-102 – Introduction to Physics I-II
Surveys general principles of physics. Includes topics such as force and motion, energy, heat, sound, light, electricity and magnetism, and modern physics. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week. (4 credits)

PHY 150 - Elements of Astronomy

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. 4 Credits. Lecture 3 hours. Lab 3 hours. Total 6 hours. 4 credits

PHY 201-202 – General College Physics I-II
Teaches fundamental principles of physics. Covers mechanics, thermodynamics, wave phenomena, electricity and magnetism, and selected topics in modern physics. Prerequisite MTH 163 or MTH 115. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week. (4 credits)

PHY 241-242 – University Physics I-II
Teaches principles of classical and modern physics. Includes mechanics, wave phenomena, heat, electricity, magnetism, relativity, and nuclear physics. Prerequisite for PHY 241-MTH 173 or MTH

273 or divisional approval. Prerequisite for PHY 242-MTH 174 or MTH 274 or divisional approval. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week. (4 credits)

PHY 243 – Modern Physics
Teaches principles of modern physics. Includes in-depth coverage of relativity, quantum physics, solid state and nuclear physics. For majors requiring calculus-based physics. Prerequisites PHY 241-242 or equivalent. Lecture 3 hours. Laboratory 2-3 hours. Total 5-6 hours per week. (4 credits)

POLITICAL SCIENCE (PLS)

PLS 135 - American National Politics
Teaches political institutions and processes of the national government of the United States, focuses on the Congress, presidency, and the courts, and on their inter- relationships. Gives attention to public opinion, suffrage, elections, political parties, interest groups, civil rights, domestic policy, and foreign relations. Lecture 3 hours per week. (3 credits)

PLS 136 – State and Local Politics
Teaches structure, powers and functions of state and local government in the United States. Lecture 3 hours per week. (3 credits)

PLS 211-212 – U.S. Government I-II
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. Lecture 3 hours per week. (3 credits)

PLS 241 – International Relations I
Teaches geographic, demographic, economic, ideological, and other factors conditioning the policies of countries and discusses conflicts and their adjustment. Lecture 3 hours per week. (3 credits)

PLS 242 – International Relations II
Teaches foreign policies of the major powers in the world community with an emphasis on the role of the United States in international politics. Lecture 3 hours per week. (3 credits)

PRACTICAL NURSING (PNE)

PNE 145 – Trends in Practical Nursing
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. Lecture 1 hour per week. (1 credit)

PNE 155 – Body Structure and Function
Studies the structure and function of the body. Lecture 3-4 hours per week. (3-4 credits) PNE 161 – Nursing in Health Changes I Focuses on nursing situations and procedures necessary to assist individuals in meeting special needs related to human functions. Lecture 2-4 hours. Laboratory 6-15 hours. Total 10-17 hours per week. (6-7 credits)

PNE 162 – Nursing in Health Changes II

Continues the focus on nursing situations and procedures necessary to assist individuals in meeting special needs related to human functions. Lecture 4-6 hours. Laboratory 12-21 hours. Total 18-25 hours per week. (10-11 credits)

PNE 163 – Nursing in Health Changes III

Continues the focus on nursing situations and procedures necessary to assist individuals in meeting special needs related to human functions. Lecture 4-5 hours. Laboratory 9-15 hours. Total 14-19 hours per week. (8-9 credits)

PNE 173 – Pharmacology I

Studies history, classification, sources, effects, uses and legalities of drugs. Teaches problem solving skills used in determining doses of drugs. Emphasizes major drug classes and specific agents within each class. Lecture I-2 hour per week. (1-2 credits)

PNE 193 - Studies In

Covers new content not covered in existing courses in the discipline. Allows instructor to explore content and instructional methods to assess the course's viability as a permanent offering. Variable hours per week. 1-5 credits

PNE 195 - Topics In

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. Variable hours.
1-5 credits

PSYCHOLOGY (PSY)

PSY 200 – Principles of Psychology

Surveys the basic concepts of psychology. Covers the scientific study of behavior, behavioral research methods and analysis, and theoretical interpretations. Includes topics that cover physio-logical mechanisms, sensation/perception, motivation, learning, personality, psychopathology, therapy, and social psychology. (3 credits) Lecture 3 hours. Total 3 hours per week. Readiness to enroll in English 111, (3 credits)

PSY 215 – Abnormal Psychology

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 PSY 200, 201, or 202. Lecture 3 hours per week. (3 credits)

PSY 225 – Theories of Personality

Studies the major personality theories and their applications. Includes psychodynamic, behavioral, cognitive, and humanistic perspectives. Prerequisite PSY 200, 201 or 202. Lecture 3 hours per week. (3 credits)

PSY 230 – Developmental Psychology

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. Lecture 3 hours

per week. (3 credits)

PSY 235 – Child Psychology
Studies development of the child from conception to adolescence. Investigates physical, intellectual, social and emotional factors involved in the child's growth. Lecture 3 hours per week. (3 credits)

PSY 270 – Psychology of Human Sexuality
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. Prerequisites: PSY 200, PSY 201 or PSY 202. Lecture 3 hours per week. (3 credits)

RELIGION (REL)

REL 200 – Survey of the Old Testament
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 background to the writings. Lecture 3 hours per week. (3 credits)

REL 210 – Survey of the New Testament
Surveys books of the New Testament, with special attention upon placing the writings within their historical and geographical setting. Lecture 3 hours per week. (3 credits)

REL 230 – Religions of the World
Introduces the religions of the world with attention to origin, history, and doctrine. Lecture 3 hours per week. (3 credits)

REL 240 – Religions in America
Surveys various manifestations of religion in the American experience. Emphasizes concepts, problems, and issues of religious pluralism and character of American religious life. Lecture 3 hours per week. (3 credits)

RUSSIAN (RUS)

RUS 101-102 – Beginning Russian I-II
Develops the understanding, speaking, reading, and writing of Russian, and emphasizes the structure of the language. May include oral drill and practice. Lecture 4-5 hours per week. May include one additional hour of oral practice per week. (4-5 credits)

RUS 201-202 – Intermediate Russian I-II
Continues the development of the skills of understanding, speaking, reading, and writing of Russian. Class conducted in Russian. Prerequisite RUS 102 or equivalent. May include oral drill and practice. Lecture 3-4 hours per week. (3-4 credits)

SAFETY (SAF)

SAF 126 - Principles of Industrial Safety
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. Lecture 3 hours per week. 3 credits

SCIENCE TECHNOLOGY (SCT)

SCT 111-112 – Introduction to Environmental and Science Technology I- II
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. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week. (4 credits)

SOCIOLOGY (SOC)

SOC 200 – Principles of Sociology
Introduces fundamentals of social life. Presents significant research and theory in areas such as culture, social structure, socialization, deviance, social stratification, and social institutions. Lecture 3 hours per week. (3 credits)

SOC 210 – Survey of Physical and Cultural Anthropology
Examines physical characteristics and lifestyles of human ancestors and present populations. Explores cultures from around the world to study diverse adaptations made by humans. Lecture 3 hours per week. (3 credits)

SOC 211-Principles of Anthropology I
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 I of II. Lecture 3 hours per week. (3 credits)

SOC 212 – Principles of Anthropology II
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. Lecture 3 hours per week. (3 credits)

SOC 215 – Sociology of the Family
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. Lecture 3 hours per week. (3 credits)

SOC 225 – Sociology of Gender

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. (3 credits) Lecture 3 hours, Total 3 hours per week Ability to read in English at the college level. (3 credits)

SOC 245 – Sociology of Aging

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. Lecture 3 hours per week. (3 credits)

SOC 247 – Death and Dying

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. Lecture 3 hours per week. Divisional Approval. (3 credits)

SOC 268 – Social Problems

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. Lecture 3 hours per week. (3 credits)

SPANISH (SPA)

SPA 101 – Beginning Spanish I

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. Lecture 4-5 hours per week. May include one additional hour of oral practice per week. (4-5 credits)

SPA 102 – Beginning Spanish II

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. Lecture 4-5 hours per week. May include one additional hour of oral practice per week. (4-5 credits)

SPA 163 – Spanish for Health Professionals I

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. Lecture 3 hours per week. (3 credits)

SPA 164 – Spanish for Health Professionals II

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. Lecture 3 hours per week. (3 credits)

SPA 201 – Intermediate Spanish I

Continues to develop understanding, speaking, reading, and writing skills. Prerequisite SPA 102 or

equivalent. May include oral drill and practice. Part I of II. Lecture 3-4 hours per week. May include one additional hour of oral practice per week. (3-4 credits)

SPA 202 – Intermediate Spanish II
Continues to develop understanding, speaking, reading, and writing skills. Prerequisite SPA 102or equivalent. May include oral drill and practice. Part II of II. Lecture 3-4 hours per week. May include one additional hour of oral practice per week. (3-4 credits)

STUDENT DEVELOPMENT (SDV)

SDV 100 – College Success Skills
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. Lecture 1-3 hours per week. (1-3 credits)

SDV 101 – Orientation to Health Sciences
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. Lecture 1-3 hours per week. (1-3 credits)

SDV 106 – Preparation for Employment
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. Lecture 1-2 hours per week. (1-2 credits)

SDV 107 – Career Education
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. Lecture 1-3 hours per week. (1-3 credits)

SDV 108 – College Survival Skills
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. Lecture 1-3 hours per week. (1-3 credits)

SDV 110 – Orientation to Teaching As a Profession
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. Lecture 3 hours per week. (3 credits)

WELDING (WEL)

WEL 120 - Introduction to Welding
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.
Lecture 1-2 hours. Laboratory 2-3 hours. Total 3-5 hours per week. 2-3 credits

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 lead 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.

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

2018-19 CITIZENS' ADVISORY COMMITTEES

Business Management
Joe Biddlecomb
Steven Bland
William Blencowe
Russell (Rusty) Brown
Stuart Bunting
Joy Corprew
Tom Davis
Ronnie Gill
Margaret Hudnall
Michael Jenkins
Douglas Lemke
Patricia Lewis
Virginia McAninch
Elizabeth Povar
Susan Williamson
Timothy (Tim) Wilson

Culinary Arts
Thomas Flynn
Genita Maiden-Shearin
R. Lincoln Marquis
Gary Whitecotton
Susan Williamson
Tim Winchester

Diesel Technology
Herbert Eggleston
Joey Hedrick
Robert Roberts
Loraine Taylor

Emergency Medical Services
Thomas (Jeff) Beasley
James Brann
Spencer Cheatham

Catherine Courtney
James Dudley, M.D., MBA
Kim Harper
David Layman
Rick McClure
Terrence McGregor
Richard (Rick) Opett
Wayne Perry
Michael Player

Engineering Technology
Mohamad Barbarji
Rick Burgos
Robert Gates
John Koontz
Tim Marshall
Stephen Merryman
William (Bill) Newborg
Brenton Payne
Carl Strock
Mike Watson
Greg White

Health Technology
Laura Bowles
Julie Byrum, BSN, RN
Catherine Courtney
Sarah Gardner, BSN, RN-BC
Ann Gumina
Michael Hamilton
Margaret Heatley
Lucinda Hoover
Alicia Jims
Christine Morillo
Mark Pryor
Ray Toll
Eileen (Gidget) Valadez

Jessica Waters

Heating, Ventilation and Air Conditioning
Dawn Biddlecomb
Brian Johnson
Eric Smith

Protective Services
James Ashworth
C.O. Balderson
Michael Bedell
John Charboneau
Stanley Clarke
Jeanette Cralle
Steven Dalton
Steve Dempsy
Virginia "Ginny" Evans
Robert Griffin
Dale Jacobson
Joan Kent
Michelle Lewis
Matthew Lord
James Lyons
Patrick McCranie
J. Joe McLaughlin Jr.
Danny Plott
Tammy Rito
Timothy (Tim) Sawyer
Stephan Smith
Troy Smith
Jessica Vaughn
Jeffrey (Jeff) Walton
Darrell Warren, Jr.
Garth Wheeler
G. Stephen Witt

Personnel

Executive Staff

Elizabeth Hinton Crowther
President

D. Alexander
Vice President of Instruction and Student Development, Chief Academic Officer

William Doyle
Vice President of Finance and Administrative Services

Jason Perry
Vice President of Workforce and Community Development

Glenda D. Haynie
Dean of Research, Effectiveness, and Planning

Sarah Pope
Dean of College Advancement

Caroline Stelter
Director of Human Resources

Faculty and Administration

Adhikari, Lekh N. (2015)
Assistant Professor
Chemistry
Ph.D, University of Nevada Reno
MS, Tribhuvan University

Alexander, A. Donna (2011)
Professor
Vice President of Instruction and Student
Development, Chief Academic Officer
Ph.D, Virginia Commonwealth University
MS, Virginia Commonwealth University
BA, Virginia Commonwealth University

Barna, Eric (2018)
Professor
Academic Dean
Ph.D, George Mason University
M.Ed, Virginia Commonwealth University
BA, Hobart College

Brent, Matthew (2012)
Associate Professor
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
Academic Dean
Ph.D, Duke University
MA, Virginia Commonwealth University
BA, Virginia Commonwealth University

Carrington, Lisa (2016)
Assistant Professor
Information Systems Technology
MS, Regent University
MS, Norfolk State University
BS, Norfolk State University

Crook, Charles R. (2004)
Assistant Professor
Chemistry/Physics
MA, University of Northern Iowa
BS, Virginia Polytechnic Institute and State University
AA, San Bernardino Valley College

Crowther, Elizabeth H. (2004)
President
Ed.D, The College of William and Mary
MA, Virginia Polytechnic Institute and State University
BA, Virginia Polytechnic Institute and State University

Cutchin, Kelly M. (2015)
Assistant Professor
English
MA, Virginia Polytechnic Institute and State University
BS, Radford University

Danaher, Thomas (2017)
Assistant Professor
Engineering
Ed.S, Liberty University
MS, Naval Postgraduate School
BS, Thomas Edison State University

Deptola, Linda (2008)
Instructor
Mathematics
Ed.S, George Washington University
MAT, Christopher Newport University
BS, Christopher Newport University

Doyle, William (2016)
Instructor
Vice President of Finance and Administrative Services
MBA, Duke University
BS, Old Dominion University

Ghimire, Pradeep (2010)
Associate Professor
Accounting
MBA, University of Mississippi
BE, Maulana Azad College of Technology, Bhopal University, India

Graziano, Canice (2015)
Instructor
Dean of Dual Enrollment
MPA, Virginia Polytechnic Institute and State University
BS, Virginia Commonwealth University
AAS, Germanna Community College

Greene, Ruth (2000)
Associate Professor
Information Systems Technology
MS, University of South Dakota
BS, National College
AS, National College

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)
Associate 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

Hill, Sherrie (2016)
Administrative Officer for Regional Adult Education
BS, Old Dominion University
AA & S, Rappahannock Community College
AAS, Rappahannock Community College

Johnson, Therese (2015)
Instructor
Mathematics
MS, Old Dominion University
BS, Old Dominion University

Justice, Lorraine (2011)
Administrative Officer for Student Support Services
MS, Walden University
BS, Longwood University

Keel, David (2012)
Associate Professor
Dean of Student Development
Ph.D, College of William & Mary
M.Ed, North Carolina State University
BS, Virginia Polytechnic Institute and State 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

MacCormick, Kathryn (2016)
Instructor
Biology
MS, College of William & Mary
BS, Arizona State University

McKinley, Mary Gena (2016)
Associate Professor
English
Ph.D, University of Virginia
MA, University of North Carolina-Chapel Hill
BA, East Carolina University

Merritt, Lisa (2013)
Associate Professor
Biology
MS, Virginia Commonwealth University
BS, Virginia Polytechnic Institute and State University

Moore, Ottie J., Jr. (2008)
Associate Professor
Administration of Justice
JD, Regent University
MA, Old Dominion University
BA, Gardner-Webb College

Mosca, Thomas, III (2004)
Professor
Mathematics
Ph.D, College of William & Mary
MS, Virginia Commonwealth University
BS, Christopher Newport University

Parker, Robert (2006)
Assistant Professor
Mathematics
MA.Ed, The College of William & Mary
BS, Randolph-Macon College

Perry, Jason (2009)
Associate Professor
Vice President for Workforce and Community Development
Ed.D, Virginia Polytechnic Institute and State University
MS, Old Dominion University
BS, Old Dominion University

Perry, Susan (2016)
Associate Professor
Nursing
MS, Grand Canyon University
BS, Old Dominion University
AAS, Rappahannock Community College

Pesola, Eric (2016)
Instructor
Director of Communications
MBA, Averett University
BA, Christopher Newport University

Pope, Sarah (2016)
Instructor
Dean of College Advancement
Graduate Certificate, George Mason University
MHP, University of Georgia
BA, College of William and Mary

Ream, Daniel (2009)
Assistant Professor
Coordinator of Library Services & Resources
MA, University of Tennessee
MA, University of South Florida
BA, University of South Florida

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

Taliaferro, Karen (2007)
Instructor
Nursing
BS, Radford College

Tassone, Cheryll (1993)
Assistant Professor
History, Humanities
MA, Old Dominion University
BA, Old Dominion University

Tidwell, Christina (2017)
Counselor
MS, Grand Canyon University
BA, Mary Baldwin College

Tuckey, Lisa (2010)
Assistant Professor
Biology
MS, College of Charleston
BS, State University of New York at Binghamton

Vest, Ellen (2013)
Assistant Professor
Emergency Medical Services
MA, Regent University
BA, Virginia Commonwealth University

White, Rebecca (2015)
Assistant Professor
Nursing
MSN, Walden University

Williams, William (2016)
Instructor
Dual Enrollment Advisor and College Recruiter
MS, Virginia Commonwealth University
BS, Christopher Newport University
AA & S, Ferrum College

Wood, Kendra (2015)
Counselor
MA, Capella University
BA, North Carolina Central University

Staff
Abell, Mary | King George Site Supervisor
Abdul-Malik, Basheer | Administrative Assistant to Dean of Dual Enrollment
Acree, Mark | HVAC Technician
Adams, Heather | Purchasing Technician
Anthony, Michael | I. T. Security Analyst
Bareford, Pamela | Admissions, Records, and Scheduling Technician
Boltz, Cheryl | Buildings and Grounds Supervisor, Warsaw Campus
Bremar, Tina | Administrative Assistant to VP for Workforce and Community Development
Brooks, Bernard | Buildings & Grounds Technician
Carr, Jennifer | Administrative Assistant to Dean of Health Sciences
Charnick, Wayne | Housekeeping Services
Coker, Gwendolyn | Administrative Specialist to VP of Finance and Administration Services
Cralle, J. Marlene | Administrative Assistant to Warsaw Academic Dean
Dixson, Holly | Administrative Assistant to Glenns Academic Dean
Drotleff, Sharon | Community and Donor Relations Coordinator
Gaskins, Linda | College Success Coach
George, Sherry | Payroll Officer
Hatton, Kanitra| Media Assistant
Haydon, James | Buildings & Grounds Technician
Hoffman, Timothy | Instructional and Learning Management Technologist
Homstead, Patricia | Administrative Assistant
Hornbeck, Michelle | Accountant
Hughes, Deborah | Education Specialist
Johnson, Paulina | Acquisitions Specialist

Jones, Charlene | Student Activities Specialist
Kent, Kimberly | WIA Youth Services Case Manager
King, Bridgit | Human Resources Analyst
Lane, James | Housekeeping Services
Leonard, John | Buildings & Grounds Technician
Lewis, Karen | Administrative Assistant to Student Support Services Program
Lewter, Richard | Buildings & Grounds Supervisor, Glenns Campus
Magruder, Julie | College Receptionist
Mann, Sharon | Business Office Technician
March, Roxanne | Kilmarnock Site Supervisor
Miller, Rebecca | College Success Coach
Mitchell, Samuel | Housekeeping Services
Moore, Franklin | Network Technician
Moore-Johnson, Shirley | College Receptionist
Nashwinter, Alissa| Business Manager
Newsome, David | Network Operations Manager
Osuanah, Kelly | Academic Advisor
Owens, Donna | Cashier
Packett, Felicia | Student Records & Information Coordinator
Parker, Terry | Housekeeping Services Technician
Pearce, Robert | Buildings & Grounds Technician
Peay, Constance | Career Coach
Polk, Theresa | Graduation Specialist
Pryor, Vanessa | Administrative Assistant to Dean of Students
Rest, Martha | Administrative Specialist to VP of Instruction and Student Development
Reynolds, Pamela | College Success Coach
Smith, Desmond | Career Coach
Stamper, Chris | Administrative Staff Specialist to the President
Stelter, Caroline | Human Resource Director
Taylor, Linda | Library Circulation Manager
Thompson, Brandin | Network Technician
Tomek, Mary | Financial Aid Technician
Turner, Karen | Testing Center Manager
Turner, Shannon | Financial Aid Assistant
Vanlandingham, Kathy | Administrative Assistant to Dean of Technology
Webster, Nancy | Admissions Technician
White, Jean | Case Manager
Wolski, Joseph | Network Technician
Wright, Ebony | Lead Career Coach

Retired Faculty
The following faculty members retired from Rappahannock Community College after 15 or more years of service:
James L. Alston
Brenda F. Callis
Ronald Carter
Victor W. Clough, Jr.
Dorothy C. Cooke
Catherine M. Courtney
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
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
Robert S. Griffin
George A. Hefferman
Norman M. Howe, Jr. (d)
Glenda Lowery
Karen Newtzie
Philip L. Semsch
Leslie S. Smith
(d) – Deceased

Rappahannock Community College

Student Handbook

2018-19

Table of Contents – Student Handbook

Student Handbook

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 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. Such responsibilities include the following:
- 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).

CLASSROOM PROTOCOL
- Classroom civility and courtesy are expected at all times.

- 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 college catalog and in course outlines, and which are set by individual faculty members.
- Unregistered individuals such as 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 Non-payment 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.

6. Use of alcoholic beverages, including the purchase, consumption, possession, or sale of such, except where specifically authorized within the regulations of the College.

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 an 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 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 i 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 remain 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 TO THE DEAN OF STUDENT DEVELOPMENT AND THE ACADEMIC DEAN

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 Chair of the Academic 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 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 and question 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 for Instruction and Student Development
A student may appeal the decision of the Academic Integrity Sub-Committee in writing to the Vice President for Instruction and Student Development 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 meeting if the student has made the request for a 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 Instruction and Student Development 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 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, which have been 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 Instruction and Student Development
A student may appeal the decision of the Dean of Student Development to the Vice President of Instruction and Student Development in writing within five business days of the receipt of the decision. The Vice President of Instruction and Student Development 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 Instruction and Student Development 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, counselor or any other College staff person to discuss the 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 their 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. This policy is not applicable to grades on individual tests, examinations, reports and other assignments prior to the posting of the final course grade. In these matters, 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 Blackboard 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 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 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 for Instruction and Student Development
A student may appeal the decision of the Grade Integrity Sub-Committee in writing to the Vice President for Instruction and Student Development 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 Vice President of Instruction and 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 effectiveness of the safety plan.

The TAT consists of the following team members:
- Law Enforcement Professional

- Vice President of Finance and Administrative Services
- 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.

POLICY ON SEXUAL VIOLENCE, DOMESTIC VIOLENCE, DATING VIOLENCE, AND STALKING

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 educational programs or activities, admission, and employment. Under certain circumstances, sexual misconduct, sexual harassment, and similar conduct constitute 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 Room 105 (Glenns Campus) and Room 105-B (Warsaw Campus), and may be contacted by phone at 804-333-6737 or by email at titleix@rappahannock.edu.

B. **Policy.**

Rappahannock Community College is committed to providing an environment that is free from harassment and discrimination based on any status protected by law. This Policy supplements the following general policy statement set forth by the Virginia Community College System. This institution promotes and maintains educational opportunities without regard to race, color, sex, ethnicity, religion, gender, age (except when age is a bona fide occupational qualification), disability, national origin, 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). This Policy is not intended to substitute or supersede related criminal or civil law. Individuals should 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 potential remedies that the College may provide.

C. **Purpose**

The purpose of this Policy is to establish that the College prohibits discrimination, harassment, sexual assault, domestic violence, dating violence, stalking, and retaliation and to set forth procedures by which such allegations shall be filed, investigated and resolved.

D. **Applicability**

This Policy applies to all campus community members, including students, faculty, staff and

third parties, e.g., contractors and visitors. Conduct that occurs off campus can be the subject of a complaint or report and will be evaluated to determine whether it violates this Policy, e.g. if off-campus harassment has continuing effects that create a hostile environment on campus.

E. Definitions

Advisor:
An individual who provides the complainant and respondent support, guidance, or advice. Advisors can be present at any meeting or hearing, but cannot speak directly on behalf of the complainant or respondent.

Campus:
The term "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.

Complainant:
A complainant refers to an individual who may have been the subject of a violation of this Policy and files a complaint against a faculty, staff member or student.

Consent:
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. 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.

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 through the use of drugs or alcohol. Intoxication is not the same as incapacitation.

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 can be reached through the use of alcohol or drugs.

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.

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.

Respondent:
A respondent refers to the individual who has been accused of violating this Policy.

Responsible Employee:
A responsible employee is one designated for purposes of initiating notice and investigation of alleged violations of this Policy or who has the authority to take action to redress violations of this Policy. A responsible employee also is any employee who a person reasonably believes is a responsible employee. Responsible employees are required to forward all reports of violations of this Policy to the appropriate Title IX Coordinator. Responsible employees also must report to the Title IX Coordinator any information obtained in the course of his employment that an act of sexual violence could have been committed against a student or could have 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. A responsible employee shall not be an employee who, in his 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.

Sex Discrimination:
Sex discrimination is the unlawful treatment of another based on the individual's sex that excludes an individual from participation in, denies the individual the benefits of, or otherwise adversely affects a term or condition of an individual's employment, education, or participation in college program or activity.

Sexual Assault:
Sexual assault is defined as the intentional sexual contact with a person against that person's will by the use of force, threat, or intimidation, or through the use of a person's mental incapacity or physical helplessness. Sexual assault includes intentionally touching, either directly or through clothing, of 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 battery is a type of sexual assault.

Sexual Exploitation:
Sexual exploitation occurs when a student 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 misconduct offenses. Examples of sexual exploitation include, but are not limited to invasion of sexual privacy; prostituting another person; non-consensual video or audio-taping of sexual activity; going beyond the boundaries of consent (such as letting your friends hide in the closet to watch you having consensual sex); engaging in voyeurism; exposing one's genitals in non-consensual circumstances; inducing another to expose their genitals, and knowingly transmitting HIV or an STD to another.

Sexual Harassment:
Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual harassment shall be considered to have occurred in the following instances:

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; or

Hostile Environment:
Conduct so severe, pervasive, and objectively offensive that it undermines and detracts from an employee's work performance or a student's educational experience.

Sexual Misconduct:
Sexual misconduct encompasses a range of behavior used to obtain sexual gratification against another's will or at the expense of another. Sexual misconduct includes sexual harassment, sexual assault, sexual exploitation, and sexual violence.

Sexual Violence:
Sexual violence is any intentional physical sexual abuse committed against a person's will or where a person is incapable of giving consent. Sexual violence includes rape, sexual assault, and sexual battery.

Stalking:
Stalking occurs when someone, on more than one occasion, engages in conduct directed at another person with the intent to place, or knows or reasonably should know that the conduct places that other person in reasonable fear of death, criminal sexual assault, or bodily injury to that other person or to that other person's family or household member.

Third Party:
A third party is any person who is not a student or employee of the College.

F. Retaliation.
Any form of retaliation, including intimidation, threats, harassment, and other adverse action taken or threatened against any complainant or person reporting a complaint alleging a violation of this Policy, or any person cooperating in the investigation of allegations of violations of this Policy, to include testifying, assisting or participating in any manner in an investigation pursuant to this Policy and the resolution procedures is strictly prohibited by this Policy. Action is generally deemed adverse if it would deter a reasonable person in the

same circumstances from opposing practices prohibited by this Policy. Retaliation could result in 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

1. Members of the campus community who believe they have been subjected to any of these crimes should immediately report the incident to local police or campus security. All emergencies or any incident where someone is in imminent danger should be reported immediately to local police by **dialing 911**, followed by reporting to campus security by calling:

804-758-6700 (Glenns Campus, New Kent site)
804-333-6700 (Warsaw Campus)
540-775-0087 (King George)
804-439-8970 (Kilmarnock site)

After normal business hours, members of the College community should report alleged violations of this Policy to the individuals listed below.

Glenns Campus: Jerome Ashton 804-333-6793 jashton@rappahannock.edu.
Warsaw Campus: Jerome Ashton 804-333-6793 jashton@rappahannock.edu.
King George Site: Terry Abell 540-775-0087 tabell@rappahannock.edu.
Kilmarnock and New Kent Sites: Jerome Ashton 804-333-6793 jashton@rappahannock.edu.

2. Whether or not a report is made to law enforcement, members of the College community should report alleged violations of this policy to the Title IX Coordinator during normal business hours. The Title IX Coordinator is solely responsible for overseeing the prompt, fair, and impartial investigation and resolution of complaints filed with the College. To help ensure a prompt, fair, and impartial investigation and resolution, individuals are encouraged to complete a Complaint Form. The written complaint will be submitted to the Title IX Coordinator. Although strongly encouraged, a complainant is not required to submit a complaint on the Complaint Form or in writing.

Rappahannock Community College Title IX Campus Resources

RCC TITLE IX COORDINATOR:
> *Lorraine A. Justice*
> *Glenns Campus Room 105*
> *Warsaw Campus Room 105-B*
> *Phone Number: 804-333-6737*
> *Email Address: titleix@rappahannock.edu*

3. There is no time limit for filing a complaint with the College. However, complainants should report possible violations of this Policy as soon as possible to maximize the College's ability to respond effectively. Failure to report promptly could result in the loss of relevant evidence and impair the College's ability to adequately respond to the allegations.

H. Handling of Reports and Investigations

The Title IX Coordinator will assist members of the campus community in reporting incidents to law enforcement authorities upon request. 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. Members of the campus community could decline to notify law enforcement authorities and decline their consent for the Title IX Coordinator to notify law enforcement if they wish. The College will comply with all requests for cooperation by the campus police or local law enforcement in investigations. The College could 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 gathering 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.

I. Confidentiality and Anonymity

Reports
1. Individuals could be concerned about their privacy when they report a possible violation of this Policy. The College has a responsibility to end conduct that violates this Policy, prevent its recurrence, and address its discriminatory effects. For this reason, some College employees cannot keep secret any report of sexual violence, domestic violence, dating violence, or stalking. The College expects employees to treat information they learn concerning incidents of reported violations of this Policy with respect and with as much privacy 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.

2. Responsible employees must report all alleged violations of this Policy to the Title IX Coordinator. 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, local police, student activities staff, human resources staff, and advisors to student organizations. Reports received by the College concerning the abuse of a minor must be reported in compliance with state law.

3. If a complainant wishes to keep the report confidential, it is recommended that he or she reports the alleged conduct to someone with a duty to maintain confidentiality, e.g., mental health counselor or clergy. Employees can contact the Employee Assistance Program. If the complainant requests that the complainant's identity is not released to anyone else, the College's ability to investigate and take reasonable action in response to a complaint may be limited. In such cases, the College will evaluate the request(s) that a complaint remain confidential in the context of the College's commitment to provide a reasonably safe and non-discriminatory environment. In order to make such an evaluation, the Title IX

Coordinator may conduct a preliminary investigation into the alleged violation of this Policy and may weigh the request(s) against the following factors:

- The seriousness of the allegation(s);

- The complainant's or alleged victim's age;

- Whether there have been other similar complaints of against the same respondent;

- The respondent's right to receive information about the allegations if the information is maintained by the College as an "education record" under FERPA; and

- The applicability of any laws mandating disclosure.

Therefore, the College may pursue an investigation even if the complainant requests that no action is taken and the College will not be able to ensure confidentiality in all cases. The College will notify the complainant in writing when it is unable to maintain confidentiality or respect the complainant's request for no further action.

4. Additionally, upon receiving a report of an alleged act of sexual violence 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. If it is determined by the law enforcement representative of the review committee that 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 immediately will disclose such information to the law enforcement agency that would be responsible for investigating the alleged incident. The Title IX Coordinator will notify the alleged victim in writing that such disclosure is being made.

5. If the report of an alleged act sexual violence would constitute a felony sexual assault, within 24 hours of the first review team meeting, the law enforcement representative of the review committee shall notify the local Commonwealth's Attorney and disclose the information received by the review committee, including personally identifiable information, if such information was disclosed pursuant to Paragraph I(4). 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, including personally identifiable information, if such information was disclosed pursuant to Paragraph I(4). 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.

6. The College will accept anonymous reports, but it will be limited in its ability to investigate and take reasonable action. The College must have sufficient information to

conduct a meaningful and fair investigation. A respondent has a right to know the name of the complainant and information regarding the nature of the allegations in order to defend against the complaint.

The College, when reasonably available and when requested, may arrange for changes in academic, parking, transportation, or work arrangements after an alleged violation of this Policy. When such accommodations are provided, the College will protect the privacy of the complainant to the extent possible while still providing the accommodation.

J. Amnesty

The College encourages the reporting of incidents that violate this Policy. The use of alcohol or drugs should not be a deterrent to reporting an incident. When conducting the investigation, the College's primary focus will be on addressing the alleged misconduct and not on alcohol and drug violations that may be discovered or disclosed. The College does not condone underage drinking; however, the College will extend limited amnesty from punitive sanctioning in the case of drug or alcohol use to complainants, witnesses, and others who report incidents, provided that they are acting in good faith in such capacity. The College may provide referrals to counseling and may require educational options, rather than disciplinary sanctions, in such cases.

K. 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 every 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 safely in light of the potential danger.

L. Interim Measures

1. Prior to the resolution of a complaint, the College may suspend or place on disciplinary or administrative leave the respondent when it is determined that the respondent's continued presence on campus threatens the safety of an individual or of the campus community generally; may hamper the investigation into the alleged misconduct; or is necessary to stop threatening or retaliatory contact against the complainant or complainant's witnesses. The College shall provide advance notice of such measures, except in cases where the individual's presence constitutes a threat. In all cases, however, the College shall notify individuals subject to these interim measure(s) in writing of the specific facts and circumstances that make such interim measure(s) necessary and reasonable. Individuals subject to proposed interim measures shall have the opportunity to show why such measure(s) should not be implemented.

2. Notwithstanding the above, 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.

3. The College may implement other measures for either the complainant or the respondent if requested, appropriate, and reasonably available, whether a formal complaint has been filed or whether an investigation by either campus administrators or law enforcement agencies has commenced. Such measures may include, but are not limited to, course schedule adjustments, reassignment of duty, changing work arrangements, changing parking arrangements, rescheduling class work, assignments, and examinations, and allowing alternative class or work arrangements, such as independent study or teleworking.

M. Sexual and Domestic Violence Procedures

Anyone who has experienced sexual violence, domestic violence, dating violence, or stalking should do the following:

- Safely find a place away from harm.
- Call 911 or if on campus, contact campus police/security.
- Call a friend, a campus advocate, a family member or someone else you trust and ask her or him to stay with you.
- 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.

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.

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.

Local domestic violence and sexual assault resources are The Haven and The Avalon Center:
The Haven is located at 5726 Richmond Rd, Warsaw, VA 2257. The phone number is (804) 333-1099. The website is http://havenshelter.org/.
The Avalon Center Can be reached by phone (757)258-5051. The website is https://avaloncenter.org/.
Project Hope at Quin Rivers, Inc. address is P.O. Box 208, New Kent, VA 23124. The phone number is 804-966-8732 or 877-966-4357. The website is Quin Rivers.

You should take 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.

- Do not wash your hands, bathe, or douche. Do not urinate, if possible.
- Do not eat, blow your nose, drink liquids, smoke, or brush your teeth if oral contact took place.
- Keep the clothing worn when the incident occurred. If you change clothing, place the worn clothing in a paper bag.
- 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.

- Tell someone all the details you remember or write them down as soon as possible.
- Maintain text messages, pictures, online postings, video and other documentary or electronic evidence that may corroborate a complaint.

N. Written Notification of Rights and Options

Members of the campus community who reports incidents of sexual assault, domestic violence, dating violence, or stalking, whether the incident occurred on or off campus, shall receive a written explanation of their rights and options, including the (i) the available law-enforcement options for investigation and prosecution; (ii) the importance of collection and preservation of evidence; (iii) the available options for a protective order; (iv) the available campus options for investigation and adjudication under the College's policies; (v) the complainant's rights to participate or decline to participate in any investigation to the extent permitted under state or federal law; (vi) the applicable federal or state confidentiality provisions that govern information provided by a victim; (vii) information on contacting available on-campus resources and community resources, including the local sexual assault crisis centers, domestic violence crisis centers, or other victim support services with which the College has entered into a memorandum of understanding; (viii) the importance of seeking appropriate medical attention; and (ix) options related to changes in academic, parking, and working arrangements, when requested and when reasonably available.

O. 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. Please see more information for available community resources on the RCC website.

P. 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 violence, domestic violence, dating violence, and stalking.

2. Incoming students and new employees must take part in a mandatory primary prevention and awareness program. The program, at a minimum, shall include:

- A statement that the College prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking;
- The definition of domestic violence, dating violence, sexual assault, and stalking;
- The definition of consent;
- 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 domestic violence, dating violence, sexual assault, or stalking against a person other than such individual;

- Information on risk reduction to recognize warning signs of abusive behavior and how to avoid potential attacks;
- Information on possible sanctions, procedures to follow after an incident of sexual violence, domestic violence, dating violence or stalking, disciplinary procedures, and the protection of confidentiality; and
- Written notification about available resources and services, and options for academic and work accommodations, if requested and reasonably available.

3. The College also conducts an ongoing prevention and awareness campaign for all students and employees. The campaign shall include, at a minimum, the information provided to incoming students and new employees.

Q. Resolution of Complaints

1. The College has an obligation to provide prompt, fair, and impartial investigation and resolution of alleged violations to this Policy and is committed to so doing. Title IX Coordinator(s), investigators, and hearing officials must receive annual training on sexual violence, domestic violence, dating violence, and stalking, and the conduct of investigations and hearings. The College may resolve complaints either by an informal or formal resolution process.

2. The parties may agree to proceed under the informal resolution process in matters not involving sexual violence, domestic violence, dating violence, or stalking. The formal resolution process will be applied (i) when any party that participated in the informal resolution process chooses to terminate the process, and (ii) to all matters that are not eligible for informal resolution.

R. Formal Resolution Process

1. Complainant's Initial Meeting with the Title IX Coordinator. As soon as is practicable, the Title IX Coordinator will contact the complainant to schedule an initial meeting. If the complainant is not the alleged victim, the Title IX Coordinator also will contact the alleged victim as soon as possible to schedule an initial meeting. The complainant may be accompanied by an advisor of his or her choosing.
At this initial meeting, the Title IX Coordinator will:

a) Provide the complainant a copy of this Policy;

b) Provide the complainant with a Complaint Form, if necessary;

c) Provide a written explanation of the complainant's rights and options related to changes in academic, parking, and working arrangements;

d) Explain avenues for formal resolution and informal resolution of the complaint;

e) Explain the steps involved in an investigation;

f) Discuss confidentiality standards and concerns with the complainant;

g) Determine whether the complainant wishes to pursue a resolution (formal or informal) through the College or no resolution of any kind;

h) Refer the complainant to campus and community resources, including the local sexual assault crisis center, domestic violence crisis center, or other victim support service with which the College has entered into a memorandum of understanding;

i) Discuss with the complainant, as appropriate, possible interim measures that may be taken or provided when necessary during the pendency of the investigative and resolution processes;

j) Discuss the right to a fair and impartial resolution of the complaint

k) Discuss the College's obligation to disclose information about the complaint, including personally identifiable information, to campus/local law enforcement or to the local Commonwealth's Attorney, or both, under certain conditions.

2. Respondent's Initial Meeting with the Assigned Title IX Coordinator. As soon as is practicable, the Title IX Coordinator will schedule an initial meeting with the respondent. The respondent may be accompanied by an advisor of his or her choosing. During the initial meeting with the respondent, the Title IX Coordinator will:

a) Provide the respondent, in writing, sufficient information to allow him or her to respond to the substance of the allegation;

b) Provide the respondent a copy of this Policy;

c) Provide a written explanation of the respondent's rights and options related to changes in academic, parking, and working arrangements;

d) Explain the College's procedures for formal resolution and informal resolution of the complaint;

e) Explain the steps involved in an investigation;

f) Discuss confidentiality standards and concerns with the respondent;

g) Discuss non-retaliation requirements;

h) Inform the respondent of any interim measures that may be imposed on the respondent;

i) Refer the respondent to campus and community resources, as appropriate;

j) Discuss with the respondent, as appropriate, possible interim measures that can be provided to the respondent during the pendency of the investigative and resolution processes;

k) Discuss the respondent's the right to due process and a fair and impartial resolution of the complaint; and

l) If the respondent is a student and the complaint involves an alleged act of sexual violence, 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 withdraws while under investigation, and that the investigation will

continue in the respondent's absence while being afforded notice of the charges (and hearing, if applicable) and an opportunity to respond to all the evidence.

3. Title IX Coordinator's Initial Determination.

a) The College shall conduct an investigation of the complaint unless (i) the complainant does not want the College to pursue the complaint and the Title IX Coordinator has determined that the College can honor the request; (ii) it is clear on its face and based on the Title IX Coordinator's initial meetings with the parties that no reasonable grounds exist for believing that the conduct at issue constitutes a violation of this Policy. The Title IX Coordinator will consider the following factors in determining whether it is reasonable to investigate the complaint: the source and nature of the information; the seriousness of the alleged incident; the specificity of the information; the objectivity and credibility of the source of the information; and whether the individuals allegedly subjected to the conduct can be identified.

b) In the event that the Title IX Coordinator determines that an investigation of the complaint should not be conducted, he or she will document (in consultation, as necessary, with the complainant, respondent, and other College officials) the appropriate resolution of the complaint and inform the parties of the same. The Title IX Coordinator shall provide specific and clear written reason(s) why an investigation should not be conducted. The Title IX Coordinator shall provide the determination that the College will not investigate the matter to the complainant and the respondent, concurrently, within five (5) workdays of the completion of the initial meetings. This decision is final.

4. Appointment of the Investigator and Conduct of the Investigation.

a) If the Title IX Coordinator determines that an investigation should be conducted, he or she will appoint an investigator within five (5) workdays of the completion of the initial meetings. The Title IX Coordinator will share his or her name and contact information with the complainant and respondent and will forward the complaint to the investigator. Within three (3) 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 posed by assigning such investigator to the matter. The Title IX Coordinator will consider such statements and will assign a different individual as investigator if it is determined that a material conflict of interest exists.

b) The investigator will contact the complainant and respondent promptly. In most cases, this should occur within three (3) workdays from the date of the investigator's appointment or the conclusion of the informal resolution process, whichever is later. The investigator will schedule meetings with the parties. The parties may provide supporting documents, evidence, and recommendations of witnesses to be interviewed during the course of the investigation. Each party may have one advisor present during any meeting with the investigator; however, the advisor cannot speak on the party's behalf.

c) In the conduct of the investigation, the investigator should weigh the credibility and demeanor of the complainant, respondent, and witnesses; the logic and consistency of the evidence, motives, and any corroborating evidence.

d) The investigation of any alleged violation of this Policy should be completed within 60 days of the filing of the complaint or the date on which the College becomes aware of the alleged violation unless good cause exists to extend the timeframe. If more time is necessary, the parties will be notified in writing and given the reason for the delay and an estimated time of completion.

e) Both complainant and respondent will have the opportunity to review and respond to evidence obtained during the investigation. Each party also will have the opportunity to review and comment on the written investigative report within seven (7) workdays of receiving the report. The final written investigative report and the parties' responses thereto shall be part of the record.

f) The investigator will complete a written investigative report that includes summaries of all interviews conducted, photographs, descriptions of relevant evidence, the rationale for credibility determinations, summaries of relevant electronic records, and a detailed report of the events in question. The written investigative report shall include at minimum, the following information:

The name and gender of the complainant and, if different, the name and gender of the person reporting the allegation;

- 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);
- The date that the complaint or other report was made;
- The date the respondent was interviewed;
- The names and gender of all persons alleged to have committed the alleged violation;
- The names and gender of all known witnesses to the alleged incident(s);
- The dates that any relevant documentary evidence (including cell phone and other records as appropriate) was obtained;
- Any written statements of the complainant or the alleged victim if different from the complainant;
- 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); and
- The outcome of the investigation.

g) The investigator will forward the written investigative report to the Title IX Coordinator.

h) The withdrawal of a student from the College while under investigation for an alleged violation of this Policy involving an act of sexual violence shall not end the College's investigation and resolution of the complaint. The College shall continue

the investigation 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 review and respond to all the evidence against the student, and to the written investigative report prior to making a final determination. The student also shall receive notice in writing of any hearing, including the day, time, and location. 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 Rappahannock Community College's sexual misconduct policy." After the College has completed its investigation and resolution of the complaint, the College shall either (1) remove the notation if the student is found not responsible or (2) change the notation to "Withdrew while under investigation and subsequently found responsible for a violation of Rappahannock Community College's sexual misconduct policy. Upon a final determination, the Title IX Coordinator immediately shall notify the registrar and direct that the appropriate notation is made.

S. Determination of Title IX Coordinator and Corrective Action Report

1. The Title IX Coordinator will determine whether there is a preponderance of the evidence to find that the respondent violated this Policy as alleged. In most cases, this should occur within five (5) workdays of receiving the written investigative report from the investigator. The "preponderance of the evidence" standard requires that the weight of the evidence, in totality, supports a finding that it is more likely than not that the alleged violation occurred.

2. If the Title IX Coordinator finds that the evidence does not prove by a preponderance of the evidence that the respondent committed the alleged violation, the matter will be closed. The Title IX Coordinator will make the determination in writing and distribute the written investigative report with such finding to the complainant and the respondent concurrently. All parties to whom the written investigative report is distributed pursuant to this Policy should maintain it in confidence. Both the complainant and the respondent may appeal the finding under the procedure described below.

3. If the Title IX Coordinator finds by a preponderance of the evidence that a violation of this Policy did occur, the Title IX Coordinator will make the determination in writing and distribute the written investigative report with such finding to the complainant and the respondent concurrently. All parties to whom the written investigative report is distributed pursuant to this Policy should maintain it in confidence. Both the complainant and the respondent may appeal the finding under the procedure described below.

4. When the Title IX Coordinator finds that a violation has occurred, he or she also shall write a separate written corrective action report that will contain recommendations for steps that should be taken to prevent recurrence of any such violation and to remedy any discriminatory effects. If interim measures as described above have been taken, the written corrective action report shall include a recommendation regarding continuation, suspension or modification of any such interim measures. The Title IX Coordinator shall distribute the written corrective action report to the complainant and respondent concurrently. In most cases, the written corrective action report should be completed within five (5) workdays

after the distribution of the written investigative report. The written investigative report and the corrective action report may be submitted concurrently. The Title IX Coordinator also shall provide the written investigative report and the written corrective action report to the appropriate College official, as described below.

5. If the respondent is a student, the Title IX Coordinator will forward the reports to the Dean of Student Development. Within ten (10) workdays, the Dean of Student Development shall determine and impose appropriate sanctions, as described below. The respondent and the Title IX Coordinator shall receive written notification of sanction(s). When the respondent is a student, within five (5) workdays of receipt, the Title IX Coordinator may disclose to the complainant the sanctions imposed on the respondent that directly relate to the complainant as permitted by state and federal law, including the Federal Educational Rights and Privacy Act (FERPA) and the Virginia Freedom of Information Act (FOIA), when such disclosure is necessary to ensure the safety of the complainant. The Title IX Coordinator also may disclose in writing to the complainant the final results of a disciplinary proceeding involving the respondent with regard to an alleged forcible or non-forcible sex offense, act of stalking, domestic violence or dating violence on the complainant, as permitted by state and federal law including FERPA and the Virginia Freedom of Information Act (FOIA). The disclosure of final results must include only the name of the student, the violation committed, and any sanction imposed by the College against the student.

6. If the respondent is an employee, the Title IX Coordinator will forward the reports to the employee's supervisor and Director of Human Resources. Within ten (10) workdays, the Director of Human Resources shall determine and impose appropriate sanctions, as described below. The respondent and the Title IX Coordinator shall receive written notification of sanction(s).

7. If the respondent is a third party, the Title IX Coordinator will forward the reports to the Vice President of Finance and Administrative Services. Within 10 workdays, the Vice President of Finance and Administrative Services shall determine and impose appropriate sanctions, as described below. The respondent and the Title IX Coordinator shall receive written notification of sanction(s). The Title IX Coordinator may disclose to the complainant information as described above.

8. The Title IX Coordinator will advise the respondent and the complainant of their right to appeal any finding or sanction in writing. The written notification also shall provide information on the appeals process. If the respondent does not contest the finding or recommended sanction(s), the respondent shall sign a statement acknowledging such. The signed statement shall be part of the record.

T. Informal Resolution

1. After receiving a request from both parties to resolve the complaint with the informal resolution process, the Title IX Coordinator will appoint a College official to facilitate an effective and appropriate resolution. Within three workdays of such appointment, the College official, the complainant or the respondent may identify to the Title IX Coordinator

in writing any potential conflict of interest posed by assigning such official to the matter. The Title IX Coordinator will consider such statements and will assign a different individual to facilitate if it is determined that a material conflict of interest exists. Within five workdays of the appointment, the College official will request a written statement from the parties to be submitted within ten (10) workdays. Each party may request that witnesses are interviewed. Within 10 workdays of receiving the written statements, the College official will hold a meeting(s) with the parties and coordinate informal resolution measures. The College official shall document the meeting(s) in writing. Each party may have one advisor of his or her choosing during any meeting; however, the advisor cannot speak on the party's behalf.

2. The informal resolution process should be complete within 30 days in most cases unless good cause exists to extend the timeframe. The parties will be notified in writing and given the reason for the delay and an estimated time of completion. Any party may request in writing that the informal resolution process be terminated at any time, in which case the formal resolution process will commence. In addition, any party can pursue formal resolution if he or she is dissatisfied with the proposed informal resolution.

3. Any resolution of a complaint through the informal 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 remedies might include mandatory education, counseling, written counseling by an employee's supervisor, or other methods. The College official will provide the complainant and respondent with a copy of the final written report concurrently. The final written report shall include the nature of the complaint, a meeting(s) summary, the informal resolution remedies applied, and whether the complaint was resolved through the informal resolution process.

4. There is no right of appeal afforded to the complainant or the respondent following the informal resolution process.

U. Sanctions & Corrective Actions

1. The College will take reasonable steps to prevent the recurrence of any violations of this Policy and to correct the discriminatory effects on the complainant (and others, if appropriate). 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 dismissal from the College.

> a. If a student is found responsible for an act of sexual violence under 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] sexual misconduct 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.

b. If a student withdraws from the College while under investigation involving an act of sexual violence under 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 sexual misconduct policy." Students are strongly encouraged not to withdraw and to participate in the investigation and resolution of the complaint.

c. 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 under 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.

d. Notations on academic transcripts regarding suspensions and dismissals shall be placed on the student's academic transcript after resolution of all appeals.

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, will be prohibited from having access to the campus. Depending on the violation, this prohibition may be permanent or temporary.

5. Title IX Coordinator will determine the final accommodations to be provided to the complainant if any.

6. Sanctions imposed do not take effect until the resolution of any timely appeal. However, sanctions may take effect immediately when the continued presence of an individual on campus may threaten the safety of an individual or the campus community, generally. Sanctions will continue in effect until such time as the appeal process is exhausted in such cases.

V. **Appeals**

Either the complainant or the respondent has the opportunity to appeal the outcome of the written investigative report or the sanction(s) recommended. Appeals shall be conducted in accordance with the applicable grievance procedures described in the Student Handbook, VCCS Policy Manual, and the Grievance Procedure Manual of the Department of Human Resource

Management. Third parties may request that the College reconsider its decision in writing to the Vice President of Finance and Administrative Services.

W. Academic Freedom and Free 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, without accompanying unwanted sexual physical contact, is not sexual violence or sexual assault. Verbal or written communications constitute sexual harassment only when such communications are sufficiently severe, pervasive, and objectively offensive that they undermine and detract from an employee's work performance or a student's educational experience.

2. In addressing all complaints and reports of alleged violations of this Policy, the College will take all permissible actions to ensure the safety students and employees while complying with any and all applicable guidance regarding free speech rights of students and employees. This Policy does not apply to curriculum, curricular materials, or abridge the use of particular textbooks.

X. False Allegations

Any individual who knowingly files a false complaint under this Policy, who knowingly provides false information to College officials, or who intentionally misleads College officials who are involved in the investigation or resolution of a 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 not necessarily proof of knowingly filing a false complaint.

Y. 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 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 forbidden, are unwise and are strongly discouraged. The relationship may be viewed in different ways by each of the parties, particularly in retrospect. Furthermore, circumstances may change, and conduct that was previously welcome may become unwelcome.

Z. Record Keeping

The Title IX Coordinator shall maintain, in a confidential manner, for at least five (5) years, paper or electronic files of all complaints, witness statements, documentary evidence, written investigative reports, review committee records, written corrective action reports, sanctions, appeal hearings and associated documents, the responses taken campus personnel for each complaint, including any interim and permanent steps taken with respect to the

complainant and the respondent, and a narrative of all action taken to prevent recurrence of any harassing incident(s), including any written documentation.

AA. This Policy shall be forwarded to the VCCS Office of System Counsel in July of each year to be reviewed and updated as necessary.

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:

A. 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:

B. 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. The Dean of Student Development will request that the TAT be convened.

C. 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 annual programs or lectures on substance abuse issues for the student body.

SOCIAL MEDIA POLICY
Rappahannock Community College encourages the appropriate use of social media as a method for communicating ideas and information, and as part of the educational mission of the College.

This policy governs employees of the Rappahannock Community College. This policy governs the behavior of individuals as they utilize a variety of Social Media technologies and is not limited to any specific media format.

Social Media Defined
For the purpose of this policy, Social Media is defined as Internet or Mobile digital tools and systems used to share and/or receive information or conversation.

OFFICIAL USE OF SOCIAL MEDIA
Unless specifically authorized by the Director of Marketing and Communications, no RCC employee may create an "official" RCC presence on any form of Social Media, now in existence, or created in the future, or represent themselves as a spokesperson or authorized representative of the Rappahannock Community College.

Some employees of Rappahannock Community College may be required to use Social Media as part of their employment responsibilities. If so, such status will be clearly stated in an employee's work responsibilities and will be approved in advance by the Director of Marketing and Communications.

The Marketing and Communications department may utilize Social Media to present information and content to the public and receive feedback from the public and the College community. Content and information released on Social Media are equivalent to content and information released to the press and the public in any other format, including press release, letter to the media, open letter to the public, etc. Care must be taken that content and information released to the public over Social

Media is accurate, does not violate applicable laws (including, but not limited to, copyright, trademark, and defamation law), VCCS or Rappahannock Community College policy.

Official RCC Social Media may allow members of the public to comment or react to post content and information. Individuals, including employees of Rappahannock Community College acting in their personal capacity, may post or comment anonymously.

In general, the College invites discussion of important ideas and issues through Social Media. However, Rappahannock Community College reserves the right to remove posts or comments that are obscene, defamatory, political in nature, offensive, contain threats of violence, abusive, spam or advertising, or unrelated to the content or information. Rappahannock Community College also reserves the right to remove posts or comments that violate applicable laws including, but not limited to, copyright and trademark, or those that violate the use policies promulgated by the applicable Social Media provider.

Amendment and Questions

This policy is maintained by the Marketing and Communications Department. It may be amended from time to time by Campus Communications in consultation with other appropriate officials.

Questions may be directed to the Marketing and Communications Department at webmaster@rappahannock.edu.

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. 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 which 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 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.

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

A. 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:
    a. The requested venue is an indoor facility that the college has designated as not available for expressive activity as noted in item 3 above
    b. The requested venue is an indoor facility and the request conflicts with restrictions as noted in item 3 above
    c. The venue is already reserved for another event[1]
    d. The activity will attract a crowd larger than the venue can safely contain
    e. The activity will substantially disrupt another event being held at a neighboring venue
    f. The activity will substantially disrupt college operations (including classes)
    g. The activity is a clear and present threat to public safety, according to the college's police or security department
    h. The activity will occur during college examination periods
    i. 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.

B. 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[2], (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).

[1] *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.*

[2] *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 the 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 addition clarification. The Dean of Technology and Learning Resources is available by appointment to explain the policy to any staff or faculty member who desires addition clarification.

In accordance with VCCS policy, the president, or his designee, is responsible for 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 Glenns 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 the administrator on duty.

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 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 which 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 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.

SOFTBALL

RCC's softball team was formed in March 2006 under the direction of Coach Reggie Brann, and sponsored by RCC's president, Elizabeth Crowther. The intent of the RCC softball team is to produce scholar-athletes who are winners on the field and off.

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 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.

  A. 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.

  B. 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.