Paul D. Camp Community College
Celebrating the Past & Creating our Future

Serving the cities of Franklin and Suffolk and the counties of Isle of Wight and Southampton....

Franklin Campus
100 North College Drive
P.O. Box 737
Franklin, VA 23851
757-569-6700
TDD: 757-569-7946
FAX: 757-569-6795

Hobbs Suffolk Campus
271 Kenyon Road
Suffolk, VA 23434
757-925-6300
TDD: 757-925-3564
FAX: 757-925-6371

PDCCC at Smithfield
253 James Street
Smithfield, VA 23430
757-925-6340
TDD: 757-356-1091
FAX: 757-925-6373

www.pdc.edu
2012 - 2013 Catalog
We want you to Get Ahead right here and right now at Paul D. Camp Community College. The College offers small classes, individual attention, high academic standards and a commitment to your success. Caring, knowledgeable faculty members and counselors are here to encourage you to learn and take important steps to a better future for you, your family and our community.

Attractive, well-equipped classrooms and labs are available at three convenient locations: campuses in the cities of Franklin and Suffolk and a center in Smithfield. A growing number of classes can be completed online at your convenience from home. We also provide a wide array of workforce services and courses to help you advance. Career planning and placement assistance is readily available in partnership with the Opportunity Inc. One-Stop Workforce Center. Financial aid is available for many students.

Prepare for your future by taking the first step today. Call or stop by to see a counselor for the guidance and assistance you need for the next steps to Get Ahead with Paul D. Camp Community College.

Look for us on the Internet: www.pdc.edu
757-569-6700

Paul Wm. Conco
President

Mission statement: “Paul D. Camp Community College provides diverse learning opportunities to enhance the quality of life for students and the community.”
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Early Bird Registration for Current Students for Fall Semester 2012 Starts ........................................... April 16
Regular Registration.................................................. April 30 – August 10
Priority Deadline for Fall 2012 Financial Aid................................. June 1
Extended Hours for Registration and Placement Testing........August 13 – 17
Payment of Tuition/Fees Deadline to Ensure Class Selection..................August 13
Faculty Report (Registration continues)................................. August 16
New Student Orientation ...........................................August 17
Registration and Placement Testing
(Saturday 9:00 A.M. – 1:00 P.M.)........................................... August 18
Classes Begin .................................................................. August 22
Drop/Add Period (With Approval)......................................... August 22 – 28
Labor Day Holiday (College Closed)..................................... September 3
In-Service Day (College Closed 8:30 AM – 12:30 PM).............. September 7
Last Day to Drop to Receive Tuition Refund for a Sixteen-Week Course .......................................................... September 10
Application for Graduation Due ........................................ October 1
Last Day to Withdraw Without Academic Penalty ............... October 27
Early Bird Registration for Current Students for Spring Semester 2013 Starts.................................................. November 12
Wednesday before Thanksgiving
(No Classes – College Closed at Noon)................................... November 21
Thanksgiving Holidays (College Closed)............................... November 22 – 23
Classes End .................................................................. December 10
Final Exams .................................................................. December 11 -17
Grades Due ....................................................................... December 18
Christmas Holidays ......................................................... December 24 – January 1

**SPRING SEMESTER 2013**

Priority Deadline for Spring 2013 Financial Aid ................. October 1
Early Bird Registration for Current Students for Spring Semester 2013 Starts .................................................. November 12
Regular Registration ...................................................... November 19 – January 4
Faculty Report (Registration continues)............................... January 2
Extended Hours for Registration and Placement Testing........January 2 - 5
Payment of Tuition/Fees Deadline to Ensure Class Selection..................January 3
New Student Orientation ........................................... January 4
Registration and Placement Testing
(Saturday 9:00 A.M. –1:00 P.M.)........................................... January 5
Classes Begin .................................................................. January 7
Drop/Add Period (With Approval)......................................... January 7 – 11
Martin Luther King, Jr. Day (College Closed)......................... January 21
Last Day to Drop to Receive Tuition Refund for a Sixteen-Week Course .......................................................... January 24
In-Service Day (College Closed 8:30 AM – 12:30 PM)........... January 25
Spring Break (No Classes - College Open)........................... March 4 – 8
Registration for Summer Term 2013 Starts .......................... March 11
Last Day to Withdraw Without Academic Penalty
from a Sixteen-Week Course ........................................... March 22
Open House..................................................................... April 13

**SPRING SEMESTER 2013 (continued)**

Early Bird Registration for Current Students for Fall Semester 2012 Starts ........................................... April 15
Classes End .................................................................. April 29
Final Exams .................................................................. April 30 - May 6
Grades Due .................................................................. May 8
Graduation .................................................................. May 10
(No Classes – College Open)........................................... May 13 - 15

**SUMMER TERM 2013 (10 Week Session)**

Registration for Summer 2013 Starts .................................. March 11
Priority Deadline for Summer 2013 Financial Aid ................. April 15
Extended Hours for Registration and Placement Testing........ May 13 - 17
Payment of Tuition/Fees Deadline to Ensure Class Selection.................. May 16
Classes Begin .................................................................. May 20
Drop/Add Period (With Approval)......................................... May 20 – 25
Memorial Day (No Classes; College Open)........................... May 27
Last Day to Drop to Receive Tuition Refund........................... May 31
Last Day to Withdraw Without Academic Penalty ................. July 1
Independence Day Holiday (College Closed)......................... July 4
Last Day of Classes ......................................................... July 29
Exams ........................................................................... July 30 – 31
Grades Due ..................................................................... August 1

**First Five Week Session – For Sequence Courses**

Registration .................................................................. May 13 -17
Classes Begin .................................................................. May 20
Drop/Add Period (With Approval)......................................... May 20-22
Last Day to Drop to Receive Tuition Refund........................... May 27
Memorial Day (No Classes - College Open)......................... May 27
Last Day to Withdraw Without Academic Penalty ................. June10
Last Day of Classes ......................................................... June 24
Exams ........................................................................... June 25
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**Second Five Week Session – For Sequence Courses**

Registration .................................................................. June 24 – 25
Classes Begin .................................................................. June 26
Drop/Add Period (With Approval)......................................... June 26 - 28
Last Day to Drop to Receive Tuition Refund........................... July 1
Independence Day Holiday (College Closed)......................... July 4
Last Day to Withdraw Without Academic Penalty ................. July 16
Last Day of Classes ......................................................... July 31
Exams ........................................................................... July 31
Grades Due ..................................................................... August 1
General Information

The Catalog was prepared from information obtained from the appropriate college officials and is intended to be complete and accurate; however, the College reserves the right to make changes in the substance and procedures set forth in this document without notice. In the event of changes in this document, copies of the approved changes will be kept on file in the Vice President of Instruction and Student Development Office.

All students are responsible for being thoroughly familiar with the regulations and requirements set forth in this Catalog. Lack of knowledge of the rules described will not be accepted as an excuse for failing to act in accordance with them.

The College Catalog, issued on an annual basis, contains information as specified for student consumer information. The Catalog serves as a student handbook.

The PDCCC Catalog, issued on an annual basis, contains the rules, policies, and procedures of the college pertaining to attendance, conduct, and specific requirements for each curriculum as listed in the curricular offering section. It serves as a student handbook.

Paul D. Camp Community College Catalog & Website Disclaimer
Paul D. Camp Community College provides its website, catalog, and handbooks 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 pdc.edu, and the associated social media site of PDCCC Facebook 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 college advisor. In addition, a student’s or prospective student’s reliance upon course 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, whether during a student’s enrollment or otherwise.

Links to other materials and websites provided in these sources are also for information purposes only and do not constitute the college’s endorsement of products or services referenced in such materials.
The College
Paul D. Camp Community College is a two-year institution of higher education which operates under the state-wide system of community colleges. The College serves residents of the cities of Franklin, Suffolk (south of Rts. 125 and 337) and the counties of Isle of Wight and Southampton.

The College is operated under policies established by the State Board for Community Colleges and the Paul D. Camp Community College Board. The institution is financed primarily with state funds, supplemented by student tuition.

With service and academic excellence its primary aims, the College offers a variety of programs and services to meet the diverse needs of the community. Its two-year college transfer programs in arts and sciences and in certain pre-professional areas lead to associate degrees consisting of courses generally acceptable for transfer to four-year institutions. Its occupational and technical programs lead to certificates or associate of applied science degrees, and are designed to prepare individuals for certain business or technical professions. Its other programs — including developmental work, special training for industry and community service — are offered to meet the needs and interests of individuals, groups or the community.

The College is operated on a year-round basis using the semester system. Classes are scheduled from 8:00 a.m. through 11:00 p.m. The availability of college credit courses in the evening and weekends allows the students who work to coordinate college activities with employment.

Location
The College is composed of two campuses (a rural campus in Franklin and an urban campus in Suffolk) and a Center (in Smithfield). Located just west of the booming Tidewater area of Southeastern Virginia, the College serves population centers that vary from the attractive and easy going Franklin, to the rapidly developing city of Suffolk, to the turn-of-the-century charm of historic Isle of Wight and Southampton counties.

History
In order to provide educational opportunities beyond high school to all citizens of the Commonwealth, the 1966 Virginia General Assembly created the Virginia Community College System. The System’s Master Plan divides the Commonwealth into 23 regions with a community college to serve each region. In areas that are geographically isolated or heavily populated, more than one campus may exist.

Region 21, which serves the Franklin-Suffolk area, was organized by the Local Board on January 7, 1970 with Roger Drake elected as the first chairman. On April 1, 1970, the College was officially named “Paul D. Camp” to honor a man noted for his contributions to this region’s development and whose family donated the land for the campus. The first president, Dr. Perry Adams, served from 1970 until he was succeeded by Dr. Johnnie E. Merritt in 1980. Subsequent presidents included Dr. Michael B. McCall (1984), Dr. Edwin L. Barnes (1988), Dr. Jerome J. Friga (1992) and Dr. Douglas W. Boyce (2002). Dr. Paul Wm. Conco became the College’s seventh president in July 2010.

Paul D. Camp Community College opened its Franklin Campus in the fall of 1971 with a comprehensive program featuring occupational-technical and college transfer curricula as well as foundation-building and continuing adult education classes.

In 1979, the College began offering classes in Suffolk, where it utilized the John Randolph Elementary School building from 1981 until 1982 when an off-campus center was established in a building on Pinner Street. In 1988, the Pinner Street facility received campus status. In 1993, the Smithfield Center began operation, and by 1995, the Hobbs Suffolk Campus was constructed on Kenyon Road.

Mission
Paul D. Camp Community College provides diverse learning opportunities to enhance the quality of life for students and the community.

Goals
To achieve this mission, the college provides…

• access to higher education for students and promotes their success and goal attainment

• curricula in university parallel programs that facilitate transfer to senior institutions

• career and technical programs that are responsive to the needs of students and employers

• a developmental studies program to help students meet college-level learning expectations

• workforce training, services and lifelong learning opportunities

• skills and values students need to function effectively in their world

• support for partnerships for the development, growth and renewal of the service region

• adequate personnel, financial resources, facilities and technology to support its programs and services.

• Emergency preparedness planning, training, and promotion

Core Values
At Paul D. Camp Community College, we are committed to…

The Value of Each Individual – Each person is important. We appreciate the diversity of our student body and college employees. We seek to understand and respect one another.

The Development of Talent – Faculty, staff and students bring knowledge, skills and abilities to the institution. We encourage them to develop their full potential in order to live responsible and productive lives.

Teamwork and Community – We accomplish more by working together. Collaboration is an organizational priority for faculty...
and staff and a learning expectation for students.

Access and Service – We serve students and each other by working to remove obstacles that threaten success. We challenge students to do the same in their communities.

Standards of Excellence – We expect each student and college employee to achieve the standards of quality identified for their academic plan or administrative unit.

Innovation and Risk-taking – We encourage each other to try new ways to address challenges and fulfill the college’s mission.

Accountability and Improvement – We expect individual students and college employees to fulfill their responsibilities. Meaningful evaluation of student outcomes and other measures of institutional and individual effectiveness are used to improve performance, programs and services.

Vision Statement
Paul D. Camp Community College will be our region’s first choice for high-quality transfer and technical programs, workforce services and training, postsecondary education and community partnerships.

Programs
Paul D. Camp Community College is a comprehensive institution of higher education offering programs of instruction generally extending to not more than two years beyond high school.

The College is authorized by the Commonwealth of Virginia to confer the degrees of Associate in Applied Science and Associate in Arts and Sciences; certificates, and career studies certificates in selected occupational-technical areas. The College’s program offerings include:

- **Occupational-Technical Education**. The occupational and technical education programs are designed to meet the increasing demand for technicians, semi-professional workers, and skilled crafters for employment in industry, business, the professions, and government. The curricula are planned primarily to provide workers for the region being served by the College.

- **University Parallel-College Transfer Education**. The university parallel/college transfer programs include freshman and sophomore courses in the arts and sciences and pre-professional education. These curricula meet the standards necessary for transfer to baccalaureate degree programs in four-year colleges and universities.

- **General Education**. The programs in general education provide the common and special knowledge, skills, and attitudes necessary and desirable for each individual to be effective as a person, a worker, a consumer, and a citizen.

- **Continuing Adult Education**. These programs are offered to enable adults in the region to continue their learning experiences and include both credit and noncredit courses offered during the day and evening hours. Courses are often planned and scheduled to provide needed learning for one or more of the following: businesses, industries, professions, governmental agencies, and volunteer organizations.

- **Special Training Program**. Special training is provided where specific employment opportunities are available for new or expanding industry. Special training programs shall be coordinated with Virginia’s economic expansion efforts and with the needs of employers.

- **Developmental Studies**. Developmental studies are offered to prepare individuals for admission to an occupational-technical curriculum or to a university parallel/college transfer program. These studies are designed to assist the individual in acquiring the basic skills and knowledge necessary to succeed in other community college programs.

- **Specialized Regional Community Services**. The facilities and personnel of the College are available for specialized services to provide for the cultural and educational needs of the region served by the community college. These services include availability of facilities for special meetings and events, noncredit programs such as cultural events, workshops, lectures, conferences, and community projects designed to provide educational and cultural opportunities for persons living in the area.

Accreditation and Recognition
Paul D. Camp Community College, a division of the Virginia Community College System, is approved by the State Board for Community Colleges. The associate degree curricula of the College have been approved by the State Council of Higher Education for Virginia. Paul D. Camp Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097: telephone number 404-679-4501) to award the associate degree.

Institutional membership is maintained in the American Association of Community Colleges. College programs have been approved by the State Approving Agency for Veteran’s Administration Assistance and by the U.S. Office of Education for various federally funded programs.
ADMISSIONS REQUIREMENTS

General Admission to the College
Any person who has a high school diploma or the equivalent, or who is at least 18 years of age, and in any case is able to benefit from a program at this College, may be admitted to the College as a curricular or non-curricular student when the following items have been received by the Office of Admissions. The College reserves the right to evaluate special cases and to refuse admission to applicants when considered advisable in the best interest of the College.

Admission of Convicted Sexual Offenders
Section 23-2:2:1 of the Code of Virginia requires the VCCS to 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 and National Crime Information Center Convicted Sexual Offender Registry. Language on the web application informs applicants that their information is being transmitted to the State Police. In the event that the State Police determine an applicant to Paul D. Camp Community College is listed on the Sex Offender Registry, the State Police will notify Paul D. Camp Community College. When the College receives such notification, the applicant may be denied admission after review by college administrators. If the applicant registers for classes and becomes a student before the College receives notification from the State Police, the student will be immediately informed that he/she is being administratively withdrawn from classes and will receive a refund.

For all curricular students, the following items are required:
1. A completed official application for admission.
2. Official transcripts from all high schools, colleges, and universities attended.
3. Placement test scores.

After being admitted to the College, curricular students are encouraged to meet with one of the counselors to discuss educational interests and goals.

For all non-curricular students, the following items are required:
1. A completed official application for admission.
2. Official transcripts from all high schools, colleges, and universities attended.

Persons wishing to apply for the noncredit community service programs should contact the dean at the appropriate campus or director of the Smithfield location for additional information.

It is the policy of the College to maintain and promote educational opportunity without regard to race, color, religion, national origin, political affiliation, HIV-Positive, sex, age, or handicap in accordance with Section 504 of the Rehabilitation Act of 1973, the Civil Rights Act of 1964, or the Americans with Disabilities Act (ADA) of 1990.
Change of Name, Curriculum, and/or Address
Students must report changes, such as name, address, phone number or curriculum to the Office of Admissions and Records by completing a Change of Student Information form.

Confidentiality of Student Records (FERPA)
Paul D. Camp Community College preserves the confidentiality of all student records and guarantees every eligible student the right to inspect and review his/her own educational records in accordance with the provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA), sec. 438. A list of the educational records maintained by the College is available from the Admissions and Records Office. Student requests to review or challenge the accuracy of their PDCCC educational records should be addressed to the campus dean. The College reserves the right to arrange mutually convenient appointments for student inspection of records and to impose reasonable charges for copies should they be requested.

The College indefinitely stores most student data in electronic form, including the student’s permanent record at the College (academic transcript).

Disclosure of educational records to faculty and staff shall be for legitimate educational, routine administrative and statistical purposes. Personal identifiable information in a student’s record will not be released to anyone outside the institution without the student’s prior written consent; with the following exceptions as requested for or by:

- Directory information
- Authorized representatives of the Comptroller General of the United States, the United States Secretary of Education, state and local educational authorities
- Either parent, when the student is claimed as a tax dependent

Directory information comprises the student’s name, address, telephone listing, e-mail address, degrees, honors and awards received, number of credit hours enrolled, major field of study, dates of attendance, grade level, the most recent educational agency or institution attended. Students may, if they desire, request that their directory information not be released. Such a request must be submitted in writing to the campus dean. The College is obliged to release all requested records when served with a legally issued court order or subpoena. Documentation of released educational records in response to court orders or subpoenas is kept on file in Admissions and Records and the Office attempts to notify the student prior to compliance, unless it is otherwise instructed by subpoena issued for law enforcement purposes.

Among the exclusions from the definition of “education records” – and thus from the privacy requirements of FERPA – are records of a law enforcement unit of an educational agency or institution. These records must be: (1) created by a law enforcement unit; (2) created for a law enforcement purpose; and (3) maintained by the law enforcement unit. See 34 CFR § 99.8(b)(1).

Excluded records do not include: (1) records created by a law enforcement unit for a law enforcement purpose that are maintained by a component of the educational agency or institution other than the law enforcement unit (such as a principal or dean); or (2) records created and maintained by a law enforcement unit exclusively for a non-law enforcement purpose, such as a disciplinary action or proceeding conducted by the educational agency or institution.

Financial Aid and FERPA
Financial Aid is required to provide student information in cooperation with agencies and individuals involved in conducting an audit, program review, investigation or other review authorized by law. A student has the opportunity to inspect and review his or her Financial Aid records within 45 days of the receipt of a request. The request must be made to the Financial Aid Office in writing. Students can also authorize release of Financial Aid information to a third party of the student’s choice, by submitting the request in writing. A student may revoke that authorization at any time afterward by putting the request in writing.

Retention of Student Records
The College Admissions and Records Office is the official location for permanent student files.

The permanent record is the only official document of a student’s academic history and the only official document used for record reconciliation. All other student documents are subject to disposal by the College in accordance with VCCS policy.

The College will maintain student folder data for a three-year period from the date of separation from the College. Registration data, faculty grade reports, grade changes, withdrawal data, name change authorizations, readmission data, and graduation checklists will be maintained for three years from date of origination. Transcript request forms, graduation request forms, and application forms (for students not enrolled) will be maintained for one year from the date of origination.

The College may release information from a student’s permanent record to a secondary school which the student attended or attends.

Placement Testing
According to the procedures established in “the Report of the Joint Task Force on Remediation”, approved by the State Board for Community Colleges and the State Council of Higher Education in January 1989, students must be assessed prior to:

- enrolling in or planning to enroll in a college-level course in mathematics or English composition or communications that will be required for a degree,
- admission to any degree program, or
- accumulating nine semester hours of college credit at this or another institution.

Placement tests assess a student’s skills in reading and writing using the COMPASS assessment. Mathematics is assessed using the Virginia Placement Test (VPT). A computer proficiency test will also be given to each student. The testing time is self-paced and the testing time will vary. Prior to taking the placement test,
students are encouraged to study the practice material available in the Admissions Office. The practice tests are also available online at www.pdc.edu/Future Students/Placement Testing, www.act.org/compass/sample and http://www.nvcc.edu/future-students/placement-tests/prepareformath.html. Students will be allowed to retake the assessment test only one time. Contact the Admissions Office to make an appointment for testing.

A placement test(s) may be waived on the basis of one or more of the following:

- Satisfactory completion of college English composition or college mathematics at another institution.
- A degree from an accredited college or university.
- An appropriate developmental reading, writing, and math course successfully completed at another college or university.
- A reading placement recommendation above the developmental level from another college or university.
- A GPA of 2.000 for nine or more general education credits at PDCCC.

**Admission to Specific Curricula**

In addition to the general admission requirements listed above, specific requirements are usually prescribed for each curriculum of the College. Among the items generally considered in determining the eligibility of a student for admission to a curriculum in the College are educational and occupational experiences, and other reasonable standards to ensure that the student possesses the potential to meet program requirements.

The specific requirements for each curriculum are listed in the curricular offerings section of the College Catalog. Persons who do not meet the requirements for a specific curriculum or course may be eligible to enter the curriculum or course after they have completed appropriate courses in developmental studies.

Persons applying for admission to an associate degree (Associate in Arts and Sciences or Associate in Applied Science) program shall be a high school graduate or the equivalent or have completed a prescribed Developmental Studies Program.

**Course Acceptance Policy**

1. The administrator (lead faculty, program head, or dean) responsible for the program for which the evaluation of a student's previous coursework is requested shall:
   - Determine the acceptability of each course the student wishes to transfer or apply toward the program requirements based upon their knowledge of changes, which have occurred since the course(s) was completed;
   - Give particular attention to courses in areas which have had significant technological changes in recent years;
   - As deemed appropriate, seek the input of faculty or other administrators regarding the proper course of action.

2. Courses which are determined to have outdated information and whose acceptance would not assure the student of having current skills may be used to meet elective credit requirements.

3. Students who have kept their educational training current through their job activities may have their coursework given special consideration for acceptance.

4. A student who wishes to challenge the decision regarding the non-acceptance of their coursework may do so by demonstrating their competencies in an appropriate manner to the administrator or appropriate faculty member.

5. Because of the diversity of courses offered and the differences in changes which occur over a given time, no specific timeframe can be established for courses whose content may become obsolete. However, it is recommended that all technical courses taken under the quarter system or more than five years ago be carefully reviewed for their current and relevance.

6. The decision to accept or not accept a course(s) should be made with the idea that a student's graduation indicates current and relevant competencies in the program of study.

**Dual Enrollment**

Students in their junior and senior year of high school may be offered admission to take classes concurrent with their high school attendance. These classes may be taught either at the high school or at the College in a specially scheduled college course open to the public. Through dual enrollment the student may receive both high school credit and college credit. These students may not register for developmental courses or for health and physical education courses.

To be eligible to participate, the high school juniors and seniors must:
- Be 16 years of age by the end of the semester enrolled
- Be approved by the high school principal for course registration
- Be accepted for admission by the college
- Be qualified, i.e., amply prepared for the demands of a college-level course by successfully completing the college placement test.

**International Students**

In addition to the general admission requirements of the College, all international applicants who wish to enroll as curricular students must demonstrate proficiency in English by obtaining a score of 450 on the paper-based or a score of 133 on the computer-based test of English as a Foreign Language (TOEFL). Instead of taking the TOEFL, international applicants can take the Advanced Placement International English Language Examination (APIEL). Applicants must score a 3,4, or 5 on the APIEL. All prospective F-1 applicants must comply with established college admissions policies and Immigration and Naturalization Service Regulations related to the issuance of an I-20 form. In addition, foreign students must be able to show financial support sufficient to satisfy all educational and living expenses and must have medical insurance to cover foreign students in the U.S.
It is recommended that international students use the Student and Exchange Visitor Program office (SEVP) website at [www.fmifee.com](http://www.fmifee.com) to verify online that Immigration and Customs Enforcement (ICE) has received their SEVIS I-901 fee payment. This website provides students and exchange visitors options for payment and/or an estimate of when a consular official can verify the receipt of payment.

**Early Enrollment**
High school students with an excellent academic record may be allowed to take classes at the College if they obtain permission from their high school principal and parents. The student must also take the college placement test and demonstrate appropriate basic skills equal to those expected of other entering students. These students cannot take any developmental courses during the regular school year.

**Home School Student Enrollment**
The College will consider the admission of students who are less than 18 years old and who are documented as “high school students.” The program of studies for such admitted students is considered an enrichment to their home school program. It is not intended to substitute for the home school experience. The following procedures will apply:

- The home school student must meet with the campus dean before enrolling.
- The home school student must provide to the Admissions and Records Office a current copy of a signed home school agreement between the appropriate school system and the authorizing parent or guardian.
- The student must take the college placement tests and demonstrate appropriate basic skills equal to those expected of other entering students.
- The student must meet with a College counselor to discuss placement scores and enrollment prior to registration.
- All enrolled students are subject to all of the rules, policies, and procedures of the College pertaining to attendance, conduct, etc., as described in the College catalog.

**Prior Learning**
Paul D. Camp Community College awards credit and advanced placement for prior learning based upon (1) scores and equivalences established by nationally accepted tests and evaluations, i.e., College Level Examination Program (CLEP), Advanced Placement Examination (AP), American Council on Education (ACE) Guide for the evaluation of Armed Services education, and National Program on Non-Collegiate Sponsored Instruction (PONSI); (2) faculty assessment of locally developed examinations (credit by exam); (3) locally developed articulation agreements with area public school divisions and colleges and universities; and (4) articulation agreements with state agencies.

**Locally Developed Examinations (Credit-by-Exam)**
Locally constructed examinations for advanced standing have been developed for a number of PDCCC courses. Information may be obtained in the campus dean’s office. Examinations are given by instructors designated by the campus dean.

The campus dean is responsible for the test validation and reliability, test security, and administration. A student can take a specific credit-by-exam only once.

Upon completion of Credit-by-Exam, the instructor will attach an Application for Course Credit Form and forward it to the campus dean for approval or disapproval. A grade of “B” or better is required for credit to be awarded.

Students receiving Financial Aid, please note that you cannot use Financial Aid to pay for a test. Financial Aid funds can be used to pay for a course. You must notify Financial Aid if you plan to test out of a subject for which you will receive course credit.

**TRANSFER**

**Students Transferring to Other Colleges:**
Each college lists course requirements. Consult with your Faculty Advisor or a counselor regarding course selection; English 101, for example, is not a transfer English course.

**Students Transferring from Other Colleges:**
Usually, a student transferring from another college who is eligible for re-entrance at the last college shall also be eligible for admission to the College. It is the role of the College to help each student succeed in a program from which the student can benefit.

If a transfer student is ineligible to return to a particular curriculum in a previous college, generally the student will not be allowed to enroll in the same curriculum in the College until one semester elapses or until appropriate courses in Developmental Studies are completed. The Admissions and Review Committee of the College shall decide on each case and usually shall impose special conditions for the admission of such students, including placement or probation.

Each student transferring from another college should consult the Office of Admissions and Records for assessment of credits in order to determine his or her standing before registering for classes. Generally no credit will be given for upper level courses or courses with grades lower than “C.” A transfer student may be advised to repeat courses if it is clearly to his or her advantage to do so in order to make satisfactory progress in a chosen curriculum.

Coursework transferred or accepted for credit toward an undergraduate degree must represent collegiate coursework relevant to the degree, with course content and level of instruction resulting in student competencies at least equivalent to those of students enrolled in the institution’s own undergraduate degree programs. In assessing and documenting equivalent learning and qualified faculty, an institution may use recognized guides which aid in the evaluation for credit. Such guides include those published by the American Council on Education, the American Association of Collegiate Registrars and Admissions Officers, and the National Association of Foreign Student Affairs.

**College Level Examination Program (CLEP)**
CLEP is a program of credit by examination which offers students the opportunity to earn college credit for knowledge acquired outside the conventional college classroom. College level
competency may have been acquired through personal reading, formal study, job experience, noncredit course work, television-taped courses, correspondence courses, military training, adult courses, and advanced studies in high school.

PDCCC grants credit for a score of 500 or higher on general examinations in the five liberal arts areas; and a score of 50 or higher on specific subject areas.

Following is a list of the CLEP examinations and the course equivalents for which PDCCC grants credit. For further information, contact Counseling Services or the Educational Testing Service, Institutional Services Department, P.O. Box 1822, Princeton, NJ 08541, telephone (609) 921-9000.

Any individual wishing to take a CLEP Examination is advised to take it at Tidewater Community College, but send the official results to Paul D. Camp Community College’s Admissions Office. TCC gives the test on a regular basis. There is a fee, however, for each CLEP Test taken.

Course Equivalences
For CLEP Exams

<table>
<thead>
<tr>
<th>General Examination</th>
<th>Semester Credit</th>
<th>Equated PDCCC Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>3</td>
<td>ENG 111</td>
</tr>
<tr>
<td>Humanities</td>
<td>6</td>
<td>HUM 201-202</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6</td>
<td>MTH 151-152</td>
</tr>
<tr>
<td>Social Science/History</td>
<td>6</td>
<td>SSC 201-202</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>8</td>
<td>NAS Electives</td>
</tr>
<tr>
<td>American Government</td>
<td>3</td>
<td>PLS 211</td>
</tr>
<tr>
<td>American History I</td>
<td>3</td>
<td>HIS 121</td>
</tr>
<tr>
<td>American History II</td>
<td>3</td>
<td>HIS 122</td>
</tr>
<tr>
<td>American Literature</td>
<td>6</td>
<td>ENG 241-242</td>
</tr>
<tr>
<td>Analysis &amp; Interpretation of Literature</td>
<td>3</td>
<td>ENG 112</td>
</tr>
<tr>
<td>Biology, General</td>
<td>8</td>
<td>BIO 101-102</td>
</tr>
<tr>
<td>Calculus with Elementary Functions**</td>
<td>4</td>
<td>MTH 173</td>
</tr>
<tr>
<td>Chemistry, General</td>
<td>8</td>
<td>CHM 111-112</td>
</tr>
<tr>
<td>College Algebra</td>
<td>3</td>
<td>MTH 165</td>
</tr>
<tr>
<td>College Algebra–Trig</td>
<td>4</td>
<td>MTH 166</td>
</tr>
<tr>
<td>College Composition</td>
<td>3</td>
<td>ENG 111</td>
</tr>
<tr>
<td>Info. Sys. &amp; Computer Applications</td>
<td>3</td>
<td>IST 100</td>
</tr>
<tr>
<td>Intro. to Educational Psychology**</td>
<td>3</td>
<td>PSY 245</td>
</tr>
<tr>
<td>English Literature</td>
<td>6</td>
<td>ENG 243-244</td>
</tr>
<tr>
<td>French Level I</td>
<td>8</td>
<td>FRE 101-102</td>
</tr>
<tr>
<td>French Level II</td>
<td>6</td>
<td>FRE 201-202</td>
</tr>
<tr>
<td>Freshman English</td>
<td>6</td>
<td>ENG 111-112</td>
</tr>
<tr>
<td>German Level II</td>
<td>6</td>
<td>GER 201-202</td>
</tr>
<tr>
<td>Human Growth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Development**</td>
<td>3</td>
<td>PSY 231</td>
</tr>
<tr>
<td>Intro. Accounting</td>
<td>6</td>
<td>ACC 211-212</td>
</tr>
<tr>
<td>Intro. Business Law</td>
<td>3</td>
<td>BUS 241</td>
</tr>
<tr>
<td>Intro. To Management**</td>
<td>3</td>
<td>BUS 150</td>
</tr>
<tr>
<td>Intro. Macroeconomics</td>
<td>3</td>
<td>ECO 201</td>
</tr>
<tr>
<td>Intro. Microeconomics</td>
<td>3</td>
<td>ECO 202</td>
</tr>
</tbody>
</table>
Advanced Placement Examination Program (AP)
The College Entrance Examination Board (CEEB) administers advanced placement examinations which enable high school students to complete college-level courses while still in high school, to demonstrate college-level achievement through examinations, and to receive college course credit, if qualified, when they matriculate to an institution of higher education. The CEEB examinations are offered in the high schools by the Educational Testing Service (ETS). It is the responsibility of the student to check with the senior institution to which he/she plans to transfer AP credit. Some institutions don’t accept AP credit, and others require a score of 4 or 5.

The examinations are scored as follows:
- Extremely well-qualified: 5
- Well-qualified: 4
- Qualified: 3
- Possibly Qualified: 2
- No recommendation: 1

For evaluation purposes, students must have official AP score reports forwarded from ETS to PDCCC for inclusion in the permanent record in the Admission and Records Office on the Franklin Campus. Specific college course credits will be granted based on the AP examination scores:

<table>
<thead>
<tr>
<th>Examination</th>
<th>PDCCC Equated Courses</th>
<th>Credits</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>ART 101-102</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Biology</td>
<td>BIO 101</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>BIO 101-102</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry</td>
<td>CHM 111</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CHM 111-112</td>
<td>8</td>
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</tr>
<tr>
<td>Computer Science A</td>
<td>CSC 201</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Computer Science AB</td>
<td>CSC 201</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Economics, Macro</td>
<td>ECO 201</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Economics, Micro</td>
<td>ECO 202</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>English Language &amp; Comp.</td>
<td>ENG 111</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>ENG 111-112</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>English Literature &amp; Comp.</td>
<td>ENG 241-242</td>
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</tr>
<tr>
<td>European History</td>
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<tr>
<td>French Language</td>
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<td>3</td>
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<tr>
<td></td>
<td>FRE 201-202</td>
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</tr>
<tr>
<td>French Literature</td>
<td>FRE 233</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>FRE 233-234</td>
<td>6</td>
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</tr>
<tr>
<td>German</td>
<td>GER 201</td>
<td>3</td>
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</tr>
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<td></td>
<td>GER 201-202</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Government &amp; Politics</td>
<td>PLS 135</td>
<td>3</td>
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</tr>
<tr>
<td>American</td>
<td>PLS 120</td>
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<tr>
<td>Comparative</td>
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</tr>
<tr>
<td>Latin</td>
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<table>
<thead>
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<th>Examination</th>
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<th>Credits</th>
<th>Score</th>
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<tbody>
<tr>
<td>(Calculus AB)</td>
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<td>4</td>
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</tr>
<tr>
<td>(Calculus BC)</td>
<td>MTH 173</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MTH 173-174</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>Music</td>
<td>MUS 121</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Literature</td>
<td>MUS 121-122</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Theory</td>
<td>MUS 111</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MUS 111-112</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>Physics B</td>
<td>PHY 201</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PHY 201-202</td>
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<td>4</td>
</tr>
<tr>
<td>Physics C</td>
<td>PHY 241</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PHY 241-242</td>
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<td>4</td>
</tr>
<tr>
<td>Spanish Language</td>
<td>SPA 201</td>
<td>3</td>
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</tr>
<tr>
<td></td>
<td>SPA 201-202</td>
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<tr>
<td>Spanish Literature</td>
<td>SPA 233</td>
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<td></td>
<td>SPA 233-234</td>
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<td>5</td>
</tr>
<tr>
<td>U.S. History</td>
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</tr>
<tr>
<td></td>
<td>HIS 121-122</td>
<td>6</td>
<td>4</td>
</tr>
</tbody>
</table>

High-School Career and Technical Education
The Virginia’s community colleges have worked with local school divisions in their college service regions to establish articulation agreements that provide collaborative development, support, and promotion of Tech Prep programs of study, also called Tech Prep career pathways.

Paul D. Camp Community College uses dual enrollment as the primary means for high school students to earn college course credits. The use of dual-enrollment for this purpose provides the following benefits:
- Dual-enrollment credits are awarded and recorded on the transcript at the time of successful completion of the designated course(s) thus providing high school students with official college transcripts.
- Dual-enrollment credits are portable to all community colleges within Virginia and to most universities as identified in state and local guaranteed admissions and articulation agreements.

Dual-enrollment courses provide an instructional environment commensurate with that of a community college-based class as teacher credentials, for high school based instructors, must meet the same criteria as those of community college faculty in the identified discipline. Additionally, community college faculty members review syllabi, lesson plans, student outcomes, and assessment instruments for all dual-enrollment courses. Dual-enrollment processes and outcomes are systematically evaluated by both local colleges and the VCCS and also appraised by universities with whom the VCCS has guaranteed admissions agreements. For these reasons, along with the additional benefit that dual-enrollment allows for the VCCS to collect and report required Perkins performance measures for Tech Prep programs, the VCCS will continue to prioritize dual-enrollment to ensure rigor and relevance of high school programs and avoid duplication of instruction for secondary Tech Prep program completers.
An alternative method to dual-enrollment for conferring community college credits for high school CTE coursework are articulation agreements which include use of validated credits. Validated credits are awarded based on student performance on business and industry certification assessments or college approved final examinations at the discretion of the community college.

Validated credits for secondary CTE students require one of the following criteria to be in place:

- Any awarded credits must be based on student performance on an external certification or licensure examination that has been college approved or
- A common final exam for the identified course must be administered by both high school and college faculty. This common exam may be developed by college faculty and used by high school teachers or may be collaboratively developed by college and high school faculty. Before the exam is implemented for the purpose of awarding college credits, it must be reviewed and approved by the academic administration at the college.

**Virginia State Police**
The VCCS and the Virginia State Police Academy have an articulated agreement, which allows 21 semester hours of credits to students who provide documentation showing the completion of the Virginia State Police Academy. These credits will lead toward an Administration of Justice degree.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Course Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADJ 110</td>
<td>Survey of Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>ADJ 211</td>
<td>Criminal Law, Evidence &amp; Procedures I</td>
<td>3</td>
</tr>
<tr>
<td>ADJ 212</td>
<td>Criminal Law, Evidence &amp; Procedures II</td>
<td>3</td>
</tr>
<tr>
<td>ADJ 236</td>
<td>Principles of Criminal Investigation</td>
<td>3</td>
</tr>
<tr>
<td>ADJ 115</td>
<td>Patrol Procedures</td>
<td>3</td>
</tr>
<tr>
<td>ADJ 215</td>
<td>Report Writing</td>
<td>3</td>
</tr>
<tr>
<td>PED 141</td>
<td>Swimming I</td>
<td>1</td>
</tr>
<tr>
<td>PED 142</td>
<td>Swimming II</td>
<td>1</td>
</tr>
<tr>
<td>HLT 105</td>
<td>Cardiopulmonary Resuscitation</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>21</strong></td>
</tr>
</tbody>
</table>
Local Law Enforcement
The VCCS and the Virginia Department of Criminal Justice Services have articulated an agreement, which allows 5-8 semester hours of credit to students who provide documentation showing the completion of academy training. These credits will lead toward an Administration of Justice degree.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLT 105</td>
<td>Cardiopulmonary Resuscitation</td>
<td>1</td>
</tr>
<tr>
<td>PED 174</td>
<td>Shooting &amp; Firearms Safety</td>
<td>1</td>
</tr>
<tr>
<td>ADJ 125</td>
<td>Warrants and Orders</td>
<td>3</td>
</tr>
<tr>
<td>ADJ 115</td>
<td>Patrol Procedures</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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</tbody>
</table>

Corrections Officers

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADJ 146</td>
<td>Adult Correctional Institutions</td>
<td>3</td>
</tr>
<tr>
<td>HLT 105</td>
<td>Cardiopulmonary Resuscitation</td>
<td>1</td>
</tr>
<tr>
<td>PED 174</td>
<td>Shooting &amp; Firearms Safety</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>5</strong></td>
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</tbody>
</table>

Virginia Department of Correctional Education
Students who have completed the Computer System Technology program, enrolled in PDCCC’s Hardware & Software Support Career Studies Certificate within two years, and provide supporting documentation will be awarded the following credits:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INT 106</td>
<td>Microcomputer Operating System</td>
<td>3</td>
</tr>
<tr>
<td>INT 107</td>
<td>Personal Computer Hardware/ Troubleshooting</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

Certified Professional Secretary (CPS) Examination
The VCCS AST Peer Group and the American Council on Education recommends that students who successfully complete the CPS exam be awarded up to 25 semester hours of credit in the following:

**Part I Finance and Business Law**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 120</td>
<td>Survey of Economics</td>
<td>3</td>
</tr>
<tr>
<td>ACC 211</td>
<td>Principles of Accounting</td>
<td>4</td>
</tr>
<tr>
<td>BUS 241</td>
<td>Business Law</td>
<td>3</td>
</tr>
</tbody>
</table>

**Part II Office Systems and Administration**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AST 243</td>
<td>Office Administration I</td>
<td>3</td>
</tr>
<tr>
<td>AST 244</td>
<td>Office Administration II</td>
<td>3</td>
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</table>

**Part III Management**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 200</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 205</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>PSY 120</td>
<td>Human Relations</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>25</strong></td>
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</tbody>
</table>

Military Learning Experience
As a participating member of Servicemembers Opportunity Colleges (SOC), Paul D. Camp follows the American Council on Education (ACE) guide to the evaluation of educational experiences of the Armed Services in determining the value of learning acquired in military service.

A student deserving credit for learning experiences acquired while in the military services should consult the campus dean for assessment of credits. Forms necessary for the evaluation of this credit include the DD-214, DD-295, and the Army/American Council of Education Registry Transcript System (AARTS) Record.

PONSI
Credits are awarded for work training in accordance with the National Program on Non-Collegiate Sponsored Instruction. PONSI is an initiative of the New York State Board of Regents. This agency administers a system that evaluates courses and educational programs conducted by non-collegiate organizations nationwide.

Individuals interested in receiving credit for work training should contact their program head and the Office of Admissions and Records. The program head will attach an Application for Course Credit Form to the PONSI’s course credit recommendation and forward it to the campus dean for approval or disapproval.

Classification of Students
All students are classified according to the following categories:

Curricular Student
A student is designated as a curricular student when a file in the Admissions Office contains all of the information required for general admission to the College as a regular student and when the student has been admitted as one of the following:

1. A full-time or part-time student working toward completion of an associate degree, certificate, or developmental studies.

2. A full-time or part-time student taking credit courses for transfer to another college or university.

Non-curricular Student
A non-curricular student is one who is permitted to register under special conditions including the following:

1. A part-time student taking course(s) as audit for no credit;

2. A high school senior who, with the permission of his or her high school principal, is concurrently enrolled in a college course;

3. A part-time student not enrolled in an associate degree or certificate program that may be taking a course(s) for credit (Students may later apply to the College for admission to a program as a regular student);

4. Students who have not met all general or specific admission requirements as stated in the College catalog. (Students should normally be enrolled in this category for one semester only.)
Full-Time Student
A student is considered a full-time student if enrolled for 12 or more course credits.

Part-Time Student
A student is considered a part-time student if enrolled for less than 12 course credits.

Freshman
A student is classified as a freshman until 30 course credits have been completed in a designated curriculum.

Sophomore
A student is considered a sophomore after successfully completing 30 or more course credits. Transferred credits are included providing they apply toward meeting the requirements of the student’s curriculum.

EXPENSES
Eligibility for In-State Tuition Rates
The Admissions Office is responsible for making an initial determination of eligibility for in-state tuition rates, based on information provided by the student in the Application for Virginia In-State Tuition Rates, included with College application materials. Eligibility is determined by using State Council for Higher Education guidelines pertaining to Section 23.7 of the Code of Virginia.

To be eligible for the in-state tuition rates, students must be domiciled in Virginia for a minimum of one year before the first official day of classes. If a student’s parent or parents are employed full-time in Virginia but live out of state, special provisions for determining eligibility for reduced tuition rates exist. Spouses and dependents of active duty military personnel are entitled to show eligibility for in-state tuition rates in the same manner as nonmilitary personnel, except the one-year durational period may be waived for active duty military personnel (and their dependent children) who voluntarily elect Virginia as their permanent residence for domiciliary purposes.

Effective July 1, 2006, spouses and dependent children of military members stationed in Virginia who reside in Virginia are eligible for in-state tuition rates. Proof of both residency and station orders must be submitted to the Admissions Office for verification.

Generally, in order to be eligible for in-state tuition rates, the student must be a legal “domicile” of Virginia for at least one full year prior to the planned semester of enrollment at the College. Domicile is a technical legal concept, which means more than simple “residency” in the State of Virginia. A legal domicile must demonstrate his/her intention of remaining in Virginia indefinitely. Demonstration of intent is usually accomplished through objective evidence such as driver’s license, automobile registration, voter registration, payment of Virginia income taxes, ownership of real property, etc. A student under the age of 24 usually assumes the domicile of the parent(s), unless the student is legally emancipated; a student over the age of 24 may establish his/her own domicile independent of the parent(s).

Additional information about eligibility can be obtained from the Admissions Office.

Students who disagree with an initial determination of eligibility made by the Admissions Office may appeal the decision following the Appeals Process for Determinations of Eligibility for In-State Tuition Rates.

The Domiciliary Appeals Process is provided to help resolve disagreements by students.

Domiciliary Appeals Process
Paragraph H of Section 23-7.4 of the Code of Virginia relating to eligibility for in-state tuition privileges specifies that public institutions of higher education in Virginia must establish an appeals process for applicants “aggrieved by decisions on eligibility for in-state tuition charges.” The purpose of the appeals process described herein is to provide criteria in administering domiciliary status determinations and to provide for orderly and timely resolutions of all disputes.

Level I—Initial Determination
The Admissions Office shall make initial determination of domiciliary status.

Level II—Intermediate Review
If the Admissions Office determines that a student is ineligible for in-state tuition, the student may appeal by completing the Domicile Determination Form. In the process of determining the student’s eligibility for in-state tuition, supporting documents need to be submitted in most instances. Examples of documents are the Virginia Resident or Non-Resident State Income Tax Return and a Virginia Driver’s license or Virginia DMV issued ID. All documents should be turned in to the Admissions Office within five (5) working days. Upon receipt, the documents will be reviewed. The student will be notified of the decision within five (5) working days.

Level III—Final Administrative Review
If the student is not satisfied with the disposition of the Admissions and Review Committee, the student may appeal his/her case in writing to the President of the College within five (5) working days. The President will make a final decision, in writing, within ten (10) working days of receipt of the letter of appeal.

Any student wishing to attend classes while appealing a domicile ruling will be charged out-of-state tuition rates. Tuition charges will be adjusted upon successful appeal.

Tuition Rates
Beginning fall 2012, the tuition for all credit courses includes a $7.50 per credit hour technology fee, a student activity fee of $1.40 per credit hour and an auxiliary fee of $0.75 per credit hour. For out-of-state students, an additional $15.50 capital fee per credit is included.

Virginia Resident-Military/E-rate/Contract . . . . . . . . . . . . . . . . . . . . . . . . . . . $126.65 per credit hour
Out-of-State Military Contract Rate . . . . . . . . . . . . . . . . . . . . . . . . . . . . $202.15 per credit hour
Out-of-State Contract Rate . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . $202.15 per credit hour
Out-of-State Resident . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . $318.75 per credit hour
Out-of-State E-rate (distance learning) . . . . . . . . . . . . . . . . . . . . . . . . . . $224.15 per credit hour
The tuition due is obtained by multiplying the credits taken times the amount per credit.

A Virginia resident is one who has been domiciled in, and is, and has been an actual bona fide legal resident of Virginia for a period of at least one year prior to the commencement of the term or semester for which enrollment is sought.

Payment of tuition enables the student to use the library, bookstore, parking lot, college lounge, and other facilities of the College. There are no special laboratory or library fees, but students are expected to pay charges for any College property which they damage or lose (such as laboratory or shop equipment, supplies, library books, and materials).

There is a $35.00 fee payable to the Business Office for any student submitting a dishonored check to the College. The College reserves the right to set tuition rates based on approved appropriations and projected enrollment levels. Tuition rates may be changed by action of the State Board for Community Colleges.

Subject to SCHEV regulations and any legislative revisions, the Act gives senior citizens certain rights.

a. “Senior citizen” shall mean any person who, before the beginning of any semester in which such a person claims entitlement to senior citizen benefits, (1) has reached sixty years of age, and (2) has had his legal domicile in Virginia for one year.

b. A senior citizen shall be entitled:
   - To register for and enroll in courses as a full-time or part-time student for academic credit if such senior citizen had a taxable individual income not exceeding $15,000 for Virginia income tax purposes for the year preceding the year in which enrollment is sought;
   - To register for and audit courses offered for academic credit regardless of income level; and
   - To register for and enroll in courses not offered for academic credit regardless of income level.

c. Such senior citizen shall pay no tuition or fees for courses offered for academic credit, 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. The Council of Higher Education shall establish procedures to ensure that tuition-paying students are accommodated in courses before senior citizens participating in this program are enrolled. However, the state institutions of higher education may make individual exceptions to these procedures when the senior citizen has completed seventy-five percent of the requirements for a degree.

The following category of classes may not be taken tuition free:
   - A class that an individual is directed to take by the courts or DMV (i.e., Driver Improvement, Parenting).

   - Any class that targets the senior population such as Golden Age Computing Parts I and II, Personal Computing—Getting Started, Brief Introduction to PCs/Windows, Brief Introduction to Word, Brief Introduction to Internet/E-mail.

Additional information is available in the Office of Admissions and Records.

**Surviving Children of Law Enforcement Officers and Firefighters**

Section 23-7.1:01 of the Code of Virginia provides that free tuition shall be granted to children whose parent has been killed in the line of duty while employed or serving as law enforcement officer, firefighter, or a member of a rescue squad in the Commonwealth. The chief administrative officer of the law enforcement agency or the state fire marshal certifies that the deceased parent was employed or serving as a law enforcement officer, firefighter, or a member of a rescue squad and was killed in the line of duty. Request for additional information should be directed to the Financial Aid Office.

**Foster Care Tuition Grant Program**

Administered by the Virginia Community College System and the Department of Social Services, this program is designed to eliminate financial barriers for students who have been in foster care. Awards will be provided to eligible applicants who are not already receiving sufficient grant funds to pay for their tuition and fees. For more information, go to www.dss.state.va.us or visit your local Department of Social Services or the College's financial aid office on the Franklin and Suffolk campus.

**Field Trips**

Field trips are required for selected courses and programs. If a field trip is an established part of a course or curriculum, the instructor will so state in the course outline.

All students will be expected to pay out of their own funds any expenses, including transportation charges, for their participation in any field trips. Expenses for student activity trips may be paid out of student activity funds in accordance with established policies and procedures.

If a student must miss a class meeting while on a class field trip, it is incumbent upon the student to notify the instructor in order to make arrangements to make up any missed assignments.

**Books and Materials**

Students are expected to obtain their own books, supplies, and consumable materials needed in their studies. The estimated cost of these items will average $500-$1200 per semester for a full-time student. The college operates a bookstore.

**Transcript Requests**

Students may request copies of their transcripts to be forwarded to other educational institutions, employers, or any persons designated by the student. Students must authorize the request by completing and signing a transcript request form available in the Office of Admissions and Records. There is no fee for transcripts. Requests for official transcripts will be processed every Thursday and available to students on Friday. If there is an
During the semester if you suffer an unexpected major circumstances:
by the College Admissions Office in the following mitigating circumstances exist. A refund may be authorized for non-standard sessions is that day which represents the completion of 15% of the session. Cancelled classes due to low enrollment, for example, warrant full tuition refund.

The College may utilize collection agencies and garnishments of state income tax refunds to secure payment of indebtedness.

REFUNDS

Refund Policy for Credit Offerings
The last day to receive a tuition refund for the standard session will be the 14th day of classes. The last day to receive a refund for non-standard sessions is that day which represents the completion of 15% of the session. Cancelled classes due to low enrollment, for example, warrant full tuition refund.

The College reserves the right to approve tuition refunds if mitigating circumstances exist. A refund may be authorized by the College Admissions Office in the following mitigating circumstances:

- In the case of an administrative error by PDCCC or the VCCS.
- During the semester if you suffer an unexpected major medical emergency or extended illness that requires hospitalization, is life threatening, or is contagious presenting a danger to the College community. The medical problem must force absence from more than 10% of class sessions. A physician’s verification is required.
- In the case of your death or if a member of your immediate family (mother, father, sister, brother, husband, wife, or child) dies.
- When the President of the United States declares a national emergency or a mobilization requiring you to leave school to assume military duties.

To request a refund for one of the above circumstances, you must do the following:

1. Withdraw from all classes for the semester in question. Refund requests for only some classes and not others can be considered only in cases of College error or in unique circumstances.

2. Write a letter to the College Admissions Office requesting a refund and stating the reason for a refund.

3. Attach any justifying documents including doctor’s statements, documentation of errors, copies of death certificates, and the like.

If a refund is approved, it will be sent to your address of record. It is your responsibility to make sure the College has a current and correct address on file. If a refund is granted for College error, the course will be dropped from your transcript. If a refund is granted for any reason other than College error, you will receive a W grade showing withdrawal from the course and that grade will become part of your official transcript. Only in the event of College error, will the class and the W grade be permanently removed from your official record. If a refund is denied, you will receive a letter from the College Admissions Office to that effect.

If a refund is approved, it may be prorated. For a problem that occurs in the first quarter of the course, a full tuition refund will be approved. For a problem that occurs in the second quarter of the course, a refund of 50% or half will be approved. No refunds are granted for problems occurring in the second half of a course.

Refunds will also be given on a prorated rate for Federal Pell Grant, Federal Supplemental Education Opportunity Grant (FSEOG) and Academic Competitiveness Grant (ACG) student aid recipients who withdraw completely from all courses within 60% of the session length. This refund will go back to the Federal Government and not to the student.

Bookstore Refund Policy
The College Bookstore is operated by Barnes and Noble (B&N). It will issue refunds for textbooks and supplies under the following conditions:

- Customers may receive a full refund in the original form of payment on their textbook purchase during the first week of class, with an original receipt.
- After the first week of class, and up to thirty (30) days after the start of classes, a full refund will be given if the student provides proof of schedule change with an original receipt.
- Refunds for summer and special course sessions will be accepted for ONE (1) WEEK ONLY after the start of classes.
- Textbooks must be in original condition, i.e., a book or access code code that is sealed in shrink wrap must still be in shrink wrap to receive a full refund.

Refund Policy for Noncredit Offerings
No refunds will be given after the second class meeting of any community education course. Refunds for one-session short courses will be given only if requested prior to the class. Exceptions to these conditions may be granted only by the Vice President of Financial and Administrative Services upon the recommendation of the Vice-President of Workforce Development.
Eligibility
To be eligible for refund under any of the circumstances set forth in the foregoing paragraphs, A STUDENT MUST OFFICIALLY WITHDRAW FROM THE CLASS.

Grading System
Students of Paul D. Camp Community College can expect diversity in approaches to grading from one teacher to another, reflecting both the demands of different disciplines and varying philosophies of teaching. Although this college does not maintain a standardized grading scale, each instructor must provide the student with a course syllabus, which explains how the student’s work is to be assessed for a particular course.

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, S, and X are final grades carrying no credit.

The quality of performance in any academic course is reported by letter grade, the assignment of which is the responsibility of the instructor. These grades denote the character of study and 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 credit;

Used for verifiable unavoidable reasons. To be eligible, the student must (1) have satisfactorily completed more that 50% of the course requirements and (2) must request the faculty member to assign the “I” grade & indicate why. 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 shall be established through consultation between the instructor & student. In assigning the “I” grade, the instructor must complete documentation that (1) states the reason for assigning the grade; (2) specifies the work to be completed & 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 may not be set beyond the subsequent semester (including summer) without written approval of the campus academic dean. The student will be provided a copy of the documentation.

- **P** — Pass: No grade point credit; may apply to specialized courses and seminars at the discretion of the College. A “P” grade represents a grade of C or better.
- **R** — Re-enroll: No grade point credit; the R grade may be used as a grade option, in developmental and ESL courses only, to indicate satisfactory progress toward meeting course objectives. In order to complete course objectives, students receiving the “R” grade must re-enroll in the course and pay the specified tuition. The “R” grade may be given only once per course.

S — Satisfactory: No grade point credit; applies only to Developmental Studies courses.

U — Unsatisfactory: No grade point credit; applies only to Developmental Studies, specialized courses and seminars, non-credit courses, and orientation courses at the discretion of the College.

W — Withdrawal: No credit
A grade of “W” is awarded to students who withdraw or are withdrawn from a course after the drop/add period but prior to the completion of 60% of the session. After that time, the student will receive a grade of “F” except under mitigating circumstances which must be documented, and a copy of the documentation must be placed in the student’s academic file.

X — Audit: No grade point credit. Permission of the dean or another appropriate academic administrator is required to audit a course. After the last day for students to withdraw from a class without penalty, the audit grade “X” is not available for students enrolled in the course for credit.

Students desiring to attend a course without taking the examination or receiving credit for the course may do so by registering to audit that course. Students desiring to audit a course shall register in the usual manner and pay the normal tuition. Permission of the dean or another appropriate academic administrator is required to audit a course. Audited courses carry no credit and do not count as a part of the student’s course load. Students desiring to change status in a course from audit to credit must do so within the add/drop period of the session. Changes from credit to audit must be made by the official last day for students to withdraw from a class without penalty. After this day, the audit grade “X” is not available for students enrolled for credit.

The **grade point average (GPA)** is determined by dividing the total number of grade points earned in courses by the total number of credits attempted. Courses which do not generate grade points are not included in credits attempted. The cumulative **GPA** is determined by dividing the total number of grade points earned in courses attempted for the semester by the total number of credits attempted. The cumulative **GPA**, which includes all courses attempted, is computed each semester and is maintained on a continuing basis as a record of the student’s academic standing.

When students repeat a course, only the last grade earned is counted in the computation of the cumulative GPA. A
curriculum GPA, which includes only those courses applicable to the student’s curriculum, is computed in order to ensure that the student satisfies the graduation requirements for that curriculum. The student’s permanent record reflects all courses attempted by a student at PDCCC.

**Academic Renewal Policy**

Students are eligible for renewal if they have had a minimum of a 60-month gap in enrollment; and they have then completed at least 12 credit hours with a minimum 2.5 GPA during their period of re-enrollment. Academic renewal cannot be granted effective prior to Summer 1994; however, the first term of the qualifying re-enrollment period can occur prior to Summer 1994. The student must be enrolled in a term equal to or greater than Summer 1994. Although grades of “D” are forgiven and extracted from the calculation of your GPA for academic purposes, financial aid will not pay again for classes completed with a passing grade, due to the Repeat Policy. Also grades of “D”, “F”, and all repeated courses are counted in the calculations for the Satisfactory Academic Policy.

Once academic renewal is granted, all “D” and “F” grades received prior to the first term of re-enrollment are forgiven. The hours attempted, hours completed and grade points for those classes are adjusted out of the student’s cumulative totals and a new cumulative GPA is calculated. Academic renewal can be granted only once; and once granted, it cannot be revoked. Academic transcripts will show “( )” around all grades that have been forgiven as part of renewal. Any “D” course that has been forgiven cannot be used to satisfy curriculum requirements.

**Grading—Developmental Courses**

A grade of “S” (Satisfactory) shall be assigned for completion of each developmental course numbered 1-9.

Students making satisfactory progress but not completing all of the behavioral objectives for a developmental course (courses numbered 1-9) shall be graded with an administrative “R” (Re-enroll) and should re-enroll to complete the course objectives.

Students not making satisfactory progress in a developmental course (courses numbered 1-9) shall be graded “U” (Unsatisfactory), and counselors will recommend consultation with the instructor to determine the subsequent sequence of courses for the students who receive a grade of “U.”

**Degrees and Certificates**

The College offers the following degrees and certificates for students who successfully complete approved programs at the College:

- Associate in Arts and Science Degree (AA & S) is awarded to students majoring in specialized curricula such as business administration, liberal arts, pre-engineering, pre-music, education and other pre-professional programs. These programs are for students who may plan to transfer to four-year colleges or universities after completing their community college program.

- Associate in Applied Science Degree (AAS) is awarded to students majoring in one of the occupational-technical curricula and is for students who plan to obtain full-time employment immediately upon graduation from the College.

- A Certificate is awarded to students who complete one of the approved non-degree curricula, which are usually one year in length.

**Catalog Applicability**

- The curricular requirements stated in the Catalog in effect when a student enters the College, or any in a subsequent Catalog chosen, must be met.

- The student must follow program or major requirements in effect at the time a program or major is declared or at the time a program or major is changed.

- If a student’s progress toward a degree is interrupted for four or more consecutive semesters (excluding Summer), the curricular requirements of the Catalog in effect when re-entering the College must be followed.

**Core Requirement Guidelines—Associate in Arts and Science Degrees** (leading to transfer to 4-year college or university)

A. The Associate in Arts and Science degree programs will consist of a minimum of 60 semester hours with a maximum of 63 semester hours.

B. At least six hours will be left open for students to choose from available transfer courses.

C. The general studies core of each program will consist of 41 semester hours which transfer and will include the following:

- English 111, 112 – 6 semester hours.
- Math¹ – 3 or 6 semester hours to be chosen from MTH 151-152 or 163-164 or higher level sequence.
- History – 6 semester hours to be selected from HIS 101-102, or HIS 121-122.
- Natural Science² – 8 semester-hour sequence to be chosen from BIO, CHM, or PHY transfer courses.
- Social Science – 6 semester hours in the following: Sociology, Economics, Psychology or Government.
- Humanities – 6 hours to be chosen from English, American or African-American Literature, Art, Drama, Humanities, Foreign Language, Music, Philosophy or Religion.
- Health/Physical Education – 2 semester hours.
- College Success Skills (SDV 100) – 1 semester hour.

¹Minimum of 3 semester hours of MTH is required for General Studies majors, but more may be required by the transfer
institution. For students at the Correctional Centers, the natural science requirement is to be satisfied by NAS 111-112.

Core Requirement Guidelines—Associate in Applied Science Degrees (leading to employment)

A. Associate in Applied Science Degree programs will consist of a minimum of 65 semester hours with a maximum of 69 semester hours.

B. Each degree program will include a minimum of 12-15 semester hours of electives. Provision must be made in each program for degree-related electives chosen from disciplines outside the student’s area of specialization.

C. The General Studies core of each program will consist of 21-29 semester hours and will include the following:
   - English 101 – 3 semester hours
   - Humanities – 3 hours to be selected from English, American or African-American Literature; Art; Drama; Humanities, Foreign Languages, Music, Philosophy, or Religion.
   - Social Science – 6 semester hours to be selected from sociology; economics; psychology; or government.
   - Natural Sciences – 0-8 semester hours may be required.
   - Health/physical education – 2 semester hours.
   - College Success Skills (SDV 100) – 1 semester hour.

D. Each degree program will include at least 30 semester hours in the major field.

Graduation Requirements
Graduation Application
Application for graduation must be completed and filed in the Office of Admissions and Records each spring by the end of the add/drop date listed in the college calendar.

Assessment
The College evaluates the effectiveness of its programs and general education (core competencies). All students will be required to participate in assessment activities that evaluate general education (core competencies). Specific programs may have additional assessment tests or portfolios requirements. The completion of these activities is a requirement for graduation.

General Education (Core Competencies)
The Virginia Community College System (VCCS) defines its general education program as “...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. VCCS degree graduates will demonstrate competency in the following general education areas: communication, critical thinking, cultural and social understanding, information literacy, personal development, quantitative reasoning, and scientific reasoning.”

The specific general education goals and student learning outcomes that PDCCC graduates will be able to demonstrate competency using various assessment tools are the following:

Communication:
A competent communicator can interact with others using all forms of communication, resulting in understanding and being understood. Degree graduates will demonstrate the ability to: (a) understand and interpret complex materials; (b) assimilate, organize, develop, and present an idea formally and informally; (c) use standard English; (d) use appropriate verbal and non-verbal responses in interpersonal relations and group discussions; (e) use listening skills; and (f) 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 ability to: (a) discriminate among degrees of credibility, accuracy, and reliability of inferences drawn from given data; (b) recognize parallels, assumptions, or presuppositions in any given source of information; (c) evaluate the strengths and relevance of arguments on a particular question or issue; (d) weight evidence and decide if generalizations or conclusions based on the given data are warranted; (e) determine whether certain conclusions or consequences are supported by the information provided; and (f) 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 ability to: (a) assess the impact that social institutions have on individuals and culture-past, present, and future; (b) describe their own as well as others’ personal ethical systems and values within social institutions; (c) recognize the impact that arts and humanities have upon individuals and cultures; (d) recognize the role of language in social and cultural contexts; and (e) recognize the interdependence of distinctive world-wide social, economic, geo-political, 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 it effectively (adapted from the American Library Association definition). Degree graduates will demonstrate the ability to: (a) determine the nature and extent of the information needed; (b) assess needed information effectively and efficiently; (c) evaluate information and its sources critically and incorporate selected information into his or her knowledge base; (d) use information effectively, individually or as a member of a group, to accomplish a specific purpose; and (e) understand many of the economic, legal, and social issues surrounding the use of information and access and use information ethically and legally.
**Personal Development:**
An individual engaged in personal development strives for physical well-being and emotional maturity. Degree graduates will demonstrate the ability to: (a) develop and/or refine personal wellness goals; and (b) develop and/or enhance the knowledge, skills, and understanding 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 ability to: (a) use logical and mathematical reasoning within the context of various disciplines; (b) interpret and use mathematical formulas; (c) interpret mathematical models such as graphs, tables and schematics and draw inferences form them; (d) use graphical, symbolic, and numerical methods to analyze, organize, and interpret data; (e) estimate and consider answers to mathematical problems in order to determine reasonableness; and (f) 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 ability to: (a) generate an empirically evidenced and logical argument; (b) distinguish a scientific argument from a non-scientific argument; (c) reason by deduction, induction and analogy; (d) distinguish between causal and correlational relationships; and (e) recognize methods of inquiry that lead to scientific knowledge.

**Associate Degree Requirements**
To be eligible for graduation with an Associate Degree from the College, a student must have

1. fulfilled all of the course and credit-hour requirements of the curriculum as specified in the College Catalog with at least 25% of credit semester hours acquired at the College awarding the degree;
2. been recommended for graduation by the campus dean responsible for his/her curriculum;
3. earned a grade point average of at least 2.000 in all studies attempted which are applicable toward graduation in his/her curriculum;
4. filed an application for graduation in the Office of Admissions and Records prior to December 1; and
5. resolved all financial obligations to the College and returned all library and other college materials.

**Certificate Requirements**
To be eligible for graduation with a Certificate from the College, a student must have

1. fulfilled all of the course and credit-hour requirements of the curriculum as specified in the college catalog with 25 percent (25%) of the credits required in regular course work at the College;
2. been recommended for graduation by the campus dean responsible for his/her curriculum;
3. earned a grade-point average of at least 2.000 in all studies attempted which are applicable toward graduation in his/her curriculum;
4. filed an application for graduation in the Office of Admissions and Records prior to December 1; and
5. resolved all financial obligations to the College and returned all library and other college materials.

**Second Degree or Certificate** (other than Career Studies Certificate)
Students wishing to earn an additional certificate or degree may do so upon completion of the appropriate program requirements. In awarding students an additional certificate or degree, the College may grant credit for all previously completed applicable courses which also meet the requirements of the additional award.

The following guidelines apply to individuals seeking additional degrees or certificates:

- Students working to receive a second certificate or degree may meet requirements for them simultaneously or successively.
- Requirements for the second certificate or degree will be those listed in the Catalog current at the time intent to pursue the second award is formally declared.
- A minimum of 17 semester hours beyond those required for the first certificate or degree.

**Graduation Honors**
A student who has attended Paul D. Camp Community College and completed a degree program (a minimum of 60 credit hours) may be eligible for graduation honors.

Appropriate honors, based upon scholastic achievement, are recorded on the student’s permanent record as follows:

**Cumulative Grade-Point Average**

<table>
<thead>
<tr>
<th>Grade-Point Average</th>
<th>Honor</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.200</td>
<td>Cum laude (with honor)</td>
</tr>
<tr>
<td>3.500</td>
<td>Magna cum laude (with higher honor)</td>
</tr>
<tr>
<td>3.800</td>
<td>Summa cum laude (with highest honor)</td>
</tr>
</tbody>
</table>
ACADEMIC REGULATIONS
Normal Academic Load
The normal academic course load for a student is 15-17 credits. The maximum full-time load is 18 credits. A student wishing to carry an academic load of more than 18 credits must ordinarily have a minimum GPA of 2.500 and must have the approval of the Vice President of Instruction and Student Development and the student’s academic advisor and/or counselor.

Repeaters of Academic Courses
Students will be limited to two (2) enrollments in the same credit course. Requests to enroll in the same course more than twice should be documented and approved by the campus dean. This limitation does not apply to courses identified as general usage courses, such as internships, seminars and supervised studies. When a course is repeated, the most recent grade received will be the one used in computation of the curriculum grade point average when the student graduates. All grades remain on the transcript and will be used to calculate the student’s cumulative grade point average.

Financial Requirements
Students must meet published deadlines for paying tuition. If the method of payment is rejected (a dishonored check, for example) the student will be withdrawn from class. Also, a student’s continued attendance is dependent upon proper settlement of all debts owed to the College. Failure to satisfy all debts will result in suspension. If suspended, the student will not be allowed to register in any succeeding semester until all delinquent accounts are satisfied.

Attendance
It is preferable that students attend all classes for each course in which they are enrolled. Regular class attendance is required for satisfactory course completion. Occasionally, it is unavoidable for students to miss a class. In such a case students should notify their instructor prior to the absence, if possible. Absence in excess of 30% of the scheduled instructional time for a course is defined as unsatisfactory progress and may result in administrative withdrawal or failure in the course. An individual instructor has the right to require a higher percentage of class attendance than stated in this attendance policy as long as it is stated in writing in the course outline. It is the responsibility of the student to find out what assignments were missed and to ask the instructor how to make them up, if make-up is possible.

Unexpected Delay of an Instructor in Meeting a Class
As soon as it is obvious that the instructor will be late for class, it is the responsibility of the students to inquire at the campus dean’s office concerning the instructor’s absence in order to resolve the matter of waiting or not waiting. For evening classes, contact the Admissions Office.

Class Cancellation
The College reserves the right to cancel any class due to low enrollments, which it considers to be in the best interest of managing state funds.

Auditing a Course
Students may attend a course without taking examinations or receiving college credit for the course by registering to audit that course. To register, follow the registration steps and pay the required tuition. Audited courses carry no credit, do not count as part of the student’s course load, and cannot be used to receive financial aid.

Withdrawal from a Course
Withdrawal from a course without academic penalty is possible prior to sixty-percent completion of the session at which time the student will receive a grade of “W”. After that time, the student will receive a grade of “F” except under mitigating circumstances, which must be documented. A copy of this documentation must be placed in the student’s academic files.

Procedures for Withdrawal from the College
1. Make an appointment for a conference with a program advisor or counselor.
2. Take care of your financial responsibility to the College. This may require students to visit the Financial Aid Office and/or the Business Office.
3. Follow the procedures for course withdrawal.

Administrative Withdrawal
Students who have either not attended class or who have been absent the equivalent of three of the first four weeks of class (75%) may be administratively withdrawn. The College does not, however, have the responsibility for withdrawing a student from a course due to lack of attendance and that failure to withdraw officially will result in a grade of “F”.

Procedures for Changing Programs (Curriculum)
1. Make an appointment for a conference with a program advisor or counselor.
2. Complete Program/Plan Change Form and secure necessary signatures.
3. Take the completed form to the Admissions Office for processing.

Final Examinations
All students are expected to take their final examinations at the regularly scheduled times. No exceptions will be made without the permission of the Vice President of Instruction and Student Development.

Final Grade Reports
Final reports of grades are reported at the end of each semester and posted online. Grades are not mailed to students. These grades are part of each student’s personal record and are recorded on an official transcript. Any grade errors or other errors on Grade Reports should be reported to the Office of Admissions and Records within 10 days after the close of the semester in which grades were received or they will be assumed to be correct.

Student Status
The College keeps track of students’ academic standing. An appropriate statement shall be placed on their grade reports when students are academically deficient and when they have regained acceptable academic standing. The College will assist students to increase their effectiveness in meeting the academic standards of the institution and ultimately to attain graduation. Students are expected to maintain a 2.000 grade-point average.
President’s List
The name of every student who has a cumulative grade point average of 3.800 or higher and who has earned a minimum of 20 semester hours of credit at the College is placed on the President’s List.

Vice President’s List
A student with a cumulative grade point average of 3.200 or higher for the semester and has earned a minimum of 12 semester hours of credit for the same semester is placed on the Vice President’s List. Students on academic warning or academic probation who are eligible to reenroll may be considered eligible to receive financial aid assistance or other benefits requiring a "good academic standing" status.

Good Academic Standing
Students are considered to be “in good academic standing” if they maintain a semester minimum GPA of 2.000, 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 grade point average of 2.000 for any semester shall be placed on academic warning.

Academic Probation
Students who fail to maintain a cumulative GPA of 1.500 shall be on academic probation until such time as their cumulative average is 1.500 or better. The statement “Academic Probation” shall be placed on their permanent records. Generally, persons on probation are ineligible for appointive or elective office in student organizations unless special permission is granted by the Dean of Student Services or another appropriate college administrator. Students may be required to carry less than a normal course load the following semester. Students on academic probation are required to consult with their counselor. Students shall be placed on probation only after they have attempted twelve (12) semester credit hours.

Academic Suspension
Students on academic probation who fail to attain a GPA of 1.500 shall be placed on suspension only after they have attempted twenty-four (24) semester credit hours. Academic suspension normally shall be for one semester unless the students reapply and are accepted for readmission to another curriculum of the College. The statement “Academic Suspension” shall be placed on the students’ permanent records. Students who have been informed that they are on academic suspension should follow the appeal processes established by the college. Suspended students may be readmitted after termination of the suspension period.

Academic Dismissal
Students who do not maintain at least a 2.000 grade point average for the semester of reinstatement to the College when on academic suspension will be academically dismissed. Students who have been placed on academic suspension and achieve a 2.000 grade point average for the semester of their reinstatement may be considered eligible for appointive or elective office in student organizations unless special permission is granted by the Admissions and Review Committee of the College. The statement “Academic Dismissal” will be placed on the student’s permanent record.

GENERAL INFORMATION
Student Rights and Responsibilities
The Virginia Community College System guarantees to students the privilege of exercising their rights of citizenship under the Constitution of the United States without fear of prejudice. Special care is taken to ensure due process and to spell out defined routes of appeal when students feel their rights have been violated. It is the student’s responsibility, however, to be aware of the College’s policies and procedures on such things as student conduct, grade appeal, computer ethics, library computer usage, student grievance, substance abuse, and sexual harassment.

Expectations for Student Behavior
Paul D Camp Community College is committed to maintaining a social and physical environment conducive to carrying out its educational mission. Those who teach your classes desire that you learn. Therefore, all students are expected to observe the following standards in order to maximize your learning opportunities:

- Be informed about instructor’s policies, which are presented in course outlines, as well as the policies of the college published in the PDCCC Catalog.
- Be an active participant in class by taking notes and asking appropriate questions. Your involvement will benefit you and your classmates.
- Treat the instructor and fellow students with courtesy. Refrain from any behaviors that may distract others. You expect to be treated with tolerance and respect. You expect a learning environment free of unnecessary distractions. So does every one else.
- Be moderate in speaking. Loud, obscene, argumentative, or threatening speech is disruptive to teaching and learning, and is offensive to others. It has no place in an academic setting.
- Cultivate effective study strategies. Being an effective student is not instinctive. Use your study time wisely. Seek help from the instructor when you need it. Avail yourself of resources provided by the college.
- Study course material routinely after each meeting or so. Study according to a regular schedule. Avoid cramming. Do not postpone working on assignments. Submit finished assignments on time.
- Accept the challenge of collegiate studying, thinking, and learning. Anticipate that the level and quantity of work will increase as you advance in your college program. Set realistic academic goals and demands do not exceed your available time and energy.
- Let no temptation cause you to surrender your integrity.
• Resolve any disagreements in a positive, non-combative manner. Request the assistance of college authorities if needed.

• Show respect for the comfort of others in an educational setting by observing acceptable standards for personal cleanliness and dress.

• Handle only your own possessions. Turn in any lost items or money to college authorities.

**Equal Opportunity/Non-Discrimination Policy**

It is the policy of Paul D. Camp Community College to promote equal opportunity in educational programs and activities, admission, and employment without regard to race, creed, HIV-Positive, sex, national origin, handicap, or any other non-merit factor. Inquiries concerning the affirmative action policy should be addressed to Paul D. Camp Community College's Affirmative Action Officer, whose office is located at the Franklin Campus (100 North College Drive, P.O. Box 737, Franklin, VA 23851. Telephone 569-6700.)

**Sexual Misconduct Policy**

Paul D. Camp Community College shall not tolerate sexual misconduct in any form. Sexual misconduct undermines the values and behavioral expectations for a college community and all reported violations shall be investigated. Sexual misconduct may be punishable through civil and criminal proceedings, as well as through college disciplinary processes.

An educational institution is a community of trust whose very existence depends on the recognition of each individual’s importance and value. This trust creates the freedom for each individual to live, think, act, and speak without fear of physical harm. Sexual misconduct and false accusations are serious matters that shatter the bond of trust within a college community. This policy shall apply to all employees and students of the College.

The College shall take affirmative steps to educate its students and employees on the unlawful nature of sexual misconduct, including assault and harassment.

This policy is written with four objectives: (1) to define the various types of sexual misconduct, (2) to increase awareness of the negative consequences of sexual misconduct for the victim, perpetrator, and institution; (3) to encourage victims to report incidents of abuse and seek help; and (4) to provide information regarding resources, support, and options for victims.

**Sexual Harassment**

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct or written communication of an intimidating, hostile, or offensive sexual nature, regardless of where such conduct might occur, when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s educational or employment experience; (2) submission to, or rejection of, such conduct is used as the basis for academic or employment decisions affecting such individuals; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual’s academic or employment performance or creates an intimidating, hostile, or offensive learning or working environment.

Sexual harassment is contrary to the values of Paul D. Camp Community College. It shall not be tolerated in any form, as outlined in Part 1604.11, Discrimination Because of Sexual Harassment of Title VII, Section 703, of the Civil Rights Act of 1964, as amended. All reported instances of sexual harassment shall be aggressively investigated.

All College employees are responsible for maintaining a workplace that is free of harassment and for helping to assure that harassment does not occur by conducting themselves in an appropriate manner.

**Procedures for Responding to Sexual Harassment**

Any employee or student who believes that she/he has been harassed by a supervisor, co-worker, faculty member, administrator, student, or by anyone else associated with the College, or who believes that another employee or student is being subjected to sexual harassment, is encouraged to report the matter as soon as possible to the EEO/AA officer located in the Human Resource Office, so that the appropriate corrective action may be taken. An employee or student, who prefers because of her/his specific circumstances, may initially report the situation to any College counselor or administrator who in turn should immediately report the matter to the EEO/AA officer.

All complainants have the right not to have their identity revealed outside the confidential proceedings, without consent. No part of a complainant’s sexual history unless related to complaint, shall be included as a part of any campus proceedings. The College will make every effort to protect the rights of all parties and to insure confidentiality of the complainant and the accused throughout the proceedings.

The EEO/AA officer may counsel and support victims at any time. To initiate a procedure under this policy, a complaint must be made of the alleged offense. The EEO/AA officer shall determine the nature of the alleged harassment and explain to the complainant the procedural options available. Such options may include informal mediation or grievance and/or filing of a complaint with the Office of Civil Rights, Equal Employment Opportunity Commission or file a complaint with the Department of Personnel and Training’s Office of Equal Employment Services. The EEO/AA officer shall also advise the complainant of any civil and criminal options that may be available outside college procedure.

The EEO/AA officer shall prepare a written report identifying the nature and detailing the specifics of the alleged harassment. A copy of the report shall be sent to the accused and the College President, accompanied by a copy of the college’s Sexual Misconduct Policy and Procedures. Upon receiving the accused’s response, or in the event of the accused’s failure to respond within 14 days, the EEO/AA officer or designee shall schedule and conduct informal mediation with the accuser and the accused. If the issue is not resolved by mediation, an ad hoc grievance committee will be appointed by the President or designee, within seven days to
determine whether or not sexual harassment, in fact, did take place. The accused shall be allowed to give testimony before any form of corrective measures is taken. All time deadlines may be reasonably extended only upon agreement of both parties.

If it is determined that sexual harassment did occur, the College will take immediate and appropriate corrective measures, including disciplinary action commensurate with the scope and severity of the occurrence. Such disciplinary action may include, but not limited to, warning, reprimand, demotion, suspension, or dismissal with notation in the personnel file.

If the ad hoc grievance committee determines that sexual harassment did not take place, no record will be made of the allegation in the personnel records either of the accused or the accuser, unless malicious or dishonest allegations were made by the accuser which may result in disciplinary action against the accuser.

Sexual Assault
Sexual assault is defined as sexual intercourse without consent, including rape (whether by acquaintance or stranger), sodomy, or other forms of sexual penetration. To constitute lack of consent, the acts must be committed either by force, threat of force, intimidation, or through use of victim's mental helplessness of which the accused was aware or should have been aware. Mental helplessness includes incapacitation by alcohol or other drugs. Sexual assault also includes intentionally touching, either directly or through clothing, of the victim’s genitals, breasts, thighs, or buttocks without the victim’s consent, as well as touching or fondling of the accused by the victim when the victim is forced to do so against his or her will.

Reporting Sexual Assault
Paul D. Camp Community College is committed to maintaining a safe environment. Sexual assault is a crime punishable by both civil and criminal legal action. The college strongly encourages victims and witnesses to report and prosecute alleged perpetrators to the fullest extent of those laws. There are several venues for assistance if a person is a victim of sexual assault/offense and these are described in detail on the Safety and Security web page Sexual assault victims should report the incident to the police immediately as well as to the college safety and security officer, counselor or any college administrator. The college offers victims and witnesses to crimes a method to submit anonymous tips or complaints through its Silent Witness Program. Access to the Silent Witness Program can be gained from the Safety and Security web page. Should a member of the college staff or faculty become aware of a sexual assault they shall report it to the College Safety and Security Office. It is always the victim’s choice whether or not to report the assault or prosecute, but reporting and prosecution are extremely important for the protection of the victim and the community.

VCCS Computer Acceptable Use Guideline
Thousands of users share VCCS information technology resources. Everyone must use these resources responsibly since misuse by even a few individuals has the potential to disrupt VCCS business or the work of others. Therefore, you must exercise ethical behavior when using these resources.

State Law (Article 7.1 of Title 18.2 of the Code of Virginia) classifies damage to computer hardware or software (18.2–152.4), unauthorized examination (18.2–152.5), or unauthorized use (18.2–152.6) of computer systems as (misdemeanor) crimes. Computer fraud (18.2–152.3) and use of a computer as an instrument of forgery (18.2–152.14) can be felonies. The VCCS’s internal procedures for enforcement of its policy are independent of possible prosecution under the law.

Definition
VCCS information technology resources include mainframe computers, servers, desktop computers, notebook computers, handheld devices, networks, software, data files, facilities, and the related supplies.

Guidelines
The following guidelines shall govern the use of all VCCS information technology resources:

1. You must use only those computer resources that you have the authority to use. You must not provide false or misleading information to gain access to computing resources. The VCCS may regard these actions as criminal acts and may treat them accordingly. You must not use VCCS IT resources to gain unauthorized access to computing resources of other institutions, organizations or individuals.
2. You must not authorize anyone to use your computer accounts for any reason. You are responsible for all use of your accounts. You must take all reasonable precautions, including password maintenance and file protection measures, to prevent use of your account by unauthorized persons. You must not, for example, share your password with anyone.
3. You must use your computer resources only for authorized purposes. Students or staff, for example, may not use their accounts for private consulting. You must not use your computer resources for unlawful purposes, such as the installation of fraudulently or illegally obtained software. Use of external networks connected to any VCCS facility must comply with the policies of acceptable use promulgated by the organizations responsible for those networks.
4. Other than material known to be in the public domain, you must not access, alter, copy, move or remove information, proprietary software or other files (including programs, members of subroutine libraries, data and electronic mail) without prior authorization. The college or data trustee, security officer, appropriate college official or other responsible party may grant authorization to use electronically stored materials in accordance with policies, copyright laws and procedures. You must not copy, distribute or disclose third party proprietary software without prior authorization from the licensor. You must not install proprietary software on systems not properly licensed for its use.
5. You must not use any computing facility irresponsibly or needlessly affect the work of others. This includes transmitting or making accessible offensive, annoying or harassing material. This includes intentionally, recklessly, or negligently damaging systems, intentionally damaging or violating the privacy of information not belonging to you. This includes the intentional misuse of resources or allowing misuse of
resources by others. This includes loading software or data from untrustworthy sources, such as free-ware, onto official systems without prior approval.

6. You should report any violation of these regulations by another individual and any information relating to a flaw or bypass of computing facility security to the Information Security Office or the Internal Audit department.

**Enforcement Procedures**

1. Faculty, staff and students at the College or Systems Office should immediately report violations of information security policies to the local Chief Information Officer (CIO).

2. If the accused is an employee, the CIO will collect the facts of the case and identify the offender. If, in the opinion of the CIO, the alleged violation is of a serious nature, the CIO will notify the offender’s supervisor. The supervisor, in conjunction with the College or System Office Human Resources Office and the CIO, will determine the appropriate disciplinary action. Disciplinary actions may include but are not limited to:
   - temporary restriction of the violator’s computing resource access for a fixed period of time, generally not more than six months;
   - restitution for damages, materials consumed, machine time, etc., on an actual cost basis. Such restitution may include the costs associated with determining the case facts; and
   - disciplinary action for faculty and classified staff in accordance with the guidelines established in the State Standards of Conduct Policy.

3. In the event that a student is the offender, the accuser should notify the Vice President of Student Services. The Vice President, in cooperation with the CIO, will determine the appropriate disciplinary actions, which may include but are not limited to:
   - temporary restriction of the violator’s computing resource access for a fixed period of time, generally not more than six months;
   - restitution for damages, materials consumed, machine time, etc., on an actual cost basis. Such restitution may include the costs associated with determining the case facts; and
   - disciplinary action for student offenders shall be in accordance with the college student standards of conduct.

4. The College President will report any violations of state and federal law to the appropriate authorities.

5. All formal disciplinary actions taken under this policy are subject to the commonwealth’s personnel guidelines and the accused may pursue findings through the appropriate grievance procedure.

**VCCS Information Technology Student/Patron Acceptable Use Agreement**

As a user of the Virginia Community College System’s information technology resources, I understand and agree to abide by the following acceptable use agreement terms. These terms govern my access to and use of the information technology applications, services and resources of the VCCS and the information they generate.

The college granted access to me as a necessary privilege in order to perform authorized functions at the college where I am currently enrolled. I will not knowingly permit use of my entrusted access control mechanism for any purposes other than those required to perform authorized functions related to my status as a student. These include logon identification, password, workstation identification, user identification, file protection keys or production read or write-keys.

I will not disclose information concerning any access control mechanism unless properly authorized to do so by my enrolling college. I will not use any access mechanism that the VCCS has not expressly assigned to me.

I will treat all information maintained on the VCCS computer systems as strictly confidential and will not release information to any unauthorized person. I agree to abide by all applicable state, federal, VCCS, and college policies, procedures and standards that relate to the Information Security Standard and the Computer Acceptable Use Guideline. I will follow all the security procedures of the VCCS computer systems and protect the data contained therein.

If I observe any incidents of non-compliance with the terms of this agreement, I am responsible for reporting them to the Information Security Officer and management of my college.

I understand that VCCS Information Security Office, or appropriate designated college officials, reserve the right to limit or restrict any individual’s access and to inspect, remove or otherwise alter any data, file, or system resource that may undermine the authorized use of any VCCS or college IT resources.

By acknowledging this agreement, I hereby certify that I understand the preceding terms and provisions and that I accept the responsibility of adhering to the same. I further acknowledge that should I violate this agreement, I will be subject to disciplinary action.

**Student Conduct Policy (Academic Conduct)**

Under the authority of the Chancellor of the Virginia Community College System, the College is delegated the responsibility for establishing and enforcing regulations pertaining to student conduct.

Paul D. Camp Community College is committed to maintaining a safe learning environment with commitment to students. It is also committed to a policy of honesty in academic affairs. Each individual is considered a responsible adult, and it is assumed that men and women of college age will maintain standards of conduct appropriate to membership in the college community. The College refrains from imposing a rigid code of discipline, but reserves the right to take disciplinary action compatible with its own interest when it is clearly necessary.

Disciplinary action may be initiated by a complaint in writing filed
by any member of the college community, including members of the faculty and student body. The complaint must be filed with the campus dean, who will then begin an immediate investigation of the alleged violation. Students alleged to have violated the standards of conduct shall appear before the campus dean for possible disciplinary action. The campus dean may dismiss the complaint, refer the complaint to the College’s Committee of Admissions and Review, or take disciplinary action to include the following:

- **Grade Reduction:** Dishonesty or plagiarism may result in various academic penalties, including the receiving of a lesser grade, a grade of “F”, or withdrawal.

- **Restriction of Computer Access:** Temporary restriction of the violator’s computing resource access for a fixed period of time, generally not more than six months.

- **Reprimand or Admonition:** An oral or written statement to a student that he or she is not acting as a responsible adult and may be subject to more severe disciplinary action.

- **Disciplinary Probation:** Exclusion from participation in the extra-curricular activities of the College, including the holding of any student office for a period of time not exceeding one academic year.

- **Restitution:** Reimbursement for damaged or misappropriated property. This may take the form of appropriate service or other compensation.

- **Suspension:** Exclusion from attending the College as a student for a definite period of time not to exceed one year. A student who is suspended will normally be required to appear before the Committee of Admissions and Review before readmission can be granted.

- **Dismissal:** Termination of student status for an indefinite period. The conditions of readmission, if any, will be stated in the order of dismissal.

Conduct for which students may be subject to disciplinary sanctions include the following:

- **Disruptive Behavior:** Behavior on campus which interferes with providing a safe learning or teaching environment.

- **Violation of Computer Ethics:** Violation of VCCS computer usage guidelines as defined in article 7.1 of title 18.2 of the Code of Virginia.

- **Dishonesty:** Cheating of any kind with regards to examinations, course assignments, or classroom requirements. Any student helping another to cheat is as guilty as the student being assisted.

- **Plagiarism:** The intentional use and appropriation of another’s work without any indication of the source and the claiming of credit of such work as being the individual’s own. Any student who fails to give credit for the form or content or material extracted from another individual’s work is guilty of plagiarism. Procedures by which a student may appeal the decision of the campus dean are as follows:

**Level I**
The Committee of Admissions and Review will conduct an examination of the student’s conduct while on campus. Disciplinary action, if any, will be based upon the preponderance of the evidence. The student has ten (10) working days from the decision of the Committee to appeal to the Vice President of Instruction and Student Development who will appoint an Appeals Committee to review the decision of the Committee of Admissions and Review.

**Level II**
The Appeals Committee appointed by the Vice President of Instruction and Student Development will review, accept, or reject the decision made by the Committee of Admissions and Review.

**Level III**
The student has five (5) working days to appeal the decision of the Appeals Committee to the President who will retain the final authority on all disciplinary cases of the College. The President may wish to convene an appropriate committee to conduct a review and advise whether proper procedures were followed and whether the facts supported the decision. In order to provide due process and justice in handling disciplinary cases, the following guidelines will be followed:

- Published rules and regulations will be followed (current College Catalog).
- Written notice will be given to a student charged with a violation that may lead to disciplinary action.
- The student will have the right to a hearing before an adjudicating body and will be given a reasonable length of time to prepare a defense for such hearing.
- The student may have counsel at his or her own expense, advisors, parents, and relatives present at the hearing insofar as reasonable physical space allows.
- The student may call witnesses in his or her behalf.
- The student may cross-examine all witnesses.
- A record of the hearing shall be kept.
- Written decisions shall be given promptly.
- The offender shall be advised of appeal procedures.

**Student Grievance Policy**
The purpose of the Student Grievance Procedure shall be to provide equitable and orderly processes to resolve grievances by students at Paul D. Camp Community College.

A grievance may be a difference or dispute between a student and a college employee with respect to the application of the rules, policies, procedures, and regulations of the College as they affect the student. This may include instructional procedures, attendance policy, instructional quality, and situations where the student believes he/she is being treated arbitrarily and/or unfairly for reasons of race, color, religion, national origin, political affiliation, sex, age, HIV-Positive, or other nonmerit factors or regarding the application of Title IX of the Education Amendments of 1972.

The grievance procedure must be initiated within two weeks (14 days) after the event giving rise to the grievance.

Procedures pertaining to student grievance include the following:
Level I
The student with a grievance will first discuss the grievance with the person with whom the student has a difference or dispute. Every reasonable effort should be made by both parties to resolve the matter at this level. If the student is not satisfied with the disposition of his/her grievance at Level I, he/she should consult with the campus dean for direction in following the proper appeal procedure. The dean will explain the grievance procedure to the student and the importance of time elements, as well as investigate the alleged charge of discrimination.

Level II
The student may file a written grievance with the immediate supervisor of the employee within five (5) class days following his/her attempt to resolve the matter with the employee. Within five (5) class days of receipt of the written grievance, the supervisor will schedule a conference with the student and the employee in an effort to resolve the grievance. The supervisor within seven (7) class days after the conference shall prepare a report of the disposition of the matter with copies to the student and the employee.

Level III
If the student is not satisfied with the disposition at Level II, within five (5) class days after receipt of the disposition from the supervisor the student may file a written appeal to the Vice President of Instruction and Student Development. Within five (5) class days, the Vice President will set a date for a meeting of the appeal where a final resolution of the matter will be made. The Vice President shall within seven (7) class days after the meeting prepare a report of the disposition of the matter with copies to the student, the employee, the supervisor, and the student’s official file. The decision of the Vice President will be final.

STUDENT GRADE APPEAL PROCEDURE
Purpose
The purpose of the student grade appeal procedure is to provide equitable and orderly processes to resolve any contested grade assigned to a student at Paul D. Camp Community College.

Informal Procedure
Paul D. Camp Community College is committed to the principle that the evaluation of a student and the assignment of grades are the responsibility and prerogative to be exercised solely by the individual instructor. However, if a student feels that the final grade received in a course was unfair and/or inaccurately awarded, the student has an avenue of appeal.

Students are encouraged to resolve the grade discrepancies with their instructor and/or the appropriate campus dean on an informal basis. If the instructor agrees that an error was made, the instructor will submit the grade change form to the appropriate dean who will forward it to the Admissions and Records Office for action.

Formal Procedure
If grade conflicts cannot be resolved informally, the student may appeal to the Grade Appeal Committee. Grounds for a grade appeal are limited to two categories:

1. Grade assigned in a manner other than that listed in the course syllabus or as amended by the faculty member with appropriate notice, or

2. Grade assigned in a manner other than that used for the other students in the class.

The grade appeal must be submitted in writing to the campus dean within ten (10) working days of the first day of classes of the next semester. The appeal must clearly indicate the reason for appeal. The campus dean will explain the entire grade appeal process to the student.

The campus dean will forward the student’s written request for a grade appeal to the Vice President of Instruction and Student Development within three (3) working days of its receipt. A copy of the student’s written request will be forwarded to the faculty member. The Vice President of Instruction and Student Development will appoint an Ad Hoc Grade Appeal Committee within three (3) working days of the receipt of the appeal and will instruct the Committee to elect a chair and schedule a hearing within ten (10) working days of its appointment.

The Grade Appeal Committee will consist of the following: one student (chosen by the SGA), one counselor, one campus dean and two faculty members.

The Committee will determine the facts of the case by hearing separately from the student and the faculty member involved. The Committee may determine that the grade appeal is without merit and that the assigned grade should stand, or it may determine that the evidence presented is sufficient to warrant a grade change. If a grade change is warranted, the Committee will assign a letter grade that it deems appropriate. Decisions will be determined by a unanimous vote of the Committee members. The decisions of the Committee are final.

The Committee will communicate its decision in writing to the Vice President of Instruction and Student Development within three (3) working days of its initial meeting. The Vice President will notify the campus dean of the Committee’s decision if a grade change is warranted and the Admissions and Records Office will enter the change as the Committee directs. Copies of the Committee’s decision will be sent by the Vice President to the faculty member and the student within three (3) working days.

Substance Abuse Policy
Paul D. Camp Community College is committed to maintaining a Drug-Free Environment with commitment to students and in compliance with the Federal Drug-Free Workplace Act, the Commonwealth of Virginia substance abuse policies, and the College’s substance abuse policy. The College establishes the following policies, procedures, and prevention:

• Paul D. Camp Community College prohibits the unlawful possession, use, or distribution of drugs and alcohol on College property or at College-sponsored activities
Violations of the substance abuse policy may result in sanctions on the student, up to and including expulsion and referral for prosecution by appropriate authorities.

Substance abuse negatively affects one’s health and ability to succeed academically and professionally. A module on substance abuse is incorporated in the College Success Skills (SDV 100) course, which is required of all first-time students. The College will continue to offer courses that address issues related to prevention of substance abuse. As part of the educational process the College Library will continue to maintain books, audiovisuals, and pamphlets on the topics.

Lists of agencies for counseling and treatment are available in the Counseling Center and the Library.

The College will conduct a biennial review of its substance abuse policy to determine its effectiveness, implement changes if they are needed and ensure that the sanctions for misuse are consistently enforced.

Procedures:
1. The Admissions and Review (A&R) Committee will make the initial examination of drug abuse, sexual assault or other disruptive actions on campus. The student has ten (10) days from the decision of the A&R Committee to appeal to the Vice President of Instruction and Student Services who will appoint a committee to re-examine the decision of the A&R Committee.

2. The Committee (appointed by the Vice President) will examine disciplinary procedures for charges of drug abuse, sexual abuse, or other disruptive behaviors which occur on campus.

3. The student has five (5) days to appeal the decision of the Vice President’s Committee to the President who will retain the final authority on all disciplinary cases of the College. The President may wish to convene an appropriate committee to conduct a review and to make a final determination whether proper procedures were followed and whether the facts supported the decision.

To provide due process and justice in handling disciplinary cases, the following steps will be enforced:

a. Stated rules and regulations will be followed.

b. Written notice will be given to a student charged with a violation that may lead to disciplinary action.

c. The student will have the right to a hearing before an adjudicating body and will be given a reasonable length of time to prepare a defense for such hearing.

d. The student may have counsel at his or her own expense, advisors, parents, and relatives present at the hearing insofar as reasonable physical space allows.

e. The student may call witnesses in his or her behalf.

f. The student may cross-examine all witnesses.

g. A record of the hearing shall be kept.

h. Written decisions shall be given promptly.

i. The offender shall be advised of appeal procedures.

Community Referral Services for Drug and Alcohol Abuse Treatment

Franklin
Alcoholics Anonymous (Tuesdays 8:00 p.m.)
Narcotics Anonymous (Wednesdays 7:30 p.m.)
Franklin Baptist Church
208 North High Street
Franklin, VA 23851
562-5135

Franklin-Southampton Area Chamber of Commerce
108 West Third Avenue
POB 531
Franklin, VA 23851
562-4900

Southampton Health Department
POB 9
Courtland, VA 23837
653-3040

Southampton County Department of Social Services
POB 550
Courtland, VA 23837
653-3080

Western Tidewater Mental Health and Substance Abuse Services
Franklin Center
200 East 2nd Avenue
Franklin, VA 23851
562-2208
925-2296

Suffolk
ABS Pines Treatment Center
301 Fort Lane
Portsmouth, VA 23704
393-0061

Maryview Behavior Psychiatric Hospital
3636 High Street
Portsmouth, VA 23707
398-2400

Suffolk Health Department
POB 1578
Suffolk, VA 23434
686-4900

Suffolk Social Services
440 Market Street
Suffolk, VA 23434
539-0216
Western Tidewater Community Services
Suffolk Center
Northgate Building
Godwin Commerce Park
1000 Commercial Lane
Suffolk, VA 23434
942-1069
925-2213 (fax)

Smithfield
Isle of Wight County Health Department
402 Grace Street
Smithfield, VA 23430
357-4177

Western Tidewater Community Services
Smithfield Office
1801 South Church Street
Smithfield, VA 23430
357-7458

Alcohol Use Policy
The following guidelines must be followed when serving alcoholic beverages:

1. The sale, purchase, possession, transportation, storage and consumption of alcoholic beverages on Paul D. Camp Community College property and at off-campus events and functions sponsored by the College are permitted only in accordance with Virginia State Law and Alcohol Beverage Control Laws and Paul D. Camp Community College policy.

Each sponsoring organization must ensure that prior College Board approval is secured, that the appropriate ABC license is posted, and that regulations regarding the consumption of alcoholic beverages are outlined for those persons in attendance.

2. Completion of the Request Form to Serve Alcoholic Beverages and prior approval of the Board are needed to serve alcoholic beverages to those who are of age on campus property and at off-campus activities sponsored by the College. Measures must be taken to ensure that attendees who are underage are not served alcoholic beverages.

3. Until an event is formally approved, the event may not be publicized, and admission tickets may not be sold or distributed.

4. At events where alcohol is being served, non-alcoholic beverages and food must be provided in sufficient quantity to ensure availability throughout the event.

5. As a general rule, a separate area for alcoholic consumption is required. Serving of alcoholic beverages must end at least 30 minutes prior to the scheduled end of the event.

6. Legal proof of age must be presented by participants before they are served alcoholic beverages. It is the responsibility of the sponsoring organization to verify the age of persons who consume alcoholic beverages.

7. No one under 21 years of age may possess, dispense or serve alcoholic beverages.

The College will cooperate closely with all law enforcement agencies to deter illegal activities involving drugs and alcohol on campus and at off-campus events. When appropriate, security personnel will be in attendance.

SMOKING AREAS
The college is a no smoking facility. There is no smoking inside any building and within 25 feet of any entrance or exit. The college has designated the following smoking areas on each campus to accommodate students, faculty, staff, and visitors who smoke. Smoking areas are clearly marked and equipped with trash receptacles. Each smoking area has been selected to ensure that no one entering or exiting a non-smoking building will have to transit a smoking area.

Franklin Campus Smoking Areas
Picnic area right front of main parking lot
Parking lots
Patio area outside door 100

Workforce Development Center
Door 2 exit (between the building and baseball field)
Door 5 exit (near the warming kitchen)

Hobbs Campus Suffolk Smoking Areas
Parking lots
Patio area outside the student lounge

PDCCC at Smithfield Smoking Area
Parking lot

I. TITLE IV REFUND POLICY
Total term withdrawals for students who are eligible for financial aid will be determined in keeping with Federal Financial Aid Regulations governing Title IV Refunds, and are performed independent of any tuition refunds. These refunds will be performed on all Title IV aid (Pell and SEOG grant money) awarded for the term, if a student withdraws from all classes in any one semester. Paul D. Camp Community College does not participate in the following Title IV programs: FFEL loans, Stafford loans, Direct loans, FFEL/Direct Plus loans, Perkins loans.

Step 1: Determine Student’s Title IV Aid Information
Paul D. Camp Community College participates in the following Title IV programs: Pell Grants, SEOG Grants, and Work Study. The total amount of aid that has been disbursed, or could be disbursed based on the student’s eligibility are added together to determine total aid eligibility. Work Study funds are already earned aid, and therefore excluded from the Return of Aid refund calculation. Do not add these funds into the total eligibility.

Step 2: Determine the Percentage of Total Aid Earned Based on Attendance
Paul D. Camp Community College is not required to take attendance; therefore the number of days a student has completed is based on the official date of withdrawal from the last class the student attended. The number of days the student completed is then divided by the total number of days in the
Step 3: Determine the Amount of Title IV Aid Earned by the Student
Multiply the total amount of Title IV money the student was eligible for in Step 1 by the percentage of the semester that was completed in Step 2. This is the total amount of aid the student earned for the semester.

Step 4: Determine Total Title IV Aid to be Disbursed or Returned
Compare the amount from Step 1 to Step 3. If the amount in Step 3 is greater, then the student is owed a disbursement. If the amount in Step 1 is greater and has been disbursed, then the student must refund unearned aid back to the college, to be returned to the Federal aid program. If the aid has not been disbursed, then a post-withdrawal disbursement is processed. If the amounts are equal, the student is neither owed, nor owes back a refund. Also, if the percentage in Step 2 is greater than 60%, no refund is owed to or from the student.

Step 5: Amount Due from School
The school must return within 45 days time a portion of the unearned aid. In the case that a student owes money back, the earned amount in Step 3 is subtracted from the total eligibility in Step 1 and the leftover amount is considered unearned aid to be returned. Then the institutional charges will be multiplied by the percentage of unearned aid (100-percentage earned, from Step 2) to get the amount due from school. Student is billed for amount due from school.

Step 6: Determine Order of Aid to be Returned
Aid is returned first to the Pell Grant program, and then to SEOG Grant.

Step 7: Determine Initial Amount of Unearned Aid from Due from Student
In some cases, a student will also owe an additional Title IV refund back to the school. Subtract amount due from school in step 5 from total amount unearned in step 4. It is PDCCC’s policy to return all unearned aid back to the Federal government, including any amount the student would normally need to repay directly to the government, in addition to the amount from Step 5.

Step 8: Determine Loan Funds to be Returned by Student
We do not process loans, skip to next step

Step 9: Determine Grant Funds to be Returned by Student
Multiply total eligibility amount in step 1 by 50% grant protection amount. Subtract remaining amount from amount due in step 7. Aid is returned first to the Pell Grant program, and then to SEOG Grant.

Step 10: How the Student Is Notified
A letter will be mailed to the student after Title IV refunds have been processed, if a refund is due to or from the student. If a student owes unearned aid back, the College will place a hold on the student’s records immediately after the calculation is performed, and may take other actions if satisfactory repayment arrangements are not made within 45 days of the determination. Note that a complete term withdrawal may also result in a violation of Standards of Academic Progress.

Beginning July 1, 2009, the State Council on Higher Education in Virginia (SCHEV) is requiring all state grants to have the Federal Return of Title IV Aid calculation to be applied to their funds in the same manner as described above. We will apply the calculation used in Federal funds to the State funds as well.
performed. Financial Aid will use rosters and queries to
determine last date attended. See Return of Title IV Aid Policy as
well as VCCS Term Withdrawal A&R Business Process for further
processing details. We will also document the R2T4 calculation
for students who show up on the query but did attend after the
60.01% point, to prove that aid was earned.

D. Policy Clarification

Date to use: When the last date of attendance is equal to or
prior to the 50% date or is unknown, we will use the 50% date as
the withdrawal date. When the last date of attendance is after
the 50% date, we will use the latest documented last date of
attendance in any class that semester, or if unknown because the
latter placeholder date was used, we will use the 60.01% date.

Grades of Incomplete “I” or Repeat “R”: Grades of “I”
indicate that at least 60% of the class has been completed. Per
VCCS guidance, we will not consider them non-passing for
the purpose of finding withdrawn students. Grades of “R” are
considered successfully completed, per our Satisfactory Academic
Policy (SAP).

AIDS POLICY

Paul D. Camp Community College is committed to non­
discrimination of people with respect to race, color, religion,
national origin, political affiliation, HIV-Positive, sex, age, or
handicap in accordance with Section 504 of the Rehabilitation
Act of 1973, the Civil Rights Act of 1964, or the Americans with
Disabilities Act (ADA) of 1990.

The following program to inform those at PDCCC about Acquired
Immune Deficiency Syndrome will be followed:

• A unit on AIDS will be incorporated into student development
classes (SDV), including the Facts versus Misconceptions List.

• Lists of agencies for counseling and treatment are available in
the Counseling Center and the Library.

• PDCCC will develop specialized programs about AIDS
prevention in the designated week in March.

• The College will conduct a biennial review of its policy on AIDS
to (a) determine its effectiveness and implement changes if
they are needed and (b) ensure that non-discrimination policy
is consistently enforced.

• College personnel will continue to work with area agencies to
share information to keep the PDCCC community informed.

CAMPUS SECURITY POLICY

Purpose

The Crime Awareness and Campus Security Act of 1990 (Title II of
Public Law 101542) requires that the College prepare, publish and
distribute a statement regarding the campus security policies and
procedures. These policies and procedures are outlined below:

1. FEDERALLY MANDATED POLICY STATEMENT:

Procedures and facilities for students and others to
report criminal actions or other emergencies occurring on
campus and policies concerning the institution’s response
to such reports.

Paul D. Camp Community College’s objective is to provide an
environment conducive to teaching, learning and working.
College staff are on-duty during non-routine hours of operation.
This service is provided from 4:30 p.m. until 8:00 a.m. Monday
through Friday and twenty-four hour coverage for weekends.
During evening classes a switchboard operator who can contact
appropriate administrators is on duty until 7:00 p.m. Monday –
Thursday. An employee from The Physical Plant Staff is on duty
the entire time period. These individuals are unarmed and are
required to dial 9-911 for emergency assistance. During non-
operational hours a staff employee provides security for the facility.

Crimes of an emergency nature are to be reported to the
College Switchboard Operator, faculty member, administrator,
or college maintenance staff on duty with a description of
what has occurred. This description should include:
—your name
—location of the incident you are reporting
—description of the scene and suspects, and
—description of any vehicles involved in the incident,
including a license plate number.

The Switchboard Operator or College Staff will contact local
law enforcement personnel, the Buildings and Grounds
Superintendent, the President or his designee, and, if
appropriate, the rescue squad.

Fire and other emergencies can be reported directly by dialing
9-911 from campus telephones. The pay telephone located
in the corridor near the lounge may also be used for this
purpose. If you are using a pay telephone, dial 911; no coins
are necessary.

Other emergency procedures are outlined in detail in the
College Safety Guide.

Incidences of theft should be reported directly to the Vice
President of Finance and Administrative Services.
If a crime is reported that is considered a threat to other
students and to employees, the President or his designee will
report information about that crime to the campus community.
The College will use all internal communication vehicles that
are readily available to communicate this information. In the
event that a crime occurs that presents imminent danger, law
enforcement personnel will be contacted and, if appropriate,
the President or designee will direct that the premises be
evacuated using evacuation procedures already in place.

The Vice President of Finance and Administrative Services will
complete a Commonwealth of Virginia Incident Report for each
reported occurrence of criminal activity.

A summary of any criminal activities, which have occurred
on the College campus for the past three years, is available
from the Vice President of Finance and Administrative Services
or from the Admissions Office. The College’s crime statistics
can also be found and compared with other institutions by
visiting the Office of Postsecondary Education Campus Security
College facilities are normally in use during both full day and evening programs for six days per week (Monday through Saturday). College staff employees are on duty evenings, weekends, and holidays. Faculty members with evening classes should be aware that after 10:00 p.m. exit doors are secured in all buildings. Also, most outdoor and parking lot lighting is extinguished (by automatic timer) at approximately 11:00 p.m.

PDCCC has installed security cameras for the protection of the college community on all campuses. These cameras will be monitored by the Campus Security Force. Questions concerning policies and uses should be addressed to the College Safety and Security Officer at 569-6721 or eshaffer@pdc.edu

Exit lights, fire extinguishers, fire alarm system and panic hardware are all inspected monthly and kept in good repair. Evacuation plans are posted in all rooms, and evacuation drills are conducted regularly. Outside lighting is inspected frequently. The grounds are maintained on a regular basis; shrubbery and lawn areas are inspected with safety consideration in mind.

College staff on duty during non-operational time periods report any malfunctions of lighting and other equipment, incidences of suspicious behavior and other information considered important for maintaining a safe work environment. These reports are reviewed by the Building and Grounds Superintendent each morning and any problems noted are scheduled for correction to the College Switchboard Operator, faculty member, administrator or College maintenance staff on duty.

The College reserves the right to exclude persons exhibiting disruptive or inappropriate behavior from the campus. In situations where someone has been asked to leave by College officials or security personnel refuses to do so, the local police will be called.

Firearms and other dangerous weapons (unless carried by a state or local law enforcement officer) are not permitted on campus unless secured in a locked vehicle. Under no circumstances are such items to be removed from a vehicle and carried on the grounds or into the buildings.

The College’s master key system is maintained by the Buildings and Grounds Superintendent. Keys are signed out to authorized College personnel and turned in when the employees terminate employment with the College. Only maintenance personnel are to enter mechanical rooms.

3. FEDERALLY MANDATED POLICY STATEMENT: Campus Law Enforcement (enforcement authority of security personnel, including their working relationship with State and local police agencies).

College staff performing night security responsibilities do not have the power of arrest except as private citizens. Members of the College staff are directed to request local police assistance immediately and contact the Vice President of Finance and Administrative Services or Vice President of Instruction or College President in that respective order.

Student Right-To-Know
The Student Right-To-Know Act of 1990 (Title II of Public Law 101-542) requires each college to prepare, publish, and distribute the graduation rate to its students. The following is a summary of PDCCC’s graduate rate:

GRADUATION RATES OF FIRST-TIME, FULL-TIME, CURRICULAR STUDENTS WHO GRADUATED WITHIN THREE YEARS

<table>
<thead>
<tr>
<th>College</th>
<th>Number of Students</th>
<th>Number of Graduates</th>
<th>Percentage Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paul D. Camp</td>
<td>171</td>
<td>26</td>
<td>15.2%</td>
</tr>
<tr>
<td>VCCS</td>
<td>17,158</td>
<td>3,043</td>
<td>17.4%</td>
</tr>
</tbody>
</table>

Source: VCCS IPEDS GRS-2 Graduation Rate

Bulletin Boards
Information regarding administrative policies, rules and regulations, and notices of student activities are posted on several bulletin boards. Personal items — lost and found, wanted, for sale, etc., may be posted when authorized by the campus dean.

Lost and Found
All personal articles found about the College are stored in the Admissions and Records Office.

Emergency Information
Paul D. Camp Community College is an agency of the Commonwealth of Virginia. All safety regulations are enforced by the State Department of Labor and Industry.

In case of an emergency, notify the College switchboard operator immediately concerning the nature and location of the emergency. Any safety hazards should be reported to the College Business Office. During evening hours notify the Admissions Office.

Health Services
Paul D. Camp Community College does not have health services on campus. The College does have first aid kits in each of the faculty clusters, Admissions, Bookstore, and Business Office. The College also provides for a fee a VCCS “Student Injury and Sickness Insurance Plan.” For more information contact the Admissions Office.

Snow Days/Inclement Weather
The College will remain open during snow or inclement weather as long as possible. Therefore, the College will be open unless specifically mentioned in radio and TV broadcasts for school closings. In the event it becomes necessary to close, announcements will be made over the following stations:

**Television**
- WVVE Channel 13
- WJTV 92.9 (FM)
- WAVY Channel 10
- WLOM 101.7 (FM)
- WTKR Channel 3
- WLOM 1250 (AM)

**Radio**
- WVEC Channel 13
- WFOG 92.9 (FM)
**ADMINISTRATIVE INFORMATION**

WPTE 94.0 (FM)
2-WD 101.3 (FM)
Z104 104 (FM)
WSVY/WSVV 107.7 (FM)
WSVY/WSVV 92.1 (FM)

A decision to close will usually be made prior to the late news broadcast (11:00 p.m.) and will include all sites. The College’s telephone system will have a message announcing the closing. However, the College reserves the right to close selected sites without advance notice. In order to receive PDCCC emergency notifications to your cell phone and/or email, sign up now at http://alert.pdc.edu.

**Telephone Calls**
Incoming—The Office of Admissions and Records will receive emergency messages for students and make every effort to see that they are delivered.

Outgoing—A pay telephone is located near the College Lounge for general use. The regular telephones of the College (in offices, etc.) are not to be used by the students for outgoing calls.

**Pets on Campus**
No pets or other animals are permitted on campus, except for animals used by handicapped individuals. No animals may be left unattended on campus or in parked vehicles.

**Parking and Traffic**
General College parking is provided. The speed limit in the parking area is 10 miles per hour.

**Disabilities Policy**
Paul D. Camp Community College does not discriminate against qualified student or employee applicants on the basis of a disability. The equal opportunity policy for PDCCC is stated below: "It is the policy of Paul D. Camp Community College to promote equal opportunity in educational programs and activities, admission, and employment without regard to race, creed, HIV-Positive, sex, national origin, handicap, or any other nonmerit factor. Inquiries concerning the affirmative action policy should be addressed to Paul D. Camp Community College’s Affirmative Action Officer, whose office is located at the Franklin Campus (100 North College Drive, P.O. Box 737, Franklin, VA 23851. Telephone 569-6708, 925-6300, or 925-6340, TDD 569-6799 and 925-3564)."

It is the intent of PDCCC to be in compliance with the requirements of the Americans With Disabilities Act (ADA of 1990) and to provide reasonable accommodations for all of its students and employees. The student and employee are responsible for communicating any disability that may require College action of reasonable accommodation. PDCCC is committed to providing reasonable accommodations within its facilities for its students and employees who have made known their physical or mental disability. Reasonable accommodations shall include but are not necessarily limited to:

- making existing facilities used by students and employees accessible to, and usable by, an individual with a disability;
- acquiring or modifying equipment, desks and devices;
- adjusting or modifying examinations, training or academic materials, and policies;
- modifying academic or work schedules; and
- providing other reasonable assistance as required.

Paul D. Camp Community College is committed to achieving equal educational opportunity and participation for persons with disabilities. It is the College’s policy that no qualified person be excluded from participation in any College program or activity, be denied the benefits of any College program or activity, or otherwise be subjected to discrimination with regard to any College program or employment, access to facilities, student programs, activities and services.

Student Development Services administers services for students with disabilities and works with the College’s Student Support Services (SSS) Program, which has offices on the Hobbs Suffolk and Franklin Campuses. Students with disabilities requiring services must see the SSS program Director, SSS Counselor, or the College Counselor.

The SSS program Director, SSS Counselor and the college Counselor assess student requests for accommodation and coordinate the program within the College. It is very important that the student meet with the SSS Director, SSS Counselor, or the college Counselor prior to the start of each semester to ensure the appropriateness of classes and accurate processing services.

The provision of services to students with documented disabilities at Paul D. Camp Community College is based on principle of non-discrimination and accommodation in academic programs set forth in the implementing regulations for The Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and the Virginians with Disabilities Act of 1985.

These services will be provided within the basic guidelines with the understanding that students with disabilities may require unique appropriate academic adjustments and must have their needs assessed on a case-by-case basis.

The provision of appropriate academic adjustments for students with documented disabilities need not guarantee opportunity for achievement. Paul D. Camp Community College is committed to providing students with documented disabilities the same opportunity to achieve academic success as it provides for all students.

**Appeals**
If a student with a documented disability believes that he/she has not been provided with the services to which he/she is entitled,
the student should direct his/her complaint to the Vice President of Financial and Administrative Services, Coordinator for ADA Compliance, in accordance with the current ADA Grievance Procedure. This procedure is available from the Affirmative Action Officer in Room 104 on the Franklin Campus, the SSS Offices on the Franklin and Hobbs Suffolk Campuses, and PDCCC at Smithfield.

Documentation
Documentation provides verification of an individual's disability. Appropriate documentation from a recognized professional must be submitted to the SSS Office or the Smithfield Office prior to obtaining accommodations. The College does not provide testing or documentation for any student. Documentation must be current, i.e., within the last three years. Following the submission of documentation, the SSS Director or Counselor will work with the student to identify suitable accommodations.

Rehabilitative Services
The College cooperates with the Virginia Department of Rehabilitative Services in providing education and training for persons with special handicaps.
Student Development Services
The mission of Student Development Services at Paul D. Camp Community College is to provide the essential services in support of the academic mission of the College. Our goal is to contribute significantly and directly to students’ education and development.

Student services share three main expectations in carrying out its mission. The first expectation pertains to access and entry services. Through a collaborative effort, student services continually identifies and reduces barriers encountered by students in meeting their educational goals. Areas examined include recruitment, admissions, financial aid, veterans, international affairs, academic placement testing, and advising.

The second expectation focuses on providing a high-quality learning environment (directly or indirectly) through support services. These services include counseling, career planning/exploration, co-curricular activities, student support services and student development courses/workshops.

The final expectation pertains to transition services or student outcomes. These services focus on assisting students/graduates to transfer successfully or to compete successfully for employment. This includes providing academic transcripts to students and other agencies, as well as assisting in job placement.
Advising
The primary purpose of the academic advising program is to assist students in the development of meaningful educational plans that are compatible with their life goals. Academic advising is a process by which a student and an advisor jointly explore curricular options and limitations with respect to the student’s personal and academic needs, abilities, interests, and career/life plans. It should result in the student’s developing toward independence and ultimately maximizing his/her educational benefits. The process includes the exploration of life goals, the exploration of career/educational goals, the selection of curriculum, the selection of courses, and the scheduling of classes.

New students are advised by a counselor who interprets their placement test scores and discusses the various programs available at the College. Academic advising of returning students is performed by members of the teaching faculty. Students should consult their faculty advisor before each registration and are encouraged to confer with them frequently regarding academic matters. See the Curriculum Advisor list on page 45.

Self-Assessment
In addition to counseling, tests and interest inventories are available for students. These tests and interest inventories are used as a source of information for the counselor and students in the counseling process. They can be helpful in stimulating thought about abilities and career possibilities that otherwise might not be considered.

Student Development Courses
Student development is emphasized through a series of courses including career planning, preparation for employment, and human potential realization. The focus of these courses and other activities is to assist the individual in the exploration and development of values, as well as personal skills; and to achieve an effective life in employment, academic endeavors, and in interaction with others.

Orientation
An orientation program has been established to acquaint new students with the purposes and programs of the College. The orientation program begins weeks before registration when the student may be asked to meet with a counselor at the College for an interview to discuss the student’s educational interests, determine if additional tests may be needed, and plan the student’s application for admission to a specific curriculum at the College. The student may also meet with an academic advisor in the chosen curriculum.

The College Success course, SDV 100, is required for graduation in all degree programs and many certificate programs. Students are required to take SDV 100 or SDV 108 as part of the first 12 credits enrolled. Because the course emphasizes tools and strategies for college success, students are encouraged to take this course the first semester of attendance at the College. Students who are required to take developmental courses should take SDV 108, College Survival Skills, in place of SDV 100.
Curriculum Advisors
Make an appointment with a curriculum advisor to register for classes.

Check schedules on faculty office doors for times you can see your advisor.

<table>
<thead>
<tr>
<th>Program Plans</th>
<th>Franklin Campus</th>
<th>Room</th>
<th>Suffolk Campus</th>
<th>Room</th>
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<td>Cinda Schmitt</td>
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<td>Randolph Booth-Pharr</td>
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<td>Electronic – Controls</td>
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### Program Plans

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<td>Prof. Welding – Fabrication, Pipe, Plate</td>
<td>Douglas Wiggins</td>
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<td>Warehouse &amp; Distribution Operations</td>
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<td>Word Processing Technician</td>
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</tbody>
</table>

For all program plans at the PDCCC Smithfield location, see Carl Sweat Room 204

**General Advisors:**
Calvin Holt, Safianu Rabiu.

### Student Financial Aid

**Mission**

It is the desire of the college that no qualified students be denied the privilege of attendance. Our mission is to strive to meet the educational needs of people in our service area who possess varying interests and abilities and to make higher education available to individuals who have varying financial needs.

The Financial Aid Office has three primary functions. These include managing and disbursing local, state, and federal funds in compliance with the appropriate regulations, policies, and procedures; providing efficient and equitable services to students; and maintaining accurate records.

While students who qualify for financial aid are generally assisted, it is expected that students will also utilize all available personal and family resources to meet their educational costs. As a general rule, this applies regardless of the parties’ willingness to contribute those resources. Financial aid provided by the college and scholarships from other sources must be viewed as supplementary to the effort and responsibility of the family.

Since funds awarded are to be used for educational purposes only, the primary goal of the college Financial Aid Office is to meet students’ direct educational costs such as tuition, fees, books, and supplies. If there are any grant funds remaining, its secondary goal is to assist students with indirect educational costs such as transportation, personal, and living expenses.
Applying for aid

The Free Application for Federal Student Aid (FAFSA) must be filed each year. Students should apply as soon after January 1st for the best possible aid package. Prior year income and tax information must be provided, including parental information for most students under age 24.

The priority filing dates are found on the financial aid Web site: www.pdc.edu/financial-aid/how-to-apply/, along with a step-by-step application and follow-up guide. The PDCCC school code (009159) must be put on the FAFSA, and the student must have a college application on file for the college to receive and process a student’s FAFSA application.

Help is available in the Financial Aid office to assist in completing the FAFSA on the web or the student may apply directly to www.Fafsa.ed.gov. This is a free application, so students should avoid FAFSA.com, where there is a charge for filing the application.

Financial aid uses email as our primary means of communication. Students who apply for aid should check their student email account weekly after applying for aid. We cannot email non-VCCS accounts with personal information.

Eligibility

Eligibility for aid is determined based on federal formulas and individual responses on the FAFSA. Initial offerings of aid are usually based on full-time enrollment (12 or more credits).

Financial aid eligibility changes when enrollment level changes. Students who drop courses are responsible for notifying a financial aid administrator immediately. Financial aid already received may be due back to the college.

Students must meet satisfactory academic progress (SAP) standards, as published in the college catalog.

Financial aid may only be paid to a student from one college per term, by federal regulation. Concurrent enrollment at another college will require the student to pay tuition and book charges out-of-pocket at one of the two colleges. Decisions made by financial aid administrators at other institutions are not automatically accepted by Paul D. Camp Community College. Requests for unusual circumstances and dependency overrides are considered on a case-by-case basis with adequate documentation. Additional eligibility factors are posted to our Web site at www.pdc.edu/financial-aid/how-to-apply/.

Awards

Financial aid will be awarded based upon the student’s projected cost of attendance (COA) and expected family contribution (EFC), among other factors. Recent high school graduates will want to submit a high school transcript directly to the Financial Aid Office. Two copies of the initial award letter will be mailed to each student. Students should read everything contained in the envelope then sign and return one copy. The other copy is for the student’s records. Students who wish to be considered for work study must fill out a separate job application. Students who are selected for job interviews will be notified via telephone.

Scholarships are awarded in fall and spring semesters, using a separate application process that goes through a committee.

Changes in awards

Most awards are generated based upon full-time enrollment, regardless of the student’s level of enrollment when awarded. Enrollment in less than 12 credits of enrollment as of the last day to drop for a refund may result in the award being reduced or cancelled. Enrollment levels are as follows: 1-5 credits, less than half time; 6-8 credits, half time, 9-11 credits, three-quarter time, 12 or more credits, full-time. The Financial Aid Office reserves the right to review, modify or cancel financial aid at any time on the basis of information affecting student eligibility, including changes in financial resources, enrollment status, and availability of funds.

Awards will be reduced based on actual enrollment in eligible courses. Cancelled awards may not be available later.

A financial aid application for a given year does not carry over to the next, although summer crossover periods have special rules that allow Pell to be awarded from the more advantageous award year. Students must reapply for financial aid each year, after January 1st.

Eligible courses

Financial aid is available for required courses when a student is enrolled in a financial aid eligible program of study. All associate degrees are eligible programs, as are most certificates requiring 24 or more credits.

Attendance Requirement

Students must begin attendance in every course (including online courses) by the last date for a refund as published in the college catalog (main refund date), or aid will be reduced to reflect actual course attendance as of this date.

Late starting classes added before the main refund date will also be considered eligible, as long as the student begins attendance by the “last date for a refund” for that course, as published in the class schedule.

Classes added after the main refund date are not eligible for increased financial aid.

See SAP policy for developmental class credit limitations.

Aid Disbursement

Financial aid cannot be credited to a student’s college account until certain conditions have been met, including but not limited to: timely receipt of requested documents, verification of attendance, and confirmation of SAP status. Failure to meet these conditions could result in loss of eligibility for—and automatic cancellation of previously offered--federal, state and college financial aid.

Financial aid funds are generally credited to the student accounts once per term. Disbursement begins approximately 40 to 60 days after the term begins. Checks are usually mailed within 14 days after disbursement.
Financial aid refund checks are sent to the “mailing” address on file with the admissions and records office. Students are responsible for ensuring the mailing address is accurate. The U.S. Postal Service will not forward financial aid checks to a new address.

Student should cash or deposit checks within 60 days of receipt to avoid cancellation.

If Federal Work-Study (FWS) is part of the financial aid award, students must actually work to receive work-study funds. Earnings are paid twice a month in the form of a paycheck.

**Rights in Accepting Financial Aid:**

Students have the right to know what financial aid programs are available through the college, the application deadlines for the various financial aid programs, and to know how their financial need was determined.

Students have the right to request an explanation of the awards in their financial aid packages, including the right to know what portion is gift assistance and what portion is employment. If students borrow, they have the right to know the interest rate, the terms of repayment and what may happen if they default.

Students have the right to know the College’s SAP Policy and what happens if they do not maintain satisfactory academic progress. Students have the right to know the estimated cost of attendance and the College’s actual tuition and fee rates, as well as the College’s refund policy.

**Responsibilities in Accepting Financial Aid:**

Students are responsible for catalog information. They are held individually responsible for the information contained in the College Catalog and on the financial aid webpage. Failure to read and comply with regulations will not exempt students from whatever penalties they may incur.

Students are responsible for attending classes, including online classes, from beginning to end.

Students are responsible for knowing what will happen if they withdraw from ALL courses in a semester. They are subject to regulations regarding the RETURN OF TITLE IV FUNDS Policy, which is in the College Catalog under Administrative Information.

Students who withdraw from the college or stop attending before more than 60% of the semester has elapsed should anticipate repaying a significant portion of Title IV and state financial assistance, which may exceed the amount of any refund check entitlement.

Students are responsible for repaying the debt if they receive aid for which they are not eligible.

**Charging Books and Supplies**

Students are responsible for ensuring that the aid awarded is sufficient to pay for the classes and books charged to financial aid. The College reserves the right to limit the amount of allowable book and supply charges each semester, and to reject charges deemed unnecessary or over the limit. If a student does not have enough aid to cover all the tuition, there will not be any aid to charge books. Students who are paying Out-of-State tuition should realize that the aid awarded will almost never be enough to pay all charges, and some out-of-pocket tuition expenses are to be expected.

**Repayment of Ineligible Aid**

The Department of Education and State Council of Higher Education in Virginia (SCHEV) require the College to identify students who have no passing grades at the end of each term. If the student did not pass any classes because they stopped attending or stopped participating, they may be required to pay back the financial aid they did not earn. See the Unofficial Withdrawals Refund Policy in the College Catalog.

If a student loses eligibility for the aid awarded or fails to abide by the terms and conditions to receive the awards, the student must pay the tuition and bookstore charges in full upon notice from the College.

Students must repay any federal, state, or college and outside agency aid received as a result of unreported or misreported information discovered through verification, third-party notices, account reviews and/or audits.
## FINANCIAL AID

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>WHO MAY APPLY</th>
<th>TYPE</th>
<th>SIZE OF AWARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>Any degree-seeking undergraduate who is a citizen, permanent resident, or eligible non-citizen who . . .</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pell Grant</td>
<td>has an expected family contribution (EFC) within a certain range who does not already have a Bachelor's Degree. No minimum number of credits required.</td>
<td>Federal Grant</td>
<td>$555-$5550 in previous year.</td>
</tr>
<tr>
<td>Supplemental Educational Opportunity Grant (SEOG)</td>
<td>is Pell eligible and has met the priority filing date. No minimum number of enrolled credits required.</td>
<td>Federal Grant</td>
<td>$200-$1000</td>
</tr>
<tr>
<td>Work-Study (FWS)</td>
<td>has an sufficient amount of unmet need after all other aid is posted. Separate job application required. Must pass a criminal background check.</td>
<td>Federal Part-time Work Program</td>
<td>$7.25 per hour, actual award is based upon number of hours worked.</td>
</tr>
<tr>
<td>College Scholarship Assistance Program (CSAP)</td>
<td>is a domiciliary resident of Virginia. Must meet the priority date and have significant unmet need. Cannot already have an Associate's Degree.</td>
<td>State Grant</td>
<td>$100-800</td>
</tr>
<tr>
<td>Commonwealth Grant (COMA)</td>
<td>is a domiciliary resident of Virginia. Must meet the priority date and have sufficient amount of unmet need. Must be enrolled in a minimum of 6 credits.</td>
<td>State Grant</td>
<td>$400-$1250 (up to actual tuition charges)</td>
</tr>
<tr>
<td>Virginia Guaranteed Assistance Program (VGAP)</td>
<td>is a domiciliary resident of Virginia. Must have graduated from a Virginia high school (or home school) with a 2.50 GPA or higher. Must maintain full-time enrollment and a 2.0 or higher GPA for continued aid.</td>
<td>State Grant</td>
<td>$2500-$3000. (cannot have COMA and VGAP in same semester)</td>
</tr>
<tr>
<td>Part-time Tuition Assistance Program (PTAP)</td>
<td>is a domiciliary resident of Virginia. Must meet the priority date and be enrolled in 1-8 credits. Usually switched for COMA for students with less than 6 credits.</td>
<td>State Grant</td>
<td>Up to actual tuition charges</td>
</tr>
<tr>
<td>VCCS Supplemental Grant</td>
<td>is a domiciliary resident of Virginia. Award given at discretion of Financial Aid Officer, usually for appeals of unusual circumstances.</td>
<td>State Grant</td>
<td>Varies</td>
</tr>
<tr>
<td>On Ramp Grant</td>
<td>Dislocated workers and displaced homemakers</td>
<td>Federal Title I Workforce Grant</td>
<td>up to actual tuition, fees, books, and supplies</td>
</tr>
</tbody>
</table>
STUDENT DEVELOPMENT

INSTITUTIONAL AID PROGRAMS

Local Scholarships

Two types of local scholarships are made available by local businesses and organizations: restricted and non-restricted. Restricted scholarships are those whereby the donor picks the recipients. Non-restricted scholarships are those whereby the College assesses the application(s) and picks the recipients. The Financial Aid Office administers both types of scholarships.

Listed below are the local scholarships. More information on each scholarship is listed on the college website at www.pdc.edu. Under Featured Links, click on scholarships.

Alvin C. Rogers Memorial Smithfield Ruritan Scholarships
American Association of University Women, Suffolk Branch
Bertella C. Westbrook Memorial Scholarship for Nursing Students
“Camp to Camp” Scholarships
Career Preparation Grants
Col. Lula B. Holland Scholarship
Commonwealth Legacy Scholarship
Cross Realty Career Grant
Dean Nancy Sandberg Scholarships
The Debbie Zuber Scholarship Fund
Donald C. Boyce Education Scholarship
Dr. Douglas W. and Grace Boyce Scholarship
Dr. Alvin C. Rogers Endowed Scholarship
Franklin Junior Woman’s Club Scholarship (Restricted)
Franklin Woman’s Club Scholarship (Restricted)
International Association of Administrative Professionals Scholarship (Restricted)
Jim Lassiter Faculty Association Scholarship
Karen Phillips Chase Memorial Nursing Scholarship
King’s Fork Woman’s Club of Suffolk Scholarship
Kiwanis Club of Smithfield Scholarships
Kiwanis Club of Suffolk Scholarship
PDCCC Classified Personnel Association Scholarship (Restricted)
Perry W. Barnett Memorial Endowed Scholarship
Presidential Scholarships
Perry R. Adams Scholarship
Ryan L. Kirkland Memorial Scholarship for Nursing Students
Shirley N. Barnes Scholarship
Smithfield-Luter Scholarship
Suffolk Ruritan Club Leadership and Community Service Scholarship
Suffolk Ruritan Club Nursing Scholarship
Wal-Mart Community Involvement Scholarships
Woman’s Club of Smithfield Scholarships

Scholarship Donors

PDCCC students have received scholarships through the generosity of the following donors:

American Association of University Women
Bertella C. Westbrook Estate
Carrsville Elementary School PTA
Church Women of the Southern Conference—United Church of Christ
Courtland Lodge #85 AF & AM
Debbie Zuber Family and Friends
Delta Sigma Theta Sorority
Diane Craddock and James Wade
Dr. and Mrs. Edwin L. Barnes
Franklin High School Vocational Education Advisory Council
Franklin Junior Woman’s Club
Franklin Woman’s Club
Future Business Leaders of America
P. D. Pruden Vocational Technical Center
International Association of Administrative Professionals (IAAP)
Isle of Wight Ruritan Club
International Paper
Junior Woman’s Club of Windsor
Kings Fork Woman’s Club
Kiwanis Club of Smithfield
Kiwanis Club of Suffolk
PDCCC Classified Personnel Association
PDCCC Faculty Association
Professional Secretaries International — Southside Virginia Chapter
RE/MAX
Ruth Camp Campbell Foundation
Santiful Family
Smithfield Ruritan Club
Suffolk Credit Women International
Suffolk Presbyterian Church
Sycamore Baptist Church
Terry and Mary Healy
The Ridley Foundation
Virginia High School League and Peanut District Forensics
Virginia Space Grant Consortium
Wachovia
Wal-Mart
Walters Homemakers Club
Wendy’s Scholarship
Windsor Lions Club

Nelnet Interest Free Monthly Payment Plan

The College is pleased to provide the Nelnet tuition payment plan. It is available at all locations and to all students at PDCCC. The earlier the student enrolls in the plan, the more payment options they have. To enroll in the Nelnet plan or review the deadlines and available payment plans go to http://www.pdc.edu/financial-aid/types-payments/. The deadline to sign up usually coincides with the tuition due date each semester.

Emergency Tuition Assistance Fund (ETAF)

The purpose of this short-term, interest-free loan is to provide assistance to students who are experiencing a documented temporary financial emergency. The amount of the loan covers tuition and book charges only. These loans are limited and not to be considered as a continual source for tuition and books. These loans are for emergency purposes only and will be approved or denied by the Vice President of Financial and Administrative Services or Business Office Manager. See the Financial Aid Office no earlier than one week before tuition is due to request an application.
VCCS SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY

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 limitations include all terms of enrollment, whether or not aid was awarded or received. Satisfactory Academic Progress (SAP) standards also apply to state aid. Progress is measured throughout the academic program by the student’s cumulative grade point average (Qualitative) and by credits earned as a percentage of those attempted (Quantitative or Pace of Completion). In addition, students must complete their programs of study before attempting 150% of the credits required to complete the program. The College Financial Aid Office will evaluate satisfactory academic progress before aid is awarded and after grades are posted for every term, starting with their first term of enrollment. Some career studies certificate programs (i.e., shorter than 24 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.

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 (1) term and are expected to meet SAP requirements by the end of that term. 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 (1) 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 College Financial Aid Office. (See “IV. Appeals” for additional information.)

D. Financial Aid Suspension Status (SS) – Students who do not meet the credit progression schedule and/or the cumulative grade point average 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.

E. Academic Suspension (AS) – Academic requirements for avoiding warning status and staying in school differ from financial aid requirements for Satisfactory Academic Progress. Academic status will be noted on registration records; 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. EVALUATING PROGRESS

A. Quantitative Standards or Pace of Completion

1. 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 accepted in transfer count as both attempted and successfully completed credits. 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. Credits with satisfactory grades at the College are those for which a grade of A, B, C, D, S, or P is earned. Note: Federal-student loan borrowers must meet satisfactory academic progress requirements at the point of loan certification and again prior to the disbursement of any loan proceeds.

   • Maximum Hours (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 course work are excluded in 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 terms is of no consequence. When 150% rule is reached in an Associate’s Degree program, only one appeal of this nature will be allowed with a degree program report from advisor, and if probation status is granted, the student must meet all terms set forth by advisor and financial aid or pay own way. A maximum of two complete Associate Degrees per student will be funded.

Transfer Students: Credits officially accepted in transfer will be counted in determining the maximum number of allowable semester credit hours for financial aid eligibility. The College has the option on an individual student basis to put a transfer student in Financial Aid Warning Status immediately upon evaluation for financial aid eligibility. The student will be notified that he/she is at risk of becoming ineligible for financial aid and will be placed in Financial Aid Warning Status if the evaluation indicates that he/she is at risk of becoming ineligible for financial aid. The student will be given an opportunity to appeal this decision to the College’s Financial Aid Office. While the appeal is being considered, the student will be placed in Financial Aid Warning Status, and the student will be subject to the requirements of Financial Aid Warning Status.

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.

ESL and Developmental Studies: 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. 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.

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 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 grade point average. 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 grade point average.

B. Qualitative Standards

Cumulative GPA Requirements (GPA Rule): In order to remain eligible for financial aid consideration, students must meet minimum cumulative grade point average requirements based on a progressive scale. Only non-remedial courses with grades of A, B, C, D, and F are included in this calculation. Transfer credits are excluded. In order to graduate, a minimum cumulative grade point average of 2.0 is required.

<table>
<thead>
<tr>
<th>Total Number of Credits Attempted</th>
<th>Grade Point Average Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-15</td>
<td>1.50</td>
</tr>
<tr>
<td>16-30</td>
<td>1.75</td>
</tr>
<tr>
<td>31+</td>
<td>2.00</td>
</tr>
</tbody>
</table>

III. REGAINING ELIGIBILITY FOR FINANCIAL AID

Students who do not meet the credit progression requirements (Quantitative or Pace of Completion) and/or cumulative grade point average 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. Unless extenuating circumstances exist and an appeal is granted (see “IV. Appeals” for additional information), 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 request 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. 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, or
- The student on suspension for other than Maximum Hours (150%), who has not yet met SAP requirements, has during suspension enrolled in and successfully completed at least 12 semester credits at the College with a minimum GPA of 2.0.
- The student on suspension for Maximum Hours (150%), only needs one semester in which to complete courses needed to graduate, according to his/her advisor or has changed programs.

Students appealing a suspension must:

- Complete the College’s SAP Appeal Form in entirety,
- Attach documentation in support of the appeal, including an advisor statement showing remaining credits to graduation for 150% appeals, and
- Submit all items to the College Financial Aid Office.

Only complete appeal submissions, with documentation, will be evaluated by the Financial Aid Office. 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 by the Financial Aid Office, or the student will return to suspension.** If an academic progress plan has been pre-approved by financial aid, continuing to meet the requirements of that plan will put the student back into good standing.

**VETERANS BENEFITS APPLICATION PROCEDURES**

**All Veteran Students:**
- Apply online at the VA Website at – www.vabenefits.vba.va.gov/vonapp
- Apply online for Federal Pell Grant at – www.fafsa.ed.gov
- Apply online for Admissions to College at – www.pdc.edu
- See College counselor to select Program of Study and required classes (except Chapter 31).
- To be certified each term a class schedule must be submitted to Certifying Official.
- In addition, the following steps are required for each chapter as designated:

**Chapter 30 Montgomery GI Bill**
Eligibility Requirements: For individuals who served on active duty after July 1, 1985. Must have paid into an educational fund for one year ($1200).
- Bring eligibility letter/application, DD214, and transcripts (if any) to Certifying Official.
- Make certain that payment is made by tuition deadline. Advance Pay requests are available for new students if applying more than 30 days prior to start of term.

**Chapter 31 Vocational Rehabilitation and Employment**
Eligibility Requirements: Veteran or a service member awaiting a disability discharge with a VA combined service connected disability rating of 10 percent or more that is making it difficult to obtain work.
- See Voc Rehab counselor instead of College counselor to select Program of Study and required classes.
- To be certified each term a signed VA Form 28-1900 and class schedule must be submitted to Certifying Official.

**Chapter 33 Post 9/11 GI Bill**
Eligibility Requirements: For individuals who served an aggregate of 90 days of active duty service after September 10, 2001.
- Before applying, ensure that you are not eligible for Chapter 30 benefits. If you paid into the Montgomery GI Bill, compare benefits before electing benefits. Chapter 33 election is binding and may not be changed once processed.
- For spouse or child, be sure a Transfer of Entitlement request form is completed.
- Bring eligibility letter/application, DD214, and transcripts (if any) to Certifying Official.
- Make certain that tuition payment arrangements are secured. For new students, this may require completing an ETA loan or Advance Pay form unless the Veteran also has Financial Aid benefits.
Chapter 35 Survivors and Dependents
Eligibility Requirements: Federal benefit—Spouse or child of a veteran who died or is permanently and totally disabled as the result of a service-connected disability. State benefit—If the Veteran was domiciled in Virginia when they entered the service, apply for VMSDEP which provides education benefits to spouses and children of military service members killed, missing in action, taken prisoner, or who became at least 90 percent disabled as a result of military service in an armed conflict.

- Apply online for state benefits: Virginia Military Survivors and Dependents Education (VMSDEP) at www.dvs.virginia.gov/docs/benefits_VMSDEAPPLICATION.pdf or request form from Financial Aid Office.
- To be re-certified each year, request form from Certifying Official.

Chapter 1606 (Montgomery GI Bill) Selected Reserve
Eligibility Requirements: A six year obligation in the Selected Reserve. Completion of Initial Active duty for training.

- Bring Notice of Basic Eligibility (DD Form 2384 or 2384-1), and transcripts (if any) to Certifying Official.
- To be certified each term a class schedule must be submitted to Certifying Official.

Chapter 1607 Reserve Educational Assistance Program (REAP)
Eligibility Requirements: A six year obligation in the Selected Reserve. Called to Active duty after Sept 11, 2001 for 90 or more consecutive days.

- Bring eligibility letter 22-0557, DD214 (if applicable), and transcripts (if any) to Certifying Official.
- To be certified each term a class schedule must be submitted to Certifying Official.

Veterans Regulations

Most of the programs of study listed in this catalog have been approved by the State Approving Agency for the payment of Veterans Benefits. Veterans may visit or call the Financial Aid Office (569-6715 in Franklin or 925-6307 in Suffolk) prior to enrollment to speak with a Veteran’s Certifying Official about information concerning program certification and for filing necessary VA forms for receipt of benefits.

Code of Virginia, section 23-7, 4:1 states that tuition may be waived for students of permanently disabled or deceased veterans of the United States Armed forces. Eligibility for such action shall be determined by the Division of War Veterans’ Claims.

Veterans need to be aware of the following rules concerning benefits:

- In degree and certificate programs, the total number of credit hours (courses numbered above 100 level, plus all developmental courses) determines the veteran’s enrollment status for 16 week sessions.
  - 12 credits = full-time
  - 9-11 credits = 3/4-time
  - 6-8 credits = 1/2-time
  - Less than 6 credits = 1/4-time

- Veterans are certified according to actual start and end dates, therefore short session classes will be computed at different status rates than 16 week sessions.
- A veteran will not be paid for courses which do not count towards graduation for his/her program.
- A veteran may be paid for retaking a course previously failed, but not for a course that he/she has passed and wants to take again to improve his/her grade, unless required for graduation.
- VA will pay benefits on “R” grades in developmental courses (courses numbers 1-9).
- A veteran is allowed to make program changes and still receive benefits as long as the new program is more compatible to the veteran’s interest and desire, must fill out a change of program form in the financial aid office.
- For pay purposes, if a veteran receives a “W” grade, the total number of credit hours will be reduced retroactive to the day the student withdrew from class.
- Excessive absences may result in dismissal from a course and adjustment of entitlement to benefits.
- Chapters 30, 1606 and 1607 Veterans must call in each month to verify enrollment (1-877-823-2378) or may certify on the Internet at https://www.gibill.va.gov/wave/default.cfm.
- If a veteran has had prior educational training, his/her official transcripts must be received by the Admissions Office by the end of the second semester.
- A veteran who plans to enroll at more than one school must pick which they will get the degree from (primary school). All classes from the secondary school must apply to the degree at the primary school.
- The Certifying Official must be notified when any changes are made to the original registration (e.g., drop/add and canceled classes). Failure to do so immediately may result in an overpayment or underpayment of benefits.
- Veteran’s who submit their discharge papers (DD214) will receive 2 credits for physical education (HLT/PED elective).
- Please note that the final responsibility of making sure the correct courses are being taken lies with the veteran and not an advisor. When in doubt, ask the Certifying Official.
- The Veterans Administration makes all decisions concerning eligibility for Veteran Benefits, not the Certifying Official.

Pell Grant for Veterans
Veterans are encouraged to apply for the Federal Pell Grant at www.fafsa.ed.gov. These benefits do not conflict with most Veteran Education benefits. An online Free Application for Federal Student Aid (FAFSA) must be completed and submitted each school year to the Department of Education to determine eligibility for Pell Grant.

Maximum Federal Pell Grant eligibility has been granted for students whose parent or guardian was a member of the Armed Forces and died as a result of performing military service in Iraq or Afghanistan after 9/11/2001. Applies to students who were under 24 years old or who were enrolled in college at the time of
the parent or guardian’s death. Student will have a zero EFC for Federal Pell Grant purposes. The Department of Education will make the final decision for eligible students.

If a veteran wishes to contact the VA Office in Roanoke the toll-free number is 1-800- 827-1000 or online: www.va.gov.

Veterans Standards of Progress
Veterans are encouraged to read and familiarize themselves with the College Academic Standing and Satisfactory Academic Progress (SAP) Policies outlined elsewhere in this Catalog.

Students who have been Academically Suspended or Dismissed may not receive Veteran Benefits again until they have appealed both for re-admittance to the College, and for reinstatement of benefits through the Satisfactory Academic Progress (SAP) appeal process.

COUNSELING SERVICES

The mission of Counseling Services is to assist the citizens in the College’s service area in obtaining educational, vocational, and personal goals. Goals of Counseling Services include (1) interpreting placement test scores and assisting the curriculum student in completing his/her class schedule; (2) assisting all persons in developing skills in making intelligent decisions regarding vocational, educational, and personal/social plans (these skills complement classroom instruction and are designed to help persons know more about themselves, their strengths, and the world of work); (3) providing referral services to institutional and community resources based on student needs; (4) providing a student activities program; (5) implementing a college recruitment plan for traditional and non-traditional students; and (6) orienting new students to the College and the educational process.

Counselors are available to assist students who wish to discuss educational, personal, or career planning concerns. Personal and confidential assistance provided by a counselor can often help students (1) cope effectively with situations which confront them; (2) make decisions regarding various life concerns and plans; and (3) gain greater self-awareness. If a student needs more extensive assistance, the counselor will help the student in making contact with the appropriate referral source. As with all types of counseling, the counselor will assist the student in exploring the possible alternatives and courses of action open to the student, but the final decision is up to the student.

Appropriate tests and inventories and occupational/educational materials (including information on financial assistance and employment) are available through the counseling staff for any person needing assistance with school-related and personal problems. Courses and workshops, which encourage students to develop skills that further their personal growth, are also available.

Career Counseling and Planning
Career counseling is available both on an individual and group basis to assist persons with clarifying their values, developing effective decision-making skills, and setting appropriate life/career goals. For students this service begins when they come in for the first time to fill out a class schedule. At this point, a counselor provides career counseling to assess the student’s interests, values, and abilities as they relate to the programs available at Paul D. Camp and to the world of work. The service continues throughout the student’s program through the program’s advisor.

Self-Assessment
Several interest inventories and other instruments are available to assist the undecided person in identifying personal interests. Interest testing is usually combined with career counseling by a staff member and may become an important step in a person’s career development. These assessments can be helpful in stimulating thought about abilities and career possibilities that otherwise might not be considered.

Career Information
The College maintains several sources of career and job information for the public’s use. Many of these sources can be checked out for home use. Sources of career information include pamphlets, government publications, career information files, and an up-to-date employer file. The College maintains a collection of resource and
referral information for women. A listing of current job openings throughout Virginia is also available.

Job Search Strategies
Persons desiring help with organizing and conducting a job search will find appropriate assistance. Counselors assist persons with assessing their experiences, writing a résumé, filling out applications, interviewing techniques, developing an advantageous credentials file, and collecting information on careers and employers.

College Information
College catalogs are maintained on all the major regional colleges. These may be checked out for home use on a short-term basis. In addition, a microfiche file is kept current on all colleges, trade schools, and post-secondary institutions throughout the southern United States.

Career Workshops
Several workshops are scheduled periodically which deal with specific career-related topics, and tours of local industries are arranged for students.

Study Skills
Success in college depends on many factors: scholastic attitude, motivation, application of ability, and good study habits. Good study habits are necessary for all students to protect investments of time and money as well as to enable them to achieve educational goals. Every student, regardless of ability, can develop good habits and can devote adequate time to study. The amount of time that must be devoted to out-of-class study varies according to ability and preparation of the student, class load, and the difficulty of the subjects taken. Assistance with study skills development is available through any of the counseling offices.

STUDENT ACTIVITIES
The mission of the Student Activities Program is to complement the academic program of studies and enhance the overall educational experience of students through their participation in social, cultural, intellectual, recreational, and governance activities. Developing the program is the responsibility of the students and faculty under the guidance and leadership of the counselor on each campus.

The goals of the program are to provide a meaningful student life beyond classroom attendance; to present opportunities for growth and development through social and cultural options; and to promote retention.

According to research, students involved in extracurricular activities have a higher program completion rate than students who only attend class. Participation in cocurricular activities is also invaluable to students for their leadership development, career focus, and personal goals. Making long-lasting friendships and important contacts are additional benefits.

Paul D. Camp Community College offers each student a range of opportunities beyond formal education, including membership in the following clubs and organizations:

FAITH UNLEASHED IN EVERYDAY LIFE (FUEL) — This organization is open to all students interested in developing and strengthening their spiritual development and encouraging one another. This club also works toward developing leadership skills, reach out to other and work in a team environment.

LITERARY CLUB — The goal and structure of this club is to motivate students of Paul D. Camp Community College in all programs toward a better understanding and promotion of literary works. This club strongly focuses on building strong leadership skills, promoting teamwork, and inspiring excellence as students read and discuss diverse literature, attend various cultural events, contribute to the scholarly voice on campus, and serve in various ways through community service.

NURSING STUDENT ASSOCIATION — Open to all pre-nursing and nursing students, the purpose of this organization is to assume responsibility for contributing to nursing education in order to provide for the highest quality of healthcare; provide programs representative of fundamental interests and concerns to nursing students; and aid in the development of the whole person, his/her professional role, and his/her responsibility for healthcare of people in all walks of life.

PHI THETA KAPPA—This organization is a national honorary society. Its purpose is to recognize and encourage scholarship. Working toward this goal, Phi Theta Kappa endeavors to provide opportunities for the development of leadership and service, an intellectual climate for exchange of ideas, and stimulation of interest in continuing academic excellence.

SCIENCE CLUB — This organization is open to all students interested in sciences and learning more about science related topics including space study, horticulture, oceanography and other scientific fields.

STUDENT AMBASSADORS
The PDCCC Student Ambassadors organization is a service and honorary group recognizing outstanding PDCCC students for their academic and social contributions to the College and community. As official representatives of the College, the Student Ambassadors serve as a public relations and student advancement support group for Paul D. Camp Community College, assisting the Office of the President and the Office of Institutional Advancement with College-sponsored events and functions that require direct contact with the general public. They also meet regularly with the College President.

To become a student ambassador, a student must undergo a nomination, interview, selection, and orientation. Students must be nominated for membership by a member of the faculty or staff during the spring semester of each academic year. Nominees must have a minimum overall GPA of 3.00 at the time with completion of at least nine semester credits at the College. Nominations and selections are reviewed by the Office of Institutional Advancement staff using the following criteria: leadership abilities, communication skills, professional appearance, interest in the organization, and positive attitude toward self, the College, and the community. Student Ambassadors assist with campus tours, College and career fairs, new student orientations, high school visits, and most special
STUDENT DEVELOPMENT

events hosted by Paul D. Camp. For more information, call the Office of Institutional Advancement at (757) 569-6792.

STUDENT GOVERNMENT ASSOCIATION
Since many of the decisions that are made at Paul D. Camp Community College directly affect students and their academic programs, all students are encouraged to participate in the decision-making processes available to them. The primary ways in which students may participate are through the College’s Steering Committee and through the Student Government Association. The College’s Steering Committee allows one student representative (SGA President) from each campus to take an active role in committee deliberations and vote on an equal basis with other committee members. The Student Government Association is the recognized representative organization of the student body and has direct access to the President and other administrators of the College on issues and concerns.

The Student Government Association provides each student with an equal voice in student affairs. Students automatically become members of SGA when they register.

The Student Government Association of Paul D. Camp Community College was formed to encourage an active role in college life and activities. All students are urged to acquaint themselves with the Constitution and take part in all student government activities.

Student Newsletter – The Student Voice
The Voice is the College’s student newsletter. Students are encouraged to submit articles that they would like to publish, preferably in Word format, to the student activities coordinator. The newsletter is normally published in November and March. The College maintains the right not to publish any article that is felt inappropriate for a college newsletter.

STUDENT SUPPORT SERVICES PROGRAM
The Student Support Services Program (SSS) at Paul D. Camp Community College is a federally funded program designed to assist selected college students. The goal of the program is to increase the probability that students will successfully complete their educational goals.

To equip students with necessary college survival skills, the program offers free tutoring, counseling, cultural and educational enrichment, and assistance for students desiring to transfer to a four-year institution. The SSS staff also acts as a liaison between students and the various college offices to ensure that students have access to all appropriate college and community services.

Participation in the SSS Program is voluntary, and acceptance into the program is based on criteria established by the U.S. Department of Education. Students may refer themselves to this program or be referred by a counselor, instructor or other staff member. Applications for Student Support Services are available in the SSS offices in Franklin and Suffolk.
LEARNING RESOURCES CENTERS
A variety of materials and services are available to students through the College Libraries and Instructional Support Services. These units are components of the Learning Resources Centers (LRCs), where students and faculty supplement classroom instruction with print, electronic and media resources.

Library
The Paul D. Camp Community College Libraries provide access to online catalogs, electronic databases, the World Wide Web/Internet and computer software applications. Computer resources are available for the students, faculty, staff, and citizens of the cities of Franklin and Suffolk and the counties of Southampton and Isle of Wight to (1) provide information for research needs; (2) develop information literacy skills; (3) support lifelong learning; and (4) support professional development.

The PDCCC Libraries have approximately 70,000 print and electronic volumes, approximately 200 magazine and newspaper subscriptions, a small collection of children’s books, and a small selection of current fiction and nonfiction.

A full range of library services are available at the Franklin and Hobbs Suffolk campuses. By obtaining a Consortium Card, students have access to the library collections of colleges and universities in the Virginia Tidewater Consortium. Materials from other libraries and other electronic resources can also be accessed through the Library home page, located at www.pdc.edu/library. All of these services are available at both campuses. A computer with access to PDCCC library resources is available at the Smithfield Branch Library for PDCCC at Smithfield students. Students can also access them from any Internet connection. Library staff members are available to assist patrons with reference questions and research projects.

Library hours for the Franklin Campus and the Hobbs Suffolk Campus when classes are in session:

Monday - Thursday: 8:30 A.M. - 7:00 P.M.
Friday: 8:30 A.M. - 12:30 P.M.

Library hours when classes are not in session:

Monday - Thursday: 8:30 A.M. - 4:30 P.M.
Friday: 8:30 A.M. - 12:30 P.M.

Changes in the listed hours will be posted at the library entrances.

The Director of Learning Resources and the Hobbs Suffolk Librarian offer workshops and class presentations to acquaint students, faculty, and staff with the libraries’ resources. Sessions are tailored to courses or subject areas. Students can also receive one-on-one assistance by appointment or on a walk-in basis when staff is available. Appointments can be made by calling, 569-6735(Franklin) or 925-6339(Suffolk).

Library Fines
Books from the circulating collection are checked out for four weeks. Non-current issues of magazines are checked out for one week. Library materials should be returned by the due date, to assure their availability for other patrons’ use. Therefore, a fine of five cents per day will be charged for overdue materials from the circulating collecting. Reserve and reference materials are fined at a rate of twenty-five cents (.25) per hour. Books may be returned to the book drops in the parking lots when the libraries are closed.

Patrons who abuse library privileges will be denied privileges until all obligations are met; grades, certificates, or degrees may also be withheld until all delinquencies are cleared.

Instructional Support Services
Instructional Support Services staff members assist faculty with instructional technology, preparation instructional materials, use of Blackboard and facilitation of distance learning classes. For assistance, contact the Instructional Support/Distance Education staff at 569-6739 or 569-6718 in Franklin. Contact the library staff at 925-6339 or 925-6345 at the Hobbs Suffolk Campus.

LIBRARY CODE OF CONDUCT AGREEMENT

Paul D. Camp Community College Library caters to the needs of our students and community patrons. In order for us to provide the best service we can, there are several policies and rules of proper library conduct that we ask our students and patrons to practice. Please read the full content of this agreement form.

Cell Phone Usage
• Cell phones must be turned on vibrate or turned off when entering the library.
• Cell phones should not be answered nor should calls be made inside the library.

Behavior
• Please refrain from:
  o Excessive talking
  o Loud talking
  o Use of offensive language
  o Disruptive behavior
• Please monitor any children who accompany you to maintain an appropriate library environment.

Library Cards/Student IDs
• Library cards can be made for those affiliated with PDCCC and community patrons with proper identification. Student IDs will also require verification of enrollment in the current or upcoming semester.
• Students will be required to show their student ID to access library resources/facilities
• Community patrons will be required to get a library card to use the resources/facilities
• Community patrons will also be required to take a photo for inclusion in the library system
• The first library card/student ID will be created free-of-charge; replacement cards will cost $7.00.
Library Books
• Please return any books you have taken from the library shelves to the circulation desk for a member of the library staff to re-shelve.

Photocopier Policy
• Please have a member of the library staff assist you when using the photocopier.
• Please print on both sides of the paper when possible to save paper.
• Photocopier prices
  o Students: No charge for copies of journals/magazines, reserve materials, or reference materials from the library (*Please be selective; limit yourself to 20 copies). All other copies of materials cost $.10 per page.
  o Community Patrons: All copies of materials cost $.10 per page. Please pay for all photocopies at the circulation desk.

Library Conduct Enforcement Procedures
• Students, who violate the library conduct policy, will be issued a library warning and referred to the dean for disciplinary action. Another violation will result in the issue of a Library Revocation Form and loss of Library privileges for six months.
• Community patrons or accompanying children, who violate the library conduct policy, will be issued a library warning Form and library privileges will be terminated for twenty-four hours. Another violation will result in issue of a Library Revocation Form and loss of Library privileges for six months.

Computer Use (Also applies to patrons using their own computers and other electronic devices)
• Each student and community patron needs to sign in on the computer at the circulation desk, complete the online computer/library use survey, and accept the Library Code of Conduct Agreement to use the computers.
  o Students are to show his/her college ID.
  o Community patrons are to show his/her library card.
• Children under the age of fourteen must be supervised by an adult.
• Food and drinks are not permitted at the computer workstations.
• PDCCC students have priority over community patrons.
  o If all of the computers are being used and a PDCCC student is in need of one, a member of the library staff will request that the community patron who has been on the computer the longest forfeit their computer to the student.
• Research and course-related activities take precedence over non-course-related activities.
• Computer use will be limited to one hour per day for community patrons. Computers will log off after a five minute warning. (This does not apply to patrons using their own laptop or electronic device.)
• When computers are not in demand, community patrons may be extended an additional hour.
• Data files should not be downloaded or saved to the hard drive.

Unacceptable Computer Use
Unacceptable uses include, but are not limited to the following:
• Using the computers for any purpose that violates federal or state laws
• Using the computers for commercial purposes
• Reproducing and/or distributing copyrighted materials without appropriate authorization
• Copying or modifying files belonging to the College without authorization (including altering data, introducing viruses, or damaging files)
• Attempting to alter system software or hardware configurations
• Visiting sites that pose security threats (i.e. pornographic sites, etc)
• Installing or using unauthorized software; (i.e. word processing, etc.)

Computer Use Enforcement Procedures
• Students who violate the policy will be reported to the dean for appropriate disciplinary actions, which will include but are not limited to:
  o Temporary restriction of the student’s access to the computers for a fixed period of time, generally not more than six months
  o Restitution for damages, materials consumed, machine time, etc. on an actual cost basis
  o Other disciplinary action in accordance with the

Student Conduct Policy
• Community patrons will have their computer privileges revoked for one year, for accessing web sites that pose a threat to computer security.
• Library staff has the authority to limit the student’s use of the computers until the matter is resolved by the dean.
• All formal disciplinary actions taken under this policy are subject to the Student Grievance Policy.

Headphone Use
• Please write down the number for the headphone set you are using on the computer sign-in sheet.
• Headphones are only to be used in the library; they may not be taken to other parts of the building.

Printing Policy
• Please print on both sides of the paper when possible to save paper.
• Please ask a member of the library staff for assistance if the printer does not work on the first try.
• Printing prices
  o Students: No charge for printing course-related materials  All non-course-related printing costs $.10 per page
  o Community Patrons: All printing costs $.10 per page
• Please pay for all printed materials at the circulation desk.

Logging-off Computers
• Please restart the computer when you are finished using it.
545 INTELLECTUAL PROPERTY POLICY

I. Overview
Paul D. Camp Community College (PDC) acknowledges and abides by all current copyright and intellectual property law and guidelines as well as the intellectual property policy of the Virginia Community College System (VCCS), which is published in the VCCS Policy Manual (Section 12, Intellectual Property).

Unless usage of a copyrighted work falls under the definition of Fair Use, written permission must be obtained from the copyright holder before using/reproducing the item.

As articulated in the VCCS policy, faculty shall retain intellectual property rights on scholarly or creative works that have been produced without the significant use of college resources.

Intellectual property rights of employees and students shall be governed by the provisions of the VCCS policy.

II. Ownership of Intellectual Property (Employees)
Faculty and other PDC employees shall retain ownership of intellectual property as follows (source: Section 12.0.3 of VCCS Policy Manual): “Nothing in this policy invests ownership or any intellectual property as follows (source: Section 12.0.3 of VCCS Policy Manual): “Nothing in this policy invests ownership or any intellectual property developed by a creator of intellectual property involves substantial use of college resources.”

A. Assigned Duty. VCCS claims exclusive ownership of any intellectual property produced by a VCCS employee when produced as a result of an assigned duty except as otherwise provided by a separate written agreement or waiver which is executed by a duly authorized officer of a college or the VCCS.

B. Incidental Use of College Resources. VCCS does not claim an ownership interest or a license to use any intellectual property which was developed with only incidental use of college resources except as otherwise provided by separate written agreement or waiver which is executed by a duly authorized officer of a college or the VCCS. The creator shall own all dissertations, theses, and classroom instructional materials prepared at the creator’s inspiration regardless of the physical medium of expression when such theses, dissertations or materials are produced as a result of routine teaching duties. Further, notwithstanding the foregoing, unless there is agreement otherwise with the creator, the creator shall also own all literary works (such as poems, plays, novels, essays, musical scores, etc.) prepared as a result of the creator’s inspiration unless the creator was hired, assigned or directed to create the literary work in question. The scope of ownership, however, does not include elements in the work that are created as a result of an assigned duty of a VCCS employee, such as a computer programmer, that participates in the development of the intellectual property.

C. Substantial Use of College Resources. VCCS claims a non-exclusive, irrevocable, royalty-free license to use intellectual property which was developed with the substantial use of college resources except as otherwise provided by separate written agreement or waiver which is executed by a duly authorized officer of a college or the VCCS. The creator shall retain ownership of the intellectual property, but shall grant VCCS a non-exclusive license to use the intellectual property in accordance with this policy in perpetuity. The creator’s scope of ownership, however, does not include elements in the work that are created as a result of an assigned duty of a VCCS employee, such as a computer programmer, that participates in the development of the intellectual property. The creator must advise the college’s intellectual property policy administrator when the creation of intellectual property involves significant use of college resources.

D. Significant Use of College Resources. VCCS claims an exclusive ownership interest in any intellectual property which was developed with the significant use of college resources except as otherwise provided by separate written agreement or waiver which is executed by a duly authorized officer of a college or the VCCS. The creator must advise the college’s intellectual property policy administrator when the creation of intellectual property involves substantial use of college resources.

III. Ownership of Intellectual Property (Students)
“Except as otherwise provided by separate written agreement or waiver that is executed by a duly authorized officer of the VCCS or a college, the VCCS:

- Does not claim an ownership interest in intellectual property produced by a student provided that the production of the intellectual property is not an assigned duty and it involves only incidental use of college resources. VCCS does, however, claim the right to use student intellectual property for its internal educational and administrative purposes.

- Claims a non-exclusive, irrevocable, royalty-free license to use intellectual property developed by a student with the substantial use of college resources.

- Claims an exclusive ownership interest in any intellectual property developed by a student with the significant use of college resources.”

IV. Administration of Policy
Administration of PDC’s intellectual property will be overseen by the Vice President for Instruction and Student Development who will serve as the intellectual property officer.

The Intellectual Property Committee will also provide oversight for this area. Members will be selected by the Vice President for Instruction and Student Development.
Duties of this committee will include the following:
- Review PDC practices regarding intellectual property.
- Advise the President of any measures needed in dealing with issues related to intellectual property.

V. Other Provisions
Other matters related to intellectual property (including definitions, sponsor-supported intellectual property efforts, royalty provisions and other related matters) shall be governed by the provisions of the VCCS policy.

REGISTRATION STEPS

STEP 1  New Applicant
- Obtain and complete an Application for Admissions from the Admissions Office or go to the Admissions link on the College’s website at www.pdc.edu. Submit completed application either online or a hard copy to the Admissions office.
- Submit high school/GED transcript, and transcripts from any post-secondary institutions to the Admissions office.
- Obtain a college catalog from our online website to review programs and course schedule.
- Submit your FAFSA online (www.fafsa.ed.gov) or come to the Financial Aid Office with your tax information for assistance. After you have completed and submitted your FAFSA application to the Department of Education, you will receive a Student Aid Report (SAR). When they send you the SAR, they also send your FAFSA data to the school(s) you listed. You must have a College application on file in order for us to download the electronic FAFSA data. After you receive the SAR, you may call or come by the Financial Aid Office to check the status of your application. Please have the printed SAR with you when you inquire.

STEP 2  Placement Testing
- Call or visit the Admissions Office for an appointment to register for the placement test. Testing is done on the Franklin, Suffolk, and Smithfield sites. The placement test schedule is available in Admissions Office and is posted on our website and on each of the campuses.
- Obtain two practice books. One practice booklet prepares the future student for the reading and writing test, and the second practice test booklet prepares the future student for the math placement test.
- Future students who make an appointment to take the placement test must bring the following:
  a. the student ID number issued from the submission of an application
  b. a picture ID e.g. driver’s license, from a government institution.
- Take the placement test which includes testing in reading, writing, mathematics, and computer proficiency. The tests help to identify the your academic strengths and weaknesses and places you in the courses designed to support your program achievement.

STEP 3  Counseling/Advising
- See a counselor if you are a new student to
  (a) obtain an interpretation of the placement test results,
  (b) discuss your education/career plans and/or pursue career exploration using Kuder
  (c) receive a copy of your curriculum degree progress sheet showing all classes required and completed for graduation
- Meet with a counselor for approximately 30 minutes. Counselors are located in Room 128 A in Franklin, Room 100B in Suffolk and Room 203 in Smithfield.
- See faculty advisors to register for classes or to check academic progress. Returning curriculum plan students may access the website for this information.

STEP 4  Registration for Classes
- Register for a student development orientation class (SDV 100), which is required for graduation in all degree programs and many certificate programs. This one-credit course should be taken in the first semester of attendance at the College because it emphasizes tools and strategies for college success. Check the class schedule for the times it is offered.
- See a counselor/advisor to key in the class schedule if you are a new student pursing a curriculum plan.
- See a faculty advisor to key in your classes online if you are a returning student.
- For assistance with online registration, take your class schedule selection to the General Computer Lab (Room 117 in Franklin, Room 106 in Suffolk, and Room 216 in Smithfield), if you are a returning student or student not pursuing a curriculum.
- Go to Admissions Office for assistance if you have any problems registering for a specific class

STEP 5  Financial Aid
- If you need to make corrections to your SAR, you may do so online (www.fafsa.ed.gov) using your PIN number. Alternatively, you may bring the signed SAR to the Financial Aid Office, if you need help making corrections.
- One in three students is picked for verification. We must verify the information reported on your FAFSA by collecting federal tax documents and an additional verification worksheet. Even if you brought your taxes to the Financial Aid Office to file the FAFSA, we still need the completed worksheet and a signed copy of the taxes in order to award you.
• At least a month before classes start, check the status of your Financial Aid online at pc.my.vccs.edu. If no award is showing or you cannot access your account, bring your printed SAR to the Financial Aid Office.

STEP 6
Business Office
• Pay your tuition by credit card or check if you are registering on the Web or
• Pay tuition at the college’s Business Office by cash, check, debit card, or charge card.
• Do not go to the Business Office if you are a student on financial aid because the Financial Aid Office will do the tuition authorization automatically.

STEP 7
Bookstore
• Go to the college Bookstore to purchase or exchange books. CAUTION: Do not open or write in books prior to the first meeting of each class in case you have to exchange the books. The Bookstore is located in Room 146 in Franklin, Room 120 in Suffolk and in Room 202 in Smithfield.

STEP 8
Attend Class
• Check your class grid for course selections, time, room numbers, curriculum of study and program advisor’s name. If anything needs changing, go to the Admissions Office.
• Attend every class, and sit near the front. Expect to study two hours for each hour of class.
• Participate in student activities (clubs and events).
• Go to the Student Support Services (SSS) office located in room 126E in Franklin and Room 100G in Suffolk if you need a tutor.

STEP 9
Student ID
• The Library provides a picture PDCCC ID. No appointment

Cross-Registration Policy
The variety of courses available to PDCCC students has been increased by a Cross-Registration Agreement within the Virginia Tidewater Consortium under which students at any of the member institutions may enroll in certain courses at any of the other institutions. The cross-registration agreement of the Tidewater Consortium for Continuing Higher Education is as follows:

1. Students at Paul D. Camp Community College may register on a credit or audit basis for courses offered.
2. The grading system of Paul D. Camp Community College will be used by the host institution. Course grade data will be posted on the student’s PDCCC permanent record.

3. Tuition will be charged by PDCCC for a cross-registered course. The student must assume costs for all transportation, books, materials, lab fees, applied music fees, etc.

4. Normally, the desired course must not be currently available at Paul D. Camp Community College.

5. Students will be governed by rules and regulations of the host institution while in attendance there.

6. A Cross Registration Form must be completed and signed by the appropriate personnel at the host institution and at PDCCC. Where necessary, the Cross Registration Form will certify that the student has met course prerequisites.

Cross registered students must follow the drop/withdrawal regulations at both the host institution and at Paul D. Camp.

Participating Institutions:
• Christopher Newport University
• College of William and Marry
• Eastern Shore Community College
• Eastern Virginia Medical School
• Hampton University
• Joint Forces Staff College
• Norfolk State University
• Old Dominion University
• Paul D. Camp Community College
• Regent University
• Thomas Nelson Community College
• Tidewater community College
• Virginian Wesleyan College

For further information, contact the Admissions Office.
Instructional Program Plans
Instructional Program Plans

**Associate of Arts & Science Degrees (AA&S)**
The following two-year transfer programs enable a student to transfer to a four-year college (F = Franklin Campus, S = Suffolk Campus an SM = Smithfield site):

- Business Administration F, S
- Education F, S
- General Studies
  - Computer Science S
  - General F, S, SM
- Science F, S

**Associate of Applied Science Degrees (AAS)**
The following two-year occupational/technical programs lead directly to employment:

- Administration of Justice
  - Corrections Science F, S
  - Police Science F, S
- Administrative Support Technology
  - Executive Secretary F, S
  - Word/Information Processing F, S, SM
- Early Childhood Development F, S
- Industrial Technology F
  - General F
  - Electronic-Electrical F, S
  - Electronic Controls F, S
- Management
  - Computer Support Specialist F, S
  - General Management F, S
  - Hardware and Software Support F, S
  - Marketing Management F, S
- Nursing F

**Certificate Programs**
(30-59 semester credit hours)

- Clerical Studies F, S
- Early Childhood Development F, S
- Electricity F, S
- General Education F, S, SM

**Career Studies Programs**
(9-29 semester credit hours)

- American Sign Language F, S
- Bookkeeping F, S
- Child Care I F, S
- Child Care II F, S
- Computer Support Specialist F, S
- Emergency Medical Technician - Paramedic F
- Emergency Medical Technician - Intermediate F
- Entrepreneurship in Small Business Management F, S
- Entrepreneurship in Small Business Management (Advanced) F, S
- Fire Science F
- Game Design and Development F
- Geographic Information Systems Technician F, S
- Hardware and Software Support F, S
- Heating, Ventilation, and Air Conditioning F
- Industrial Maintenance F
- Industrial/Residential Wiring F
- Leadership F, S
- Legal Office F, S
- Medical Office Billing Clerk F, S
- Medical Office Specialist F, S
- Nurse Aide F
- Pharmacy Technician F
- Phlebotomy F
- Pre-Nursing F, S
- Professional Welder-Fabricator F
- Professional Welder-Pipe F
- Professional Welder-Plate F
- Religious Studies F
- Warehouse & Distribution F, S
- Word Processing Technician F, S
**Award:** Associate of Arts and Science Degree

**Major:** Business Administration

**Length:** Variable (Designed for both part-time and full-time students).

**Lead Faculty/Program Head:** Cinda Schmitt, Justin Oliver

**Purpose:** There is a demand for qualified personnel in business administration to promote leadership to facilitate economic growth in Virginia business and industry. The Associate of Arts and Sciences Degree program in Business Administration is designed for students who plan to transfer to a four-year college or university to complete a baccalaureate degree in business administration, accounting, management, marketing, economics, or finance.

**Program Student Learning Outcomes:**

In addition to the VCCS general education outcomes and core competencies, students will be able to:

- Demonstrate accounting principles/ application to various businesses which covers the accounting cycle, income determination, and financial reporting.
- Identify, compare, and evaluate various economic principles.
- Communicate effectively in business situations.

**Business Administration Transfer Options:**

- Accounting
- Business Administration
- Economics
- Finance
- Information Systems
- Management
- Marketing
- Public Administration

Because certain majors have specialized requirements, students should become familiar with their particular requirements of the major at the four-year school to which they intend to transfer and then discuss these requirements with their advisors in order to select the correct courses at Paul D. Camp Community College.

In the following course of study, “Transfer Elective” means any course for which students can receive credit at the schools to which they intend to transfer. “Humanities Elective” means a transferable course in Art, Drama, English, Literature, Humanities, Foreign Language, Music, or Philosophy. “Science with lab” means a transferable course in Biology, Chemistry, Geology, Natural Science, or Physics that includes both lecture and laboratory sessions.

In order to graduate, students must have a “C” or above in ECO 201, ECO 202, ACC 211 and ACC 212.

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**Sample Schedule**

**FIRST YEAR**

**Fall Term**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111</td>
<td>College Composition I</td>
<td>3</td>
</tr>
<tr>
<td>HIS 121</td>
<td>US History I</td>
<td>3</td>
</tr>
<tr>
<td>or HIS101</td>
<td>Western Civilization I</td>
<td>3</td>
</tr>
<tr>
<td>MTH 163</td>
<td>Pre-Calculus I or MTH 151 or MTH 271</td>
<td>3</td>
</tr>
<tr>
<td>ITE 115</td>
<td>Introduction to Computer Applications and Concepts</td>
<td>3</td>
</tr>
<tr>
<td>ECO 201</td>
<td>Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>SDV 100</td>
<td>College Success Skills</td>
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</tbody>
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**Total** 16

**Spring Term**

<table>
<thead>
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<tr>
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<td>3</td>
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<tr>
<td>HIS 122</td>
<td>US History II</td>
<td>3</td>
</tr>
<tr>
<td>or HIS 102</td>
<td>Western Civilization II</td>
<td>3</td>
</tr>
<tr>
<td>MTH 164</td>
<td>Pre-Calculus II or MTH 152 or MTH 240</td>
<td>3</td>
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<tr>
<td>Humanities Elective ART, ENG, FRE, HUM, MUS, PHI, REL, SPA</td>
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<tr>
<td>ECO 202</td>
<td>Microeconomics</td>
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**Total** 15

**SECOND YEAR**

**Fall Term**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>Science Elective BIO 101, CHM 111, or PHY</td>
<td>4</td>
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</tr>
<tr>
<td>ACC 211</td>
<td>Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>HLT xxx</td>
<td>Health/Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>CST 100</td>
<td>Principles of Public Speaking</td>
<td>3</td>
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<td>Transfer Elective</td>
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**Total** 14

**Spring Term**

<table>
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<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>Science Elective BIO 102, CHM 112, or PHY</td>
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<td>ACC 212</td>
<td>Principles of Accounting II</td>
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<tr>
<td>HLT xxx</td>
<td>Health/Physical Education</td>
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<tr>
<td>PHI 115</td>
<td>Practical Reasoning³</td>
<td>3</td>
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<td>Transfer Electives</td>
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</table>

**Total** 16

**Minimum Credits Required** 61

¹PHI 115 is a core competency capstone course and should be taken in the student's last spring semester before graduation.

²Some university programs require literature in the second year.

³Students and their advisors should choose the mathematics sequence required by the institution where the student plans to transfer.
**Award:** Associate of Arts and Science

**Major:** Education

**Length:** Variable (Designed for both part-time and full-time students)

**Lead Faculty/Program Head:** Calvin Holt, Justin Oliver

**Purpose:** This program of study is recommended for students who plan to transfer to a four-year college or university to receive a bachelor’s degree and meet the state teacher certification requirements for Early Childhood (PK-3), Elementary (PK-6), Middle School (6-8), or selected areas of Special Education.

**Program Student Learning Outcomes:**

In addition to the VCCS general education outcomes and core competencies, students will be able to:

- Compare and contrast current issues and trends in the K-12 education field.
- Effectively use the English language, writing and speaking with clarity, coherence, and persuasiveness.
- Think critically, independently, and creatively so that they can make informed and logical judgments of the arguments of others, arrive at reasoned and meaningful arguments and positions, and formulate and apply ideas to new contexts.
- Comprehend and use quantitative concepts and methods to interpret and critically evaluate data and effectively problem-solve in a variety of contexts demanding quantitative literacy.
- Demonstrate competence in computer literacy, including fundamental concepts of computing and fluency in the use of contemporary computing and information technology.

The program conforms to the recommendations of the VCCS Teacher Education Task Force and adopted by the State Board for Community Colleges in February 2003. Four-year institutions that are likely to accept this completed program for transfer include George Mason, James Madison, Longwood, Norfolk State, Old Dominion, Radford, Virginia Commonwealth, William and Mary, Mary Baldwin, and Virginia Union.

**Program Notes:** A grade of “C” or better in ENG 111 and 112 is required for graduation. In the program requirements, “Transfer Elective” means any course for which a student can receive credit at the school to which he/she intends to transfer. “Literature Elective” means one of these courses: ENG 150, 241, 242, 243, 244, 251, or 252.

All students need to acquaint themselves with the requirements of the major department of the college or university to which transfer is contemplated. Where electives are available, students along with their advisor should check for the correct course to transfer to the particular four-year school.

Students should be aware that the four-year schools have requirements in addition to the completion of the two-year degree to gain admission into their Teacher Education programs. Many schools require some or all of the following:

- At least a “C” in all courses
- At least a 2.5 Cumulative GPA (some require 2.75)
- Passing scores on the Praxis I exam
- Foreign language proficiency

**Sample Schedule**

**FIRST YEAR**

<table>
<thead>
<tr>
<th>Fall Term</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG 111</td>
<td>College Composition I</td>
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<td>HIS 121</td>
<td>US History I</td>
<td>3</td>
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<tr>
<td>MTH 163</td>
<td>Pre-Calculus I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>or</strong> MTH 151</td>
<td>Mathematics for Liberal Arts I</td>
<td>3</td>
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<tr>
<td>ITE 115</td>
<td>Intro. to Computer Applications and Concepts</td>
<td>3</td>
<td></td>
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<tr>
<td><strong>or</strong> EDU 280</td>
<td>Technology Standards for Teachers</td>
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<td></td>
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<tr>
<td>HLT xxx</td>
<td>Health/Wellness Elective</td>
<td>2</td>
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<td>SDV 100</td>
<td>College Success Skills</td>
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<th>Course Title</th>
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<tbody>
<tr>
<td>ENG 112</td>
<td>College Composition II</td>
<td>3</td>
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<tr>
<td>HIS 122</td>
<td>US History II</td>
<td>3</td>
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<tr>
<td>MTH 240</td>
<td>Statistics</td>
<td>3</td>
<td></td>
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<tr>
<td><strong>or</strong> MTH 152</td>
<td>Mathematics for Liberal Arts II</td>
<td>3</td>
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<tr>
<td>PLS 130</td>
<td>Basics of American Politics</td>
<td>3</td>
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<tr>
<td><strong>or</strong> PLS 135</td>
<td>American National Politics</td>
<td>3</td>
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<tr>
<td>ART xxx</td>
<td>Art or MUS xxx Music Elective</td>
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**SECOND YEAR**

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<td>BIO 101</td>
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<td>EDU 200</td>
<td>Intro to Teaching</td>
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<tr>
<td>ECO 201</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
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<tr>
<td><strong>or</strong> ECO 202</td>
<td>Microeconomics</td>
<td>3</td>
<td></td>
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<tr>
<td>HIS 101</td>
<td>Western Civilization I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>or</strong> HIS 102</td>
<td>Western Civilization II</td>
<td>3</td>
<td></td>
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<tr>
<td>CST 100</td>
<td>Principles of Public Speaking</td>
<td>3</td>
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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIO 102</td>
<td>Biology II</td>
<td>4</td>
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<tr>
<td><strong>or</strong> GOL 110</td>
<td>Earth Science</td>
<td>4</td>
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<tr>
<td>ENG xxx</td>
<td>Literature elective</td>
<td>3</td>
<td></td>
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<tr>
<td>GEO 210</td>
<td>People and the Land; Intro to Cultural Geography</td>
<td>3</td>
<td></td>
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<tr>
<td>PHI 115</td>
<td>Practical Reasoning</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Transfer Elective</td>
<td></td>
<td>3</td>
<td></td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

**Minimum Credits Required**

62

1 A grade of “C” or better in ENG 111 and 112 is required for graduation.

2 PHI 115 is a core competency capstone course and should be taken in the student’s last spring semester before graduation.
**GENERAL STUDIES (697)**

**Award:** Associate of Arts and Science Degree

**Major:** General Studies

**Specializations:** Computer Science General

**Length:** Variable (Designed for both part-time and full-time students)

**Purpose:** The University Parallel Program leads to the Associate in Arts and Science Degree (AA&S). It is the first two years of a four-year college or university degree, usually the Bachelor of Arts or Bachelor of Science degree.

**Program Student Learning Outcomes:**

In addition to the VCCS general education outcomes and core competencies, students will be able to:

1. Communication: Interact with others using all forms of communication, resulting in understanding and being understood.
2. Critical Thinking: Evaluate evidence carefully and apply reasoning to decide what to believe and how to act.
3. Information Literacy: Recognize when information is needed and have the ability to locate, evaluate, and use it effectively.
4. Quantitative Reasoning: Possess the skills and knowledge necessary to apply the use of logic, numbers, and mathematics to deal effectively with common problems and issues.
5. Scientific Reasoning: Adhere to a self-correcting system of inquire (the scientific method) and rely on empirical evidence to describe, understand, predict, and control natural phenomena.
6. Cultural and Social Understanding: Possess an awareness, understanding, and appreciation of the interconnectedness of the social and cultural dimensions within and across local, regional, state, national, and global communities.
7. Personal Development: Strive for physical well-being and emotional maturity.

In addition to the General Studies student learning outcomes major, student completing various specializations will be able to:

- Computer Science Specialization (697-02): Demonstrate an understanding of computing math concepts.
- Computer Science Specialization (697-02): Demonstrate an understanding of hierarchical structure of computer architecture.
- General Specialization (697): Illustrate an understanding of a specific area of interest or transfer requirements to a specific institution.

The Computer Science Specialization is specifically designed to provide the student with preparation necessary to transfer to a university program in Computer Science. Students seeking immediate employment in the computing field will probably be better served by choosing one of the IST specializations in the management program. However, those students who desire to complete a Bachelor’s degree in Computer Science can get the foundation necessary to transfer. Courses are taught with the ACM (Association for Computing Machinery) guidelines and will parallel university instruction. In addition, students are encouraged to select Mathematics courses based on where they plan to transfer. Students should understand that most university computer science programs require engineering calculus.

The General Specialization is specifically designed for students who desire to transfer to a four-year college or university and who need the flexibility to broaden or narrow as much as possible their first two years of undergraduate education. All students need to acquaint themselves with the requirements of the major department of the college or university to which transfer is contemplated. Students and their academic advisors need to be certain that the community college courses selected are transferable in the program at the planned college of transfer.

In the following course of study, “Elective” means any course for which a student can receive credit at the school to which he/she intends to transfer. “Humanities Elective” means a transferable course in Art, Drama, Literature, Humanities, Foreign Language, Music, or Philosophy. “Social Science Elective” means a transferable course in Economics, Government, History, Psychology, or Sociology. “Natural Science (Lab)” means a transferable course in Biology, Chemistry, Geology, Natural Science, or Physics that includes both lecture and laboratory sessions. Students should choose electives that are related to their chosen area of training.
## General Studies (697)

### Sample Schedule

#### Computer Science (697-02)

**FIRST YEAR**

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Term</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 111</td>
<td>College Composition I</td>
<td>3</td>
</tr>
<tr>
<td>HIS 121</td>
<td>US History I</td>
<td>3</td>
</tr>
<tr>
<td>or HIS 101</td>
<td>Western Civilization I</td>
<td>3</td>
</tr>
<tr>
<td>MTH 163</td>
<td>Pre-Calculus I or MTH 151(^1)</td>
<td>3</td>
</tr>
<tr>
<td>ITE 115</td>
<td>Intro. to Computer Applications and Concepts</td>
<td>3</td>
</tr>
<tr>
<td>HLT xxx</td>
<td>Health/Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td>SDV 100</td>
<td>College Success Skills</td>
<td>1</td>
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<tr>
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<table>
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<tr>
<th>Term</th>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>Spring Term</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 112</td>
<td>College Composition II</td>
<td>3</td>
</tr>
<tr>
<td>HIS 122</td>
<td>US History II</td>
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<td>or HIS 102</td>
<td>Western Civilization II</td>
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<tr>
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<td>Pre-Calculus II or MTH 240(^1)</td>
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<td>CSC 200</td>
<td>Introduction to Computer Science</td>
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<tr>
<td>HUM Elective</td>
<td>ART, ENG, FRE, HUM, MUS, PHI, REL, SPA(^1)</td>
<td>3</td>
</tr>
<tr>
<td>HLT xxx</td>
<td>Health/Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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#### SECOND YEAR

<table>
<thead>
<tr>
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<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>Fall Term</strong></td>
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<td></td>
</tr>
<tr>
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<td>BIO 101, CHM 111, NAS or PHY elective</td>
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<tr>
<td>CSC 201</td>
<td>Computer Science I</td>
<td>4</td>
</tr>
<tr>
<td>Social Science ECO, PLS, PSY, SOC elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CST 100</td>
<td>Principles of Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>14</strong></td>
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<table>
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<tr>
<th>Term</th>
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<td><strong>Spring Term</strong></td>
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<td></td>
</tr>
<tr>
<td>Science Elective</td>
<td>BIO 102, CHM 112, NAS or PHY elective</td>
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<td>CSC 202</td>
<td>Computer Science II</td>
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<td>Social Science ECO, PLS, PSY, SOC elective</td>
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<td>PHI 115</td>
<td>Practical Reasoning(^2)</td>
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<tr>
<td>CSC 205</td>
<td>Computer Organization</td>
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<td><strong>Total</strong></td>
<td></td>
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</tbody>
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#### Minimum Credits Required

- 61

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#### General (697)

**FIRST YEAR**

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Term</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 111</td>
<td>College Composition I</td>
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<td>US History I</td>
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</tr>
<tr>
<td>MTH 163</td>
<td>Pre-Calculus I or MTH 151(^1)</td>
<td>3</td>
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<tr>
<td>ITE 115</td>
<td>Intro. to Computer Applications and Concepts</td>
<td>3</td>
</tr>
<tr>
<td>HLT xxx</td>
<td>Health/Physical Education Elective</td>
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<td>SDV 100</td>
<td>College Success Skills</td>
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<tr>
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<td>College Composition II</td>
<td>3</td>
</tr>
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<td>US History II</td>
<td>3</td>
</tr>
<tr>
<td>or HIS 102</td>
<td>Western Civilization II</td>
<td>3</td>
</tr>
<tr>
<td>MTH 164</td>
<td>Pre-Calculus II, MTH 240(^1)</td>
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<td>ART, ENG, FRE, HUM, MUS, PHI, REL, SPA(^1)</td>
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<td>HLT Elective</td>
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#### SECOND YEAR

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<tr>
<td><strong>Fall Term</strong></td>
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<tr>
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<td>Social Science ECO, PLS, PSY, SOC elective</td>
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<td>CST 100</td>
<td>Principles of Public Speaking</td>
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<table>
<thead>
<tr>
<th>Term</th>
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<tr>
<td><strong>Spring Term</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science Elective</td>
<td>BIO 102, CHM 112, NAS or PHY elective</td>
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<tr>
<td>Social Science ECO, PLS, PSY, SOC elective</td>
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<tr>
<td>PHI 115</td>
<td>Practical Reasoning(^2)</td>
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<tr>
<td>Transfer Elective(^4)</td>
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<td><strong>Total</strong></td>
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<td><strong>15</strong></td>
</tr>
</tbody>
</table>

#### Minimum Credits Required

- 61

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1. Some university programs require literature in the second year.
2. PHI 115 is a core competency capstone course and should be taken in the student’s last spring semester before graduation.
3. Students and their advisors should choose the mathematics sequence required by the institution where the student plans to transfer. Most Computer Science programs require Calculus, so the student should prepare to take those classes.

**Lead Faculty/Program Head:** Renee Felts, Robert Tureman

---

1. Some university programs require literature in the second year.
2. PHI 115 is a core competency capstone course and should be taken in the student’s last spring semester before graduation.
3. Students and their advisors should choose the mathematics sequence required by the institution where the student plans to transfer. Certain programs at four-year colleges require only three credits of mathematics; in such cases three of the six mathematics credits in the General Studies curriculum become a transfer elective.
4. Transfer Electives must be courses that transfer to four-year institutions. Students should consult with their faculty advisor or counselor and the college or university that they plan to transfer, to ensure the transferability of the course.

**Lead Faculty/Program Head:** Nancy Warren, Randolph Boothe-Pharr
**Award:** Associate of Arts and Science Degree

**Major:** Science

**Length:** Variable (Designed for both part-time and full-time students)

**Lead Faculty/Program Head:** Safianu Rabiu, Alicia Howell

**Purpose:** The University Parallel Program leads to the Associate in Arts and Science degree (AA&S). It is the first two years of a four-year college or university degree, usually the Bachelor of Arts or Bachelor of Science degree.

**Program Student Learning Outcomes:**

In addition to the VCCS general education outcomes and core competencies, students will be able to:

- Collect, analyze, and interpret mathematical formulas, models, tables and schematics.
- Use quantitative information and/or mathematical analysis to obtain sound results and recognize questionable assumptions.
- Communicate about science using appropriate oral and written means.

All students need to acquaint themselves with the requirements of the major department of the college or university to which transfer is contemplated. Students and their academic advisors need to be certain that the community college courses selected are transferable in the program at the planned college of transfer.

**Science Transfer Options:**

Agriculture  
Mathematics

Biology  
Nursing

Chemistry  
Pharmacy

Forestry  
Physical Therapy

Geology  
Pre-Dentistry

Home Economics  
Pre-Medicine

Lab Technology  
Science Education

This course of study is recommended for students who plan to transfer to a four-year college or university to complete a bachelor’s degree, usually the Bachelor of Science degree, in the pre-professional or scientific fields. Students should learn the specific requirements for their major from the four-year school to which they plan to transfer. They should also consult with their academic advisor.

In the course of study, “Elective” means any course for which a student can receive credit at the school to which he/she intends to transfer. “Humanities Elective” means a transferable course in Art, Drama, English, Foreign Language, Humanities, Literature, Music, or Philosophy. “Social Science Elective” means a transferable course in Economics, Government, History, Psychology, or Sociology. “Natural Science (Lab)” means a transferable course in Biology, Chemistry, Geology, Natural Science, or Physics that includes both lecture and laboratory sessions.

### Sample Schedule

**FIRST YEAR**

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>Fall Term</td>
<td>ENG 111 College Composition I</td>
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<tr>
<td></td>
<td>MTH 163 Pre-Calculus I</td>
<td>3</td>
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<tr>
<td></td>
<td>ITE 115 Introduction to Computer Applications and Concepts</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>or CSC xxx</td>
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<tr>
<td></td>
<td>SDV 100 College Success Skills</td>
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<tr>
<td></td>
<td>Science Elective BIO 101, or CHM 111</td>
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<tr>
<td></td>
<td>HLT xxx Health/Physical Education Elective</td>
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<th>Term</th>
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<td>ENG 112 College Composition II</td>
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<td></td>
<td>MTH 164 Pre-Calculus II</td>
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<td>Science Elective BIO 102 or CHM 112</td>
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<td>HUM Elective ART, ENG, FRE, HUM, MUS, PHI, REL, SPA</td>
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**SECOND YEAR**

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<th>Course</th>
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<td>Science Elective BIO 200 level elective or CHM elective</td>
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<td>Area Elective MTH 271, MTH 273, MTH 240, BIO 200 level elective or CHM elective</td>
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<td>Social Science ECO, PLS, PSY, SOC elective</td>
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<td></td>
<td>CST 100 Principles of Public Speaking</td>
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<tr>
<td></td>
<td>HIS 121 US History I</td>
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<td></td>
<td>or HIS 101 Western Civilization I</td>
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<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Spring Term</td>
<td>Science Elective BIO 200 level elective or CHM elective</td>
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</tr>
<tr>
<td></td>
<td>Area Elective MTH 272, MTH 274, MTH 240, BIO 200 level elective or CHM elective</td>
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<tr>
<td></td>
<td>PHI 115 Practical Reasoning</td>
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<td></td>
<td>Social Science ECO, PLS, PSY, SOC elective</td>
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<tr>
<td></td>
<td>HIS 122 US History II or HIS 102 Western Civilization II</td>
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</tbody>
</table>

**Minimum Credits Required:** **61**

**NOTE:** Physics (PHY) is offered only in the Summer Session

1Some universities require literature in the second year.

2PHI 115 is a core competency capstone course and should be taken in the student’s last spring semester before graduation.

3Students and their advisors need to be aware of the transfer institution’s requirements.
OCCUPATIONAL / TECHNICAL

ASSOCIATE OF APPLIED SCIENCE DEGREES
ADMINISTRATION OF JUSTICE (400)

Award: Associate of Applied Science Degree

Major: Administration of Justice

Specializations: Corrections Science, Police Science

Length: Variable (Designed for both part-time and full-time students)

Lead Faculty/Program Head: Ron Osborne

Purpose: The curriculum in either the Corrections or Police Science Specialization has been developed and maintained in cooperation with state and local correctional and police officials. The Administration of Justice curriculum with its specializations was designed to provide a broad foundation which will prepare the student to enter any of the varied fields of corrections and/or law enforcement, or to advance professionally within them.

Occupational Objectives: Students receiving an associate degree in Administration of Justice will have a wide variety of occupational choices, some of which are listed below:
- Local Correctional Officer
- State Correctional Officer
- Federal Correctional Officer
- State Probation and Parole Officer
- Federal Probation and Parole Officer
- City or Town Police Officer
- Deputy Sheriff
- State Police
- Position with Federal Law Enforcement Agencies
- Commercial and Industrial Security Officer

Additional professional training will be required for some of the above careers.

Admission Requirements: In addition to the admission requirements established for the College, entry into this curriculum requires proficiency in high school English and mathematics. Students who do not have an appropriate background in high school English and mathematics may need to correct their deficiencies.

A personal interview with the Program Head of the Administration of Justice curriculum is required. Students are advised that many criminal justice agencies require excellent moral character and a written record of conduct prior to consideration for employment.

Program Requirements: Approximately one-half of the curriculum will include courses in Corrections or Law Enforcement with the remaining courses in related subjects. Instruction will include both theoretical concepts and practical applications needed for future success in Corrections or Law Enforcement.

Program Student Learning Outcomes:

Upon successful completion of the AAS Administration of Justice Program, students will be able to:

1. Demonstrate ethical standards during pre-employment interviews, work, and life situations.
2. Apply listening skills while attending police/correctional academies, obeying orders, and conducting investigations.
3. Demonstrate policy analysis by following departmental policies, changing policies and making recommendations.
4. Appraise their personal educational goals through their experiences as applied to employment.
5. Restate basic guarantees of liberty in the U.S. Constitution such as the rights of free speech, press, assembly, as well as procedure guarantees to counsel, jury trial, and habeas corpus.
6. Argue an understanding of the scope of crime and various theories to explain the causation of crime and criminality.
7. Illustrate an understanding of the concepts of normal and abnormal behavior, including focuses on the psychological and sociological aspects of criminal and other deviant behavior patterns.
8. Demonstrate an ability to write clearly and accurately about the administration of justice process using an appropriate vocabulary.
9. Demonstrate critical and analytical thinking about issues in the administration of justice system.

In addition to the Administration of Justice student learning outcomes, student completing various specializations will be able to:

- Specialization Corrections Science (400-01): Demonstrate an understanding of the United States criminal justice system including the major system components -- law enforcement, judiciary, and corrections.
- Specialization Police Science (400-02): Formulate supervisory skills through their experiences.
**ADMINISTRATION OF JUSTICE (400)**

**Corrections Science (400-01)**

Sample Schedule

<table>
<thead>
<tr>
<th>FIRST YEAR</th>
<th></th>
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<tbody>
<tr>
<td><strong>Fall Term</strong></td>
<td></td>
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<tr>
<td>ADJ 100</td>
<td>Survey of Criminal Justice</td>
<td>3</td>
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<tr>
<td>ADJ 107</td>
<td>Survey of Criminology</td>
<td>3</td>
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<tr>
<td>ENG 111/101</td>
<td>English Composition I/Practical Writing I</td>
<td>3</td>
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<tr>
<td>ITE 115</td>
<td>Intro. to Computer Applications and Concepts</td>
<td>3</td>
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<tr>
<td>SDV 108</td>
<td>College Survival Skills</td>
<td>2</td>
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<tbody>
<tr>
<td>ADJ 145</td>
<td>Corrections and the Community</td>
<td>3</td>
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<td>ADJ 247</td>
<td>Criminal Behavior</td>
<td>3</td>
<td></td>
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<tr>
<td>HLT/PED</td>
<td>Elective Health/Physical Education</td>
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<tr>
<td>Social Science</td>
<td>Elective ECO, HIS, PLS, PSY, or SOC</td>
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<td>Seminar and Project in Admin. of Justice</td>
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<tbody>
<tr>
<td><strong>Fall Term</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADJ 245</td>
<td>Management of Correctional Facilities</td>
<td>3</td>
<td></td>
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<tr>
<td>ADJ 248</td>
<td>Probation, Parole and Treatment</td>
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<td>MTH Elective</td>
<td>MTH 115, 121, 151, 163, or 240</td>
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<tr>
<td>CST 100</td>
<td>Principles of Public Speaking</td>
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<tr>
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<tbody>
<tr>
<td>PHI 115</td>
<td>Practical Reasoning¹</td>
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<td>General Elective²</td>
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<td>General Elective³</td>
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</table>

Minimum Credits Required: 65

¹PHI 115 is a core competency capstone course and should be taken in the student's last spring semester before graduation.
²The Corrections Science Degree has been designed to accommodate transfer to Norfolk State University or Old Dominion University. It is the responsibility of the student and the student's academic advisor to coordinate elective course work that best meets the transfer requirements to a particular 4-year college or university. While not all students desire transfer to a 4-year college or university, it is sound academic planning that would allow for transfer.

Lead Faculty/Program Head: Ron Osborne

**Police Science (400-02)**

Sample Schedule

<table>
<thead>
<tr>
<th>FIRST YEAR</th>
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<td><strong>Fall Term</strong></td>
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<tr>
<td>ADJ 100</td>
<td>Survey of Criminal Justice</td>
<td>3</td>
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<tr>
<td>ADJ 107</td>
<td>Survey of Criminology</td>
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<tr>
<td>ENG 111/101</td>
<td>English Composition I/Practical Writing I</td>
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<td>ITE 115</td>
<td>Intro. to Computer Applications and Concepts</td>
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<td>SDV 108</td>
<td>College Survival Skills</td>
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<thead>
<tr>
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<th></th>
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<tbody>
<tr>
<td>ADJ 227</td>
<td>Constitutional Law for Justice Personnel</td>
<td>3</td>
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<td>ADJ 247</td>
<td>Criminal Behavior</td>
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<td>HLT/PED</td>
<td>Elective Health/Physical Education</td>
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<td>Elective</td>
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<td>General Elective</td>
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<td>ADJ Elective²</td>
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<tbody>
<tr>
<td><strong>Fall Term</strong></td>
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</tr>
<tr>
<td>ADJ 111</td>
<td>Law Enforcement Organization &amp; Admin. I</td>
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<td>ADJ 231</td>
<td>Community Policing</td>
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<td>MTH 115, 121, 151, 163, or 240</td>
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<td>CST 100</td>
<td>Principles of Public Speaking</td>
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<td>ADJ 112</td>
<td>Law Enforcement Organization &amp; Admin. II</td>
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<td>PHI 115</td>
<td>Practical Reasoning¹</td>
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<td>General Elective²</td>
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<td>Elective</td>
<td>General Elective⁴</td>
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<tr>
<td><strong>Total</strong></td>
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</tr>
</tbody>
</table>

Minimum Credits Required: 65

¹PHI 115 is a core competency capstone course and should be taken in the student’s last spring semester before graduation.
²The Police Science Degree has been designed to accommodate transfer to Norfolk State University or Old Dominion University. It is the responsibility of the student and the student’s academic advisor to coordinate elective course work that best meets the transfer requirements to a particular 4-year college or university. While not all students desire transfer to a 4-year college or university, it is sound academic planning that can allow for transfer.

Lead Faculty/Program Head: Ron Osborne
ADMINISTRATIVE SUPPORT TECHNOLOGY (298)

Award: Associate of Applied Science Degree
Major: Administrative Support Technology
Specialization: Executive Secretary, Word/Information Processing
Length: Variable (designed for both part-time and full-time students)
Lead Faculty/Program Head: Cinda Schmitt

Purpose: The Administrative Support Technology program is designed to equip persons with the knowledge and skills necessary to make decisions and perform successfully in office occupations. It provides opportunities for those persons employed in office occupations as well as those seeking a promotion and/or a degree to upgrade their skills and knowledge of new methods, practices, and innovations in business.

Program Student Learning Outcomes:
Upon successful completion of the AAS Administrative Support Technology Program, students will be able to:

1. Use communication, teamwork, and interpersonal skills for internal and external customer support.
2. Apply business English, spelling, and mathematics.
3. Use proper keyboarding skills to prepare documents quickly and accurately according to employer standards.
4. Create graphs, brochures, flyers, and presentations.
5. Use basic accounting principles/applications to maintain accounting records for various businesses.
6. Apply critical thinking, analytical, and quantitative skills in decision making and problem solving.

In addition to the Administrative Support Technology student learning outcomes, student completing various specializations will be able to:

- Specialization Executive Secretary (298): Apply modern office practices, procedures, and equipment skills.
- Specialization Word Information Processing (298-01): Use software, including word processing, spreadsheets, databases, presentation, or calendar tools, to input, manage, and interpret information to meet organization needs.

Occupational Objectives:
Administrative Assistant
Executive Secretary
Machine Transcriptionist
Office Manager
Word/Information Processor
Related Office Occupations

Upon completion of the Executive Secretary specialization, graduates should possess basic skills that are required for competence in entry levels in business government and other organizations.

Upon completion of the Word Information Processing specialization, students should possess basic skills and knowledge that will enable them to make decisions and perform successfully in office occupations.

Admission Requirements: In addition to the general admission requirements of the College, entry into the Administrative Support Technology curriculum requires proficiency in basic arithmetic and English. Students who are not proficient in these subjects will be required to correct their deficiencies in developmental courses. Students who have had keyboarding may be granted advanced placement upon acceptance in the program.

Special Conditions: Students in Administrative Support Technology programs are expected to graduate with knowledge of current practices. Office technology and computer-related courses that are over five years old at the time of graduation will be evaluated on an individual basis by the program head or appropriate designee.

Program Requirements: The curriculum in Administrative Support Technology combines instruction in the areas required for competence as entry-level employees in business, government, and other organizations. Candidates for the Administrative Support Technology degree must successfully complete all required courses, must earn a minimum grade of “C” in all AST, ENG, ACC, and ITE courses.
## Sample Schedule

### Executive Secretary (298)

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
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<td><strong>FIRST YEAR</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Fall Term</strong></td>
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<tr>
<td>AST 101</td>
<td>Keyboarding I</td>
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<tr>
<td>ENG 111</td>
<td>English Composition I</td>
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<tr>
<td>ITE 115</td>
<td>Basic Computer Literacy</td>
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<td>MTH 121</td>
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<tr>
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<td><strong>Spring Term</strong></td>
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<tr>
<td>AST 102</td>
<td>Keyboarding II</td>
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<tr>
<td>AST 113</td>
<td>Keyboarding for Speed and Accuracy</td>
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<td>AST 141</td>
<td>Word Processing I</td>
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<td>BUS 125</td>
<td>Applied Business Mathematics</td>
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<td>Principles of Accounting</td>
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<td>Intro. to Computerized Accounting</td>
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<td>AST 234</td>
<td>Records and Database Management</td>
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<tr>
<td>AST 243</td>
<td>Office Administration I</td>
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</tr>
<tr>
<td>ITE 215</td>
<td>Adv. Computer Applications and Integration</td>
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<td>Business Communications</td>
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<td>AST 236</td>
<td>Specialized Software Applications</td>
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<td>AST 244</td>
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<td>PHI 115</td>
<td>Practical Reasoning</td>
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<tr>
<td>ITE 130</td>
<td>Introduction to Internet Services</td>
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<td>Health or Physical Education</td>
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</table>

**Minimum Credits Required:** 65

1. PHI 115 is a core competency capstone course and should be taken in the student’s last spring semester before graduation.
2. Students are encouraged to select MTH, ENG, and ACC courses with the help of their faculty advisor. Students may benefit by taking transfer level MTH, ENG, and ACC 211/213 based on personal goals.
3. **High School Tech Prep** graduates may wish to talk with their faculty advisor about receiving credit by exam for AST 102.

**Lead Faculty/Program Head:** Cinda Schmitt

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## Sample Schedule

### Word Information Processing (298-01)

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td><strong>FIRST YEAR</strong></td>
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<td></td>
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</tr>
<tr>
<td><strong>Fall Term</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AST 101</td>
<td>Keyboarding I</td>
<td></td>
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<td>ENG 111</td>
<td>English Composition I</td>
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<td>3</td>
</tr>
<tr>
<td>ITE 115</td>
<td>Introduction to Computer Applications and Concepts</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>MTH 121</td>
<td>Fundamentals of Math</td>
<td></td>
<td>3</td>
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<tr>
<td>SDV 100</td>
<td>College Success Skills</td>
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</tr>
<tr>
<td>Social Science Elective</td>
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<td><strong>Total</strong></td>
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<tr>
<td><strong>Spring Term</strong></td>
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</tr>
<tr>
<td>AST 102</td>
<td>Keyboarding II</td>
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<tr>
<td>AST 113</td>
<td>Keyboarding for Speed and Accuracy</td>
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<td>AST 141</td>
<td>Word Processing I</td>
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<td>Elective (ACC, AST, BUS, ECO, ITE, ITD, MDA, MKT)</td>
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<td><strong>SECOND YEAR</strong></td>
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<td><strong>Fall Term</strong></td>
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<tr>
<td>ACC 211</td>
<td>Principles of Accounting</td>
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<td>ACC 110</td>
<td>Introduction to Computerized Accounting</td>
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<td>AST 234</td>
<td>Records and Database Management</td>
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<td>Office Administration I</td>
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<td>AST 205</td>
<td>Business Communications</td>
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<td>AST 244</td>
<td>Office Administration II</td>
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<tr>
<td>AST 253</td>
<td>Advanced Desktop Publishing I</td>
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<tr>
<td>ITE 215</td>
<td>Adv. Computer Applications and Integration</td>
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<td>Health or Physical Education</td>
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<td><strong>Total</strong></td>
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</tbody>
</table>

**Minimum Credits Required:** 65

1. **High School Tech Prep** graduates should check with Admissions for vocational articulation credits.
2. Students are encouraged to select MTH and ACC courses with the help of their faculty advisor. Students may benefit by taking transfer level MTH and ACC 211/213 based on personal goals.
3. **High School Tech Prep** graduates may wish to talk with their faculty advisor about receiving credit-by-exam for AST 102.
4. The one-credit AST Electives (3rd Semester) must be selected from any of the AST one-credit courses.
5. The three-credit AST Elective (4th semester) must be selected from ACC, AST, BUS, ECO, ITE, MDA, or MKT.
6. Students must complete all AST, ENG, and ITE courses with a grade of “C” or better.
7. PHI 115 is a core competency capstone course and should be taken in the student’s last spring semester before graduation.

**Lead Faculty/Program Head:** Cinda Schmitt
**Early Childhood Development (636)**

**Award:** Associate of Applied Science Degree

**Major:** Early Childhood Development

**Length:** Variable (Designed for both part-time and full-time students)

**Lead Faculty/Program Head:** Martha Kello

**Purpose:** This curriculum is designed to prepare students for the care, supervision, and education of young children from birth to eight years. Graduates will also qualify for working with children up to age twelve in after-school programs. Individuals already working in the field may up-grade their skills and qualify for advancement.

**Occupational Objectives:** Students receiving an associate's degree in Early Childhood Development will have a variety of occupational choices, some of which are listed below:
- Head Start Teacher's Assistant
- Substitute Teacher
- Teacher's Assistant
- Daycare/Preschool/After-School Teacher
- Teacher's Assistant
- Substitute Teacher
- Head Start Teacher's Assistant

**Admission Requirements:** In addition to the admissions requirements established for the College, entry into Early Childhood Development requires proficiency in reading, basic arithmetic, and standard written English, and computer usage as measured by the placement tests offered at the College. Students who do not have these proficiencies must correct their deficiencies by taking developmental courses (i.e., ITE 101 and 115).

Students should be advised that many agencies require a criminal background check through the Virginia State Police Department and a child abuse check through the Virginia Department of Social Services before employment involving contact with young children. In addition, some child care facilities and schools may require proof of specific vaccinations and health related tests for students to complete their supervised workplace experiences.

**Program Requirements:** Students in Early Childhood Development, in addition to meeting the requirements of the College for graduation, must also successfully complete all CHD courses with a minimum grade of “C.” Several of the CHD courses require field observations and/or participation, which may require students to be available during regular operating hours of early childhood settings.

**Program Student Learning Outcomes:**

Upon successful completion of the AAS Early Childhood Development Program, students will be able to:

1. Recognize the stages of early childhood development.
2. Create positive ways to build self-esteem in children and to help them develop self control.
3. Illustrate developmentally appropriate techniques and methods for encouraging the development of language, literacy, math, science and social studies.
4. Utilize the arts and other creative developmentally appropriate activities for young children.
5. Demonstrate the planning and implementation of programs in group-care with emphasis on health and safety policies, record-keeping, and reporting to parents.
6. Implement the theory and practice in movement and music education into an integrated curriculum.
7. Use developmentally appropriate practices to plan activities to stimulate the logical thinking skills in children.

**Sample Schedule**

**First Year**

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<tr>
<th>Term</th>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>Fall Term</td>
<td>CHD 118</td>
<td>Language Arts for Young Children</td>
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<td></td>
<td>CHD 120</td>
<td>Introduction to Early Childhood Education</td>
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<tr>
<td></td>
<td>CHD 145</td>
<td>Teaching Art, Music and Movement to Children</td>
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<tr>
<td></td>
<td>ENG 111</td>
<td>College Composition I</td>
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<td>SDV 100</td>
<td>College Success Skills</td>
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<td>MTH 151/163</td>
<td>Mathematics for Liberal Arts I or Precalculus</td>
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<td>CHD 119</td>
<td>Introduction to Reading Methods</td>
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<td>CHD 165</td>
<td>Observation and Participation in Early Child/Primary Settings</td>
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<td></td>
<td>CHD 205</td>
<td>Guiding Behavior of Children</td>
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<td></td>
<td>HLT 135</td>
<td>Child Health and Nutrition</td>
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<td>ENG 112</td>
<td>College Composition II</td>
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<td>CST 100</td>
<td>Principals of Public Speaking</td>
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**Second Year**

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<td>CHD 146</td>
<td>Math, Science and Social Studies for Children</td>
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<td></td>
<td>CHD 166</td>
<td>Infant and Toddler Programs</td>
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<td></td>
<td>CHD 210</td>
<td>Introduction to Exceptional Children</td>
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<td>CHD 216</td>
<td>Early Childhood Programs, School and Social Change</td>
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<td>PSY 235</td>
<td>Child Psychology</td>
<td>3</td>
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<td></td>
<td>HLT 106</td>
<td>First Aid and Safety</td>
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<td>Models of ECHD Programs</td>
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<td>CHD 265</td>
<td>Adv. Obs. and Participation in Early Childhood Settings</td>
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<td>CHD 270</td>
<td>Administration of Early Childhood Educational Programs</td>
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<td>CHD 298</td>
<td>Seminar &amp; Projects: Portfolio Development</td>
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<td>Practical Reasoning</td>
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<td>SOC 215</td>
<td>Sociology of the Family</td>
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</table>

**Minimum Credits Required:** 67

1. PHI 115 is a core competency capstone course and should be taken in the student’s last spring semester before graduation.
2. Must have completed CHD 118 prior to taking CHD 119
3. Must have completed CHD 165 prior to taking CHD 265
4. Must take CHD 298 and CHD 265 in the same semester

* Meets VCCS Core Competency Requirements in the following areas: Communication (oral and written), (CST 100, ENG 111 & 112); Critical Thinking, (ENG 111, CST 100, PHI 115); Cultural and Social Understanding, (PSY 235, SOC 215); Information Literacy, (ENG 111 & 112, CST 100); Personal Development, (SDV 100, HLT 106); Quantitative Reasoning, (MTH 151 or 163); Scientific Reasoning, (PHI 115); Meets SACS General Education Requirements of 15 credit hours, at least one course in each of the three following areas: Humanities/Fine Arts, Social/Behavioral Sciences, Math/Natural Sciences.
INDUSTRIAL TECHNOLOGY (883)

Award: Associate of Applied Science Degree

Major: Industrial Technology

Length: Two Years

Purpose: The Associate in Applied Science Degree curricula is designed to provide a broad base of instruction and industrial knowledge that will prepare the graduate to enter the technical work force upon graduation. Graduates will be trained for jobs with local industries.

Program Student Learning Outcomes:

Upon successful completion of the AAS Industrial Technology Program, students will be able to:

1. Calculate direct current (DC) circuit loads.
2. Calculate alternating current (AC) circuit loads.
3. Demonstrate how to set-up and maintain a safe working environment.
4. Utilize a working knowledge of electrical fundamentals, precision tools, and techniques to perform identified tasks.
5. Plan and execute technical applications for the set-up and operation of electrical/electronic equipment.
6. Communicate their ideas and results using their knowledge of written, oral, and graphical communication.

In addition to the Industrial Technology student learning outcomes, student completing various specializations will be able to:

- Specialization Electronic-Electrical (883-02): Analyze the requirements for residential and commercial wiring.
- Specialization for Electronic Controls (883-03): Program logic controllers using programmable logic controllers.


Admission Requirements: In addition to the general admission requirements of the College, entry into the Industrial Technology Degree program requires proficiency in basic arithmetic and English. High school graduates enrolling under the provisions of the Industrial Technology Careers Program must meet the terms of their signed agreement. All students who are not proficient in these subjects will be required to correct their deficiencies in developmental courses.

Program Requirements: The curriculum for the Industrial Technology Degree program combines general academic instruction in mathematics, science, and communication with technical instruction geared toward gaining competence for entry-level positions within business, industry, or government.

Specialization: General (883)

Sample Schedule

FIRST YEAR
Fall Term
ENG 111 English Composition 3
MTH 115 Technical Math I 3
SDV 100 College Success Skills or SDV 106 1
IND 165 Principles of Industrial Technology I 4
DFT 175 Schematics and Mechanical Diagrams 2
SAF 126 Principles of Industrial Safety 3
Total 16

Spring Term
IND 166 4
ITE 115 Intro. to Computer Applications and Concepts 3
IND 137 Team Concepts and Problem Solving 3
IND 113 Materials and Processing of Manufacturing 3
INS 110 Principles of Instrumentation 3
Total 16

SECOND YEAR
Fall Term
ETR 113 DC and AC Fundamentals 4
CST 100 Principles of Public Speaking 3
HLT xxx Health 2
Social Science HIS, PSY, PLS, ECO, HIS, SOC elective 3
IND 265 Principles of Industrial Technology III 4
Total 16

Spring Term
ETR 114 DC and AC Fundamentals 4
MEC 266 Fluid Mechanics 3
PHI 115 Practical Reasoning1 3
IND 266 Principles of Industrial Technology IV 4
Social Science HIS, PSY, PLS, ECO, HIS, SOC elective 3
Total 17

Minimum Credits Required 65

1PHI 115 is a core competency capstone course and should be taken in the student’s last spring semester before graduation.

Lead Faculty/Program Head: Mike Forrest, Keisha Nichols
INDUSTRIAL TECHNOLOGY (883)

SPECIALIZATION: ELECTRONIC-ELECTRICAL (883-02)

Sample Schedule

FIRST YEAR
Fall Term
ENG 111 English Composition 3
MTH 115 Technical Math I 3
SDV 100 College Success Skills or SDV 106 1
IND 165 Principles of Industrial Technology I 4
DFT 175 Schematics and Mechanical Diagrams 2
ELE 133 Practical Electricity I 3
Total 16

Spring Term
IND 166 Principles of Industrial Technology II 4
ITE 115 Intro. to Computer Applications and Concepts 3
ELE 134 Practical Electricity II 3
ELE 135 National Electrical Code 3
ELE 160 Power Controls 3
Total 16

SECOND YEAR
Fall Term
ETR 113 DC and AC Fundamentals 4
CST 100 Principles of Public Speaking 3
HLT xxx Health
or PED xxx Physical Education elective 2
Social Science HIS, PSY, PLS, ECO, HIS, SOC elective 3
ETR 203 Electronic Devices I 4
Total 16

Spring Term
ETR 114 DC and AC Fundamentals 4
ETR 273 Computer Electronics I 3
PHI 115 Practical Reasoning 1 3
ETR 204 Electronic Devices II 4
Social Science HIS, PSY, PLS, ECO, HIS, SOC elective 3
Total 17

Minimum Credits Required 65

1PHI 115 is a core competency capstone course and should be taken in the student’s last spring semester before graduation.

Lead Faculty/Program Head: Mike Forrest, Keisha Nichols

SPECIALIZATION: ELECTRONIC CONTROLS (883-03)

Sample Schedule

FIRST YEAR
Fall Term
ENG 111 English Composition 3
MTH 115 Technical Math I 3
SDV 100 College Success Skills or SDV 106 1
IND 165 Principles of Industrial Technology I 4
DFT 175 Schematics and Mechanical Diagrams 2
ELE 133 Practical Electricity I 3
Total 16

Spring Term
IND 166 Principles of Industrial Technology II 4
ITE 115 Intro. to Computer Applications and Concepts 3
ELE 134 Practical Electricity II 3
ELE 135 National Electrical Code 3
ELE 160 Power Controls 3
Total 16

SECOND YEAR
Fall Term
ETR 113 DC and AC Fundamentals 4
CST 100 Principles of Public Speaking 3
HLT xxx Health
or PED xxx Physical Education elective 2
Social Science HIS, PSY, PLS, ECO, HIS, SOC elective 3
ETR 203 Electronic Devices I 4
Total 16

Spring Term
ETR 114 DC and AC Fundamentals 4
ETR 274 Computer Electronics II 4
PHI 115 Practical Reasoning 1 3
ETR 204 Electronic Devices II 4
Social Science HIS, PSY, PLS, ECO, HIS, SOC elective 3
Total 18

Minimum Credits Required 65

1PHI 115 is a core competency capstone course and should be taken in the student’s last spring semester before graduation.

Lead Faculty/Program Head: JMike Forrest, Keisha Nichols
students will be able to:

Upon successful completion of the AAS Management program as an understanding of business operations. Possess basic skills in human relations and communications as well as an understanding of business operations.

Program Student Learning Outcomes:

Upon successful completion of the AAS Management program students will be able to:

1. Demonstrate oral and written presentation skills unique in the business community.
2. Apply leadership, ethical standards, and team building skills necessary for managerial positions in the 21st century.
3. Conduct a personal SWOT analysis for a career as a business manager.
4. Design a comprehensive business plan for a future small business venture.
5. Demonstrate the ability to use technology in analyzing and solving business problems.
6. Use basic computation skills to analyze and solve business problems requiring the use of mathematics.

In addition to the Management student learning outcomes, student completing various specializations will be able to:

- Specialization General Business Management (212-01): Develop an understanding of the impact of globalization on business and managerial decision making.
- Specialization Marketing Management (212-04): Demonstrate management skills in leadership, team building and motivating a sales or marketing staff.
- Specialization Hardware and Software Support (212-18): Evaluate and build a simple network.
- Specialization Computer Support Specialist (212-21): Integrate the advanced computer concepts using a productivity software suite.

The Computer Support Specialist Specialization trains students to provide technical assistance, support, and advice to customers and other users. This occupational group includes technical support specialists and help-desk technicians. These troubleshooters interpret problems and provide technical support for hardware, software, and systems. They answer telephone calls, analyze problems using automated diagnostic programs, and resolve recurrent difficulties. Support specialists may work either within a company that uses computer systems or directly for a computer hardware or software vendor. Increasingly, these specialists work for help-desk or support service firms, where they provide computer support to clients on a contract basis. In smaller firms, the support specialists will solve a variety of computing problems to help businesses serve their customers.

The General Business Management Specialization is designed to provide the basic management and communication skills for the position of general manager. Emphasis on supervision, accounting, economics, law and communication prepares the student for the many aspects of general management. Successful graduates will possess the necessary skills for entry into a variety of management positions.

The Hardware and Software Support Specialization is designed to provide the student with preparation for a career in hardware and software. The importance of studying computing in the context of business is that the student has an area to start applying computer problem solving and methodology. Upon completion of the program, students should possess basic skills to enter a variety of computing jobs in computer support services including PC repair and installation repair technicians. Students may also use this program as a step toward advanced study in specialized areas of computing such as the hardware and software aspects of networking specialization. Students who complete this program should be prepared to take the A+ industry certification exam. The student will have also studied some material covered in other industry certification exams, such as the certification tests offered by Microsoft. In addition, students may choose to study for the CiscO CCNA Exam.

The Marketing Management Specialization is designed to provide a basic foundation in marketing management. This includes financial, legal, planning and selling aspects of the field. Upon completion of the program, the student should possess basic skills to enter various marketing and sales positions.

Occupational Objectives:

- Microcomputer Support Specialist
- Information Technical Support Specialist
- Computer Sales Representative
- Office Computing Liaison
- Skills Upgrading for Office Personnel
- Office Automation Specialist
- Management Trainee
- Supervisor
- Personnel Generalist
- Department Head
- Personnel Supervisor
- Administrative Assistant
- Human Resources Manager
- Bookkeeper
- Independent Shop Owner/Manager
- Computing Resource Consultant
- Technical Resource Consultant
- Install / Repair Technician
- Cisco Routing Support Specialist
- Networking Technician
- Junior Network Administrator
- E-business account manager
- Network Administrator
- E-business support technician
- Sales Representatives
- Sales Managers
- Department Managers
- Marketing Managers
- Floor Managers
- Buyers
- Technical Support Specialist
- Help Desk Technician
OCCUPATIONAL / TECHNICAL

Management (212)

Computer Support Specialist (212-21)

Sample Schedule

**FIRST YEAR**

**Fall Term**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 100</td>
<td>3</td>
</tr>
<tr>
<td>ENG 111</td>
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<td>MKT 100</td>
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<td>MTH 121</td>
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<td>SDV 100</td>
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**Spring Term**

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
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<td>ITE 130</td>
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<tr>
<td>ITN 101</td>
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<tr>
<td>Elective</td>
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<tr>
<td>ECO 120</td>
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</tr>
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<td>ITE 115</td>
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**SECOND YEAR**

**Fall Term**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ACC 211</td>
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<td>BUS 236</td>
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<td>AST 141</td>
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**Spring Term**

<table>
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<th>Credits</th>
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<tbody>
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<td>BUS 125</td>
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<td>ACC 120</td>
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</tr>
<tr>
<td>ITE 160</td>
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</table>

Minimum Credits Required: 69

1. Students are encouraged to select MTH, ENG and ACC courses with the help of the IT faculty. Students may benefit by taking transfer level MTH, ENG and ACC sequences based on personal goals. Transfer students should consider taking ENG 112 in place of BUS 236.
2. Students must complete all major courses with a grade of “C” or better.
3. PHI 115 is a core competency capstone course and should be taken in the student’s last spring semester before graduation.

Lead Faculty/Program Head: Renee Felts, Robert Tureman

General Business Management (212-01)

Sample Schedule

**FIRST YEAR**

**Fall Term**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BUS 100</td>
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<tr>
<td>ENG 111</td>
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</tr>
<tr>
<td>HLT/PED</td>
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<tr>
<td>MKT 100</td>
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<td>MTH 121</td>
<td>3</td>
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<td>SDV 100</td>
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<td>BUS 241</td>
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**Spring Term**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
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<td>BUS 200</td>
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<td>BUS 201</td>
<td>3</td>
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<tr>
<td>BUS 241</td>
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<tr>
<td>ECO 120</td>
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<td>ITE 115</td>
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**SECOND YEAR**

**Fall Term**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<td>BUS 125</td>
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<td>BUS 165</td>
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<td>BUS 236</td>
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<td>ITE 130</td>
<td>3</td>
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<tr>
<td>ITE 215</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
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</tbody>
</table>

**Spring Term**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ACC 212</td>
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</tr>
<tr>
<td>BUS 280</td>
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</tr>
<tr>
<td>BUS 285</td>
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</tr>
<tr>
<td>PHI 115</td>
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<tr>
<td>Elective</td>
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<td>HLT/PED</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td>16</td>
</tr>
</tbody>
</table>

Minimum Credits Required: 69

1. PHI 115 is a core competency capstone course and should be taken in the student’s last spring semester before graduation.
2. It is the responsibility of the student to contact their Academic Advisor for the appropriate course(s).
3. Taken last semester before graduation or with permission of Academic Advisor

For course scheduling students are encouraged to contact their Academic Advisor or Professor Lydick: Faculty Area Room 112C Suffolk Campus; 925-6325; dlydick@pdc.edu

Lead Faculty/Program Head: David Lydick
## HARDWARE AND SOFTWARE SUPPORT (212-18)

### Sample Schedule

### FIRST YEAR

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Fall</td>
<td>BUS 100: Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ENG 111: College Composition I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>HLT: Health/Physical Education</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>MKT 100: Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MTH 121: Fundamentals of Mathematics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SDV 100: College Success Skills</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Elective ECO, HIS, PSY, SOC</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
</tr>
<tr>
<td>Spring</td>
<td>AST 205: Business Communications</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ITE 130: Introduction to Internet Services</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ITN 101: Introduction to Network Concepts</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>BUS 125: Applied Business Mathematics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ECO 120: Survey of Economics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
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### SECOND YEAR

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>ACC 211: Accounting I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>BUS 241: Business Law I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ITE 140: Spreadsheet Software</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>BUS 236: Communications in Management</td>
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</tr>
<tr>
<td></td>
<td>ITN 107: PC Hardware and Troubleshooting</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ITE 215: Advanced Computer Concepts</td>
<td>3</td>
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<td></td>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
</tr>
<tr>
<td>Spring</td>
<td>ACC 212: Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ITN 106: Microcomputer Operating Systems</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PHI 115: Practical Reasoning</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>HLT/PED: Health or Physical Education</td>
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</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

### Minimum Credits Required

|   | 69 |

---

1. Students are encouraged to select MTH, ENG and ACC courses with the help of the IT faculty. Students may benefit by taking transfer level MTH, ENG and ACC sequences based on personal goals. Transfer students should consider taking ENG 112 in place of BUS 236.

2. Students must complete all major courses with a grade of “C” or better.

3. PHI 115 is a core competency capstone course and should be taken in the student’s last spring semester before graduation.

**Lead Faculty/Program Head:** Renee Felts, Robert Tureman

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## MARKETING MANAGEMENT (212-04)

### Sample Schedule

### FIRST YEAR

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>BUS 100: Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ENG 111: College Composition I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>HLT/PED: Health/Physical Education</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>MKT 100: Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MTH 121: Fundamentals of Mathematics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SDV 100: College Success Skills</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
</tr>
<tr>
<td>Spring</td>
<td>AST 205: Business Communications</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MKT 220: Principles of Advertising</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MKT 271: Consumer Behavior</td>
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</tr>
<tr>
<td></td>
<td>BUS 241: Business Law I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ECO 120: Survey of Economics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ITE 115: Introduction to Computer Applications &amp; Concepts</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
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</table>

### SECOND YEAR

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>ACC 211: Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>BUS 125: Applied Business Mathematics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MKT 215: Sales and Marketing Management</td>
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</tr>
<tr>
<td></td>
<td>BUS 236: Communications in Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ITE 130: Introduction to Internet Services</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ITE 215: Advanced Computer Applications &amp; Integration</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
</tr>
<tr>
<td>Spring</td>
<td>ACC 212: Principles of Accounting II</td>
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<td>MKT 276: International Marketing Management</td>
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<td>MKT 285: Current Issues in Marketing</td>
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<tr>
<td></td>
<td>PHI 115: Practical Reasoning</td>
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<tr>
<td></td>
<td>Elective</td>
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<td>Elective Social Science (ECO, HIS, PSY, SOC)</td>
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<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

### Minimum Credits Required

|   | 69 |

---

1. PHI 115 is a core competency capstone course and should be taken in the student’s last spring semester before graduation.

2. It is the responsibility of the student to contact their Academic Advisor for the appropriate course(s)

3. Prerequisite: MTH 121

4. Taken last semester before graduation or with permission of Academic Advisor

For course scheduling students are encouraged to contact their Academic Advisor or Professor Lydick: Faculty Area Room 112C Suffolk Campus; 925-6325; dlydick@pdc.edu

**Lead Faculty/Program Head:** David Lydick
Nursing Program (156)

Award: Associate of Applied Science
Major: Nursing
Length: 5 Semesters

Lead Faculty/Program Head: Dr. Candace Rogers

Purpose: The nursing major prepares selected students to qualify as practitioners of technical nursing in a variety of health care facilities. After successful completion of the program, students will be eligible for the National Council Licensure Exam-Registered Nurse for the Commonwealth of Virginia. The program provides a background for maximum transfer opportunities to four-year colleges and universities.

Program Student Learning Outcomes:
Upon successful completion of the AAS Nursing Program, students will be able to:

1. Use the nursing process and critical thinking to meet multiple health needs for clients across the lifespan in a variety of healthcare settings.
2. Integrate nursing theories, research and skills when providing care for groups of clients with multiple physiological and/or psychosocial needs in a caring and compassionate manner.
3. Communicate therapeutically with individuals, groups and their families and significant others.
4. Synthesize and communicate relevant data in a comprehensive and concise manner, verbally and in writing and through information technology.
5. Integrate holistic health teaching into the care of the individual and groups.
6. Integrate ethical values and legal principles into the delivery of nursing care.
7. Utilize management skills and concepts to plan and coordinate the care for a culturally diverse group of clients in a variety of settings.
8. Assume the role of the associate degree nurse as care provider, advocate, teacher and manager.
9. Assume accountability and responsibility for his/her own actions and education as a contributing and competent member of the health care team, the nursing profession and society.
10. Successfully pass the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

Special Accreditation/Approval: This program is approval by the Virginia State Board of Nursing.

Occupational Objectives: Employment opportunities for the registered nurse include staff positions in hospitals, nursing homes, health departments, physicians’ offices, clinics, day care centers, industry, hospices, mental health facilities, rehabilitation centers, and home health care agencies.

Admission Requirements: Interested students should contact the nursing office for academic advising. The applicant must meet the following requirements for admission into the required nursing clinical courses.

1. Admission to Paul D. Camp Community College (PDCCC).
2. Graduation from high school with an overall GPA of 2.5 or better satisfactory completion of the GED. Must submit GED scores with application.
3. Complete PDCCC placement tests in English, reading, and mathematics. If scores indicate, the applicant will be required to successfully complete developmental courses prior to admission to nursing program.
4. Complete one unit of algebra, one unit of biology, and one unit of chemistry with a “C” grade or better. Deficiencies can be made up through approved developmental or college level courses. Developmental requirements must be completed before the student can begin nursing classes.
5. A curricular and cumulative college grade point average (GPA) of 2.5 or better in all related and general education requirements completed before admission into nursing program courses.
6. Pre-Admission Examination. The Assessment Technologies Incorporated (ATI) test or equivalent is the final step in the admission process. Once you have met the above criteria, you can schedule your test. The test costs $20.00 for each attempt. Applicants can only test once a semester. The test is scheduled with the nursing program. Applicants must score in the 45th percentile on each component of the test.
7. It is required that all applicants take and pass the Assessment Technologies Incorporated (ATI) Test of Essential Academic Skills (TEAS) prior to admission. The test can be taken once a semester and test scores are valid for two years after testing. The test cost the applicant $25 for each attempt. The test is scheduled with the nursing program secretary. Applicants who do not meet the residential qualifications will be considered only if not all available admitted student slots are used.

Admission Procedure: Applications to the nursing program are processed during specified application periods. Applications for the fall nursing program must be submitted by March 31st yearly. Applications for the Licensed Practical Nurse Bridge Program must be submitted by December 31 yearly.

Applicants are responsible for making certain that all application materials are on file in the nursing office, including the following documents:

1. The completed nursing admissions application
2. Official transcripts of all secondary school work and all prior college work to include GED scores if applicable
3. Results of college placement test, and
4. Results of ATI TEAS (pre-RN) test

Because the nursing program addresses the educational needs of a variety of students with a variety of experiences and prior education, a limited number of entering class positions are designated for prospective high school graduates who also have been enrolled at PDCCC as part of a nursing program approved program of dual enrollment. Interested high school sophomores should see their counselors in the spring of their sophomore year. Interested high school juniors should see their counselors in the fall of their junior year. All dually enrolled students interested in the PDCCC nursing program must have their program of study approved in writing by the PDCCC nursing program head.

The typical physical demands of a registered nurse include the following: full range of motion including handling and lifting patients and/or equipment, manual and finger dexterity and hand-eye coordination. The job generally requires standing and walking for extensive periods. The registered nurse should be able to lift and carry items weighing up to 50 pounds. The job settings may have stressful conditions and/or irregular hours. There is a potential for exposure to communicable diseases. After admission to the nursing program, the prospective student is provided with a Nursing Program Physical
Nursing Program (156)

Examination form that must be completed by a physician or nurse practitioner prior to enrolling in nursing classes.

Once Enrolled: After admission, students must comply with the rules and regulations as outlined in the Nursing Student Handbook and course outlines including maintaining current (yearly) CPR certification as designated, good academic standing by maintaining cumulative 2.0 GPA, satisfactory clinical performance, satisfactory physical and mental health, documentation of certain immunizations, and suitable demeanor and attendance. In fact, an attendance policy is in effect for both class and clinical experience. Students must pass each curricular nursing course to proceed to the next. Students must pass pharmacology and calculation tests, designated clinical skills testing, and demonstrate clinical competence in nursing courses with clinical components. Any student who receives a final grade lower than “C” in any of the courses in nursing or biology will not be permitted to continue in the nursing courses. In order to resume, students must write a letter of request to the nursing program head. Students will have day and evening clinical experiences. They are also responsible for additional fees charged for required testing, liability insurance, uniforms, books, criminal history, and sex offender crimes against minor’s background checks, and drug screening. Any charges or a cost for drug screening is the responsibility of the student. An estimated cost of the drug screening is $100.00.

Upon admission, all students are required to undergo mandatory drug screening. Students must have a negative drug screen in order to begin clinical nursing courses.

Some health care facilities may not employ individuals who have committed certain criminal acts and may conduct criminal background checks before hiring. Criminal history and background checks for sex offender crimes against minors are required for entrance into some clinical agencies. Students who have positive results from these checks may be prohibited from clinical and may not complete the program (estimated cost $100.00).

Please note: The Virginia State Board of Nursing can deny admission to any examination and refuse to issue a license or certificate to any applicant who has filed false credentials, falsely represented facts on an application for licensure, or has been convicted of any felony or any misdemeanor involving moral turpitude.

CNA Option (CNA-RN Bridge Program): Provides an opportunity for the certified nurse aide to enter the nursing program to advance their careers and at the same time recognize the skills and knowledge they have already obtained through their Nurse Aide Program. A transition course is offered (NUR 106) for Certified Nurse Aide (CNA) who has graduated from certain regional Nurse Aide programs within two (2) years. The candidates must meet all criteria for the nursing program, including maintaining a grade of “C” or better in all nursing and general education course requirements.

LPN Options:

LPN-RN Bridge Program: Provides an opportunity for the licensed practical nurse to enter the nursing program to advance their careers and at the same time recognize the skills and knowledge they have already obtained through the Practical Nurse Program. Those who apply for this program must have graduated from an accredited practical nursing program within five (5) years and have completed BIO 141-142, ENG 111, STD 100, and Psyc 201. The applicant must currently hold an unrestricted license in the Commonwealth of Virginia. In addition, the candidate must meet all criteria for the nursing program, including maintaining a grade of “C” or better in all nursing and general education course requirements. A transition course (NUR 115) is offered for Licensed Practical Nurses (LPNs) who have graduated from a regional LPN programs.

Advanced Placement: LPNs may apply for advanced placement in the nursing program sequence. Those who apply for this program, must have graduated from an accredited practical nursing program and currently hold an unrestricted license in the Commonwealth of Virginia. In addition, the candidate must meet all criteria for the nursing program, including maintaining a grade of “C” or better in all nursing and general education course requirements.

Transfer of Previous Nursing Credits: Students seeking to transfer credit received from nursing courses at other institutions will be considered on an individual basis by the nursing faculty. The student may be asked to provide course descriptions, course syllabi, pre-admission testing or achievement test scores, and selected data from the course instructor in order to determine placement in the nursing program, subject to space availability. Since there are frequently differences among nursing programs, students desiring to transfer should be aware that there might be an interruption in program progression.

Withdrawal/Readmission: An exit interview with a nursing faculty member or the program head is required of all students who withdraw. Students who withdraw because of academic failure may not re-enroll again than once. Any student wishing to re-enroll in nursing courses must have at least a 2.5 cumulative and curricular grade point averages at PDCCC to be considered. Re-enrollment must occur within one year to maintain nursing course credits. A student who wishes to re-enter the nursing curriculum must follow the procedure outlined in the Nursing Student Handbook. The student may be required to enroll in and satisfactory complete specific courses before admission. Students will have to demonstrate certain competencies and meet health and clinical requirements to be considered for re-enrollment.

The nursing faculty will consider each student’s application for readmission and the decision to readmit will be based on additional data, prior performance in the nursing program, and space availability. Students who fail a nursing course or withdraw for any reason from the nursing program may be readmitted to the nursing program only once. Students who have failed two nursing courses will not be re-enrolled. All re-admissions are at the discretion of the nursing faculty.

Financial Requirements: In addition to the usual college tuition and fees, this program requires the following estimated expenses:

- Uniforms .................................................. $350
- Health/Physical Examination ................................ varies
- Books .................................................. $1,300
- Malpractice (yearly) ..................................... $20
- Graduation Pin ..................................... (costs depend on price of gold or silver)
- AHA BCLS CPR Certification (yearly) ................. $80
- Standardized test (over the course of the program) ...... $450
- Criminal Background Check ........................................... $100
- Drug Screening .......................................... $100
- Application for Licensure Fees ................. $650
- Transportation to Clinical agencies, seminars, etc. as required. ......... varies

Curriculum Requirements: In addition to formal lectures, laboratory exercises, selected clinical, and community experiences will be scheduled during day and evening shifts depending on availability of facilities. Field trips at additional cost may be included.
Clinical nursing students must successfully pass standardized content specific test at various points in the curriculum in order to progress in the program. Students who are unsuccessful will be counseled and guided in required remediation. Upon successful completion of remediation requirements and passing appropriate level standardized testing, a student may progress to the next clinical course.

The student must complete all general education and related courses either before or concurrent with nursing program requirements. To remain in the program, a student must have a "C" or above in all nursing courses and general education courses.

Sample Schedule

<table>
<thead>
<tr>
<th>FIRST YEAR</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Term</strong></td>
<td></td>
</tr>
<tr>
<td>NUR 111</td>
<td>Nursing I</td>
</tr>
<tr>
<td>BIO 141</td>
<td>Human Anatomy and Physiology I</td>
</tr>
<tr>
<td>ENG 111</td>
<td>College Composition</td>
</tr>
<tr>
<td>SVD 100</td>
<td>College Success Skills</td>
</tr>
<tr>
<td>NUR 136</td>
<td>Principles of Pharmacology I</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>18</td>
</tr>
<tr>
<td><strong>Spring Term</strong></td>
<td></td>
</tr>
<tr>
<td>BIO 142</td>
<td>Human Anatomy and Physiology II</td>
</tr>
<tr>
<td>PSY 201</td>
<td>Introduction to Psychology I</td>
</tr>
<tr>
<td>NUR 170</td>
<td>Essentials of Medical/Surgical Nursing</td>
</tr>
<tr>
<td>NUR 180</td>
<td>Essentials of Maternal/Newborn Nursing</td>
</tr>
<tr>
<td>NUR 137</td>
<td>Principles of Pharmacology II</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>16</td>
</tr>
<tr>
<td><strong>Summer Term</strong></td>
<td></td>
</tr>
<tr>
<td>NUR 201</td>
<td>Psychiatric Nursing</td>
</tr>
<tr>
<td>BIO 150</td>
<td>Introductory Microbiology</td>
</tr>
<tr>
<td>CST 100</td>
<td>Principles of Public Speaking</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>11</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SECOND YEAR</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Term</strong></td>
<td></td>
</tr>
<tr>
<td>NUR 212</td>
<td>Second Level Nursing II</td>
</tr>
<tr>
<td>PSY 230</td>
<td>Developmental Psychology</td>
</tr>
<tr>
<td>HUM</td>
<td>Elective</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>14</td>
</tr>
<tr>
<td><strong>Spring Term</strong></td>
<td></td>
</tr>
<tr>
<td>NUR 246</td>
<td>Parent Child Nursing</td>
</tr>
<tr>
<td>NUR 202</td>
<td>Medical Surgical Nursing I</td>
</tr>
<tr>
<td>NUR 254</td>
<td>Dimensions of Professional Nursing</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
</tr>
<tr>
<td><strong>Minimum Total Credits</strong></td>
<td>69</td>
</tr>
</tbody>
</table>

1. CNA Bridge students should take NUR 106 (5 credits) instead of NUR 111. Upon completion, CNA students will be awarded credit for NUR 105 (3 credits).
2. LPN Bridge students should take NUR 115 (7 credits) instead of NUR 111, NUR 170, NUR 136, NUR 180 and NUR 137. Upon completion, LPN students will be awarded credit for these classes.
3. LPN students take NUR 203 in place of NUR 201
4. LPN students take NUR 211 in place of NUR 212

Lead Faculty/Program Head: Dr. Candace Rogers
**Award:** Clerical Studies Certificate

**Length:** Variable (designed for both part-time and full-time students)

**Lead Faculty/Program Head:** Cinda Schmitt

**Purpose:** The Clerical Studies Certificate program is designed to prepare persons for full-time employment immediately upon completion of the community college program. This curriculum is designed to meet the needs of both those who are seeking their first employment in an office position as well as those who are re-entering the office workforce or seeking promotion. Upon completion of the program, graduates will possess basic skills and knowledge that are essential to a successful clerical career.

**Program Student Learning Outcomes:**
Upon successful completion of the Clerical Studies Certificate Program, students will be able to:

1. Apply business English, spelling, and mathematics.
2. Use proper keyboarding skills to prepare documents quickly and accurately according to employer standards.
3. Demonstrate the administrative support role and the skills necessary to provide organizational and technical support in a contemporary office setting.

**Occupational Objectives:**
Data Entry Clerk
File Clerk
General Office Worker
Receptionist
Word Processing Trainee

**Admission Requirements:** In addition to the general admission requirements of the College, entry into the Clerical Studies curriculum requires proficiency in basic arithmetic and English. Students who are not proficient in these subjects will be required to correct their deficiencies in developmental courses. Students who have had keyboarding may be granted advanced placement upon acceptance in the program.

**Program Requirements:** The curriculum in Clerical Studies combines instruction in the areas required for competence as an entry-level employee in business, government, and other organizations. Candidates for the Clerical Studies Certificate must successfully complete all required courses and must earn a minimum grade of “C” in all AST, ENG, and ITE courses.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AST 101</td>
<td>Keyboarding I</td>
<td>4</td>
</tr>
<tr>
<td>AST 243</td>
<td>Office Administration I</td>
<td>3</td>
</tr>
<tr>
<td>ENG 111</td>
<td>College Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ITE 115</td>
<td>Introduction to Computer Applications and Concepts</td>
<td>3</td>
</tr>
<tr>
<td>MTH 121</td>
<td>Fundamentals of Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>SDV 100</td>
<td>College Success Skills</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

**Fall Term**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AST 102</td>
<td>Keyboarding II</td>
<td>4</td>
</tr>
<tr>
<td>AST 113</td>
<td>Keyboarding for Speed and Accuracy</td>
<td>1</td>
</tr>
<tr>
<td>AST 141</td>
<td>Word Processing I</td>
<td>3</td>
</tr>
<tr>
<td>AST Elective 1</td>
<td>Elective 1</td>
<td>1</td>
</tr>
<tr>
<td>AST Elective 1</td>
<td>Elective 1</td>
<td>1</td>
</tr>
<tr>
<td>AST Elective 1</td>
<td>Elective 1</td>
<td>1</td>
</tr>
<tr>
<td>AST 205</td>
<td>Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>ITE 215</td>
<td>Advanced Computer Applications</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

**Spring Term**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AST Elective 1</td>
<td>Elective 1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Total Minimum Credits</strong></td>
<td><strong>34</strong></td>
</tr>
</tbody>
</table>

1The one-credit AST Electives must be selected from any of the AST one-credit courses.
Award: Early Childhood Development Certificate

Length: Variable (Designed for both part-time and full-time students)

Lead Faculty/Program Head: Martha Kello

Purpose: The Early Childhood Development Certificate is designed to prepare individuals for employment in the care, direction, and education of young children. Individuals already employed in the child care area may upgrade and expand their skills and training through this program. This curriculum will also help prepare individuals for CDA (Child Development Associate) Credentialing.

Program Student Learning Outcomes:

Upon successful completion of the Early Childhood Development Certificate Program, students will be able to:

1. Recognize the stages of early childhood development.

2. Illustrate developmentally appropriate techniques and methods for encouraging the development of language, literacy, math, science and social studies.

3. Utilize the arts and other creative developmentally appropriate activities for young children.

4. Use developmentally appropriate practices to plan activities to stimulate the logical thinking skills in children.

Occupational Objectives:

Child Care Centers
Day Care Centers
Family Day Care Homes
Head Start Programs

Admission Requirements: In addition to the general admission requirements of the College, entry into the Early Childhood Development Certificate curriculum requires proficiency in reading, basic arithmetic, standard written English, and computer usage as measured by the placement tests offered at the College. Students who are not proficiencies must correct their deficiencies through developmental courses or the needed computer courses (i.e. ITE 101 and 115). Moreover, students are advised that the Code of Virginia restricts who may legally provide child care in Virginia. Most agencies require a criminal background check through the Virginia State Police Department and a child abuse or neglect check through the Virginia Department of Social Services before employment involving contact with young children. In addition, some child care facilities and schools may require proof of specific vaccinations and health related tests for students to complete their supervised workplace experiences.

Program Requirements: Candidates for the Early Childhood Development Certificate must successfully complete all required courses, must earn a minimum grade of “C” in all CHD courses, and must complete a minimum of 20 hours of observation and/or direct involvement with young children in a child care or early childhood educational facility.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHD 120</td>
<td>Introduction to Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>ENG 111</td>
<td>College Composition I</td>
<td>3</td>
</tr>
<tr>
<td>MTH 121</td>
<td>Fundamentals of Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>PSY 235</td>
<td>Child Psychology</td>
<td>3</td>
</tr>
<tr>
<td>CST 100</td>
<td>Speech Elective</td>
<td>3</td>
</tr>
<tr>
<td>SDV 100</td>
<td>College Success Skills</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
<tr>
<td>Spring Term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHD 118</td>
<td>Language Arts for Young Children</td>
<td>3</td>
</tr>
<tr>
<td>CHD 145</td>
<td>Teaching Art, Music and Movement to Children</td>
<td>3</td>
</tr>
<tr>
<td>CHD 146</td>
<td>Math, Science and Social Studies for Children</td>
<td>3</td>
</tr>
<tr>
<td>CHD 205</td>
<td>Guiding the Behavior of Children</td>
<td>3</td>
</tr>
<tr>
<td>HLT 135</td>
<td>Child Health and Nutrition</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Total Minimum Credits</strong></td>
<td><strong>31</strong></td>
</tr>
</tbody>
</table>

1 Recommend MTH 151 or MTH 163 for students planning to continue for AAS Degree
**Electricity (942)**

**Award:** Certificate in Applied Electricity

**Length:** Variable (Designed for both part-time and full-time students)

**Lead Faculty/Program Head:** James Forrest

**Purpose:** The Certificate program in Electricity is designed for the person who wants to develop skills to become a residential, commercial, or industrial electrician.

**Program Student Learning Outcomes:**

Upon successful completion of the Electricity Certificate Program, students will be able to:

1. Demonstrate an understanding of federal, state, and local safety legal requirements, including OSHA, VOSSA, and EPA when wiring electrical circuits.
2. Use a variety of electrical instruments to measure voltage, current and electrical power.
3. Apply the National Electric Code to identify purpose and location of electrical components and current protection devices.
4. Utilize the knowledge of mathematics and science in the electrical field.
5. Troubleshoot and repair a system at the component level.

**Occupational Objectives:**

Construction Electrician

Maintenance Electrician

**Admission Requirements:** There are no admission requirements for entry into the Applied Electricity certificate program other than those required for general admission to the College.

**Program Requirements:** The certificate program in electricity is designed to develop the job skills required of a person who is engaged as an electrician in industry, business, or housing.

All classes will be offered in catalog order only; therefore, it is necessary to take all classes in sequence as they will not be repeated until the following year.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Course Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DRF 175</td>
<td>Schematic and Mechanical Diagrams</td>
<td>2</td>
</tr>
<tr>
<td>ETR 113</td>
<td>AC/DC Fundamentals I</td>
<td>4</td>
</tr>
<tr>
<td>ENG 111</td>
<td>College Composition I</td>
<td>3</td>
</tr>
<tr>
<td>SDV 100</td>
<td>College Success Skills</td>
<td>1</td>
</tr>
<tr>
<td>MTH 115</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Technical Mathematics I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

| Spring Term   |                                                |                |
| ETR 114       | AC/DC Fundamentals II                           | 4              |
| ELE 133       | Practical Electricity I                          | 3              |
| ITE 115       | Social Science Elective                          | 3              |
| ELE 116       | Introduction to Computer Applications and Concepts| 3              |
|               | Electrical Construction Estimating              | 2              |
|               | **Total**                                       | **15**         |

| Summer Term   |                                                |                |
| ELE 135       | National Electric Code: Residential             | 4              |
| ELE 134       | Practical Electricity II                         | 3              |
| ELE 160       | Power Controls                                  | 3              |
|               | **Total**                                       | **10**         |
|               | **Total Minimum Credits**                       | **41**         |
**Award:** Certificate

**Length:** A full-time student may complete this program in one year.

**Lead Faculty/Program Head:** Calvin Holt

**Purpose:** The Certificate in General Education is designed for students who are preparing to transfer to a four-year institution after one year of study at PDCCC. The program may also be attractive to students who intend to transition into one of PDCCC's transfer degrees. Course selection should be made in consultation with an academic advisor to ensure that students complete courses required by their transfer institution.

**Program Student Learning Outcomes:**

Upon successful completion of the General Education Certificate Program, students will be able to:

1. Communication: Students will be able to interact with others using all forms of communication, resulting in understanding and being understood.
2. Critical Thinking: Students will be able to evaluate evidence carefully and apply reasoning to decide what to believe and how to act.
3. Information Literacy: Students will be able to recognize when information is needed and have the ability to locate, evaluate, and use it effectively.
4. Quantitative Reasoning: Students will be able to possess the skills and knowledge necessary to apply the use of logic, numbers, and mathematics to deal effectively with common problems and issues.
5. Scientific Reasoning: Students will be able to adhere to a self-correcting system of inquiry (the scientific method) and rely on empirical evidence to describe, understand, predict, and control natural phenomena.
6. Cultural and Social Understanding: Students will possess an awareness, understanding, and appreciation of the inter-connectedness of the social and cultural dimensions within and across local, regional, state, national, and global communities.
7. Personal Development: Students will be able to strive for physical well-being and emotional maturity.

**Admission Requirements:** Entry into this curriculum may be obtained by meeting the admission requirements established by the College. You must take development coursework as required by placement testing.

**Program Description:** This program consists of a minimum of 32 credit hours of instruction distributed into general education and elective course areas. Only courses which are transfer level college courses may be counted in this degree. This curriculum is roughly equivalent to the first year of study in a PDCCC transfer degree and it may be tailored to meet the requirements of most transfer degree programs at four-year institutions.

**Program Requirements:** Program requirements are listed in the curriculum below.

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### General Education (695)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Course Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDV 100</td>
<td>College Success Skills(^1)</td>
<td>1</td>
</tr>
<tr>
<td>ENG 111</td>
<td>College Composition I(^1)</td>
<td>3</td>
</tr>
<tr>
<td>MTH</td>
<td>Precalculus I or Math for Liberal Arts I(^1,2)</td>
<td>3</td>
</tr>
<tr>
<td>HIS</td>
<td>U. S. History I(^1,2)</td>
<td>3</td>
</tr>
<tr>
<td>Humanities</td>
<td>ART, ENG, HUM, MUS, REL, SPA, or CST(^2)</td>
<td>3</td>
</tr>
<tr>
<td>Lab Science</td>
<td>BIO, CHM, PHY(^1,2,3)</td>
<td>4</td>
</tr>
</tbody>
</table>

**Fall Term**

| Humanities | ART, ENG, HUM, MUS, REL, SPA, or CST\(^2\) | 3             |
| CST 100    | Introduction to Public Speaking\(^1\) | 3             |
| HIS        | U. S. History II\(^1,2\) | 3             |
| PSY        | Introduction to Psychology\(^1,2\) | 3             |
| Lab Science| BIO, CHM, PHY, NAS, GOL\(^1,2,3\) | 4             |

**Total** 16

**Total Minimum Credit** 33

---

1 Meets VCCS Core Competency Requirements in the following areas: Communication (oral and written), (CST 100 & ENG 111); Critical Thinking, (ENG 111, CST 100, Lab Science); Cultural and Social Understanding, (HIS, PSY); Information Literacy, (ENG 111, CST 100, Lab Science); Personal Development, (SDV 100, HLT/PED); Quantitative Reasoning, (MTH); Scientific Reasoning, (Lab Science).

2 Meets SACS General Education Requirements of 15 credit hours, at least one course in each of the three following areas: Humanities/Fine Arts, Social/Behavioral Sciences, Math/Natural Sciences.

3 A two-semester sequence of a lab science is recommended; Depending on the requirement of the four-year institutions, two one-semester courses in different sciences may be substituted.
CAREER STUDIES CERTIFICATE PROGRAM PLANS

Award: Certificate in Career Studies

Options:
- American Sign Language
- Bookkeeping
- Child Care I
- Child Care II
- Computer Support Specialist
- Entrepreneurship in Small Business Management
- Entrepreneurship in Small Business Management (Advanced)
- Fire Science
- Gaming Design and Development
- Geographic Information Systems Technician
- Hardware and Software Support
- Heating, Ventilation, and Air Conditioning
- Industrial Maintenance
- Leadership
- Legal Office
- Medical Office Billing Clerk
- Medical Office Specialist
- Nurse Aide
- Pharmacy Technician
- Phlebotomy
- Pre-Nursing
- Professional Welder-Fabricator
- Professional Welder-Pipe
- Professional Welder-Plate
- Religious Studies
- Warehouse and Distribution Operations

Length: Variable for part-time student. Program options range from 9 to 29 credit hours.

Purpose: The program is a response to the short-term training needs of citizens in the service region. It is designed as a series of specialized program options in preparation for programs of longer duration. These programs are designed for part-time study with classes usually beginning in the fall semester.

Program Requirements: Upon satisfactory completion of one of the program options, the student will receive the Certificate in Career Studies. Students may earn more than one certificate as program option requirements are satisfied.

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AMERICAN SIGN LANGUAGE (221-640-01)

Award: Certificate in Career Studies

Option: American Sign Language

Length: Fifteen (15) credit hours

Lead Faculty/Program Head: Jillian Overby

Purpose: This program is designed to enable students to communicate fluidly with deaf Americans. Fluid knowledge of American Sign Language can increase job marketability and lead to other career options, such as becoming an interpreter for the deaf.

Occupational Objective:
Any occupation requiring the use of American Sign Language as primary means of communication such as an interpreter for the deaf.

Admission Requirements: In addition to the general admission requirements of the college, entry into the American Sign Language Certificate curriculum requires proficiency in basic English. Students who are not proficient in these subjects are required to correct their deficiencies through developmental courses.

Course Number Course Title Course Credits
ASL 101 Introduction to American Sign Language I 3
ASL 102 Introduction to American Sign Language II 3
ASL 201 American Sign Language III 3
ASL 202 American Sign Language IV 3
ASL 125 History and Culture of the Deaf 3
Total Minimum Credits 15

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BOOKKEEPING (221-212-03)

Award: Certificate in Career Studies

Option: Bookkeeping

Length: Fourteen (14) credit hours

Lead Faculty/Program Head: Cinda Schmitt

Purpose: This option is for persons seeking employment in the bookkeeping field or for those presently in business who desire to increase their knowledge or update their skills.

Occupational Objectives
Bookkeeper

Admission Requirements: Students must meet the general admission requirements established by the College. In addition to the admissions requirements established by the College, entry into the Career Studies Certificate in Bookkeeping requires proficiency in reading and mathematics. Students with deficiencies will be advised to take developmental courses offered by the College.

Course Number Course Title Course Credits
ACC 211 Principles of Accounting 3
ACC 110 Introduction to Computerized Accounting 1
ITE 115 Intro. to Computer Applications and Concepts 3
MTH 121 Fundamentals of Mathematics 3
BUS 125 Applied Business Mathematics 3
Total Minimum Credits 13
CHILD CARE I (221-636-01)

Award: Certificate in Career Studies
Option: Child Care I
Length: One semester for full-time students; variable for part-time students
Lead Faculty/Program Head: Martha Kello

Purpose: This program is designed to prepare students for employment in the day care of young children and for Child Development Associate (CDA) credentialing.

Occupational Objectives:
Child Care Provider
Day Care Provider
Family Child Care Provider

Admission Requirements: In addition to the general admission requirements of the College, entry into the Early Childhood Development Certificate curriculum requires proficiency in reading, basic arithmetic, standard written English, and computer usage as measured by the placement tests offered at the College. Students who do not have these proficiencies must correct their deficiencies by taking developmental courses or the needed computer courses (i.e., ITE 101 and 115).

The Code of Virginia restricts who may legally provide child care in Virginia. Most agencies require a criminal background check through the Virginia State Police Department and a child abuse or neglect check through the Virginia Department of Social Services before employment involving contact with young children. In addition, some child care facilities and schools may require proof of specific vaccinations and health related tests for students to complete their supervised workplace experiences.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Course Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHD 120</td>
<td>Introduction to Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>CHD 145</td>
<td>Teaching Art, Music and Movement to Children</td>
<td>3</td>
</tr>
<tr>
<td>CHD 205</td>
<td>Guiding the Behavior of Children</td>
<td>3</td>
</tr>
<tr>
<td>HLT 135</td>
<td>Child Health and Nutrition</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Minimum Credits</td>
<td>12</td>
</tr>
</tbody>
</table>

CHILD CARE II (221-636-03)

Award: Certificate in Career Studies
Option: Child Care II
Length: One semester for full-time students; variable for part-time students
Lead Faculty/Program Head: Martha Kello

Purpose: This program is designed for students seeking employment or presently employed in child care who desire to increase their knowledge of young children.

Occupational Objectives:
Child Care Provider
Day Care Provider
Family Child Care Provider

Admission Requirements: In addition to the general admission requirements of the College, entry into the Early Childhood Development Certificate curriculum requires proficiency in basic arithmetic and English. Students who are not proficient in these subjects are required to correct their deficiencies through developmental courses.

The Code of Virginia restricts who may legally provide child care in Virginia. Most agencies require a criminal background check through the Virginia State Police Department, and a child abuse or neglect check through the Virginia Department of Social Services before employment involving contact with young children.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Course Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHD 118</td>
<td>Language Arts for Young Children</td>
<td>3</td>
</tr>
<tr>
<td>CHD 146</td>
<td>Math, Science and Social Studies for Children</td>
<td>3</td>
</tr>
<tr>
<td>CHD 210</td>
<td>Introduction to Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>PSY 235</td>
<td>Child Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Minimum Credits</td>
<td>12</td>
</tr>
</tbody>
</table>
**CAREER STUDIES CERTIFICATE**

**COMPUTER SUPPORT SPECIALIST (221-299-09)**

**Award:** Certificate in Career Studies  
**Option:** Computer Support Specialist  
**Length:** Twenty-seven (27) Credit Hours  
**Lead Faculty/Program Head:** Renee Felts, Robert Tureman

**Purpose:** The Computer Support Specialist Career Studies Certificate trains students to provide technical assistance, support, and advice to customers and other users. This occupational group includes technical support specialists and help-desk technicians. These troubleshooters interpret problems and provide technical support for hardware, software, and systems. They answer telephone calls, analyze problems using automated diagnostic programs, and resolve recurrent difficulties. Support specialists may work either within a company that uses computer systems or directly for a computer hardware or software vendor. Increasingly, these specialists work for help-desk or support services firms, where they provide computer support to clients on a contract basis. In smaller firms, the support specialists will solve a variety of computing problems to help businesses serve their customers.

**Occupational Objectives:**  
Skills Upgrading for Office Personnel  
Technical Support Specialist  
Help Desk Technician  
Microcomputer Support Specialist  
Office Automation Specialist  
Office Computing Liaison  
E-business account manager  
Network Administrator  
E-business support technician

**Admission Requirements:** Students must meet general admission requirements established by the College. General keyboarding and computer skills are required.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Course Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITE 115</td>
<td>Introduction to Computer Applications and Concepts</td>
<td>3</td>
</tr>
<tr>
<td>ITE 130</td>
<td>Introduction to Internet Services</td>
<td>3</td>
</tr>
<tr>
<td>ITE 140</td>
<td>Spreadsheet Software</td>
<td>3</td>
</tr>
<tr>
<td>ITE 150</td>
<td>Database Software</td>
<td>3</td>
</tr>
<tr>
<td>ITE 160</td>
<td>Introduction to E-Commerce</td>
<td>3</td>
</tr>
<tr>
<td>ITE 215</td>
<td>Advanced Computer Applications</td>
<td>3</td>
</tr>
<tr>
<td>ITN 101</td>
<td>Introduction to Network Concepts</td>
<td>3</td>
</tr>
<tr>
<td>ITN 107</td>
<td>PC Hardware and Troubleshooting</td>
<td>3</td>
</tr>
<tr>
<td>ITN 106</td>
<td>Microcomputer Operating Systems</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Minimum Credits</strong></td>
<td></td>
<td>27</td>
</tr>
</tbody>
</table>

**EMERGENCY MEDICAL TECHNICIAN – PARAMEDIC (221-146-05)**

**Award:** Certificate in Career Studies  
**Option:** Emergency Medical Technician – Paramedic  
**Length:** Twenty-five (25) credit hours  
**Lead Faculty/Program Head:** Tim Dunn

**Purpose:** This program prepares students to become Emergency Medical Technicians at the National EMT – Intermediate level.

**Occupational Objectives:**  
Certified National Registry of EMTs Emergency Medical Technician – Intermediate

**Admission Requirements:** Students must meet the general admissions requirements established by the College. Additionally, applicants must have completed the Emergency Medical Services EMT – Basic Career Studies Certificate or hold a current Commonwealth of Virginia EMT – Basic Certification and have the permission of the program head.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Course Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMS 151</td>
<td>Introduction to Advanced Life Support</td>
<td>4</td>
</tr>
<tr>
<td>EMS 155</td>
<td>Basic ECG Recognition</td>
<td>2</td>
</tr>
<tr>
<td>EMS 170</td>
<td>ALS – Medical Care</td>
<td>4</td>
</tr>
<tr>
<td>EMS 157</td>
<td>ALS Internship</td>
<td>1</td>
</tr>
<tr>
<td>EMS 159</td>
<td>ALS – Trauma Care</td>
<td>3</td>
</tr>
<tr>
<td>EMS 172</td>
<td>ALS – Special Populations</td>
<td>2</td>
</tr>
<tr>
<td>EMS 173</td>
<td>ALS – Clinical Internship II</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Minimum Credits</strong></td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>
CAREER STUDIES CERTIFICATE

EMERGENCY MEDICAL TECHNICIAN – INTERMEDIATE (221-146-03)
PENDING APPROVAL

Award: Certificate in Career Studies

Option: Emergency Medical Technician – Intermediate

Length: Eighteen (18) credit hours

Lead Faculty/Program Head: Tim Dunn

Purpose: This program prepares students to become Emergency Medical Technicians at the National EMT – Intermediate level.

Occupational Objectives:
Certified National Registry of EMTs Emergency Medical Technician – Intermediate

Admission Requirements: Students must meet the general admissions requirements established by the College. Additionally, applicants must have completed the Emergency Medical Services EMT – Basic Career Studies Certificate or hold a current Commonwealth of Virginia EMT – Basic Certification and have the permission of the program head.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMS 157</td>
<td>ALS – Trauma Care</td>
<td>3</td>
</tr>
<tr>
<td>EMS 159</td>
<td>ALS – Special Populations</td>
<td>2</td>
</tr>
<tr>
<td>EMS 172</td>
<td>ALS Clinical Internship II</td>
<td>1</td>
</tr>
<tr>
<td>EMS 173</td>
<td>ALS Field Internship II</td>
<td>1</td>
</tr>
<tr>
<td>EMS 201</td>
<td>EMS Professional Development</td>
<td>2</td>
</tr>
<tr>
<td>EMS 205</td>
<td>Advanced Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>EMS 207</td>
<td>Advanced Patient Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EMS 242</td>
<td>ALS Clinical Internship III</td>
<td>1</td>
</tr>
<tr>
<td>EMS 243</td>
<td>ALS Field Internship III</td>
<td>1</td>
</tr>
<tr>
<td>EMS 209</td>
<td>Advanced Pharmacology</td>
<td>4</td>
</tr>
<tr>
<td>EMS 211</td>
<td>Operations</td>
<td>2</td>
</tr>
<tr>
<td>EMS 244</td>
<td>ALS Clinical Internship IV</td>
<td>1</td>
</tr>
<tr>
<td>EMS 245</td>
<td>ALS Field Internship IV</td>
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</tr>
<tr>
<td></td>
<td><strong>Total Minimum Credits</strong></td>
<td><strong>25</strong></td>
</tr>
</tbody>
</table>

ENTREPRENEURSHIP IN SMALL BUSINESS MANAGEMENT (221-212-10)

Award: Certificate in Career Studies

Option: Entrepreneurship in Small Business Management

Length: Twenty-four (24) credit hours *

Lead Faculty/Program Head: David Lydick

Purpose: This program is designed for present and potential small business owners and employers who want to acquire the basic knowledge and skills necessary to create, organize, manage, and run a local small business with 100 or fewer employees.

Occupational Objectives:

Admission Requirements: Students must meet the general admissions requirements established by the College.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 211</td>
<td>Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>AST 205</td>
<td>Business Communication</td>
<td>3</td>
</tr>
<tr>
<td>SOC 201</td>
<td>Introduction to Sociology I</td>
<td>3</td>
</tr>
<tr>
<td>BUS 100</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 165</td>
<td>Small Business Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 241</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>ITE 115</td>
<td>Introduction to Computer Applications &amp; Concepts</td>
<td>3</td>
</tr>
<tr>
<td>MKT 100</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Minimum Credits</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

*For students wishing to continue their education all courses in this program can be used towards the Associate in Applied Science (AAS) Degrees in General Business Management and/or Marketing Management.

Students are encouraged to plan their course schedule with Academic Advisor, Professor David H. Lydick Faculty Area Room 112C Suffolk Campus; (925-6325); dlydick@pdc.edu
ENTREPRENEURSHIP IN SMALL BUSINESS MANAGEMENT – ADVANCED (221-212-12)

**Award:** Certificate in Career Studies

**Option:** Entrepreneurship in Small Business Management

**Length:** Twenty-four (24) credit hours

**Lead Faculty/Program Head:** David Lydick

**Purpose:** This program is designed for present and potential small business owners and employers who want to acquire more detailed information and skills needed to more efficiently and profitably run a local small business with 100 or fewer employees.

**Occupational Objectives:**
Small Business Owners, Small Business Managers, Small Business Employees and Small Business Consultants

**Admission Requirements:** Students must meet the general admissions requirements established by the College.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Course Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 211</td>
<td>Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>BUS 236</td>
<td>Communications in Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 200</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 280</td>
<td>Introduction to International Business</td>
<td>3</td>
</tr>
<tr>
<td>ITE 115</td>
<td>Introduction to Computer Applications &amp; Concepts</td>
<td>3</td>
</tr>
<tr>
<td>ITE 160</td>
<td>Introduction to E-Commerce</td>
<td>3</td>
</tr>
<tr>
<td>ITE 215</td>
<td>Advanced Computer Applications</td>
<td>3</td>
</tr>
<tr>
<td>MKT 220</td>
<td>Principles of Advertising</td>
<td>3</td>
</tr>
</tbody>
</table>

*Total Minimum Credits 24

*It is highly recommended that students enrolled in this program complete the Program Requirements of the "Entrepreneurship in Small Business Management Career Studies Certificate".

**For students wishing to continue their education all courses in this program can be used towards the Associate in Applied Science (AAS) Degrees in General Business Management and/or Marketing Management.

Students are encouraged to plan their course schedule by contacting Academic Advisor, Professor David H. Lydick Faculty Area Room 112C Suffolk Campus; (925-6325); dlydick@pdc.edu

FIRE SCIENCE TECHNOLOGY (221-427-53)

**Award:** Certificate in Career Studies

**Option:** Fire Science Technology

**Length:** Twenty-nine (29) credit hours

**Lead Faculty/Program Head:** Mike Mavredes

**Purpose:** This program is designed to provide a broad-based knowledge of current and future advances in the Fire Science Technology field. Emerging technology in the fire and emergency service field requires that personnel keep abreast of the latest changes in specialized equipment and technology.

**Occupational Objectives:**
This program leads to various careers such as: firefighter, fire officer, fire protections specialist, fire/emergency instructor, fire or building inspector, fire investigator, rescue technician, emergency medical service, hazardous materials service, emergency manager, occupational safety and risk management, and related occupations.

**Admission Requirements:** Students must meet the general admissions requirements established by the College.

**Program Requirements:** This program is designed to provide transferability to an AAS program where more in-depth knowledge in management is emphasized. Students who enter the Fire Science Technology program should interview with the program advisor prior to or during their first semester to appropriately plan their individual study in the Fire Science Technology program.

**A.S. in Fire Science Technology:**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Course Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDV 100</td>
<td>College Success Skills</td>
<td>1</td>
</tr>
<tr>
<td>ENG 111</td>
<td>College Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ITE 115</td>
<td>Intro. Computer Application &amp; Concepts</td>
<td>3</td>
</tr>
<tr>
<td>FST 100</td>
<td>Principles of Emergency Services</td>
<td>3</td>
</tr>
<tr>
<td>FST 110</td>
<td>Fire Behavior and Combustion</td>
<td>3</td>
</tr>
<tr>
<td>FST 220</td>
<td>Building Construction for Fire Protection</td>
<td>3</td>
</tr>
<tr>
<td>EMT 109</td>
<td>CPR for Healthcare Providers</td>
<td>1</td>
</tr>
</tbody>
</table>

*Total Minimum Credits 17

**Spring Term**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Course Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FST 121</td>
<td>Prin. Fire &amp; Emergency Safety/Surv.</td>
<td>3</td>
</tr>
<tr>
<td>FST 115</td>
<td>Fire Prevention</td>
<td>3</td>
</tr>
<tr>
<td>FST 235</td>
<td>Strategy and Tactics</td>
<td>3</td>
</tr>
<tr>
<td>FST 135</td>
<td>Fire Instructor 2</td>
<td>3</td>
</tr>
</tbody>
</table>

*Total Minimum Credits 12

*Total Minimum Credits 29

1HLT 110 (2 credits) can substitute for EMT 109 (1 credit).
2CST 100 (3 credits) can substitute for FST 135 (3 credits).
3SDV 108 (2 credits) can substitute for SDV 100 (1 credit).
Award: Certificate in Career Studies

Option: Game Design and Development

Length: 28 Credit Hours

Lead Faculty/Program Head: Audrey Lawrence

Purpose: This program is designed to prepare students for entry-level positions as a Game Designer, Developer, Tester, Modeler, Programmer, Animator and Documenter.

Occupational Objectives:
Game Design and Development program will provide training for the growing Gaming industry, which has reached billions of dollars in sales. Many industries are incorporating games into their business. Some of these industries are: medical, transportation, security, information technology, human resources, and military.

A substantial number of websites for government, non-profit organizations and private industry are offering games and other types of animation. Games are used as a hook to get the customer to play and therefore spend more time visiting that particular site. The longer a customer is on a site, the more inclined he/she is to really look at the site and make purchases. There is also a growing need to produce games for all types of platforms: computers, home consoles, cell phones and other hand-held devices.

Students completing a certificate in Game Design and Development will be able to enter the workforce with entry-level skills to be a Game Designer, Developer, Tester, Modeler, Programmer, Animator and Documenter.

Admission Requirements: Students must meet the general admissions requirements established by the College.
**Geographic Information Systems Technician (221-719-71)**

**Award:** Certificate in Career Studies  
**Option:** Geographic Information Systems Technician  
**Length:** Twenty-seven (27) Credit Hours  

**Lead Faculty/Program Head:** Renee Felts, Robert Tureman, Safianu Rabiu  

**Purpose:** The Geographic Information Systems Technician Career Studies Certificate trains students to provide technical assistance, support, and advice to customers and other users. The goal of this program is to prepare students to apply geospatial problem solving techniques to problems in the workplace. Geospatial problem solving brings together computing support, database technology, mapping, high resolution content, and computing resources to present data in new, visual ways to help analyze and solve problems. This occupational group includes technical support specialists and help-desk technicians. These troubleshooters interpret problems and provide technical support for hardware, software, and systems. In smaller firms, the support specialists will solve a variety of computing problems to help businesses serve their customers. In addition, many organizations now have GIS content presented and maintained on web sites, and the GIS technician often maintains and uses that information.

**Occupational Objectives:**  
Skills Upgrading for Office Personnel  
Technical Support Specialist  
Computer Support Specialist  
Office Automation Specialist  
Office Computing Liaison  
Geographic Information Systems Technician 15-1199.05  
A job type summary and market outlook can be found at http://www.onetonline.org/link/summary/15-1199.05

**Admission Requirements:** Students must meet general admission requirements established by the College. General keyboarding and computer skills are required.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Course Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GIS 101</td>
<td>Introduction to Geospatial Technology I</td>
<td>3</td>
</tr>
<tr>
<td>GIS 102</td>
<td>Introduction to Geospatial Technology II</td>
<td>3</td>
</tr>
<tr>
<td>GIS 200</td>
<td>Geographical Information Systems I</td>
<td>3</td>
</tr>
<tr>
<td>GIS Elective</td>
<td>GIS Approved Electives</td>
<td>6-8</td>
</tr>
<tr>
<td><strong>Total Minimum Credits</strong></td>
<td></td>
<td><strong>15 to 17</strong></td>
</tr>
</tbody>
</table>

1 The GIS Electives can be technical electives or application electives based on student needs. Acceptable technical elective courses are GIS 201, GIS 215, ITE 140 or ITE 150. ITE 55 can also be chosen, but only if the student passes a Microsoft Office Specialist (MOS) certification test. Any GIS prefixed or titled course can also be used in this requirement. Acceptable application electives would be those classes enhanced by the faculty to include a significant GIS application component. The current courses in this category are ENV 230, BIO 270, ITE 130, and CSC 200. The two science classes and GIS 215 are 4 credits each, which accounts for the credit hour variation. With prior approval of the program advisor, the elective credits can also be a sequence of courses (part I and II) from an area the student wishes to use to develop GIS projects.

2 Students working in the GIS field may be able to use these courses to count toward professional certification. Students are encouraged to visit the GIS Certification Institute (http://www.gisci.org/) for more information. GIS 101 is the only GIS prefixed course offered by PDCCC as an online course. All other GIS courses are offered in a traditional or hybrid classroom format. This includes institute style offerings of GIS 102 and 200 to accommodate the needs of working professionals.
HARDWARE AND SOFTWARE SUPPORT (221-299-21)

Award: Certificate in Career Studies
Option: Hardware and Software Support
Length: Twenty-seven (27) Credit Hours

Lead Faculty/Program Head: Renee Felts, Robert Tureman

Purpose: Hardware and Software Support is designed to provide a business and computing background as preparation for a career in computing. The importance of studying computing in the context of business is that the student has an area to start applying computer problem solving and methodology. Upon completion of the program, students should possess basic skills to enter a variety of computing jobs in computer support services including repair and Installation Repair Technicians. Students may also use this program as a step toward advanced study in specialized areas of computing such as the Network Hardware and Software Support Specialization. Students that complete this program should be prepared to take the A+ industry certification exam. The student will have also studied some material covered in the the Exam 70-058: Networking Essentials, Network+, iNet+, and MCSE 70-270 – MS Windows XP Professional exams.

Occupational Objectives:
- Computing Resource Consultant
- Help Desk Technician
- Technical Resource Consultant
- Install/Repair Technician
- Computer Sales Representative

Admission Requirements: Students must meet general admission requirements established by the College. General keyboarding and computer skills are required.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Course Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITE 115</td>
<td>Introduction to Computer Applications</td>
<td>3</td>
</tr>
<tr>
<td>ITE 140</td>
<td>Spreadsheet Software</td>
<td>3</td>
</tr>
<tr>
<td>ITE 160</td>
<td>Introduction to E-Commerce</td>
<td>3</td>
</tr>
<tr>
<td>ITE 215</td>
<td>Advanced Computer Applications</td>
<td>3</td>
</tr>
<tr>
<td>ITN 101</td>
<td>Introduction to Network Concepts</td>
<td>3</td>
</tr>
<tr>
<td>ITN 106</td>
<td>Microcomputer Operating Systems</td>
<td>3</td>
</tr>
<tr>
<td>ITN 107</td>
<td>Personal Computer Hardware and Troubleshooting</td>
<td>3</td>
</tr>
<tr>
<td>ITN 115</td>
<td>Windows 2003 Server</td>
<td>3</td>
</tr>
<tr>
<td>ITN 150</td>
<td>Networking Fundamentals and Introductory Routing-Cisco</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Minimum Credits: 27

HEATING, VENTILATION, & AIR CONDITIONING (HVAC) (221-903-10)

Award: Certificate in Career Studies
Option: Heating, Ventilation, & Air Conditioning
Length: Twenty-four (24) credit hours

Lead Faculty/Program Head: Mike Forrest

Purpose: This program is designed for persons seeking employment in the heating, ventilation, and air conditioning field. The program emphasizes in-depth training in theory, hands-on applications and on-the-job experience. You will learn the characteristics of refrigerants, circuit diagrams, characteristics of burners, heat pumps, and advanced service techniques on wide variety of equipment used in refrigeration, air conditioning, and phases of heating, ventilation, and controls.

Occupational Objectives:
- Heating, Ventilation, & Air Conditioning Technician

Admission Requirements: Students must meet the general admissions requirements established by the College.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Course Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AIR 111</td>
<td>Air Conditioning &amp; Refrigeration Control</td>
<td>3</td>
</tr>
<tr>
<td>AIR 121</td>
<td>Air Conditioning &amp; Refrigeration I</td>
<td>3</td>
</tr>
<tr>
<td>AIR 122</td>
<td>Air Conditioning &amp; Refrigeration II</td>
<td>3</td>
</tr>
<tr>
<td>AIR 293</td>
<td>Studies in</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL CREDITS</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

| Spring Term   |                                             |                |
| AIR 154       | Heating Systems I                           | 3              |
| AIR 134       | Circuits & Controls                         | 3              |
| AIR 235       | Heat Pumps                                 | 3              |
| AIR 238       | Advanced Troubleshooting                    | 3              |
| TOTAL CREDITS |                                             | 12             |

Total Minimum Credits: 24

Pre-requisites:
1. AIR 121
2. AIR 111
3. AIR 111, 121, 122
CAREER STUDIES CERTIFICATE

INDUSTRIAL MAINTENANCE (221-990-00)

Award: Certificate in Career Studies

Option: Industrial Maintenance

Lead Faculty/Program Head: James Forrest, Keisha Nichols

Purpose: The Career Studies Certificate – Industrial Maintenance is designed to provide students the opportunity to acquire basic skills relating to the field of general industrial maintenance and repair. The student will develop skills through theory and a hands-on approach to learning.

Occupational Objective:
Maintenance Mechanic
Industrial Maintenance Technician

Admission Requirements: Students must meet the general admission requirements established by the College.

Course Number Course Title Credits
DRF 175 Schematics and Mechanical Diagrams 2
ETR 113 DC and AC Fundamentals 4
IND 137 Team Concepts 3
MEC 266 Fluid Mechanics 3
SAF 126 Principles of Industrial Safety 3
Technical Elective 3
Total Minimum Credits 18

INDUSTRIAL/RESIDENTIAL WIRING (221-883-65)

Award: Certificate in Career Studies

Option: Industrial/Residential Wiring

Length: Twenty-five (25) credit hours

Lead Faculty/Program Head: James Forrest

Purpose: This program is designed for persons seeking employment in electrical-related fields, those presently seeking work in industrial/residential wiring, or those who desire to increase their knowledge or update skills.

Occupational Objectives:
Construction Electrician
Maintenance Electrician

Admission Requirements: Students must meet the general admissions requirements established by the College.

Course Number Course Title Credits
ETR 113 AC & DC Fundamentals I 4
ETR 114 AC & DC Fundamentals II 4
DRF 175 Schematic and Mechanical Diagrams 2
ELE 133 Practical Electricity I 3
ELE 134 Practical Electricity II 3
ELE 135 National Electric Code 3
ELE 160 Power Controls 3
ELE 116 Electrical Construction Estimating 2
Total Minimum Credits 24

LEADERSHIP (221-212-13)

Award: Certificate in Career Studies

Option: Leadership

Length: Twenty Four (24) credit hours *

Lead Faculty/Program Head: David Lydick

Purpose: This program is designed to develop and enhance the knowledge and practical skills necessary for persuading, influencing, and inspiring others toward positive organizational change. Instruction focuses on ethical decision-making, personal negotiation strategies, conflict resolution, and effective communication techniques. Participants will develop personal strategies to enhance their ability to be leaders in their chosen field, whatever it may be.

Occupational Objectives: To meet current and future needs in order to prepare participants to work as coaches, coordinators, teachers, civic leaders, entrepreneurs, counselors, politicians, and business persons in non-profit, civic, and religious organizations, education, law enforcement, government and commercial enterprises.

Admission Requirements: Students must meet the general admissions requirements established by the College.

Course Number Course Title Credits
AST 205 Business Communications 3
BUS 111 Principles of Supervision I 3
BUS 117 Leadership Development 3
BUS 200 Principles of Management 3
BUS 201 Organizational Behavior 3
BUS 205 Human Resource Management 3
BUS 236 Communications in Management 3
SOC 201 Introduction to Sociology 3
Total Minimum Credits 24

*For students wishing to continue their education all courses in this program can be used towards the Associate in Applied Science (AAS) Degrees in General Business Management and/or Marketing Management.

Students are encouraged to plan their course schedule with Academic Advisor, Professor David H. Lydick Faculty Area Room 112C Suffolk Campus; (925-6325); dlydick@pdc.edu
**LEGAL OFFICE (221-260-01)**

**Award:** Certificate in Career Studies  
**Option:** Legal Office  
**Length:** Twenty-seven (27) credit hours  
**Lead Faculty/Program Head:** Cinda Schmitt  

**Purpose:** This program is designed to provide entry-level and specialized legal office skills for individuals preparing for positions in a legal office or for those presently in business who desire to increase their knowledge or update their skills. Upon completion of the program, graduates will possess basic skills and knowledge that can lead to an entry-level position as a legal assistant.

**Occupational Objectives:** Positions in private law firms, mortgage companies, banks, title insurance companies, private corporations, government, and administrative agencies.

**Admission Requirements:** In addition to the general admission requirements of the College, entry into the Legal Office Career Studies Certificate requires proficiency in basic arithmetic and English. Students who are not proficient in these subjects will be required to correct their deficiencies in the developmental courses. To enter the Legal Office Career Studies Certificate program, students must have completed AST 102 or have the equivalent keyboarding skills. Students must demonstrate proficiency in AST 102 by taking and passing the AST 102 Credit-by-Examination with a minimum grade of “B” or by enrolling in the course.

**Program Requirements:** The curriculum in Legal Office Career Studies Certificate combines instruction in the areas required for competence as an entry-level employee in business, government, and other organizations. Candidates must successfully complete all required courses and must earn a minimum grade of “C” in all AST, BUS, ITE, and LGL courses.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AST 141</td>
<td>Word Processing I</td>
<td>3</td>
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<tr>
<td>AST</td>
<td>Elective¹</td>
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<td>BUS 241</td>
<td>Business Law I</td>
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<tr>
<td>Spring Term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AST 205</td>
<td>Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>AST 234</td>
<td>Records and Database Management</td>
<td>3</td>
</tr>
<tr>
<td>AST 247</td>
<td>Legal Machine Transcription</td>
<td>3</td>
</tr>
<tr>
<td>LGL 130</td>
<td>Law Office Admin. &amp; Management</td>
<td>3</td>
</tr>
<tr>
<td>LGL 230</td>
<td>Legal Transactions</td>
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<tr>
<td></td>
<td><strong>Total Minimum Credits</strong></td>
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</tbody>
</table>

¹The one-credit AST Electives must be selected from any of the AST one-credit courses.
**Award:** Certificate in Career Studies

**Option:** Medical Office Billing Clerk

**Length:** Twenty-eight (28) credit hours. (Designed for both part-time and full-time students, this certificate program may be completed in 2-3 semesters depending on student’s course load.)

**Lead Faculty/Program Head:** Cinda Schmitt

**Purpose:** This program is designed for persons seeking employment as a medical office billing clerk or for those presently in business who desire to increase their knowledge or update their skills. This certificate fulfills requirements to sit for the National Exam for Certified Reimbursement Specialist (CRS). Upon completion, graduates will be prepared to assume entry level positions as medical office billing clerks.

**Occupational Objectives:**

- Certified Reimbursement Specialist
- Medical Office Billing Clerk
- Medical Office Trainee
- Medical Coder/Auditor
- Office Services Trainee
- Skills Upgrading for Office Personnel

**Admission Requirements:** In addition to the general admission requirements of the College, entry into the Medical Office Billing Clerk Career Studies Certificate requires proficiency in basic arithmetic and English. Students who are not proficient in these subjects will be required to correct their deficiencies in developmental courses. To enter the Medical Office Billing Clerk Career Studies Certificate program, students must have completed AST 102 and AST 141 or have the equivalent keyboarding and word processing skills.

**Program Requirements:** The curriculum in Medical Office Billing Clerk Career Studies Certificate combines instruction in the areas required for competence as an entry-level employee in business, government, and other organizations. Candidates for the Medical Office Billing Clerk Career Studies Certificate program must successfully complete all required courses and must earn a minimum grade of “C” in all ACC, AST, HLT, and MDA courses. All HIM and MDA classes (except MDA 207) have a pre- and/or co-requisite of HLT 143 (Medical Terminology I) and HLT 144 (Medical Terminology II).
Award: Certificate in Career Studies

Option: Medical Office Specialist

Length: Variable - Twenty-seven (27) credits hours. (Designed for both part-time and full-time students, this certificate may be completed in 2-3 semesters dependent upon student class load.)

Lead Faculty/Program Head: Cinda Schmitt

Purpose: This program is designed for persons seeking training for entry-level clerical medical coding offices or for those presently in business who desire to increase their knowledge or update their skills. Upon completion, graduates will have the knowledge and skills required for employment as a Medical Office Specialist.

This certificate fulfills requirements to sit for the National Exams for Certified Professional Coder (CPC), Certified Professional Coder – Hospital (CPC–H) or Certified Coding Specialist (CCS) and/or Certified Coding Specialist – Physician (CCS–P).

Occupational Objectives:
- Certified Professional Coder
- Certified Coding Specialist
- Medical Office Assistant
- Medical Office Specialist
- Medical Office Trainee
- Medical Records Clerk
- Medical Transcriptionist
- Office Services Trainee
- Skills Upgrading for Office Personnel

Admission Requirements: In addition to the general admission requirements of the College, entry into the Medical Office Specialist Career Studies Certificate requires proficiency in basic arithmetic and English. Students who are not proficient in these subjects will be required to correct their deficiencies in developmental courses. To enter the Medical Office Specialist Career Studies Certificate program, students must have completed AST 102 and AST 141 or have the equivalent keyboarding and word processing skills.

Program Requirements: The curriculum in Medical Office Specialist Career Studies Certificate combines instruction in the areas required for competence as an entry-level employee in business, government, and other organizations. Candidates for the Medical Office Specialist Career Studies Certificate must successfully complete all required courses and must earn a minimum grade of “C” in all AST, HLT, and MDA courses. All HIM and MDA classes (except MDA 207) have a pre- and/or co-requisite of HLT 143 (Medical Terminology I) and HLT 144 (Medical Terminology II).

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Fall Term</td>
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<tr>
<td>HLT 143</td>
<td>Medical Term. I</td>
<td>3</td>
</tr>
<tr>
<td>MDA 207</td>
<td>Medical Law &amp; Ethics</td>
<td>2</td>
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<tr>
<td>MDA 208</td>
<td>Medical Coding</td>
<td>2</td>
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<tr>
<td>MDA 209</td>
<td>Medical Office Insurance</td>
<td>2</td>
</tr>
<tr>
<td>AST 234</td>
<td>Records and Database Management</td>
<td>3</td>
</tr>
<tr>
<td>HIM 106</td>
<td>International Classification of Diseases I</td>
<td>2</td>
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<tr>
<td>Spring Semester</td>
<td></td>
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<tr>
<td>HLT 144</td>
<td>Medical Term. II</td>
<td>3</td>
</tr>
<tr>
<td>HIM 107</td>
<td>International Classification of Diseases II</td>
<td>2</td>
</tr>
<tr>
<td>HIM 254</td>
<td>Advanced Coding and Reimbursement</td>
<td>3</td>
</tr>
<tr>
<td>MDA 210</td>
<td>Medical Office Software</td>
<td>1</td>
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<tr>
<td>MDA 296</td>
<td>On-Site Training</td>
<td>1</td>
</tr>
<tr>
<td>HIM 110</td>
<td>Intro. To Human Pathology</td>
<td>3</td>
</tr>
<tr>
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</tr>
<tr>
<td></td>
<td>Total Minimum Credits</td>
<td>27</td>
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</tbody>
</table>
CAREER STUDIES CERTIFICATE

Nurse Aide (221-157-04)

Award: Certificate in Career Studies

Option: Nurse Aide

Length: Twenty-four (24) credit hours

Lead Faculty/Program Head: Dr. Candace Rogers

Purpose: The Nurse Aide program is designed to prepare persons for full-time employment as nursing assistants.

Occupational Objective: Nursing Assistant

Admissions Requirements: Students must meet the general admission requirements of the College, be in good general health and capable of strenuous lifting. Students must submit a separate application to the Nursing Head for approval prior to beginning nurse aide (HCT) classes. Students must have and maintain an overall 2.0 GPA to be admitted to nurse-aide courses. Students must submit copies of all high school or GED scores and college transcripts.

- Current Tetanus
- Hepatitis Series started (can be obtained at Health Department)
- Rubeola/Rubella (MMR): Need chickenpox immunization or titer documenting immunization.
- TB Test

Developmental Studies: To ensure that each student has the proper educational basis to succeed in the nurse aide courses, all students must take placement tests in mathematics, written English, and reading. Students must take any developmental courses recommended in the evaluation of the placement test scores. For further information see Developmental Studies.

It is important that these developmental courses are completed as quickly as possible so that the student will be appropriately prepared to pursue this program of study. A review of the catalog requirements at PDCCC for the Nurse-Aide Career Studies Certificate would be appropriate to both assist and guide a prospective student.

For more information, contact the Nursing Program Head at Paul D. Camp Community College, Franklin Campus, room 136I, 757-569-6731, or email crogers@pdc.edu.

<table>
<thead>
<tr>
<th>Course Number</th>
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<tbody>
<tr>
<td>HCT 101</td>
<td>Health Care Technician I</td>
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<tr>
<td>HCT 102</td>
<td>Health Care Technician II</td>
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<tr>
<td>EMT 109</td>
<td>CPR for Healthcare Providers</td>
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<tr>
<td>ENG 111(^1)</td>
<td>College Composition I</td>
<td>3</td>
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<tr>
<td>ITE 115(^2)</td>
<td>Intro. Computer App. &amp; Concepts</td>
<td>3</td>
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<tr>
<td>Electives(^3)</td>
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</table>

\(^1\) May substitute ENG 101
\(^2\) May substitute AST elective
\(^3\) Choose From any HLT, HCT, or MDL courses, SDV 106 or HMS 231. One SPD course may be used to fulfill elective requirements.
Pharmacy Technician (221-190-08)

CAREER STUDIES CERTIFICATE

**Award:** Certificate in Career Studies

**Major:** Pharmacy Technician

**Length:** Twenty five (25) Credit hours

**Lead Faculty/Program Head:** Elaine Beale

**Purpose**
The Pharmacy Technician program is designed to prepare students to assist and support licensed pharmacists in providing health care and medications to patients. Students will obtain a broad knowledge of pharmacy practice and be skilled in the techniques required to order, stock, package, prepare, and dispense medications under the supervision of a licensed pharmacist. Program graduates will be eligible to take the Virginia Pharmacy Technician Exam and the National Pharmacy Technician Certification Examination.

**Special Accreditation/Approval:** Virginia Board Pharmacy

**Occupational Objectives**
Pharmacy technicians work in hospital, retail, home health care, nursing home, clinic, nuclear medicine, and mail order prescription pharmacies. Pharmacy technicians have been employed with medical insurance, medical computer software, drug manufacturing, drug wholesale, and food processing companies, and as instructors in pharmacy technician programs. Currently, hospital, home health care, and retail pharmacies hire the majority of technicians.

Examples of job duties include: computer information entry, preparation of prescription labels, assisting the pharmacists in filling prescriptions, ordering pharmaceutical supplies, customer assistance reading and interpreting written prescriptions and physicians' orders, cash register operation, answering telephones and use of other routine equipment such as computer-assisted medication dispensing machines, computer-assisted intravenous preparations and electronic tablet/capsule counting machines in the retail, institutional, or hospital pharmacy.

**Prerequisite:** High School Diploma or Equivalent

**Admission Requirements**

1. Complete the Application for Admission to Paul D. Camp Community College (PDCCC).
2. Complete the Application for Admission to Paul PDCCC Pharmacy Technician Program (additional application).
3. Complete PDCCC placement tests in reading, mathematics, writing, and computer skills. If scores indicate, the applicant will be required to successfully complete developmental courses prior to admission to the pharmacy technician program.

**Financial Requirements:**
In addition to the usual college tuition and fees, this program requires the following estimated expenses:

- Medical Examination (varies with practitioner) 500.00
- Books 650.00
- Uniforms 200.00
- National Pharmacy Technician Certification Exam 129.00
- Virginia Pharmacy Technician Exam 70.25
- Liability Insurance 20.00
- CPR Certification 10.00
- Criminal History & Sex Offender Background & Drug Screening Checks 110.00

**Program Requirements**
The curriculum includes learning experiences in class and in the laboratory, as well as in clinical, retail, institutional, and/or hospital pharmacies. Students must submit a separate application to the Pharmacy Technician Program Head for approval prior to beginning Pharmacy Technician courses. Students must complete a physical examination including required immunizations, background check, and drug screening. Students must maintain a 2.5 GPA.

**Credits**

**Fall Semester**

- ENG 111 College Composition I 3
- HLT 105 Cardiopulmonary Resuscitation 1 1
- HLT 141 Introduction Medical Terminology 2
- HLT 261 Basic Pharmacy I 3
- NUR 136 Principles of Pharmacology 2
- SDV 100 College Success Skills 1 12

**Spring Semester**

- CST 100 Principles of Public Speaking 3
- HLT 250 General Pharmacology 3
- HLT 262 Basic Pharmacy II 3
- HLT 263 Basic Pharmacy I Lab 1
- HLT 290 Internship for Clinical Practice 1 3 13

**Total Minimum Credits** 25

1 Prior to registering for HLT 290, Internship for Clinical Practice, students are required to undergo a mandatory drug screening and background. Students must have a negative drug screen and criminal background check in order to be in pharmacy technician clinical experiences. Any charges or costs for drug screening and criminal check will be the responsibility of the students.

2 EMT 109, CPR for Healthcare Providers, can substitute for HLT105.
Award: Certificate in Career Studies

Option: Phlebotomy

Length: Twenty-seven (27) credit hours

Lead Faculty/Program Head: Dr. Candace Rogers

Purpose: The Phlebotomy Career Studies Certificate offers foundational courses to prepare a laboratory practitioner whose primary function is to obtain, process, and transport patient blood specimens. Although the emphasis is on venipuncture and micro-collection techniques, topics such as medical terminology, basic anatomy and physiology, infection control, safety, quality assurance, interpersonal communication, management, medical and legal ethics, and professionalism are covered as they relate to the role of the phlebotomist in the medical laboratory. This career certificate includes student participation in over 120 hours of supervised, clinical phlebotomy experiences in various health care settings.

Occupational Objectives:
Possible job sites include hospital laboratories, blood centers, clinics, private laboratories, physician’s offices, as well as veterinary clinics.

Admission Requirements: Students must meet the general admission requirements established by the College. Students must submit a separate application to the Nursing Program Head for approval prior to beginning phlebotomy (MDL) classes and be in good general health. Students must complete a physical examination that includes current tetanus, hepatitis series, Rubeola & Rubella, (MMR) documentation of immunization or Varicella titer, and Tb test. Students must have and maintain an overall 2.0 GPA to be admitted to phlebotomy courses. Students must submit copies of all high school or GED scores and college transcripts.

Developmental Studies: To ensure that each student has the proper educational basis to succeed in the phlebotomy courses, all students must take placement tests in mathematics, written English, and reading. Students must take any developmental courses recommended in the evaluation of the placement test scores. For further information see Developmental Studies.

It is important that these developmental courses are completed as quickly as possible so that the student will be appropriately prepared to pursue this program of study. A review of the catalog requirements at PDCCC for the Phlebotomy Career Studies Certificate would be appropriate to both assist and guide a prospective student.

For more information, contact the Nursing Program Head at Paul D. Camp Community College, Franklin Campus, room 136I, 757-569-6731, or email crogers@pdc.edu.

<table>
<thead>
<tr>
<th>Course Number</th>
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<tr>
<td>SDV 100</td>
<td>College Success Skills</td>
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<tr>
<td>MDL 101</td>
<td>Introduction to Medical Laboratory</td>
<td>3</td>
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<tr>
<td>ENG 101</td>
<td>Practical Writing I</td>
<td>3</td>
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<tr>
<td>HLT 143</td>
<td>Medical Terminology I</td>
<td>3</td>
</tr>
<tr>
<td>ITE 115</td>
<td>Basic Computer Applications &amp; Concepts</td>
<td>3</td>
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<td>MDL 105</td>
<td>Phlebotomy</td>
<td>4</td>
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<tr>
<td>MDL 106</td>
<td>Clinical Phlebotomy</td>
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<tr>
<td>CST 100</td>
<td>Principles of Public Speaking</td>
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<tr>
<td>HLT 144</td>
<td>Medical Terminology II</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Minimum Credits: 27
CAREER STUDIES CERTIFICATE

PRE-NURSING (221-156-02)

Award: Certificate in Career Studies
Option: Pre-Nursing
Length: Twenty-eight (28) credit hours

Lead Faculty/Program Head: Dr. Candace Rogers

Purpose: The Pre-Nursing Career Studies Certificate offers foundational courses from the AAS in nursing curriculum to prepare students for entry into the Nursing Program. Although completion of this certificate does not guarantee admission to the Nursing Program, the career studies certificate provides a curriculum that accurately reflects the intentions and goals of the students enrolled. Furthermore, taking the sciences and ENG 111 in advance may enhance students’ application status into the RN program. This option includes all the courses within the Nursing Curriculum that can be completed prior to Nursing Program admission with the exception of the ITE 115 Introduction to Computer Applications and Concepts. Although ITE 115 is not listed, computer competency is required for all associate degrees, and this course covers all the competencies needed. ITE 115 may be completed prior to Nursing Program admission.

Occupational Objectives: Nursing Profession

Admission Requirements: Students must meet the general admission requirements established by the College.

Note: Developmental Studies: To ensure that each student has the proper educational basis to succeed in nursing courses, all students must take placement tests in mathematics, written English, and reading. Students must take any developmental courses recommended in the evaluation of the placement test scores. The only exception is that MTH 3 is the highest math course required. Any recommendations for MTH 4 (Algebra II) do not apply.

It is important that these developmental courses are completed as quickly as possible so that the student will be appropriately prepared to pursue this program of study. A review of the catalog requirements at PDCCC for Nursing would be appropriate to both assist and guide a prospective student.

Note: High School Prerequisites: High school prerequisites needed prior to submission of a nursing application include one year each of algebra, chemistry, and biology, or the equivalent of the high school course in an accredited college or university. These courses must be completed with a minimum grade of “C”. Students not having the necessary prerequisites may fulfill the Nursing Program admission requirements at PDCCC by enrolling in the appropriate courses listed below and receive a minimum grade of “C” or “S” as appropriate.

Chemistry: CHM 1, CHM 101, or CHM 111
This requirement will be waived if the student has a documented passing grade in any high level CHM course.

Algebra: MTH 3
This requirement will be waived if the student has a documented passing grade in any college transfer level MTH course (numbered 150 or above).

Biology: BIO 101
This requirement will be waived if the student has a documented passing grade in any higher level general BIO course.

Course Course Course
Number Title Credits
SDV 100 College Success Skills 1
BIO 141 Human Anatomy and Physiology I 4
BIO 142 Human Anatomy and Physiology II 4
BIO 150 Introduction Microbiology 4
ENG 111 College Composition I 3
CST 100 Principles of Public Speaking 3
PSY 201 Introduction to Psychology I 3
PSY 230 Developmental Psychology 3
HUM Humanities Elective 3

Total Minimum Credits 28

For more information, contact the Nursing Program Head at Paul D. Camp Community College, Franklin Campus, room 136I, 757-569-6731, or email crogers@pdc.edu.
CAREER STUDIES CERTIFICATE

**PROFESSIONAL WELDER-FABRICATOR (221-995-78)**

**Award:** Certificate in Career Studies  
**Option:** Professional Welder-Fabricator  
**Length:** Sixteen (16) credit hours  
**Lead Faculty/Program Head:** Doug Wiggins  
**Purpose:** The purpose of this program is to train the entrant to be able to weld and read blueprints. Reading blueprints and then fabricating the object by welding will be the core of this program.  
**Occupational Objectives:** The program entrant shall be able to read any industry shop drawing or print and then fabricate the object without supervision using the most efficient welding process available.  
**Admission Requirements:** An eighth-grade reading level shall be required as well as general college admission requirements.  
**Course** | **Course** | **Course**  
--- | --- | ---  
**Number** | **Title** | **Credits**  
DRF 166 | Blueprint Reading for Welders | 2  
IND 113 | Materials and Processes in Manufacturing | 3  
WEL 123 | Arc Welding I | 3  
WEL 124 | Arc Welding II | 3  
WEL 117 | Oxyacetylene Welding & Cutting | 3  
WEL 135 | Inert Gas Welding | 2  
**Total Minimum Credits** | 16

**PROFESSIONAL WELDER-PIPE (221-995-79)**

**Award:** Certificate in Career Studies  
**Option:** Professional Welder-Pipe  
**Length:** Twenty (20) credit hours  
**Lead Faculty/Program Head:** Doug Wiggins  
**Purpose:** The purpose of this program is to produce an industry-ready pipe welding student using primarily the Shielded Metal Arc Welding process (SMAW) and American Society of Mechanical Engineers (ASME) pipe welding requirements.  
**Occupational Objectives:** The occupational objectives are to produce an industry-ready pipe welder (using the uphill pipe welding technique as required by the ASME). In addition, the pipe-welding student shall be able to use Gas Tungsten Arc Welding (GTAW) on the pipe root, then complete the remaining weld using the GTAW process or SMAW process.  
**Admission Requirements:** An eighth-grade reading level shall be required as well as general college admission requirements.  
**Course** | **Course** | **Course**  
--- | --- | ---  
**Number** | **Title** | **Credits**  
WEL 123 | Arc Welding I | 3  
WEL 124 | Arc Welding II | 3  
WEL 126 | Pipe Welding I | 3  
WEL 127 | Pipe Welding II | 3  
WEL 135 | Inert Gas Welding | 2  
WEL 141 | Welding Qualification Tests | 3  
WEL 146 | Welding Quality Control | 3  
**Total Minimum Credits** | 20

**PROFESSIONAL WELDER-PLATE (221-995-77)**

**Award:** Certificate in Career Studies  
**Option:** Professional Welder-Plate  
**Length:** Twelve (12) credit hours  
**Lead Faculty/Program Head:** Doug Wiggins  
**Purpose:** The purpose of this program certificate is to train the welder to become a welder of plate as opposed to welding pipe.  
**Occupational Objectives:** The occupational objectives of this certificate program are to train the welder to weld plate, using Shielded Metal Arc Welding process (SMAW) and Gas Metal Arc Welding (GMAW), to both a visual and bend test standard. Optional X-ray certification is available at additional cost.  
**Admission Requirements:** General admission requirements of the College apply.  
**Course** | **Course** | **Course**  
--- | --- | ---  
**Number** | **Title** | **Credits**  
ELE 113 | Electricity I | 3  
WEL 123 | Arc Welding I | 3  
WEL 124 | Arc Welding II | 3  
WEL 117 | Oxyacetylene Welding & Cutting | 3  
**Total Minimum Credits** | 12
CAREER STUDIES CERTIFICATE

RELIGIOUS STUDIES (221-648-06)

Award: Certificate in Career Studies

Major: Religious Studies

Length: Twenty-seven (27) credit hours (designed for both part-time and full-time students).

Lead Faculty/Program Head: Dr. Carl Sweat

Purpose: In pursuit of religious awareness, this course of study origin can be traced to a response to requests for well-educated and diverse clergy and laypeople. The certificate of Religious Studies program is designed for persons who are undecided or are not able to pursue a standard degree program. The curriculum is intended for persons with a desire to broaden their knowledge and prepare themselves for diverse fields of ministry within the institution of religion. It affords short-term training needs for individuals operating or seeking to serve in a religious capacity. Also, it is developed as a specialized program that will assist students in their preparation for optional programs of longer duration.

Occupational Objectives:

Pastor
Elder
Associate Minister
Minister
Deacon
Church School Superintendent
Church School Teacher
Ministry Leader
Christian Education
Missionary

Admission Requirements: Students must meet general admission requirements established by the College.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111</td>
<td>College Composition I</td>
<td>3</td>
</tr>
<tr>
<td>REL 100</td>
<td>Introduction to the Study of Religion</td>
<td>3</td>
</tr>
<tr>
<td>REL 200</td>
<td>Survey of the Old Testament</td>
<td>3</td>
</tr>
<tr>
<td>REL 210</td>
<td>Survey of the New Testament</td>
<td>3</td>
</tr>
<tr>
<td>REL 225</td>
<td>Selected Topics in Biblical Study</td>
<td>3</td>
</tr>
<tr>
<td>REL 230</td>
<td>Religions of the World</td>
<td>3</td>
</tr>
<tr>
<td>REL 233</td>
<td>Introduction to Islam</td>
<td>3</td>
</tr>
<tr>
<td>CST 100</td>
<td>Principles of Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>PSY 230</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Minimum Credits: 27

Note: It is recommended that students take ENG 111 as one of the first courses.

Warehouse and Distribution Operations (221-212-30)

Award: Certificate in Career Studies

Option: Warehouse and Distribution Operations

Length: Nine (9) credit hours

Purpose: This option is for persons seeking employment in the warehouse and distribution field or for those presently in the field who desire to increase their knowledge or update their skills.

Occupational Objectives:

Warehouse and Distribution Technician

Admission Requirements: Students must meet the general admissions requirements established by the College. In addition to the admissions requirements established by the College, entry into the Career Studies Certificate in Warehouse and Distribution requires a high school diploma or the equivalent. Students with deficiencies in English, reading, or arithmetic will be advised to take developmental courses offered by the College.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 100</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>IND 137</td>
<td>Team Concepts &amp; Problem Solving</td>
<td>3</td>
</tr>
<tr>
<td>IND 193</td>
<td>Studies in Warehouse &amp; Distribution</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Minimum Credits: 9

1 Proficiency in English at the level of ENG 1, in reading at the level of ENG 5 and mathematics at the level of MTH 2 required.
CAREER STUDIES CERTIFICATE

WORD PROCESSING TECHNICIAN (221-298-13)

Award: Certificate in Career Studies

Option: Word Processing Technician

Length: Variable – Twenty-nine (29) credit hours (Designed for both part-time and full-time students)

Lead Faculty/Program Head: Cinda Schmitt

Purpose: This program is designed for persons seeking employment in the word processing field or for those presently in business who desire to increase their knowledge or update their skills. Upon completion of the program, graduates will have the skills necessary to perform entry level word processing tasks.

Occupational Objectives:
- Computer Operator
- Office Service Trainee
- Skill Upgrading for Office Personnel
- Word Processing Technician
- Word Processing Trainee
- Related Computer Occupations

Admission Requirements: In addition to the general admission requirements of the College, entry into the Word Processing Technician Career Studies Certificate requires proficiency in basic arithmetic and English. Students who are not proficient in these subjects will be required to correct their deficiencies in developmental courses. To enter the Word Processing Technician Career Studies Certificate program, students must have completed AST 101 or have the equivalent keyboarding skills. Students must demonstrate proficiency in AST 101 by taking and passing the AST 101 Credit-by-Examination with a minimum grade of “B” or by enrolling in the course.

Program Requirements: The curriculum in Word Processing Technician Career Studies Certificate combines instruction in the areas required for competence as an entry-level employee in business, government, and other organizations. Candidates for the Word Processing Technician Career Studies Certificate must successfully complete all required courses and must earn a minimum grade of “C” in all AST and ITE courses.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Course Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL TERM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AST 102</td>
<td>Keyboarding II</td>
<td>4</td>
</tr>
<tr>
<td>AST 141</td>
<td>Word Processing I</td>
<td>3</td>
</tr>
<tr>
<td>AST</td>
<td>Elective</td>
<td>1</td>
</tr>
<tr>
<td>AST</td>
<td>Elective</td>
<td>1</td>
</tr>
<tr>
<td>AST 243</td>
<td>Office Administration I</td>
<td>3</td>
</tr>
<tr>
<td>ITE 115</td>
<td>Basic Computer Literacy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SPRING TERM</th>
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</thead>
<tbody>
<tr>
<td>AST 113</td>
<td>Keyboarding for Speed/Accuracy</td>
<td>1</td>
</tr>
<tr>
<td>AST 205</td>
<td>Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>AST 236</td>
<td>Specialized Software Applications</td>
<td>3</td>
</tr>
<tr>
<td>AST 244</td>
<td>Office Administration II</td>
<td>3</td>
</tr>
<tr>
<td>ITE 140</td>
<td>Spreadsheet Software or ITE 215</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Total Minimum Credits</td>
<td>29</td>
</tr>
</tbody>
</table>

1The one-credit AST Electives must be selected from any of the AST one-credit courses.
Special Programs

**Developmental Studies**
The purpose of the Developmental Studies program is to assist students in improving their basic academic skills and to help them enhance their self-confidence in preparation for future academic college courses. The developmental courses are identified with a single-digit prefix (1, 2, 3, 4, 5). Since the content includes pre-college basic skills, the courses do not yield college credit.

Students are placed into developmental studies courses after an analysis of their scores on placement tests in English, reading, and mathematics, high school transcripts, and other information available concerning their achievement level. Students who are placed in developmental English or mathematics courses may enroll in curriculum courses appropriate to their program of study at the College. Students who are placed in developmental reading are required to complete a reading improvement course before enrolling in curriculum courses.
Developmental mathematics is usually offered in a self-paced lab format. The instructor assists each student by one-on-one contacts during the class. Only those developmental mathematics courses labeled LECTURE on the class schedule have the traditional format of an instructor teaching the whole class at once.

Developmental students are encouraged to apply for membership in the College's Student Support Services Program which is a support system that supplies counseling, tutoring, and culturally enriching activities.

Each Developmental Studies course has been developed around specific discipline objectives which have been identified as required for entry into regular curriculum courses. Tests and other diagnostic techniques are administered to determine when the student has met the established course objectives. The student can re-enroll in a Developmental Studies course a second time so that the required objectives can be mastered to the proficiency level required for the intended curriculum.

The length of time a student takes to complete the program depends primarily upon the student's entering ability and the student's strength of motivation to succeed. Many students can master these skills during the first 15-week semester; others may need to take a year or more of Developmental Studies. In all cases the primary goal of the developmental course is to offer students an opportunity to master the basic academic skills necessary for success in regular college courses.

**Repeaters of Developmental Courses**
When, in the judgment of the instructor, a student lacks the skills to complete a developmental course successfully, the following procedures should be used:

1. The instructor should identify such students and realistically advise them of their progress and future chances of successfully completing the course.
2. The instructor should make an appointment for the student to see a counselor.
3. Prior to the student/counselor conference, the instructor and counselor should meet and discuss the student's case.
4. The counselor, when meeting with the student, should be prepared to discuss:
   a. alternate curricular programs not requiring the student to complete the developmental course, and/or
   b. alternate educational opportunities in our service region should none exist at PDCCC.
5. Should the student insist on continuing in the course, she/he must appear before the Admissions and Review (A&R) Committee prior to re-enrollment.
   a. The counselor will provide the name of the student to the campus dean.
   b. The Director will schedule the student to appear before the A&R Committee. The counselor and instructor will be present at the meeting.
   c. The Admissions and Review Committee will recommend to the Vice President of Instruction and Student Development whether the student should be permitted to continue in the course.
6. Upon receipt of the A&R Committee's recommendation, the Vice President of Instruction and Student Development will make the final decision. The Vice President's written decision will be sent to the student with copies sent to the instructor, counselor, and academic advisor.

This procedure is consistent with the College's policy limiting repeat enrollment to two courses.

**COOPERATIVE EDUCATION**

Cooperative Education is an academic program that combines classroom study with practical work experience. It is designed to provide the student with a supervised work experience related to the student's major course of study. Participating employers include business, industry, government, and service agencies.

The primary objective of Cooperative Education is to bridge the gap between theory and practice by allowing the student to apply skills learned in the classroom to practical on-the-job situations. This joint venture between the College and the participating employers adds another dimension in the student's education. In addition to valuable job experience, the student has the opportunity to explore career possibilities, to learn to work with people with different educational backgrounds, to earn money to pay educational expenses, and to make contacts for employment after graduation.

To participate in the Cooperative Education Program, students must meet the following requirements:

1. Complete a minimum number of credits (3-12) as specified in the program plan.
2. 2.500 grade point average.
3. Recommendation from at least one faculty member.

An approved cooperative education employer must hire a student before registering and paying tuition for an appropriate co-op course. The Cooperative Education Coordinator must approve a student's participation in writing before the student may register for cooperative education credit.

College credit is earned for the cooperative experience and may be applied toward the associate degree usually as an elective requirement or may be earned as additive credit. It is up to the individual student, with the assistance and advice of his/her academic advisor, to determine if cooperative education is appropriate for the student's academic program.

Two patterns of employment are available: alternating and parallel. In the alternating pattern, the student alternates periods of full-time work with periods of full-time study. In the parallel pattern, a two-week work experience is included during classes while working in a cooperative education work experience.

The Cooperative Education Coordinator assists students in locating cooperative education placements. In some instances where a student is already employed, cooperative education credit may be granted for current employment.

Students interested in participating in the program should ask an advisor for information.

**DIVISION OF WORKFORCE DEVELOPMENT**

The Division of Workforce Development offers a variety of training and educational options to meet the needs of new and existing employers:

- **A Full Array of Workforce Services**
  - Customized Training
  - Open Enrollment Courses and Seminars
  - Business Startup and Expansion Training
  - Consulting, Coaching, and Facilitating Services
  - Job Profiling and Assessment
Facilities
• Regional Workforce Development Center- Franklin Campus
• 32,000- Square- Foot Facility
• Video and Audio Conferencing Capabilities
  • Technology Theater and Computer Training Labs
  • Meeting and Training Rooms
  • Executive Conference Room
  • Convention Capability with Caterer's Kitchen
  • One-Stop Workforce Center
  • Nearby Business and Industry Training Lab
• City of Suffolk Workforce Development Center- Downtown Suffolk
  • 5,000-Square-Foot Facility
  • Computer Training Lab
  • Meeting and Training Rooms
  • One-stop Workforce Center
• Hobbs Suffolk Campus and PDCCC at the Smithfield Center
  • Meeting and Training Rooms
  • Computer Training Lab

A Broad Choice of Training Topics
• Management/Professional Development (e.g., Change Management, Customer Service, Supervisory Skills, and Team Building)
• Technology (CISCO, Microsoft Office Applications, MOS Certification)
• WorkKeys (Job Profiling, Assessments, Skills Gap Training)
• Industrial Technology (including Electricity, Electronics, and Welding)

We welcome the opportunity to provide workforce services to meet the needs of your organization.

Continuing Education Units
Continuing Education Units (CEUs) are assigned for completion of specified non-credit classes designed to provide occupational skills or to assist in the solution of problems confronting the community in such areas as health, aging, environment, and education. Specific criteria for the assignment of CEUs can be obtained from each dean. One CEU represents ten hours spent in a planned non-credit activity. CEU records are kept at the College in transcript form, and copies are furnished upon request.

Continuing Education
A variety of personal development and enrichment opportunities for citizens in the community are offered through Continuing Education. These noncredit courses, seminars, and workshops are provided at a reasonable cost consistent with quality programs.

Community Services
The facilities and personnel of Paul D. Camp Community College are available to provide specialized services for the community in response to identified needs. These services include cultural events, workshops, lectures, conferences, seminars, and special community projects, which are designed to provide cultural and educational opportunities for the citizens of Franklin, Suffolk, Isle of Wight, and Southampton. For more details, call the appropriate dean.

Speakers Bureau
Qualified staff and faculty members are available to the community, civic, and business organizations for programs, talks, and lectures.

INSTITUTIONAL ADVANCEMENT
The Office of Institutional Advancement administers all programs that advance the College, including public information/communication; resource development; community services; and the PDCCC Foundation.

CAREER PATHWAYS
Programs of Study are available from each school division in the PDCCC service area. The school divisions are Southampton County, Franklin City, Suffolk City and Isle of Wight County. The school divisions have Programs of Study that transition from the high school (secondary education) to the community college (post-secondary) allow students to follow an established pathway based on the career they plan to pursue. All the Programs of Study align to one of the 16 Career Clusters and the 81 associated pathways. Additional information can be found on the www.vccs.edu website or www.vawizard.org . or http://www.doe.virginia.gov. The contact person for Career Pathways is Dr. Maxine Singleton, msingleton@pdc.edu

SHARED SERVICES DISTANCE LEARNING (SSDL)
Shared Services Distance Learning (SSDL) program in partnership with Northern Virginia Community College (NVCC). This program allows PDCCC students to access several pre-selected course offerings from the SSDL course schedule. SSDL courses are offered in Fall, Spring and Summer semesters and allows students the opportunity to take courses that PDCCC could not offer as Chinese, Bio Medical Ethics, and Travel. The teaching faculty is provided by NVCC and other student support services as tutoring and help desk are also provided. The contact person for this program is Audrey Lawrence, alawrence@pdc.edu

Nurse Aide
In cooperation with Southampton Memorial Hospital, Paul D. Camp Community College offers a Career Studies Certificate to qualify an individual as a Nurse Aide. This program is under Career Studies Certificates.

VCCS TRANSFER MODULE
The transfer module serves as an advising tool for students who begin at a community college without a clear sense of their future educational goals, who are uncertain about where they will seek admission to a baccalaureate program, or who choose to transfer without completing the associate degree.

The transfer module is a coherent set of courses that forms the foundation of a solid liberal education for college students and assures students that a core of courses will transfer. Although the module may not satisfy all general education requirements at a senior institution, the institution should guarantee a minimum that it will accept these courses and that they will apply toward meeting general education requirements.

All courses must be completed within the Virginia Community College System, and students must earn a grade of C or better in each course if they wish to transfer the set of courses as a module. Each senior institution should publish the set of courses that it considers equivalent to this module and the extent to which the module satisfies its general education requirements. If necessary senior institutions should specify those courses beyond the module that students must satisfy to have completed the general education requirements of that institution or its individual programs. The senior institution may have, for example, additional lower division credit requirements, upper division general education requirements, and may also require demonstrated competency in foreign languages.
Some professional schools—such as engineering, fine arts, and pharmacy—may determine that the transfer module is not congruent with their lower division requirements. In such cases, these schools or colleges should sign general articulation agreements with the Virginia Community College Systems that specify a more appropriate lower division, general education program of study. If the professional school does not publish specific criteria and does not enter into an agreement with the community colleges, then the transfer module will apply and be honored by those schools.

Community college students fulfilling the module with satisfactory performance will have a printed certification of the transfer module completion on their transcripts. This will assure them that they will receive thirty-five credits at any state-supported senior institution to which they have been admitted. Students are not required to complete the associate degree to have their transfer module accepted.

TRANSFER: ARTICULATION

Articulation Agreements

The Virginia Community College System (VCCS) has a number of articulation agreements with other institutions of higher education. Many of these articulations pertain to associate of arts and science (AA&S) graduates receiving guaranteed enrollment into senior institutions, acceptance of college credits, and meeting general education requirements. These institutions include, but not limited to, the following: Christopher Newport, Emory & Henry, Longwood University, Lynchburg College, Mary Baldwin, University of Mary Washington, Norfolk State University (NSU), Old Dominion University (ODU), Radford University (RU), Randolph College, Regent University, Sweet Briar College, University of Virginia (UVA), UVA at Wise, Virginia Commonwealth University (VCU), Virginia Tech, Virginia Wesleyan College, Virginia State University, Virginia Union University (VUU), and William & Mary University.

Paul D. Camp Community College (PDCCC) has additional agreements with specific institutions. These agreements are designed to help a student who has earned a degree from PDCCC to transfer to other institutions of higher education. These agreements pertain to guaranteed enrollment, acceptance into a specific program, scholarships, meeting general education requirements, and acceptance of AAS degree credits toward a 4-year degree program. These includes, but not limited to the following: Bellevue University, Chowan College, Illinois Institute Technology (IIT), James Madison University (JMU), Longwood University, Norfolk State University (NSU), Old Dominion University (ODU), Saint Paul’s College, Strayer University, Cambridge College, Transfer Grant, and Virginia State University.

To access the VCCS articulations go to http://myfuture.vccs.edu/transfer/

To access PDCCC articulations go to www.pdc.edu and (1) Click on About PDCCC and (2) Click on Articulations & Transfer Information.

A student planning to transfer should consult early with a PDCCC counselor to ensure that the student’s selection of courses meet the requirements of the institution of higher education he or she plans to attend. The Virginia Wizard (www.VAWizard.org) can also be very helpful to students to obtain additional transfer information.
Course Credits
The credit for each course is indicated after the title in the course description. One credit is equivalent to one collegiate semester-hour credit. Each credit given for a course is based on the “Academic Hour”, which is 50 minutes of formalized, structured instruction time in a particular course weekly for 15 weeks. There is also a minimum of 1 hour of examination for each semester hour of credit generated by the courses not to exceed 3 academic hours. The courses may consist of lectures, out-of-class study, laboratory and shop study, or combinations thereof as follows:

• Lecture. One academic hour of lecture (including lecture, seminar, discussion, or other similar activities) per week, generally for 15 weeks plus an examination period, equals one collegiate semester-hour credit.

• Laboratory. Two to five academic hours, depending on the disciplines of laboratory, shop, clinical training, supervised work experience, coordinated internship, or other similar activities per week, generally for 15 weeks, plus an examination period, equal one collegiate semester-hour credit.

• General Usage. General usage courses include variable academic hours for one to five credits such as coordinated internship, cooperative education, seminar and project and supervised study.

• Variable Credit. The College may vary from the existing credit value, but by no more than one credit. Existing variable credit ranges may not be extended. Credit variability will be for the purposes of deleting laboratory hours or making laboratory hours optional. General usage courses and courses numbered 1-99 are exempt from this policy.
DESCRIPTION OF COURSES

Credit Hours
The educational programs combine the teaching of theoretical concepts in "Lecture," with an application of principles and practical training in "Laboratory" under faculty supervision. The teaching of theoretical concepts in lectures, seminars, discussions, and other similar classes is identified as “Lecture,” and application of principles and practical training in laboratories, clinical training, supervised work experiences and other similar classes are identified as “Laboratory.”

The number of lecture hours in class each week (including lecture, seminar, and discussion hours) and/or the number of laboratory hours in class each week (including laboratory, supervised practice, and cooperative work experiences) are indicated for each course in the course description. The number of lectures and laboratory hours in class each week are also called “contact” hours because it is time spent under the direct supervision of a faculty member. In addition to the lecture and laboratory hours in class each week as listed in the course description, each student must also spend some time on out-of-class assignments. Usually each credit hour per course requires an average of three hours of out-of-class preparation each week.

Course Prerequisites
A prerequisite course serves to promote student success in a related course. If any prerequisites are required before enrolling in a course, they will be identified in the course description. Courses in sequences (usually identified by the numerals I-II) must be taken in sequence, with part I being a prerequisite for part II, unless otherwise noted in the course description. The prerequisite or its equivalent must be completed successfully before enrolling in a course unless special permission is obtained from the Academic Director. A co-requisite is a course that must be taken along with another course unless it has already been completed successfully.

Course Number System
A uniform course numbering system has been established for all courses approved for the Virginia Community System in accordance with the following GENERAL OUTLINE FOR TWO- OR THREE-DIGIT COURSE NUMBERS:

Course numbers 1-9 are courses for Developmental Studies. The credits earned in these courses are not applicable toward associate degree programs; however, upon approval of the Vice President of Instruction and Student Development some developmental courses may provide credit applicable to diploma or certificate programs. Students may re-register for these courses in subsequent semesters as necessary until the course objectives are completed.

Courses numbered 10-99 are basic occupational courses for diploma and certificate programs. The credits earned in these courses are applicable toward diploma and certificate programs but are not applicable toward an associate degree.

Courses numbered 100-199 are freshman courses applicable toward associate degree, diploma, and certificate programs.

Courses numbered 200-299 are sophomore courses applicable toward associate degree, diploma, and certificate programs.

First Digit  Refers to Class Level or Year
Second Digit  Refers to Sub-Area or Specialization within a Department or Division
Third Digit  Refers to Sequences Within A Sub-Area Specialization

Courses for General Usage

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Prerequisite Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-99</td>
<td>Introductory or survey course in sub-area—</td>
<td></td>
</tr>
<tr>
<td>1-2</td>
<td>One semester offering only (e.g., 110)</td>
<td></td>
</tr>
<tr>
<td>4-5-6-7-8-9</td>
<td>Two course sequences—usually of basic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Courses in sub-area. (e.g., 111-112)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Free numbers for general use in sub-area—</td>
<td></td>
</tr>
<tr>
<td></td>
<td>including advanced courses in sub-area at same level (e.g., 116-117-118-119)</td>
<td></td>
</tr>
</tbody>
</table>

Prerequisites
Students may not enroll in the following courses until they have demonstrated proficiency on the placement examination or completed the appropriate developmental course, or other course, as indicated below.

*or instructor approval
ACCOUNTING (ACC)

ACC 100 Introduction to Bookkeeping (5 cr.)
Presents the accounting cycle, focusing on the routine recording of data in journals and ledgers. Includes payroll preparation and practical procedures. Lecture 4 hours. Laboratory 2 hours. Total 6 hours per week.

ACC 105 Office Accounting (3 cr.)
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.

ACC 110 Introduction to Computerized Accounting (1-2 cr.)
Introduces the computer in solving accounting problems. Focuses on the operation of computers. Presents the accounting cycle and financial statement preparation in a computerized system and other applications for financial and managerial accounting. Co-requisite(s): ACC 111, ACC 211 or equivalent. Lecture 1-2 hours per week.

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

ACC 112 Accounting II (3-4 cr.)
Continues Accounting 111. Presents the analysis of financial statements for sole proprietorships, partnerships and corporations. A laboratory co-requisite (ACC 114) may be required as identified by the College. Lecture 3-4 hours per week.

ACC 113 Accounting I Laboratory (1 cr.)
Provides problem-solving experience to supplement instruction in ACC 111, in appropriate curricula, as identified by the College. Laboratory 2 hours per week.

ACC 114 Accounting II Laboratory (1 cr.)
Provides problem-solving experience to supplement instruction in ACC 112. Should be taken concurrently with ACC 112, in appropriate curricula, as identified by the College. Laboratory 2 hours per week.

ACC 115 Applied Accounting (3 cr.)
Presents practical accounting procedures for retail stores, professional individuals in firms, and personal service occupations. Covers the accounting cycle, journals, ledgers, preparation of financial statements and payrolls, and checking account management. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

ACC 211 Principles of Accounting I (3 cr.)
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.

ACC 212 Principles of Accounting II (3 cr.)
Emphasizes partnerships, corporations, and the study of financial analysis. Includes and introduces cost/managerial accounting concepts. Co-requisite (ACC214) may be required. Prerequisite ACC 211. Lecture 3-4 hours per week.

ACC 213 214 Principles of Accounting Laboratory I-II (1 cr.) (1 cr.)
Provides problem-solving experiences to supplement instruction in ACC 211-212. Must be taken concurrently with ACC 211-212. Laboratory 2 hours per week.

ACC 261-262 Principles of Federal Taxation I-II (3 cr.) (3 cr.)
Presents the study of federal taxation as it relates to individuals and other tax entities. Includes tax planning, compliance and reporting. Lecture 3 hours per week.

ADMINISTRATION OF JUSTICE (ADJ)

ADJ 100 Survey of Criminal Justice (3 cr.)
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.

ADJ 105 - The Juvenile Justice System (3 cr.)
Presents the evolution, philosophy, structures and processes of the American juvenile delinquency system; surveys the right of juveniles, dispositional alternatives, rehabilitation methods and current trends. Lecture 3 hours per week.
ADJ 107 Survey of Criminology (3 cr.)
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.

ADJ 111-112 Law Enforcement Organization & Administration I-II (3 cr.) (3 cr.)
Teaches the principles of organization and administration of law enforcement agencies. Studies the management of line operations, staff and auxiliary services, investigative and juvenile units. Introduces the concept of data processing; examines policies, procedures, rules, and regulations pertaining to crime prevention. Surveys concepts of protection of life and property, detection of offenses, and apprehension of offenders. Prerequisite for ADJ 112, divisional approval or ADJ 111. Lecture 3 hours per week.

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

ADJ 133 - Ethics and the Criminal Justice Professional (3 cr.)
Examines ethical dilemmas pertaining to the criminal justice system, including those in policing, courts and corrections. Focuses on some of the specific ethical choices that must be made by the criminal justice professional. Lecture 3 hours per week.

ADJ 145 Corrections and the Community (3 cr.)
Studies and evaluates the relationships and interactions between correctional organizations and free society. Focuses on the shared responsibility of the community and correctional agencies to develop effective programs for management and treatment of criminal offenders. Lecture 3 hours per week.

ADJ 227 Constitutional Law for Justice Personnel (3 cr.)
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.

ADJ 231 Community Policing (3 cr.)
Examines the history of police-community relations and the role of both the community and the police in establishing a crime fighting partnership for success. Emphasizes building relationships between police officers and the community they serve. Includes case studies from various cities that have undertaken the philosophy of community policing. Lecture 3 hours per week.

ADJ 231 Community Policing (3 cr.)
Examines the history of police-community relations and the role of both the community and the police in establishing a crime fighting partnership for success. Emphasizes building relationships between police officers and the community they serve. Includes case studies from various cities that have undertaken the philosophy of community policing. Lecture 3 hours per week.

ADJ 245 Management of Correctional Facilities (3 cr.)
Describes management options and operational implications for staffing, security, safety, and treatment. Considers impact of changes in public policy on corrections. Lecture 3 hours per week.

ADJ 247 Criminal Behavior (3 cr.)
Introduces and evaluates the concepts of normal and abnormal behavior. Focuses on the psychological and sociological aspects of criminal and other deviant behavior patterns. Lecture 3 hours per week.

ADJ 248 Probation, Parole, and Treatment (3 cr.)
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.

ADJ 298 - Seminar and Project May be repeated for credit. Variable hours. (1-5 cr.)
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.

ADMINISTRATIVE SUPPORT TECHNOLOGY (AST)

AST 101 Keyboarding I (4 cr.)
Teaches the alphanumeric keyboard with emphasis on correct techniques, speed, and accuracy. Teaches formatting of basic personal and business correspondence, reports, and tabulation. Lecture 4 hours per week.

AST 102 Keyboarding II (4 cr.)
Develops keyboarding and document production skills with emphasis on preparation of specialized business documents. Continues skill-building for speed and accuracy. Prerequisite AST 101 or equivalent. Lecture 4 hours per week.

AST 113 Keyboarding for Speed and Accuracy (1 cr.)
Focuses on improving keyboarding speed and accuracy through assigned exercises that diagnose problem areas. Emphasizes increased productivity through improved speed and accuracy. Prerequisite AST 101 or equivalent. Lecture 1 hour per week.

AST 117 Keyboarding for Computer Usage (1 cr.)
Teaches the alphabetic keyboard and 10-key pad. Develops correct keying techniques. Lecture 1 hour per week.

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

AST 141 Word Processing I (3 cr.)
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. Lecture 3 hours per week.

AST 147 Introduction to Presentation Software (Microsoft PowerPoint 2000) (1 cr.)
Introduces presentation options including slides, transparencies, and other forms of presentations. Students prepare for the Core Microsoft PowerPoint MOUS Exam. Lecture 1 hour per week.

AST 150 Desktop Publishing 1 (Publisher 2000) (1 cr.)
A desktop publishing program in which students learn how to combine text and graphics as well as worksheets and charts created in other programs to produce a publication. Publisher allows users to create a variety of professional-looking publications quickly and easily. Prerequisites: AST 141. Lecture 1 hour per week.

AST 153 Introduction to Database Software (Access) (1 cr.)
Provides first-time users with sufficient information to make practical use of database management software. Presents basics of building databases. Teaches users how to create and manipulate databases to keep track of data–address list, employees, inventory and customers. Also teaches how to create labels and/or envelopes. Covers specific business applications. Students prepare for the Core Microsoft Access MOUS Exam. Prerequisites: Basic Windows 98. Lecture 1 hour per week.

AST 154 Introduction to Voice Recognition Software (Dragon NaturallySpeaking) (1 cr.)
Teaches the computer user to use the voice as an input device to compose documents and to give commands directly to the computer. Since this new technology is being used in many business, medical, and legal offices, students should be prepared to use this input device. Lecture 1 hour per week.
AST 155 Introduction to Desktop Information Management (Outlook 2000) (1 cr.)
Teaches desktop information management to organize schedules through the calendar, teaches how to store information on the contact component and communicate with others with the electronic mail features. Manages electronic messages, appointments, contacts, tasks, and files. Students prepare for the core Microsoft Outlook MOUS Exam. Lecture 1 hour per week.

AST 160 Learning the Internet for Business (1 cr.)
Introduces students to basic Internet terminology and services including E-mail, WWW browsing, search engines, and other services (using the Web for office management, sales, and marketing). Provides an introduction to electronic commerce: how to find company information on the Web; what a small business can do on the Internet; how to search for a career on the Internet; how to buy online; and how to do business on the Web. Lecture 1 hour per week.

AST 195 Web Page Design (FrontPage) (3 cr.)
Provides a working knowledge of Web page design and construction using headings, lists, links, images, image maps, tables, forms, and frames. Prerequisite: ITE 115, ITE 130 or AST141. or equivalent. Lecture 3 hours per week.

AST 205 Business Communications (3 cr.)
Teaches techniques of oral and written communications. Emphasizes writing and presenting business-related materials using electronic media. Prerequisite ENG 111. Lecture 3 hours per week.

AST 234 Records and Database Management (3 cr.)
Teaches filing and records management procedures using microcomputer database software. Incorporates both manual and electronic methods for managing information. Lecture 3 hours per week.

AST 236 Specialized Software Applications (3 cr.)
Teaches specialized integrated software applications on the microcomputer. Emphasizes document production to meet business and industry standards. Prerequisite: AST 101 or equivalent and experience in using an integrated package and departmental permission. Lecture 3 hours per week.

AST 243 Office Administration I (3 cr.)
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.

AST 244 Office Administration II (3 cr.)
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.

AST 245 Medical Machine Transcription (3 cr.)
Develops machine transcription skills, integrating operation of transcribing equipment with understanding of medical terminology. Emphasizes dictation techniques and accurate transcription of medical documents in prescribed formats.

AST 247 Legal Machine Transcription (3 cr.)
Develops machine transcription skills, integrating operation of transcribing equipment with understanding of legal terminology. Emphasizes dictation techniques and accurate transcription of legal documents in prescribed formats. Lecture 3 hours per week.

AST 253 Advanced Desktop Publishing I (3 cr.)
Introduces specific desktop publishing software. Teaches document layout and design, font, type styles, style sheets, and graphics. Prerequisite: AST 101 or equivalent and experience in using a word processing package. Lecture 3 hours per week.

AST 255 Desktop Publishing I Laboratory – Specify Software (1 cr.)
Provides supplemental instruction in AST 253. Should be taken concurrently with AST 253, in appropriate curricula, as identified by the college. Laboratory 2 hours per week.

AST 271 Medical Office Procedures I (3 cr.)
Covers medical office procedures, records management, preparation of medical reports, and other medical documents. Prerequisites: HLT 143, MDA 208, MDA 209, MDA 210 or departmental permission. Lecture 3 hours per week.

AST 297 Cooperative Education in Administrative Support Technology (3 cr.)
Supervised on-the-job training for pay in approved business, industrial and service firms coordinated by the Administrative Support Technology Department. Prerequisites: AST 102 and AST 243 and departmental permission. Variable hours per week. Credit/work ratio not to exceed 1.5 hours.

AIR CONDITIONING AND REFRIGERATION (AIR )

AIR 111-112 Air Conditioning and Refrigeration Controls I-II (2-3 cr.)
Presents electron theory, magnetism, Ohm's Law, resistance, current flow, instruments for electrical measurement, A.C. motors, power distribution controls and their application. Lecture 1-2 hours. Laboratory 2-3 hours. Total 3-5 hours per week.

AIR 121-122 Air Conditioning and Refrigeration I-II (3-4 cr.)
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. Lecture 2-3 hours. Laboratory 2-3 hours. Total 4-6 hours per week.

AIR 134-135 Circuits and Controls I-II (3-4 cr.)
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 2-3 hours. Total 4-9 hours per week.

AIR 154-155 Heating Systems I-II (3-4 cr.)
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.

AIR 193 - Studies In (1-5 cr.)
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.
AIR 235 Heat Pumps (3-4 cr.)
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.

AIR 238 Advanced Troubleshooting and Service (3-4 cr.)
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.

AMERICAN SIGN LANGUAGE (ASL)

ASL 101-102 American Sign Language I-II (3-4 cr.) (3-4 cr.)
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.

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

ASL 201-202 American Sign Language III-IV (3-4 cr.) (3-4 cr.)
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. Lecture 3-4 hours. Laboratory 0-2 hours. Total 3-5 hours per week.

ARCHITECTURE (ARC)

ARC 121 Architectural Drafting I (3 cr.)
Introduces techniques of architectural drafting, including lettering, dimensioning, and symbols. Requires production of plans, sections, and elevations of a simple building. Studies use of common reference material and the organization of architectural working drawings. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

ARC 122 Architectural Drafting II (3 cr.)
A continuation of Architectural Drafting I. Requires development of a limited set of working drawings, including a site plan and related details, and pictorial drawings. Prerequisite ARC 121 or equivalent. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

ART (ART)

ART 101-102 History and Appreciation of Art I-II (3 cr.) (3 cr.)
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. H, T

ART 105 - Art in World Culture (3 cr.)
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. Lecture 3 hours per week. H

ART 114 General Art (3 cr.)
Introduces art to the student without previous training. Provides studio exercises in drawing, painting, and two- and three-dimensional design. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week. H

ART 121-122 Drawing I-II (3 cr.) (3 cr.)
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 hour. Studio 4 hours. Total 5 hours per week. H

ART 240 Painting Materials and Techniques (3 cr.)
Introduces traditional materials and techniques used in watercolor, gouache, egg tempera, encaustic, and oil painting. Also covers supports and grounds, permanent palettes, mediums, application, and preservation. Lecture 2 hours. Studio instruction 3 hours. Total 5 hours per week. H

ART 241-242 Painting I-II (3 cr.) (3 cr.)
Introduces abstract and representational painting in acrylic and/or oil with emphasis on color composition and value. Prerequisites ART 122 or divisional approval. Lecture 1 hour. Studio 4 hours. Total 5 hours per week. H, T

AUTOMOTIVE (AUT)

AUT 156 Small Gasoline Engines (2 cr.)
Studies small gasoline engine operating principles, construction, design, variety, and their many purposes. Gives instruction on two- and four-cycle small gas engines, their construction, design, fuel system, ignition system, and lubricating systems. Demonstrates disassembly, reconditioning, overhaul and reassembly in the lab. Lecture 1 hour. Laboratory 3 hours. Total 4 hours per week.

BIOLOGY (BIO)

BIO 101-102 General Biology I-II (4 cr.) (4 cr.)
Explores fundamental characteristics of living matter from the molecular level to the ecological community with emphasis on general biological principles. Introduces the diversity of living organisms, their structure, function and evolution. Lecture 3 hours. Recitation and laboratory 3 hours. Total 6 hours per week. May be taken out of sequence. T

BIO 110 General Botany (4 cr.)
Emphasizes plant life cycles, anatomy, morphology, taxonomy, and evolution. Considers the principles of genetics, ecology, and physiology. Lecture 3 hours. Recitation and laboratory 3 hours. Total 6 hours per week.

BIO 141-142 Human Anatomy and Physiology I-II (4 cr.) (4 cr.)
Integrates anatomy and physiology of cells, tissues, organs, and systems of the human body. Lecture 3 hours. Recitation and laboratory 3 hours. Total 6 hours per week. T

BIO 150 Introductory Microbiology (4 cr.)
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.

BIO 226 Vertebrate Zoology (4 cr.)
Focuses on structure, embryology, function, ecology, classification, and evolution of vertebrate animals. Prerequisite BIO 101-102. Lecture 3 hours. Recitation and laboratory 3 hours. Total 6 hours per week.
**BIO 256 General Genetics (4 cr.)**
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.

**BIO 270 General Ecology (2-6 cr.)**
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 1-4 hours. Recitation and laboratory 3-6 hours. Total 4-10 hours per week.

**BIO 277 Regional Flora (3 cr.)**
Stresses family characteristics of vascular plants including identification and classification of local flora. Lecture 2 hours. Recitation and laboratory 3 hours. Total 5 hours per week.

**BUSINESS MANAGEMENT AND ADMINISTRATION (BUS)**

**BUS 100 Introduction to Business (3 cr.)**
Presents a broad introduction to the functioning of business enterprise within the U.S. economic framework. Introduces economic systems, essential elements of business organization, finance, marketing, production, and risk and human resource management. Lecture 3 hours per week.

**BUS 111 Principles of Supervision I (3 cr.)**
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.

**BUS 116 - Entrepreneurship (3 cr.)**
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.

**BUS 117 Leadership Development (2-3 cr.)**
Covers interpersonal relations in hierarchical structures. Examines the dynamics of teamwork, motivation, handling change and conflict and how to achieve positive results from others. Lecture 2-3 hours per week.

**BUS 125 - Applied Business Mathematics (3 cr.)**
Applies mathematical operations to business process and problems such as wages and payroll, sales and property taxes, checkbook records and bank reconciliation, depreciation, overhead, distribution of profit and loss in partnerships, distribution of corporate dividends, commercial discounts, markup, markdown, simple interest, present values, bank discount notes, multiple payment plans, compound interest, annuities, sinking funds, and amortization. Lecture 3 hours per week.

**BUS 146 Introduction to Labor Relations (3 cr.)**
Examines the history of labor unions, labor contracts, bargaining processes, philosophy of unionism; discusses the use of bargaining techniques for non-wage issues, legal, social, and economic context of labor-management relations, responsibilities and duties of unions and management; presents issues and analysis of public policy, and current state of the labor movement. May apply simulation and cases of arbitration and collective bargaining procedures. Lecture 3 hours per week.

**BUS 165 Small Business Management (3 cr.)**
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 governmental relationships specific to small businesses. Lecture 3 hours per week.

**BUS 200 Principles of Management (3 cr.)**
Teaches management and the management functions of planning, organizing, directing 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.

**BUS 201 Organizational Behavior (3 cr.)**
Presents a behaviorally 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.

**BUS 205 Human Resource Management (3 cr.)**
Introduces employment selection and placement of personnel, usage levels and methods, job descriptions, training methods and programs, and employee evaluation systems. Includes procedures for management of human resources and uses case studies and problems to demonstrate implementation of these techniques. Lecture 3 hours per week.

**BUS 236 Communication in Management (3 cr.)**
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.

**BUS 241 Business Law I (3 cr.)**
Presents a broad introduction to legal environment of U.S. business. Develops a basic understanding of contract law and agency and government regulation. Lecture 3 hours per week.

**BUS 280 Introduction to International Business (3 cr.)**
Studies the problems, challenges, and opportunities which arise when business operations or organizations transcend national boundaries. Examines the functions of international business in the economy, international and transnational marketing, production, and financial operations. Lecture 3 hours per week.

**BUS 285 - Current Issues in Management (3 cr.)**
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.

**CHEMISTRY (CHM)**

**CHM 1 Chemistry (1-5 cr.)**
Presents basic inorganic and organic principles to students with little or no chemistry background. Can be taken in subsequent semesters as necessary until course objectives are completed. Lecture 1-4 hours. Laboratory 0-3 hours. Total 1-7 hours per week.
**DESCRIPTION OF COURSES**

**CHM 111-122 College Chemistry I-II (4 cr.) (4 cr.)**
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. T

**CHM 121-122 Health Science Chemistry I-II (4 cr.) (4 cr.)**
Introduces the health science student to concepts of inorganic, organic, and biological chemistry as applicable to the allied health profession. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week.

**CHD 118 Language Arts for Young Children (3 cr.)**
Presents techniques and methods for encouraging the development of language and perceptual skills. Stresses improvement of vocabulary, speech and methods to stimulate discussion. Surveys children's literature, examines elements of quality story telling and story reading, and stresses the use of audio-visual materials. Placement test recommendations for ENG 111 required. The course must be taken prior to CHD 119. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

**CHD 119 Introduction to Reading Methods (3 cr.)**
Focuses on promoting language and literacy skills as the foundation for emergent reading. Emphasizes phonetic awareness and alphabetic principles, print awareness and concepts, comprehension and early reading and writing. Addresses strategies for intervention and support for exceptional children and English Language Learners. Placement test recommendation for ENG 111 required. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

**CHD 120 Introduction to Early Childhood Education (3 cr.)**
Introduces early childhood development through activities and experiences in the 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. Placement test recommendations for ENG 111 required. Lecture 3 hours per week.

**CHD 145 Teaching Art, Music, and Movement to Children (3 cr.)**
Provides experiences in developing the content, methods, and materials for directing children in art, music, and movement activities. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

**CHD 146 Math, Science, and Social Studies for Children (3 cr.)**
Provides experiences in developing the content, methods, and materials for directing children in math, science, and social studies activities. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

**CHD 165 Observation and Participation in Early Childhood/Primary Settings (3 cr.)**
Observes and participates in early childhood settings such as child care centers, pre-schools, Montessori schools or public schools in Kindergarten through 3rd grade levels. Students spend one hour each week in a seminar session in addition to 60 clock hours in the field. May be taken again for credit. Placement test recommendations for ENG 111 required. Lecture 1 hour. Laboratory 6 hours. Total 7 hours per week.

**CHD 166 Infant and Toddler Programs (3 cr.) (Spring)**
Examines the fundamentals of infant and toddler development, including planning and implementing programs in group-care. Emphasizes meeting physical, social, emotional, and cognitive needs: scheduling, preparing age-appropriate activities, health and safety policies, record keeping, and reporting to parents. Placement test recommendations for ENG 111 required. Lecture 3 hours per week.

**CHD 205 Guiding the Behavior of Children (3 cr.) (Spring)**
Explores positive ways to build self-esteem in children and help them develop self-control. Presents practical ideas for encouraging pro-social behavior in children and emphasizes basic skills and techniques in classroom management. Placement test recommendations for ENG 111 required. Lecture 3 hours per week. T

**CHD 210 Introduction to Exceptional Children (3 cr.) (Spring)**
Reviews the history of education for exceptional children. Studies the characteristics associated with exceptional children. Explores positive techniques for managing behavior and adapting materials for classroom use. Placement test recommendations for ENG 111 required. Lecture 3 hours per week. T

**CHD 215 Models of Early Childhood Education Programs (3 cr.)**
Studies and discusses the various models and theories of early childhood education programs including current trends and issues. Presents state licensing and staff requirements. Placement test recommendation for ENG 111 required. Lecture 3 hours per week.

**CHD 216 Early Childhood Programs, School, and Social Change (3 cr.)**
Explores methods of developing positive, effective relations between staff and parents to enhance the developmental goals of home and school. Reviews current trends and issues in education, describes symptoms of homes in need of support, investigates non-traditional family and cultural patterns, and lists community resources. Placement test recommendation for ENG 111 required. Lecture 3 hours per week.

**CHD 225 Curriculum Development School-Age Child Care (3 cr.)**
Explores the creative activities, techniques, interactions, and program development that promote positive social and emotional growth in school-age children. Emphasizes positive development through everyday programming and experiences. Placement test recommendations for ENG 111 required. Lecture 3 hours per week.

**CHD 265 Adv. Obser. and Part, in Early Ch/Primary Settings (3 cr.)**
Observes and participates in early childhood settings such as child care centers, pre-school, Montessori schools, or public school settings (kindergarten through third grade). Emphasizes planning and implementation of appropriate activities and materials for children. Students will spend one hour each week in a seminar session in addition to 60 clock hours in the field. May be taken again for credit. Placement test recommendations for ENG 111 required. this course must be taken the same semester as CHD 298. Lecture 1 hour. Laboratory 6 hours. Total 7 hours per week. 3 credits

**CHD 270 Administration of Childcare Programs (3 cr.)**
Examines the skills needed for establishing and managing early childhood programs. Emphasizes professionalism and interpersonal skills, program planning, staff selection and development, creating policies, budgeting, and developing forms for record keeping. Placement test recommendations for ENG 111 required. Lecture 3 hours per week.

**CHD 298 Seminar and Project (1-5 cr.)**
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. Placement test recommendation for ENG 111 required. May be repeated for credit. NOTE: This course must be taken in the same semester as CHD 265. Variable hours.

**CHINESE (CHI)**

**CHI 101 - Beginning Chinese I (5 cr.)**
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. H
**COMMUNICATION STUDIES AND THEATRE (CST)**

**CST 100 Principles of Public Speaking (3 cr.)**
Applies theory and principles of public address with emphasis on preparation and delivery. Lecture 3 hours per week. T

**CST 105 Oral Communication (3 cr.)**
Studies effective communication with emphasis on speaking and listening. Lecture 3 hours per week.

**CST 110 - Introduction to Speech Communication (2-3 cr.)**
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.

**CST 111 Voice and Diction I (3 cr.)**
Enables students to improve pronunciation, articulation, and voice equality. Includes applied phonetics. Lecture 3 hours per week.

**CST 126 - Interpersonal Communication (3 cr.)**
Teaches interpersonal communication skills for both daily living and the world of work. Includes perception, self-concept, self-disclosure, listening and feedback, nonverbal communication, attitudes, assertiveness and other interpersonal skills. Lecture 3.

**COMPUTER SCIENCE (CSC)**

**CSC 110 Introduction to Computing (3 cr.)**
Introduces problem solving through computer applications and a programming language. Examines development of computers, social and ethical implications of computers, and properties of programming languages. Covers input, storage, data manipulation, software and hardware. Lecture 3 hours per week. T

**CSC 200 Introduction to Computer Science (3 cr.)**
Provides broad introduction to computer science. Discusses architecture and function of computer hardware, including networks and operating systems, data and instruction representation and data organization. Covers software, algorithms, programming languages and software engineering. Discusses artificial intelligence and theory of computation. Includes a hand-on component. Prerequisite: MTH 163. Lecture 3 hours per week. T

**CSC 201 Computer Science I (4 cr.)**
Introduces algorithm and problem solving methods. Emphasizes structured programming concepts, elementary data structures and the study and use of a high level programming language. Co requisite CSC 100 or equivalent and MTH 173 or equivalent or divisional approval. Lecture 4 hours per week. T

**CSC 202 Computer Science II (4 cr.)**
Examines data structures and algorithm analysis. Covers data structures (including sets, strings, stacks, queues, arrays, records, files, linked lists, and trees), abstract data types, algorithm analysis (including searching and sorting methods), and file structures. Prerequisite CSC 201. Co requisite MTH 174. Lecture 4 hours per week. T

**CSC 205 Computer Organization (3 cr.)**
Examines the hierarchical structure of computer architecture. Focuses on multi-level machine organization. Uses a simple assembler language to complete programming projects. Includes processors, instruction, execution, addressing techniques, data representation and digital logic. Lecture 3 hours per week. T

**DIAETETICS (DIT)**

**DIT 120 Nutritional Care (3 cr.)**
Studies nutritional principles of normal and basic modified diets in a variety of food service facilities. Covers nutritional care throughout the life cycle and the application of such diet modifications as high/low calorie, bland, fat-controlled, low sodium, and diabetic. Uses the computer to analyze nutrient intakes. Lecture 3 hours per week.

**DIT 121 Nutrition I (3 cr.)**
Studies food composition, dietary guidelines, and nutrients essential to healthy human life. Analyzes nutrient function and metabolism. Lecture 3 hours per week.

**DRAFTING (DRF)**

**DRF 120 Introduction to Graphic Representation (3 cr.)**
Teaches use of instruments, lettering, sketching, and drawing conventions. Emphasizes legible drawings and the value of presentation. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

**DRF 141-142 Industrial Drafting Techniques I-II (3 cr.) (3 cr.)**
Introduces industrial drafting techniques, including history of the graphic language, fundamentals of lettering, care and use of drafting instruments, reproduction and control of drawing. Teaches basic geometric construction, sketching and shape descriptions, multiview projection, sections and conventions, auxiliary views and revolutions. Explains threads, fasteners, springs, dimensioning, tolerancing, pictorial drawing. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

**DRF 160 Machine Blueprint Reading (3 cr.)**
Introduces interpretation 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.

**DRF 161 Blueprint Reading I (2 cr.)**
Teaches the application of basic principles, visualization, orthographic projection, detail of drafting shop process and terminology, assembly drawings and exploded views. Considers dimensioning, changes and corrections, classes of fits, tolerances and allowances, sections and convention in blueprint reading. Lecture 1 hour. Laboratory 3 hours. Total 4 hours per week.

**DRF 162 Blueprint Reading II (2 cr.)**
Emphasizes industrial prints, auxiliary views, pictorial drawings, simplified drafting procedures, production drawing, operation sheets, tool drawing, assembly drawings, and detailed prints. Prerequisite DRF 161. Lecture 1 hour. Laboratory 3 hours. Total 4 hours per week.

**DRF 166 Welding Blueprint Reading (2 cr.)**
Teaches welding procedures and applications. Stresses structural steel, design, and layout. Explains industrial symbols. Lecture 1 hour. Laboratory 3 hours. Total 4 hours per week.

**DRF 175 Schematics and Mechanical Diagrams (2 cr.)**
Covers interpretation of basic shop drawings, conventional symbols, common electrical and electronics symbols, wiring diagrams, hydraulic and pneumatic symbols, schematic drawings, and piping diagrams. Lecture 2 hours per week.

**DRF 198 AutoCad (3 cr.)**
Teaches AutoCad computer applications using drafting concepts. Prerequisite DRF 231—Computer Aided Drafting I. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.
DRF 211 Advanced Technical Drafting I (3 cr.)
Teaches use of drafting equipment, with possible CAD applications, emphasizing knowledge and skill required for industrial drawing. May include piping, gearing, geometric and positional tolerances, drawing layout and lettering of all types. Prerequisite DRF 141. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

DRF 212 Advanced Technical Drafting II (3 cr.)
Teaches concepts of sheet metal fabrication including radii, fillets and tolerances, electrical and electronics symbols and drawing, and advanced design drafting techniques. Prerequisite DRF 211. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

DRF 231 Computer Aided Drafting I (3 cr.)
Teaches computer-aided drafting concepts and equipment designed to develop a general understanding of components and operate a typical CAD system. Prerequisite DRF 141 or DRF 160 or divisional approval. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

DRF 232 Computer Aided Drafting II (3 cr.)
Teaches advanced operation in computer-aided drafting. Prerequisite DRF 231. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

ECONOMICS (ECO)
ECO 120 Survey of Economics (2-3 cr.)
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 microeconomic and macroeconomic concepts. Lecture 3 hours per week. SS, T

ECO 201 Principles of Economics I—Macroeconomics (3 cr.)
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. SS, T

ECO 202 Principles of Economics II—Microeconomics (3 cr.)
Introduces the basic concepts of microeconomics. Explores the free market concepts with coverage of economic models and graphs, scarcity and choices, supply and demand, elasticities, marginal benefits and costs, profits, and production and distribution. Prerequisite: ECO 201. Lecture 3 hours per week. SS, T

EDUCATION (EDU)
EDU 115 Library Utilization for Instructional Aides (3 cr.)
Focuses on utilizing library resources to prepare instructional materials. Emphasizes current literature and its application to the classroom. Variable lecture/laboratory hours per week.

EDU 200 Introduction to Teaching as a Profession (3 cr.)
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 credits of transfer courses.

EDU 225 Audiovisual Materials and Equipment (3 cr.)
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 per week. Total 4 hours per week.

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

ELECTRICAL TECHNOLOGY (ETR)
ETR 113-114 D.C. and A.C. Fundamentals I-II (4 cr.) (4 cr.)
Studies D.C. and A.C. circuits, basic electrical components, transformers, experiments to develop testing and troubleshooting techniques. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

ETR 133-134 Practical Electricity I-II (3 cr.) (3 cr.)
Provides an intensive study of the fundamentals of direct and alternating current, resistance, magnetism, induction and capacitance, with emphasis on practical applications. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week.

ETR 135 National Electrical Code—Residential (3 cr.)
Studies purposes and interpretations of the national electrical code that deals with single and multi-family dwellings, including state and local regulations. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

ETR 150 A.C. and D.C. Circuit Fundamentals (4 cr.)
Provides an intensive study of the fundamentals of direct and alternating current, resistance, magnetism, induction and capacitance, with emphasis on practical applications. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week.

ETR 160 Power Controls (3 cr.)
Introduces basic electrical and other controls used in home and industry. Includes application of panels, fuse boxes, breakers, and transformers, experiments to develop testing and troubleshooting techniques. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

ETR 239 Programmable Controllers (2-3 cr.)
Deals with installation, programming, interfacing, and concepts of troubleshooting programmable controllers. Co/Prerequisite ETR 156 and ELE 211 or equivalent, or permission of instructor. Lecture 1-2 hours. Laboratory 2 hours. Total 3-4 hours per week.

ELECTRONICS TECHNOLOGY (ETR)
ETR 113-114 D.C. and A.C. Fundamentals I-II (4 cr.) (4 cr.)
Studies D.C. and A.C. circuits, basic electrical components, instruments, network theorems, and techniques used to predict, analyze and measure electrical quantities. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week.
ETR 121–122 Electronic Devices I–II (3 cr.) (3 cr.)
Provides hands-on verification of the theory of active devices and circuits such as diodes, power supplies, transistors (BJTs), amplifiers and their parameters, fets, and op-amps. May also include UJT, oscillators, RF amplifiers, thermionic devices, and other devices. Lecture 2 hours. Laboratory 3-6 hours. Total 5-8 hours per week.

ETR 149 PC Repair (2 cr.)
Teaches the maintenance, troubleshooting and repair of personal computer systems. Uses IBM or compatible computer systems to provide fault isolation drill and practice. Four laboratory hours per week.

ETR 160 Survey of Microprocessors (4 cr.)
Provides an overview of microprocessor architecture, basic machine language programming, and I/O devices. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week.

ETR 167 Logic Circuits and Systems I (4 cr.)
Studies digital switching and logic circuits, number systems, Boolean algebra, logic gates and families. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week.

ETR 176 Printer Repair (1 cr.)
Teaches the maintenance and troubleshooting of printers. Teaches procedures for isolating and correcting problems in printers. Covers dot matrix printers but may include other types of printers. Two laboratory hours per week.

ETR 177 Monitor Repair (1 cr.)
Teaches the alignment and maintenance of a monochrome monitor. Includes a Monochrome Monitor Exerciser and Fault Insertion Module for testing, aligning, and inserting faults. Two laboratory hours per week.

ETR 178 Disk Drive Repair (2 cr.)
Covers the maintenance, troubleshooting and repair of disk drive systems. Teaches maintenance procedures, alignment, adjustment, for hard and floppy drive systems. May also include virus scanning software and/or other hard drive utilities. Two to four laboratory hours per week.

ETR 179 Digital Logic and Circuits (3 cr.)
Teaches the theory of digital logic devices and circuits such as logic gates, decoders, multiplexers, registers, counters, controllers. May include fundamental concepts of microprocessor operation and interface circuitry. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

ETR 203-204 Electronic Devices I-II (4 cr.) (4 cr.)
Studies active devices and circuits such as diodes, power supplies, transistors (BJTs), amplifiers, thermionic devices, and other devices. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week.

ETR 221-222 Electronic Controls I-II (4 cr.) (4 cr.)
Discusses characteristics and performance of linear control systems with one or more feedback loops. Includes functions and properties of various components encountered in control systems including servo-amplifiers and error detectors, machine synchronization for automatic operations. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week.

ETR 248 Instruments and Measurements (2 cr.)
Studies circuits used in electronics measurement and application of these circuits to test instruments such as oscilloscopes, electronic meters, and bridges. Stresses the accuracy of measurements, how instruments work, proper use of instruments, and calibration techniques. Lecture 1 hour. Laboratory 3 hours. Total 4 hours per week.

ETR 273-274 Computer Electronics I-II (3-4 cr.) (3-4 cr.)
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. Lecture 2-3 hours. Total 4-5 hours per week.

ETR 278 Computer Interfacing and Circuitry (4 cr.)
Deals with typical circuitry used to interface computers with the outside world. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week.

ETR 285 Fundamentals of Microcomputer Repair (4 cr.)
Provides the student with an exposure to the various techniques and procedures used to troubleshoot a microcomputer. May include an overview of a particular microprocessor system, use of isolation flow charts, test point charts, prints, diagnostic routines, component testing and fault isolation labs. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week.

EMERGENCY MEDICAL SERVICES (EMS)

EMS 151 - Introduction to Advanced Life Support (4 cr.)
Prepares the student for Virginia Enhanced certification eligibility and begins the sequence for National Registry Intermediate and/or Paramedic certification. Includes the theory and application of the following: foundations, human systems, pharmacology, overview of shock, venous access, airway management, patient assessment, respiratory emergencies, allergic reaction, and assessment based management. Conforms at a minimum to the Virginia Office of Emergency Medical Services curriculum. Co-requisite: EMS 170. Lecture 3 hours. Laboratory 2 hours. Total 5 hours per week.

EMS 153 - Basic ECG Recognition (2 cr.)
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.

EMS 155 - ALS - Medical Care (4 cr.)
Continues the Virginia Office of Emergency Medical Services Intermediate and/or Paramedic curricula. Includes ALS pharmacology, drug and fluid administration with emphasis on patient assessment, differential diagnosis and management of multiple medical complaints. Includes, but are not limited to conditions relating to cardiac, diabetic, neurological, non-traumatic abdominal pain, environmental, behavioral, gynecology, and toxicological disease conditions. Prerequisites: Current EMT-B certification, EMS 151 and EMS 153. Lecture 3 hours. Laboratory 2 hours. Total 5 hours per week.

EMS 157 - ALS - Trauma Care (3 cr.)
Continues the Virginia Office of Emergency Medical Services Intermediate and/or Paramedic curricula. Utilizes techniques which will allow the student to utilize the assessment findings to formulate a field impression and implement the treatment plan for the trauma patient. Prerequisites: Current EMT-B certification and EMS 151. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

EMS 159 - ALS - Special Populations (2 cr.)
Continues the Virginia office of Emergency Medical Services Intermediate and/or Paramedic curricula. Focuses on the assessment and management of specialty patients including obstetrical, neonates, pediatric, and geriatrics. Prerequisites: EMS 151 and EMS 153. Pre or co-requisite: EMS 155. Lecture 1 hour. Laboratory 2 hours. Total 3 hours per week.
EMS 170 - ALS Internship I (1-2 cr.)
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.

EMS 172 - ALS Clinical Internship II (1-2 cr.)
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.

EMS 173 - ALS Field Internship II (1 cr.)
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.

EMS 201 - EMS Professional Development (2 cr.)
Prepares students for Paramedic certification at the National Registry Level by fulfilling community activism, personal wellness, resource management, ethical considerations in leadership and research objectives in the Virginia Office of Emergency Medical Services Paramedic curriculum. Lecture 2 hours per week.

EMS 205 - Advanced Pathophysiology (3 cr.)
Focuses on the pathological processes of disease with emphasis on the anatomical and physiological alterations of the human body by systems. Includes diagnosis and management appropriate to the advanced health care provider in and out of the hospital environment. Lecture 3 hours per week.

EMS 207 - Advanced Patient Assessment (3 cr.)
Focuses on the principles of normal and abnormal physical exam. Emphasizes the analysis and interpretation of physiological data to assist in patient assessment and management. Applies principles during the assessment and management of trauma, medical, and specialty patients in laboratory environment. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

EMS 209 - Advanced Pharmacology (4 cr.)
Focuses on the principles of pharmacokinetics, pharmacodynamics and drug administration. Includes drug legislation, techniques of medication administration, and principles of math calculations. Emphasizes drugs used to manage respiratory, cardiac, neurological, gastrointestinal, fluid and electrolyte and endocrine disorders and includes classification, mechanism of action, indications, contraindications, precautions, and patient education. Incorporates principles related to substance abuse and hazardous materials. Applies principles during the assessment and management of trauma, medical, and specialty patients in a laboratory environment. Lecture 3 hours. Laboratory 2 hours. Total 5 hours per week.

EMS 211 - Operations (2 cr.)
Prepares the student in the theory and application of the following: medical incident command, rescue awareness and operations, hazardous materials incidents, and crime scene awareness. (Conforms to the current Virginia Office of Emergency Medical Services curriculum for EMT-Paramedics.) Lecture 1 hour. Laboratory 2 hours. Total 3 hours per week.

EMS 242 - ALS Clinical Internship III (1-2 cr.)
Continues with the third 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.

EMS 243 - ALS Field Internship III (1-2 cr.)
Continues with the third in a series of field experiences providing supervised direct patient care in out-of-hospital advanced life support units. Laboratory 3-6 hours per week.

EMS 244 - ALS Clinical Internship IV (1-2 cr.)
The fourth in a series of clinical experiences providing 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. May be repeated as necessary. Laboratory 3-6 hours per week.

EMS 245 - ALS Field Internship IV (1-2 cr.)
Continues with the fourth in a series of field experiences providing supervised direct patient care in out-of-hospital advanced life support units. May be repeated as necessary. Laboratory 3-6 hours per week.

EMERGENCY MEDICAL TECHNOLOGY (EMT)

EMT 106 - Emergency Medical Technician/Basic (6 cr.)
Prepares student for certification as a Virginia and National Registry EMT/B. Includes all aspects of pre-hospital basic life support as defined by the National Highway Traffic Safety Administration’s National curriculum for Emergency Medicine Technician/Basic. Prerequisite: CPR certification at the Health Care Provider level. Lecture 4 hours. Laboratory 4 hours. Total 8 hours per week.

EMT 109 CPR for Healthcare Providers (1 cr.)
Provides training in all phases of adult, pediatric, and infant resuscitation procedures. Includes introduction to cardiac pathophysiology and preventive measures. Prepares students for certification by the American Heart Association at the Healthcare Provider Level. Lecture 1 hour per week.

ENGINEERING (EGR)

EGR 123 Introduction to Engineering Design (2 cr.)
Introduces the fundamental knowledge and experience needed to understand the engineering design process through the basics of electrical, computer, and mechanical systems. Includes the completion of a project in which a specific electromechanical robot kit will be analyzed, assembled, and operated. Lecture 1 hour. Laboratory 2 hours. Total 3 hours per week.
ENGLISH FUNDAMENTALS (ENF)

ENF 1 Preparing for College English I (8 cr.)
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 VPT-English (Virginia Placement Test-English). Upon successful completion and faculty recommendation, students will move into ENF 2 (if they require additional preparation) or into college-level English (if they require no additional preparation).

ENF 2 Preparing for College English II (4 cr.)
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 VPT-English (Virginia Placement Test-English). Upon successful completion and faculty recommendation, students will move into ENF 3 (if they require additional preparation) or into college-level English (if they require no additional preparation).

ENF 3 Preparing for College English III (2 Cr.)
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 VPT-English (Virginia Placement Test-English).

ENGLISH (ENG)

ENG 1 Preparing for College Writing I (1-6 cr.)
Helps students discover and develop writing processes needed to bring their proficiency to the level necessary for entrance into their respective curricula. Guides students through the process of starting, composing, revising, and editing. Variable hours per week.

ENG 3 - Preparing for College Writing II (1-6 cr.)
Emphasizes strategies within the writing process to help students with specific writing situations. Develops techniques to improve clarity of writing and raise proficiency to the level necessary for entrance into particular curricula. Variable hours per week.

ENG 4 Reading Improvement I (1-6 cr.)
Helps students improve their reading processes to increase their understanding of reading materials. Includes word forms and meanings, comprehension techniques, and ways to control reading pace. Variable hours per week.

ENG 5 Reading Improvement II (1-6 cr.)
Helps students read critically and increase appreciation of reading. Guides students in making inferences, drawing conclusions, detecting relationships between generalizations and supporting details. Includes interpreting graphic aids and basic library skills. Variable hours per week.

ENG 50 Reading and Writing for Teacher Entrance Exams (1-2 cr.)
Provides students with review and practice for the reading and writing portions of the licensure examination required of all beginning teachers in Virginia. Emphasizes critical thinking, reading for comprehension, the writing process, and test-taking. Prerequisite: ENG 111 suggested. Lecture 1-2 hours per week.

ENG 100 Basic Occupational Communication (3 cr.)
Develops ability to communicate in occupational situations. Involves writing, reading, speaking, and listening. Builds practical skills such as handling customer complaints, writing various types of letters, and preparing for a job interview. (Intended for certificate students.) Lecture 3 hours per week.

ENG 101 Practical Writing I (3 cr.)
Develops writing ability for study, work, and other areas of life with emphasis on occupational correspondence and reports. Guides students in learning writing as a process: understanding audience and purpose, exploring ideas and information, composing, revising, and editing. Supports writing by integrating experiences in thinking, reading, listening, and speaking. Pre-requisite: ENG 3 and ENG 5 or placement test recommendation. Lecture 3 hours per week.

ENG 107 Critical Reading (3 cr.)
Helps students refine their reading processes. Emphasizes applying and synthesizing ideas. Includes ways to detect organization, make inferences, draw conclusions, evaluate generalizations, recognize differences between facts and opinions, and other advanced comprehension, strategies. May include comprehensive library skills. Lecture 3 hours per week.

ENG 108 Critical Reading and Study Skills (3 cr.)
Helps students improve their reading and learning processes. Includes advanced comprehension strategies and study skills such as time management, note-taking, studying from textbooks and other reading materials, taking examinations, and using the library. Lecture 3 hours per week.

ENG 111 - College Composition I (3 cr.)
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. Pre-requisite: ENG 3 and ENG 5 or placement test recommendation. Lecture 3 hours per week. T

ENG 112 - College Composition II (3 cr.)
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 develop appropriate resources and effectively edit for style and usage. Prerequisite: Students must successfully complete ENG 111 or its equivalent, and must be able to use word processing software. Lecture 3 hours per week. T

ENG 115 Technical Writing (3 cr.)
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.

ENG 116 Writing for Business (3 cr.)
Develops ability in business writing through extensive practice in composing business correspondence and other documents. Guides students in achieving voice, tone, style, and content appropriate to a specific audience and purpose. Includes instruction in formatting and editing. Introduces students to business discourse through selected readings. Lecture 3 hours per week.
ENG 125 - Introduction to Literature (3 cr.)
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.

ENG 150 Children’s Literature (3 cr.)
Surveys the history of children’s literature, considers learning theory and developmental factors influencing reading interests, and uses bibliographic tools in selecting books and materials for recreational interests and educational needs of children. Lecture 3 hours per week.

ENG 211-212 Creative Writing I-II (3 cr.)
Introduces the student to the fundamentals of writing imaginatively. Students write in forms to be selected from poetry, fiction, drama, and essays. Prerequisite ENG 112 or divisional approval. Lecture 3 hours per week.

ENG 241-242 Survey of American Literature I-II (3 cr.) (3 cr.)
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. May be taken out of sequence. H, T

ENG 243-244 Survey of English Literature I-II (3 cr.) (3 cr.)
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. May be taken out of sequence. H, T

ENG 253-254 Survey of Afro-American Literature I-II (3 cr.) (3 cr.)
Examines selected works by African-American writers from the colonial period to the present. Involves critical reading and writing. Prerequisite ENG 112 or divisional approval. Lecture 3 hours per week. May be taken out of sequence. H, T

ENVIRONMENTAL SCIENCE (ENV)

ENV 230 - GIS: Applications in Environmental Science (3 cr.)
Introduces Global Positioning Systems (GPS) and Geographic Information Systems (GIS) hardware and software and applies the principles of GPS and GIS to Forest Science and Environmental Science. Includes: Natural Disasters; Pest Control; Water Quality; Prescribed Burning; Identifying Sources of Pollution. Prerequisite(s): ENG 04, ENG 03, MTH 02, GIS 200. [This course covers the same content as GIS 230. Credit will not be granted for both courses]. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

FINANCIAL SERVICES (FIN)

FIN 107 Personal Finance (3 cr.)
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.

FIRE SCIENCE TECHNOLOGY (FST)

FST 100 Principles of Emergency Services (3 cr.)
Provides an overview to fire protection; career opportunities in fire protection and related fields; philosophy and history of fire protection/service; fire loss analysis; organization and function to public and private fire protection services; fire departments as part of local government; laws and regulations affecting the fire service; fire service nomenclature; specific fire protection functions; basic fire chemistry and physics; introduction to fire protection systems; introduction to fire strategy and tactics. Lecture 3 hours per week.

FST 105 Fire Suppression Operations (3 cr.)
Introduces the fundamentals of fire suppression. Explores fire behavior and basic physical and chemical laws of fire dynamics. Prepares student to understand the need for quick operational decisions made on the fire ground including emergency management. Lecture 3 hours per week.

FST 110 - Fire Behavior and Combustion (3 cr.)
Explores the theories and fundamentals of how and why fires start, spread, and how they are controlled. Lecture 3 hours per week.

FST 112 - Hazardous Materials Chemistry (3 cr.)
Provides basic fire chemistry relating to the categories of hazardous materials including problems of recognition, reactivity, and health encountered by firefighters. Lecture 3 hours per week.

FST 115 Fire Prevention (3 cr.)
Provides fundamental information regarding the history and philosophy of fire prevention, organization and operation of a fire prevention bureau, use of fire codes, identification and correction of fire hazards, and the relationships of fire prevention with built-in fire protection systems, fire investigation, and fire and life-safety education. Lecture 3 hours per week.

FST 121 - Principles of Fire and Emergency Services Safety and Survival (3 cr.)
Introduces basic principles and history related to the national firefighter life safety initiatives, focusing on the need for cultural and behavior change throughout the emergency services. Lecture 3 hours per week.

FST 135 Fire Instructor I (3 cr.)
Emphasizes development of teaching methods and aids, including role-playing, small group discussion and development of individual learning methods and materials. Requires students to develop lesson plans and make presentations on appropriate topics. Based on current requirements of NFPA 1041, Standards for Fire Instructor Professional Qualifications, and prepares student for certification as Fire Instructor I. Lecture 3 hours per week.

FST 220 Building Construction for Fire Protection (3 cr.)
Provides the components of building construction that relate to fire and life safety. Focuses on firefighter safety. Covers the elements of construction and design of structures and how they are key factors when inspecting buildings, preplanning fire operations, and operating at emergencies. Lecture 3 hours per week.

FST 235 - Strategy and Tactics (3 cr.)
Provides an in-depth analysis of the principles of fire control through utilization of personnel, equipment, and extinguishing agents on the fire ground. Lecture 3 hours per week.
FRENCH (FRE)

FRE 101-102 Beginning French I-II (4 cr.) (4 cr.)
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. H, T

FRE 103-104 Basic Spoken French I-II (3 cr.) (3 cr.)
Teaches oral communication and introduces cultural mores and customs to students with no prior instruction in the language. Lecture 3 hours per week. H, T

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

GEOGRAPHIC INFORMATION SYSTEMS (GIS)

GIS 101 - Introduction to Geospatial Technology I (3 cr.)
Provides an introduction to the concepts of Geographic Information Systems (GIS), Global Positioning Systems, (GPS) and remote sensing components of Geospatial Technology. Teaches the introductory concepts of geographic location and problem solving by using GIS and GPS units in demonstrating solutions to cross-curricular applications of the technology. Part I of II. Prerequisite: Basic Computer Literacy. Lecture 3 hours per week.

GIS 102 - Introduction to Geospatial Technology II (3 cr.)
Continues with the concepts of Geographic Information Systems (GIS), Global Positioning Systems (GPS) and remote sensing components of Geospatial Technology. Covers additional concepts of geographic location and problem solving by using GIS and GPS units in demonstrating solutions to cross-curricular applications of the technology. Part II of II. Prerequisite: Basic Computer Literacy. Lecture 3 hours per week.

GIS 200 - Geographical Information Systems I (3-4 cr.)
Provides hands-on introduction to a dynamic desktop GIS (Geographic Information System). Introduces the components of a desktop GIS and their functionality. Emphasizes manipulation of data for the purpose of analysis, presentation, and decision-making. Prerequisite: ITE 115 or ITE 119 or equivalent. Lecture 3 hours. Laboratory 2 hours. Total 5 hours per week.

GEOGRAPHY (GEO)

GEO 200 Introduction to Physical Geography (3 cr.)
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. T

GEO 210 People and the Land: Intro to Cultural Geography (3 cr.)
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. T

GEOLOGY (GOL)

GOL 110 Earth Science (4 cr.)
For Non-Science Majors: 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.

GOL 111-112 Oceanography I-II (4 cr.) (4 cr.)
Examines the dynamics of the oceans and ocean basins. Applies the principles of physical, chemical, biological, and geological oceanography. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week.

HEALTH CARE TECHNOLOGY (HCT)

HCT 101 Health Care Technician I (4 cr.)
Teaches basic care skills with emphasis on physical, social, emotional, and spiritual needs of patients. Covers the following skills: procedures, communications and interpersonal relations; observation, charting and reporting; care planning, safety and infection control; anatomy and physiology; nutrition and patient feeding; ethics; and death and dying. Prepares multi-skilled healthcare workers to care for patients of various ages with special emphasis on geriatric nursing, home health, and long and short-term care facilities. Lecture 4 hours per week.

HCT 102 Health Care Technician II (4 cr.)
Applies theory through laboratory experience for health care technicians to work in home health, long and short term facilities. Prerequisite: HCT 101. Lecture 2 hours. Laboratory 6 hours. Variable hours per week.

HCT 115 Medication Administration Training (3 cr.)
Prepares student to safely administer, or to assist in client self-administration of medications in specific settings. Includes practice. Meets curriculum requirements of the State Board of Nursing. Variable hours per week.

HEALTH (HLT)

HLT 100 First Aid and Cardiopulmonary Resuscitation (3 cr.)
Focuses on the principles and techniques of safety, first aid, and cardiopulmonary resuscitation. Lecture 3 hours per week.

HLT 105 Cardiopulmonary Resuscitation (1 cr.)
Provides training in coordinated mouth-to-mouth artificial ventilation and chest compression, choking, life-threatening emergencies, and sudden illness. Lecture 1 hour per week. T

HLT 106 First Aid and Safety (2 cr.)
Focuses on the principles and techniques of safety and first aid. Lecture 2 hours per week.

HLT 110 Concepts of Personal and Community Health (3 cr.)
Studies the concepts related to the maintenance of health, safety, and the prevention of illness at the personal and community level. Lecture 3 hours per week. T

HLT 116 Personal Wellness (2 cr.)
Explores the relationship between personal health and physical fitness as they apply to individuals in today's society. Includes nutrition, weight control, stress, conditioning, and drugs. Lecture 2 hours per week. T
HLT 122 Introduction to Alcohol Abuse and Control (1 cr.)
Explores the physiological, psychological, sociological effects of alcohol. Studies why people drink, disease concepts, alcohol tolerance curves, and alcohol’s effect on the operation of a motor vehicle. Lecture 1 hour per week.

HLT 135 Child Health and Nutrition (3 cr.)
Focuses on the physical needs of the preschool child and the methods by which these are met. Emphasizes health routines, hygiene, nutrition, feeding and clothing habits, childhood diseases, and safety as related to health growth and development. Lecture 3 hours per week.

HLT 141 - Introduction to Medical Terminology (2 cr.)
Focuses on medical terminology for students preparing for careers in the health professions. Lecture 2 hours per week.

HLT 143-144 Medical Terminology I-II (3 cr.) (3 cr.)
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. T

HLT 200 Human Sexuality (3 cr.)
Provides a basic understanding of human sexuality. Includes anatomy, physiology, pregnancy, family planning, venereal diseases, and sexual variations. Lecture 3 hours per week.

HLT 250 - General Pharmacology (2-3 cr.)
Emphasizes general pharmacology for the 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.

HLT 261 - Basic Pharmacy I (3 cr.)
Explores the basics of general pharmacy, reading prescriptions, symbols, packages, pharmacy calculations. Teaches measuring compounds of drugs, dosage forms, drug laws, and drug classifications. Part I of II. Lecture 3 hours per week.

HLT 262 - Basic Pharmacy II (3 cr.)
Explores the basics of general pharmacy, reading prescriptions, symbols, packages, pharmacy calculations. Teaches measuring compounds of drugs, dosage forms, drug laws, and drug classifications. Part II of II. Lecture 3 hours per week.

HLT 263 - Basic Pharmacy I Lab (1 cr.)
Provides practical experience to supplement instruction in HLT 261-262. Should be taken concurrently with HLT 261-262, in appropriate curricula, as identified by the college. Part I of II. Laboratory 2 hours per week.

HLT 290 - Coordinated Internship (1-5 cr.)
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.

HEALTH INFORMATION MANAGEMENT (HIM)

HIM 106 International Classification of Diseases I (2 cr.)

HIM 107 International Classification of Diseases II (2-3 cr.)

HIM 110 Introduction to Human Pathology (3 cr.)
Introduces the basic concepts, terminology, etiology, and characteristics of pathological processes. Pre- and/or co-requisite: HLT 143, HLT 144. Lecture 3 hours per week.

HIM 115 Ambulatory Coding and Classification (3 cr.)
Focuses on disease and procedure classification in the ambulatory care environment. Develops basic coding and classification knowledge using ICD-9-CM and CPT. Not intended for HIT majors. Lecture 3 hours per week.

HIM 151 - Reimbursement Issues in Medical Practice Management (2 cr.)
Introduces major reimbursement systems in the United States. Focuses on prospective payment systems, managed care, and documentation necessary for appropriate reimbursement. Emphasizes management of practice to avoid fraud. Lecture 2 hours per week.

HIM 254 Advanced Coding and Reimbursement (3-4 cr.)
Stresses advanced coding skills through practical exercises using actual medical records. Introduces CPT-4 coding system and guidelines for out-patient/ambulatory surgery coding. Introduces prospective payment system and its integration with ICD-9-CM coding. Pre- and/or co-requisite: HLT 143, HLT 144 and pre-requisite of MDA 208. Lecture 3-4 hours. Laboratory 0-3 hours. Total 3-6 hours per week.

HISTORY (HIS)

HIS 101-102 History of Western Civilization I-II (3 cr.) (3 cr.)
Examines the development of Western civilization from ancient times to the present. The first semester ends with the seventeenth century; the second semester continues through modern times. Lecture 3 hours per week. May be taken out of sequence. SS, T

HIS 121-122 United States History I-II (3 cr.) (3 cr.)
Surveys United States history from its beginning to the present. Lecture 3 hours per week. May be taken out of sequence. SS, T

HIS 126 Women in World History (3 cr.)
Studies the roles of women and attitudes toward women in various cultures from the earliest times to the present. SS

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

HIS 141-142 Afro-American History I-II (3 cr.) (3 cr.)
Surveys the history of African-Americans from their African origins to the present. Lecture 3 hours per week. May be taken out of sequence. SS, T

HIS 281 - History of Virginia I (3 cr.)
Examines the cultural, political, and economic history of the Commonwealth from its beginning to the present. Part I of II. Lecture 3 hours per week. SS, T
HIS 282 - HISTORY OF VIRGINIA II (3 cr.)
Examines the cultural, political, and economic history of the commonwealth from its beginning to the present. Part ii of ii. Lecture 3 hours per week. HS

HUMAN SERVICES (HMS)

HMS 231-232 Gerontology I-II (3 cr.) (3 cr.)
Examines characteristics of the aging process and problems for the elderly. Considers both theoretical and applied perspectives on the following issues: biological, psychological, sociological, economic and political. Lecture 3 hours per week.

HUMANITIES (HUM)

HUM 105 Technology and the Liberal Arts (3 cr.)
Relates technology in the modern world to the humanities. Designed primarily but not exclusively for students in occupational/technical fields. Draws from a variety of the liberal arts disciplines, and focuses on the theory and practice of technology. Lecture 3 hours per week. H

HUM 201 Survey of Western Culture I (3 cr.)
Studies thought, values, and arts of Western culture, integrating major developments in art, architecture, literature, music, and philosophy. Covers the following periods: Ancient and Classical, Early Christian and Byzantine, Medieval, and Early Renaissance. H

HUM 202 Survey of Western Culture II (3 cr.)
Studies thought, values, and arts of Western culture, integrating major developments in art, architecture, literature, music, and philosophy. Covers the following periods: Renaissance, Baroque, Enlightenmenmt, Romantic, and Modern. Lecture 3 hours per week. H

HUM 246 Creative Thinking (3 cr.)
Examines and analyzes creative and effective thinking processes with applications in individual and group projects to solve business, scientific, environmental, and other practical problems. Lecture 3 hours per week. H, T

INDUSTRIAL ENGINEERING TECHNOLOGY (IND)

IND 103 Industrial Methods I (2 cr.)
Covers theoretical knowledge necessary for familiarization with common hand tools, common power tools, measuring tools and techniques, fastening components and procedures, grinding operations, metal cutting operations, and other miscellaneous tasks. Lecture 2 hours per week.

IND 104 Industrial Methods II (2 cr.)
Provides a basic understanding of various industrial processes. Includes: materials; testing; casting; molding; forming; material removal; material cutting; machine tools; joining processes; soldering; welding and brazing; heat treatment of metals; parts assembly and cleanliness; surface cleansing and preparation; surface finishings; mass production and automation. Includes applications of shop/trade usage. Lecture 2 hours per week.

IND 110 Principles of Instrumentation (3 cr.)
Introduces various types of instruments and gauges used in the manufacturing processes. Examines basic principles of pneumatic, hydraulic, electronic and mechanically operated devices. Requires a report as an out-of-class activity. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

IND 111-112 Materials and Processes of Industry I-II (4 cr.)
Studies industrial/engineering materials and contemporary processes for the manufacture of products. Investigates the nature, structure, and properties of materials. Examines processes and their effects on materials. Lecture 4 hours per week.

IND 113 Materials and Processes in Manufacturing I (3 cr.)
Studies materials and processes for the manufacture of products. Investigates the nature of various materials. Examines the manufacturing processes of industry and their effects on materials. Lecture 3 hours per week.

IND 137 Team Concepts and Problem Solving (3 cr.)
Studies teams concepts and problem solving techniques to assist project teams in improving quality and productivity. Provides knowledge of how to work as team, plan and conduct good meetings, manage logistics and details, gather useful data, communicate the results and implement changes. Lecture 3 hours per week.

IND 165 Principles of Industrial Technology I (4 cr.)
Introduces principle concepts of technology involving mechanical, fluid, electrical, and thermal power as they relate to force, work, and rate. Lecture 3 hours. Laboratory 2 hours. Total 5 hours per week.

IND 166 Principles of Industrial Technology II (4 cr.)
Introduces principle concepts of technology involving mechanical, fluid, electrical, and thermal power as they relate to resistance, energy, power, and force transformers. Places an emphasis on mechanical and advantage systems. Prerequisite IND 165. Lecture 3 hours. Laboratory 2 hours. Total 5 hours per week.

IND 193: Studies in Warehouse and Distribution Operations (3 cr.)
Introduces basic concepts and skills of warehouse and distribution operations, the equipment and procedures employed in operations, safety and security procedures, and working in teams. Includes exposure to information technology utilized in the warehouse environment, specifically warehouse management systems, bar code technology, and radio frequency identification. Covers basic warehouse tasks and the operation of a variety of conveyors, lift trucks, and stacked racks in a working laboratory environment. Prerequisite: ENG 3, ENG 5 and MTE 2. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

IND 265 Principles of Industrial Technology III (4 cr.)
Introduces principle concepts of technology involving momentary waves and vibrations, energy converters, and transducers. Includes the study of unique energy transference. Prerequisite IND 166. Lecture 3 hours. Laboratory 2 hours. Total 5 hours per week.

IND 266 Principles of Industrial Technology IV (4 cr.)
Introduces principle concepts of technology involving transducers, radiation light and optical systems, and time constants. Includes the study of laser technology and usage. Prerequisite IND 265. Lecture 3 hours. Laboratory 2 hours. Total 5 hours per week.

INFORMATION TECHNOLOGY ESSENTIALS (ITE)

ITE 115 Introduction to Computer Applications and Concepts (3-4 cr.)
Covers computer concepts and Internet skills and the use of a software suite including word processing, spreadsheet, database and
presentation software to demonstrate skills required for computer literacy. Recommended prerequisite keyboarding skills and MTE 2. Lecture 3-4 hours. Laboratory 0-2 hours. Total 3-5 hours per week.

ITE 130 Introduction To Internet Services (3 cr.)
This course provides instruction to provide 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. This course provides instruction for basic web page construction. Prerequisite: ITE 115. 3 credits. Lecture 3 hours per week.

ITE 140 Spreadsheet Software (3 cr.)
The student will use spreadsheet software to create spreadsheets with formatted cells and cell ranges, control pages, multiple sheets, charts, and macros. Topics will 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. This course covers MOS Excel objectives. Prerequisite: ITE 115. 3 credits. Lecture 3 hours per week.

ITE 150 Desktop Database Software (3 cr.)
This course provides instruction in planning, defining, and using a database; performing queries; producing reports; working with multiple files; and concepts of database programming. Course topics include database concepts, principles of table design and table relationships, entering data, creating and using forms, using data from different sources, filtering, creating mailing labels. This course covers MOS Access certification objectives. Prerequisite: ITE 115. 3 credits. Lecture 3 hours per week.

ITE 160 Introduction to e-Commerce (3 - 4 cr.)
Studies the culture and demographics of the Internet, on-line business strategies and the hardware and software tools necessary for Internet commerce. Includes the identification of appropriate target segments, the development of product opportunities, pricing structures, distribution channels over the Internet, and the execution of marketing strategy in computer-mediated environments. Presents case histories of successful Web applications. Lecture 3-4 hours. Laboratory 0-2 hours. Total 3-5 hours per week.

ITE 170 Multimedia Software (3 - 4 cr.)
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. Laboratory 0-2 hours. Total 3-5 hours per week.

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

INFORMATION TECHNOLOGY NETWORKING (ITN)

ITN 100 Introduction to Telecommunications (3 cr.)
Surveys data transmission systems, communication lines, data sets, network, modes of transmission, protocols, and interfacing. Course content emphasizes network structure and operation.3 credits. Lecture 3 hours per week.

ITN 101 Introduction to Network Concepts (3 cr.)
Provides instruction in networking media, physical and logical topologies, common networking standards and popular networking protocols. Course content emphasizes the TCP/IP protocol suite and related IP addressing schemes, including CIDR. Course content also includes selected topics in network implementation, support and LAN/WAN connectivity. Prerequisite: ITE 122 and ITE 125. 3 credits. Lecture 3 hours per week.

ITN 106 Microcomputer Operating Systems (3 cr.)
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. Maps to A+ Software. Prerequisite: ITN 107. 3 credits. Lecture 3 hours per week.

ITN 107 PC Hardware and Troubleshooting (3 cr.)
Includes specially designed instruction to give students a basic knowledge of hardware and software configurations. It includes the installation of various peripheral devices as well as basic system hardware components. Maps of A+ Hardware Certification. Prerequisites: ITE 115 and ITE 126. 3 credits. Lecture 3 hours per week.

ITN 114 Windows XP Professional (3 cr.)
Provides instruction in installation, configuration, administration, and troubleshooting of Windows XP Professional as a desktop operating system in a networked data communications environment. 3 credits. Lecture 3 hours per week.

ITN 115 Windows 2003 Server (3 cr.)
Consists of instruction that teaches students how to manage and maintain a Microsoft Windows Server 2003 environment. Prerequisites: ITN 101, ITE 121 and ITE 126. 3 credits. Lecture 3 hours per week.

ITN 127 - Visual Basic.NET I (3 - 4 cr.)
Concentrates instruction in fundamentals of object-oriented programming using Visual Basic.NET and the .NET framework. Emphasizes program construction algorithm development, coding debugging, and documentation of graphical user interface applications. Lecture 3-4 hours per week.

JAPANESE (JPN)

JPN 101 - Beginning Japanese I (3 - 4 cr.)
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. 

LEGAL ADMINISTRATION (LGL)

LGL 130 Law Office Administration and Management (3 cr.)
Introduces management principles and systems applicable to law firms, including recordkeeping, disbursements, escrow accounts, billing, and purchasing. May include accounting methods and software packages applicable to law firms. Lecture 3 hours per week.

LGL 230 Legal Transactions (3 cr.)
Introduces students to library skills and resources. Employs a laboratory approach to develop skills in the use of library materials. Presents principles, methods and problems involved in the distribution of marketing middlemen: wholesaler, retailer, broker, agent including cooperative and trade associations, shippers, stores and facilitators. Discusses present-day problems and policies connected with distribution and sale of products, pricing, promotion, and buyer motivation. Examines variations of the marketing mix and market research, plus legal, social and ethical considerations in marketing. Lecture 3 hours per week.

LGL 235 - Legal Aspects of Business Organizations (3 cr.)
Studies fundamental principles of agency law and the formation of business organizations. Includes sole proprietorships, partnerships, corporation, limited liability companies, and other business entities. Reviews preparation of the documents necessary for the organization and operation of businesses. Lecture 3 hours per week.

LIBRARY TECHNOLOGY (LBR)

LBR 105 Library Skills for Research (1 cr.)
Introduces library skills and resources. Employs a laboratory approach to develop skills in the use of library materials. Presents general information about library procedures, specific methods for utilizing varied reference materials including dictionaries, indexes, special subject area tools, classification systems, and the card catalog. Introduces general topics on research paper preparation. Lecture 1 hour. Laboratory 1 hour. Total 2 hours per week.

LBR 205 Developmental Mathematics (Technology-Based) I (1 cr.)
Covers mathematics topics in a technology-based setting to prepare students for the study of college level mathematics courses and curricula. Designed for the study of one developmental math unit prescribed by the student's placement test results. Credits not applicable toward graduation. Placement scores requiring the student to complete one developmental math unit.

LBR 215 Developmental Mathematics (Technology-Based) II (2 cr.)
Covers mathematics topics in a technology-based setting to prepare students for the study of college level mathematics courses and curricula. Designed for the study of any combination of two developmental math units prescribed by the student's placement test results. Credits not applicable toward graduation. Placement scores requiring the student to complete two developmental math units.

MARKETING (MKT)

MKT 100 Principles of Marketing (3 cr.)
Introduces management principles and systems applicable to law firms, including recordkeeping, disbursements, escrow accounts, billing, and purchasing. May include accounting methods and software packages applicable to law firms. Lecture 3 hours per week.

MKT 215 Sales and Marketing Management (3 cr.)
Introduces students to library skills and resources. Employs a laboratory approach to develop skills in the use of library materials. Presents principles, methods and problems involved in the distribution of marketing middlemen: wholesaler, retailer, broker, agent including cooperative and trade associations, shippers, stores and facilitators. Discusses present-day problems and policies connected with distribution and sale of products, pricing, promotion, and buyer motivation. Examines variations of the marketing mix and market research, plus legal, social and ethical considerations in marketing. Lecture 3 hours per week.

MKT 220 Principles of Advertising (3 cr.)
Introduces students to library skills and resources. Employs a laboratory approach to develop skills in the use of library materials. Presents principles, methods and problems involved in the distribution of marketing middlemen: wholesaler, retailer, broker, agent including cooperative and trade associations, shippers, stores and facilitators. Discusses present-day problems and policies connected with distribution and sale of products, pricing, promotion, and buyer motivation. Examines variations of the marketing mix and market research, plus legal, social and ethical considerations in marketing. Lecture 3 hours per week.

MKT 225 Principles of Advertising (3 cr.)
Introduces students to library skills and resources. Employs a laboratory approach to develop skills in the use of library materials. Presents principles, methods and problems involved in the distribution of marketing middlemen: wholesaler, retailer, broker, agent including cooperative and trade associations, shippers, stores and facilitators. Discusses present-day problems and policies connected with distribution and sale of products, pricing, promotion, and buyer motivation. Examines variations of the marketing mix and market research, plus legal, social and ethical considerations in marketing. Lecture 3 hours per week.

MKT 271 Consumer Behavior (3 cr.)
Examines the various influences affecting consumers, buying behavior before, during and after product purchase, including societal, cultural, environmental, group and economic determinants. Lecture 3 hours per week.

MKT 276 International Marketing Management (3 cr.)
Examines the role of multinational firms, as well as the environment in which they operate. Covers such functions as exchange rates, government foreign trade policy, and social-cultural factors. Compares international and domestic marketing strategies. Lecture 3 hours per week.

MKT 282 Principles of E-Commerce (3 cr.)
Studies the culture and demographics of the Internet, online business strategies, and the hardware and software tools necessary for Internet commerce. Includes the identification of appropriate target segments, the development of product opportunities, pricing strategies, distribution channels over the Internet, and the execution of marketing strategy in computer-mediated environments. Presents case histories of successful Web applications. Lecture 3 hours per week.

MKT 285 Current Issues in Marketing (3 cr.)
Serves as a capstone course for marketing majors. Provides an integrated perspective of current issues and practices in marketing. Explores contemporary issues and practices in a highly participatory classroom environment. Lecture 3 hours per week.

DEVELOPMENTAL MATHEMATICS (MTT)

MTT 1 Developmental Mathematics (Technology-Based) I (1 cr.)
Covers mathematics topics in a technology-based setting to prepare students for the study of college level mathematics courses and curricula. Designed for the study of one developmental math unit prescribed by the student's placement test results. Credits not applicable toward graduation. Placement scores requiring the student to complete one developmental math unit.

MTT 2 Developmental Mathematics (Technology-Based) II (2 cr.)
Covers mathematics topics in a technology-based setting to prepare students for the study of college level mathematics courses and curricula. Designed for the study of any combination of two developmental math units prescribed by the student's placement test results. Credits not applicable toward graduation. Placement scores requiring the student to complete two developmental math units.

MTT 3 Developmental Mathematics (Technology-Based) III (3 cr.)
Covers mathematics topics in a technology-based setting to prepare students for the study of college level mathematics courses and curricula. Designed for the study of any combination of three developmental math units prescribed by the student's placement test results. Credits not applicable toward graduation. Placement scores requiring the student to complete three developmental math units.

MTT 4 Developmental Mathematics (Technology-Based) IV (4 cr.)
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.
Solving radical equations and solving applications using radical equations. Credit is not applicable toward graduation. Prerequisite(s): MTE 7 or qualifying placement score. Lecture 1 hour per week.

MTE 9 - Functions, Quadratic Equations and Parabolas (1 cr.)
Includes an introduction to functions in ordered pair, graph, and equation form. Also introduces quadratic functions, their properties and their graphs. Credit is not applicable toward graduation. Prerequisite(s): MTE 8 or qualifying placement score. Lecture 1 hour per week.

MATHEMATICS (MTH)

MTH 50 Mathematics for Teacher Entrance Exams (1-2 cr.)
Provides participants with review and practice for the mathematics portion of the licensure examination required of all beginning teachers in Virginia. Test-taking strategies are emphasized throughout. Prerequisite: MTH 02 or equivalent. Lecture 1-2 hours per week.

MTH 115 - Technical Mathematics I (3 cr.)
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.

MTH 116 - Technical Mathematics II (3 cr.)
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 II of II.

MTH 121 - Fundamentals of Mathematics I (3 cr.)
Covers concepts of numbers, fundamental operations with numbers, formulas and equations, graphical analysis, binary numbers, Boolean and matrix algebra, linear programming, and elementary concepts of statistics. Lecture 3 hours per week. 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 (intended for occupational/technical programs.) Part I of II.

MTH 122 - Fundamentals of Mathematics II (3 cr.)
Covers concepts of numbers, fundamental operations with numbers, formulas and equations, graphical analysis, binary numbers, Boolean and matrix algebra, linear programming, and elementary concepts of statistics. Prerequisites: a placement recommendation for MTH 121 and one unit of high school mathematics or equivalent MTE 3. (intended for occupational/technical programs.) Part II of II.

MTH 151 - Mathematics for the Liberal Arts I (3 cr.)
Presents topics in sets, logic, numeration systems, geometric systems, and elementary computer concepts. Lecture 3 hours per week. 3 credits Prerequisites: Competency in Math Essentials MTE 1-5 as demonstrated through the placement and diagnostic tests, or by satisfactorily completing the required MTE units or equivalent. T

MTH 152 - Mathematics for the Liberal Arts II (3 cr.)
Presents topics in functions, combinatorics, probability, statistics and algebraic systems. Lecture 3 hours per week. 3 credits Prerequisites: Competency in Math Essentials MTE 1-5 as demonstrated through
the placement and diagnostic tests, or by satisfactorily completing the required MTE units or equivalent. T

MTH 163 - Precalculus I (3 cr.)

Presents college algebra, matrices, and algebraic, exponential, and logarithmic functions. Lecture 3 hours per week. 3 Credits

Prerequisites: Competency in Math Essentials MTE 1-9 as demonstrated through the placement and diagnostic tests, or by satisfactorily completing the required MTE units or equivalent. (Credit will not be awarded for both MTH 163 and MTH 166.) T

MTH 164 - Precalculus II (3 cr.)

Presents trigonometry, analytic geometry, and sequences and series. Prerequisite: MTH 163 or equivalent. (Credit will not be awarded for both MTH 164 and MTH 168.) Lecture 3 hours per week. T

MTH 175 Calculus of One Variable I (3 cr.)

Presents differential calculus of one variable including the theory of limits, derivatives, antiderivatives and applications to algebraic and transcendental functions. Designed for mathematical, physical, and engineering science programs. Prerequisites: a placement recommendation for MTH 175 and four units of high school mathematics including Algebra I, Algebra II, Geometry and Trigonometry or equivalent. (Credit will not be awarded for more than one of MTH 173, MTH 175 or MTH 273.) Lecture 3 hours per week. T

MTH 176 Calculus of One Variable II (3 cr.)

Continues the study of integral calculus of one variable including indefinite integral, definite integral and methods of integration, with applications to algebraic and transcendental functions. Designed for mathematical, physical, and engineering science programs. Prerequisite: MTH 175 or equivalent. (Credit will not be awarded for more than one of MTH 174, MTH 176 or MTH 274.) Lecture 3 hours per week. T

MTH 240 - Statistics (3 cr.)

Presents an overview of statistics, including descriptive statistics, elementary probability, probability distributions, estimation, hypothesis testing, and correlation and regression. Prerequisites: a placement recommendation for MTH 240 and successful completion of MTH 158, MTH 163, MTH 166, MTE 9, or equivalent. Lecture 3 hours per week. T

MTH 271 - Applied Calculus I (3 cr.)

Presents limits, continuity, differentiation of algebraic and transcendental functions with applications, and an introduction to integration. Prerequisite: MTH 163 or MTH 166 or equivalent. (Credit will not be awarded for both MTH 270 and MTH 271.) Lecture 3 hours per week. T

MTH 272 - Applied Calculus II (3 cr.)

Covers techniques of integration, multivariable calculus, and an introduction to differential equations. Prerequisite: MTH 271 or equivalent. Lecture 3 hours per week. T

MTH 273 Calculus I (4 cr.)

Presents topics in differential calculus of one variable including the theory of limits, derivatives, antiderivatives, definite and indefinite integrals and applications to algebraic and transcendental functions. Designed for mathematical, physical, and engineering science programs. Prerequisites: a placement recommendation for MTH 273 and four units of high school mathematics including Algebra I, Algebra II, Geometry and Trigonometry or equivalent. (Credit will not be awarded for more than one of MTH 173, MTH 175 or MTH 273.) Lecture 4 hours per week. T

MTH 274 Calculus II (4 cr.)

Covers vectors in three dimensions, definite integrals, methods of integration, indeterminate forms, partial differentiation, and multiple integrals. Designed for mathematical, physical, and engineering science programs. Prerequisite: MTH 273 or equivalent. (Credit will not be awarded for more than one of MTH 174, MTH 176 or MTH 274.) Lecture 4 hours per week. T

MECHANICAL ENGINEERING TECHNOLOGY (MEC)

MEC 111 Materials for Industry (3 cr.)

Studies the nature, structure, properties, and typical applications of metallic, polymeric, ceramic, and composite materials. Promotes job entry understanding of basic material concepts. Focuses on applications of materials as well as the behavior of materials subjected to external stresses. Addresses as required the earth’s limited material resources, energy-efficient materials, dependence on foreign sources of materials, material systems, thermal processing, and electronic-related materials. Lecture 3 hours per week.

MEC 266 Fluid Mechanics (3 cr.)

Teaches theory of hydraulic and pneumatic circuits including motors, pumps, compressors, and filters. Lecture 3 hours.

MEDICAL ASSISTING (MDA)

MDA 207 Medical Law and Ethics (2 cr.)

Instructs the student in the legal relationship of the physician, patient, and medical assistant; professional liabilities, Medical Practice Acts, professional attitudes and behavior and the types of medical practice. Also includes a basic history of medicine. Lecture 2 hours per week.

MDA 208 Medical Office Coding (2 cr.)

Introduces the students to ICD-9 and CPT-4 classification coding systems used in physician offices, hospitals and ambulatory care settings. Lecture 1 hour per week. Pre- and/or co-requisite: HLT 143, HLT 144. Laboratory 3 hours per week. Total 4 hours per week.

MDA 209 Medical Office Insurance (2 cr.)

Focuses on various medical insurance policies with in-depth study of health insurance and managed care including capitation. Discusses managed care companies in this area and their requirements. Lecture 1 hour per week. Pre- and/or co-requisite: HLT 143, HLT 144. Laboratory 3 hours per week. Total 4 hours per week.

MDA 210 Medical Office Software Applications (1 cr.)

Instructs the students in the use of software in the medical office including billing, scheduling appointments and patient records. Lecture 0 hours. Pre- and/or co-requisite: HLT 143, HLT 144. Laboratory 2 hours per week. Total 2 hours per week.

MDA 296 On-Site Training in Medical Assisting (1 cr.)

Offers opportunities for career orientation and training without pay in selected businesses and industry coordinated by the Medical Assisting Department. Prerequisites MDA 208, MDA 209 and corequisites AST 271 and MDA 210 and departmental permission. (This is a FINAL SEMESTER course ONLY.) Variable hours per week. Credit/work ratio not to exceed 1:5 hours.

MEDICAL LABORATORY (MDL)

MDL 101 Introduction to Medical Laboratory Techniques (3 cr.)

Introduces the basic techniques including design of the health care system, ethics, terminology, calculations, venipuncture and routine urinalysis. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

MDL 105 Phlebotomy (4 cr.)

Introduces basic medical terminology, anatomy, physiology, components of health care delivery and clinical laboratory structure. Teaches techniques of specimen collection, specimen handling, and
MDL 106 Clinical Phlebotomy (4 cr.)
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. Lecture 2 hours. Laboratory 6 hours. Total 8 hours per week.

MUS 121-122 Music Appreciation I-II (3 cr.) (3 cr.)
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. May be taken out of sequence. H, T

NAS 02 Foundations of Life Sciences (3 cr.)
Prepares elementary biological and chemical principles for allied health students whose high school preparation is deficient in the biological sciences. Lecture 3 hours per week.

NAS 100 Survey of Science (4 cr.)
Considers basic principles of the biological and physical sciences. Lecture 3 hours per week. Recitation and laboratory 3 hours per week. Total 6 hours per week.

NAS 101-102 Natural Sciences I-II (4 cr.) (4 cr.)
Presents a multidisciplinary perspective integrating the main fields of science. Emphasizes the interaction of the scientific disciplines. (Primarily for non-science majors.) Lecture 3 hours per week. Recitation and laboratory 3 hours per week. Total 6 hours per week. May be taken out of sequence.

NAS 111-112 Physical Science I-II (4 cr.) (4 cr.)
Treats selected topics from the cosmic to the sub-atomic levels. Emphasizes the inherent uncertainty of knowledge and the operational philosophy of the physical sciences. Lecture 3 hours per week. Recitation and laboratory 3 hours. Total 6 hours per week. May be taken out of sequence. T

NAS 125 - Meteorology (4 cr.)
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. T

NAS 130 - Elements of Astronomy (4 cr.)
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. Lecture 3 hours per week. Recitation and laboratory 3 hours. Total 6 hours per week.

NAS 215 Man in His Environment (6 cr.)
Analyzes ecological and technological forces at work in today's world including air and water pollution, pesticides, and land use. Lecture 4 hours per week. Recitation and laboratory 6 hours per week. Total 10 hours per week.

NUR 105 Nursing Skills (3 cr.)
Develops nursing skills for the basic needs of individuals and introduces related theory. Includes assessment, personal care, activity/rest, sterile technique, wound care, ostomy care, catheterization, oxygen administration, infection control, suctioning and medication administration. Provides supervised learning experiences in college nursing laboratories and/or cooperating agencies. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

NUR 111 Nursing I (6 cr.)
Introduces nursing skills including concepts of health and wellness and the nursing process. Develops nursing skills to meet the biopsychosocial needs of individuals across the lifespan. Includes basic computational skills, basic computer instruction related to the delivery of nursing care, communication skills, introduction to nursing, health, the health care system, legal aspects of nursing care, diagnostic testing, assessment, teaching and learning, asepsis, body mechanics and safety, personal care, activity/rest, wound care, nutrition, elimination, oxygenation and communication. Acquisition of a health history and physical assessment are taught incorporating lifespan concepts. Provides supervised learning experiences in college nursing laboratories and/or cooperating agencies. Lecture 3 hours. Laboratory 6 hours. Total 9 hours per week.

NUR 115 - LPN Transition (7 cr.)
Introduces the role of the registered nurse through concepts and skill development in the discipline of professional nursing. This course serves as a bridge course for licensed practical nurses and is based upon individualized articulation agreements, mobility exams, or other assessment criteria as they relate to local programs and service areas. Includes math computational skills and basic computer instruction related to the delivery of nursing care. (THIS COURSE HAS BEEN APPROVED BY THE VICE CHANCELLOR AS AN EXCEPTION TO THE VARIABLE CREDIT POLICY.) Lecture 1-7 hours. Laboratory 0-18 hours. Total 2-19 hours per week.

NUR 136 Principles of Pharmacology I (2 cr.)
Introduces principles of medication administration which include dosage calculations, major drug classifications, drug legislation, legal aspects of medication administration, drug action on specific body systems, and basic computer applications. Lecture 2 hours a week.

NUR 137 Principles of Pharmacology II (1 cr.)
Continues discussion on principles of medication administration which include dosage calculations, major drug classifications, drug legislation,
legal aspects of medication administration, drug action on specific body systems, and basic computer applications. Lecture 1 hour a week.

NUR 170 Essentials of Medical/Surgical Nursing (4 cr.)
Teaches care of individuals/families requiring medical or surgical treatment. Uses all components of the nursing process with increasing degrees of skill. Content includes: mathematical computational skills, basic computer instruction related to the delivery of nursing care; nursing care related to stress in the surgical client, wound healing, gastrointestinal, orthopedic, respiratory, sensory, fluid and electrolyte, autoimmune disorders, hemorrhage and shock. Provides supervised learning experiences in college nursing laboratories and/or cooperating agencies. Lecture 2 hours. Laboratory 6 hours. Total 8 hours a week.

NUR 180 Essentials of Maternal/Newborn Nursing (4 cr.)
Utilizes the concepts of the nursing process in caring for families in the antepartum, intrapartum, and postpartum periods. Includes math computational skills and basic computer instruction related to the delivery of nursing care. Provides supervised learning experiences in college nursing laboratories and/or cooperating agencies. Lecture 2 hours. Laboratory 6 hours. Total 8 hours a week.

NUR 201 Psychiatric Nursing (4 cr.)
Focusses on the care of individuals/families requiring psychiatric clinical treatment. Uses all components of the nursing process with increasing degrees of skill. Content includes: math computational skills, basic computer instruction related to the delivery of nursing care, alterations in behavior, eating disorders, mood disorders, anxiety, chemical dependency and dementias. Provides supervised learning experiences in college nursing laboratories and/or cooperating agencies. Lecture 2 hours. Laboratory 6 hours. Total 8 hours per week.

NUR 202 Medical/Surgical Nursing I (4 cr.)
Focuses on the care of individuals/families requiring complex medical or surgical treatment. Uses all components of the nursing process with increasing degrees of skill. Content includes: math computational skills, basic computer instruction related to the delivery of nursing care; cardiac, neurological, renal, burn disorders, and clients experiencing shock. Provides supervised learning experiences in college nursing laboratories and/or cooperating agencies. 2 hours lecture. 6 hours laboratory. 8 hours total per week.

NUR 203 Introduction to Mental Health Nursing (2 cr.)
Utilizes the concepts of the nursing process in caring for individuals, families, and/or groups with mental health needs across the life span. Includes math computational skills and basic computer instruction related to the delivery of nursing care. Provides supervised learning experiences in college nursing laboratories and/or cooperating agencies. Prerequisite: (1st year nursing course work). Lecture 1 hour. Laboratory 3 hours. Total 4 hours per week.

NUR 211 Second Level Nursing I (7 cr.)
Emphasizes complex nursing care of individuals, families and/or groups in various stages of development who are experiencing alterations related to their biopsychosocial needs. Uses all components of the nursing process with increasing degrees of skill. Content includes math computation skills, basic computer instruction related to the delivery of nursing care: acid base balance, fluid and electrolyte, oncologic, musculoskeletal, gastrointestinal, and genitourinary disorders. Provides supervised learning experience in college nursing laboratories and/or cooperating agencies. 12 hours lab. 16 total hours per week.

NUR 246 Parent/Child Nursing (4 cr.)
Develops nursing skills in caring for both well and ill children in a variety of settings. Explores theories of growth and development and the family as a unit. 2 hours lecture. 6 hours laboratory. 8 hours total per week.

NUR 254 Dimensions of Professional Nursing (2 cr.)
Explores the role of the professional nurse. Emphasizes nursing organizations, legal and ethical implications, and addresses trends in management and organizational skills. Explores group dynamics, relationships, conflicts, and leadership styles. 2 hours lecture.

PHILOSOPHY (PHI)

PHI 101-102 Introduction to Philosophy I-II (3 cr.)
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. H, T

PHI 115 Practical Reasoning (3 cr.)
Studies informal logic and language techniques as they relate to reasoning and argument. Provides practice in analyzing arguments and constructing sound arguments. Lecture 3 hours per week. H, T

PHI 220 - Ethics (3 cr.)
Provides a systematic study of representative ethical systems. Lecture 3 hours per week. H

PHI 226 - Social Ethics (3 cr)
Provides a critical examination of moral problems and studies the application of ethical concepts and principles to decision-making. Topics may include abortion, capital punishment, euthanasia, man and the state, sexuality, war and peace, and selected issues of personal concern. Lecture 3 hours per week. H, T

PHI 227 Bio-Medical Ethics (3 cr.)
Examines the ethical implications of specific biomedical issues in the context of major ethical systems. Lecture 3 hours per week. H

PHLEBOTOMY (MDL) – See Medical Laboratory (MDL)

PHOTOGRAPHY (PHT)

PHT 101-102 Photography I-II (3 cr.) (3 cr.)
Teaches principles of photography and fundamental camera techniques. Required outside shooting and lab work. Lecture 1 hour. Laboratory 4 hours. Total 5 hours per week. H

PHT 211-212 Color Photography I-II (3 cr.) (3 cr.)
Introduces theory, materials, and processes of modern color images. Includes additive and subtractive theory, color filtration, and negative and positive printing techniques. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week. H

PHT 231 - Photojournalism I (3 cr.)
Introduces equipment, techniques, skills, and concepts of photojournalism. Teaches photography for features, spot news, and photo essays. Emphasizes editing, captioning, and layout. May require individual projects. Prerequisite PHT 102 or equivalent. Part I
of II. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

**PHYSICAL EDUCATION AND RECREATION (PED)**

**PED 103-104 Aerobic Fitness I-II (1 cr.) (1 cr.)**
Develops cardiovascular fitness through activities designed to elevate and sustain heart rates appropriate to age and physical condition. 2 hours per week.

**PED 109 Yoga (1-2 cr)**
Focuses on the forms of yoga training emphasizing flexibility. Lecture 1-2 hours. Laboratory 0-2 hours. Total 1-3 hours per week.

**PED 123-124 Tennis I-II (1-2 cr.) (1-2 cr.)**
Teaches tennis skills with emphasis on stroke development and strategies for individual and team play. Includes rules, scoring, terminology, and etiquette. Variable hours per week.

**PED 133 Golf I (1 cr.)**
Teaches basic skills of golf, rules, etiquette, scoring, terminology, equipment selection and use, and strategy.

**PED 135-136 Bowling I-II (1-2 cr.) (1-2 cr.)**
Teaches basic bowling skills and techniques, scoring, rules, etiquette, and terminology. Variable hours per week.

**PED 154 Volleyball (1-2 cr.)**
Introduces skills, techniques, strategies, rules, and scoring. Variable hours per week.

**PED 189 Saltwater Fishing (1-2 cr.)**
Teaches fishing fundamentals including equipment, knots, baits, riggings, fishing strategies, and fishing conditions.

**PHYSICS (PHY)**

**PHY 101-102 Introduction to Physics I-II (4 cr.) (4 cr.)**
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.

**PHY 201-202 General College Physics I-II (4 cr.) (4 cr.)**
Teaches fundamental principles of physics. Covers mechanics, thermodynamics, wave phenomena, electricity and magnetism, and selected topics in modern physics. Prerequisite MTH 116 or 163 or equivalent. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week.

**POLITICAL SCIENCE (PLS)**

**PLS 130 Basics of American Politics (3 cr.)**
Teaches basics of the operations of Congress, the presidency, and the federal court system. Includes civil liberties, citizenship, elections, political parties, and interest groups. Lecture 3 hours per week. $S$

**PLS 135 American National Politics (3 cr.)**
Teaches political institutions and processes of the national government of the United States, focuses on the Congress, presidency, and the courts, and on their interrelationships. Gives attention to public opinion, suffrage, elections, political parties, interest groups, civil rights, domestic policy, and foreign relations. Lecture 3 hours per week. $S$

**PLS 211 - U.S. Government I (3 cr.)**
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. Part I of II. Lecture 3 hours per week.

**PLS 212 - U.S. Government II (3 cr.)**
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. Part II of II. Lecture 3 hours per week.

**PSYCHOLOGY (PSY)**

**PSY 100 Principles of Applied Psychology (3 cr.)**
Introduces the general principles of psychology as they are applied to work, relationships, and self. Includes perception, learning, development, motivation, emotion, therapy, communication, attitudes. Lecture 3 hours per week. $SS$

**PSY 120 Human Relations (3 cr.)**
Introduces the theory and practice of effective human relations. Increases understanding of self and others and interpersonal skills needed to be a competent and cooperative communicator. Lecture 3 hours per week. $SS$

**PSY 125 Interpersonal Relationships (3 cr.)**
Studies individual behavior as it affects the individual’s relationships. Considers such topics as attitudes, needs, values, leadership, communication, and group dynamics. Teaches constructive methods of interpersonal problem solving. Lecture 3 hours per week. $SS$

**PSY 126 Psychology for Business and Industry (3 cr.)**
Focuses on the application of psychology to interpersonal relations and the working environment. Includes topics such as group dynamics, motivation, employee/employer relationships, interpersonal communications, and techniques for selection and supervision of personnel. Lecture 3 hours per week. $SS$

**PSY 201-202 Introduction to Psychology I-II (3 cr.) (3 cr.)**
Examines human and animal behavior, relating experimental studies to practical problems. Includes topics such as sensation/perception, learning, memory, motivation, emotion, stress, development, intelligence, personality, psychopathology, therapy, and social psychology. Prerequisite: ENG 3, ENG 4. Lecture 3 hours per week. May be taken out of sequence. $SS$, $T$

**PSY 215 Abnormal Psychology (3 cr.)**
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 201. Lecture 3 hours per week. $SS$

**PSY 216 Social Psychology (3 cr.)**
Examines individuals in social contexts, their social roles, group processes and intergroup relations. Includes topics such as small group behavior, social behavior, social cognition, conformity, attitudes, and motivation. Prerequisite PSY 201. Lecture 3 hours per week. This course is also approved for offering as SOC. $SS$

**PSY 230 Developmental Psychology (3 cr.)**
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. Prerequisite: ENG 3, ENG 4. Lecture 3 hours per week. $SS$

**PSY 235 Child Psychology (3 cr.)**
Studies development of the child from conception to adolescence.
**REAL ESTATE (REA)**

**REA 100 Principles of Real Estate (4 cr.)**
Examines practical applications of real estate principles. Includes a study of titles, estates, land descriptions, contracts, legal instruments and concepts, real estate mathematics, financing, agency, appraisal, fair housing, and management of real estate. Lecture 4 hours per week.

**REA 215 Real Estate Brokerage (3 cr.)**
Considers administrative principles and practices of real estate brokerage, financial control and marketing of real property. Lecture 3 hours per week.

**REA 216 Real Estate Appraisal (3-4 cr.)**
Explores fundamentals of real estate valuation. Introduces the Uniform Standards of Professional Appraisal Practice and the Uniform Residential Appraisal Report formulations, working problems and reviewing actual appraisals. Includes the opportunities available in the appraisal field. Lecture 3-4 hours per week.

**REA 217 Real Estate Finance (3 cr.)**
Presents principles and practices of financing real estate. Analyzes various types of note contracts and mortgage and deed of trust instruments. Covers underwriting of conventional and government insured and guaranteed loans. Lecture 3 hours per week.

**REA 218 Appraising the Single Family Residence (2-3 cr.)**
Promotes an understanding and working knowledge of procedures and techniques used to estimate market value of vacant residential land and improved single family residential properties. Emphasizes the proper application of valuation methods and techniques to residential properties and extraction of data from the market for use in sales comparison, cost, and income capitalization approaches to value. Lecture 2-3 hours per week.

**REA 219 Real Estate Appraisal Methods (2-3 cr.)**
Details practical applications of sales comparison, cost and income capitalization approaches and helps develop valuation skills. Reinforces principles of real estate appraisal and explores methods for extracting market data to estimate value and test value conclusions. Lecture 2-3 hours per week.

**REA 220 Income Property Valuation (3 cr.)**
Focuses on income and expense forecasting, determining capitalization rates, and discounted cash flow method. Includes valuation of complex commercial properties such as apartment complexes, office buildings, shopping centers, industrial properties, hotels, and mixed use complexes. Prerequisite: REA 216 or equivalent. Lecture 3 hours per week.

**REA 225 Real Property Management (3 cr.)**
Introduces the field of property management. Focuses on the principles of tenant selection and retention, financial management, and building maintenance. Lecture 3 hours per week.

**REA 236 State Certified Residential Appraiser (1 cr.)**
Concentrates on Appraisal Law in the State of Virginia, appraisal practices, principles and theories with regard to their application to residential properties. Emphasizes the review of terms, concepts, and the valuation theories targeted to the residential examination. Lecture 1 hour per week.

**REA 238 Professional Appraisal Standards (1 cr.)**
Examines the provisions and standard rules that govern professional appraisal practices. Covers the “Binding Requirements” and the “Specific Appraisal Guidelines” as required by the Uniform Standards of Professional Appraisal Practice. Lecture 1 hour per week.

**REA 245 Real Estate Law (3 cr.)**
Focuses on real estate law, including rights pertaining to property ownership and management, agency, contracts, transfers of real property ownership, fair housing, and tax implications. Lecture 3 hours per week.

**RECREATION VEHICLE—MOTORCYCLE MAINTENANCE (RVH)**

**RVH 130 Motorcycle Rider Safety - Beginner (1-2 cr.)**
Studies principles and basic skills of motorcycle riding with an emphasis on safety. Includes street strategies, protective gear, and selection and care/maintenance of motorcycles. Lecture 1-2 hours. Laboratory 0-2 hours. Total 2-3 hours per week.

**RELIGION (REL)**

**REL 100 Introduction to the Study of Religion (3 cr.)**
Explores various religious perspectives and ways of thinking about religious themes and religious experience. Lecture 3 hours per week. **H**

**REL 200 Survey of the Old Testament (3 cr.)**
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. **H, T**

**REL 210 Survey of the New Testament (3 cr.)**
Surveys books of the New Testament, with special attention upon placing the writings within their historical and geographical setting. Lecture 3 hours per week. **H, T**

**REL 225 Selected Topics in Biblical Studies (3 cr.)**
Examines a selected body of literature, a specific book of the Bible, or a pervasive theme. Lecture 3 hours per week. **H**

**REL 230 Religions of the World (3 cr.)**
Introduces the religions of the world with attention to origin, history, and doctrine. Lecture 3 hours per week. **H**

**REL 233 Introduction to Islam (3 cr.)**
Studies Islam in its historical, religious, and political dimensions and assists in the understanding of its contemporary vitality and attraction as a faith, a culture and a way of life. Lecture 3 hours per week. **H, T**

**SAFETY (SAF)**

**SAF 126 Principles of Industrial Safety (3 cr.)**
Teaches principles and practices of accident prevention, analysis of accident causes, mechanical safeguards, fire prevention, housekeeping, occupational diseases, first aid, safety organization,
DESCRIPTION OF COURSES

PROTECTION EQUIPMENT AND GENERAL SAFETY PRINCIPLES AND PROMOTION. LECTURE 3 HOURS PER WEEK.

SAF 127 INDUSTRIAL SAFETY (2 CR.)
Provides basic understanding of safety and health in an industrial situation. Includes hazardous materials, substances, conditions, activities and habitats as well as the prescribed methods and equipment needs for the apprentice to protect himself/herself and others. Lecture 2 hours per week.

SAF 145 HAZARD COMMUNICATION (2 CR.)
Develops an understanding of potential toxic chemicals and hazards in the workplace and defines the means by which to recognize, evaluate and control these hazards. Provides an opportunity to develop training programs in compliance with state and federal regulations. Lecture 2 hours per week.

SOCIAL SCIENCE (SSC)

SSC 100 THE INDIVIDUAL AND HIS/HER WORLD (4 CR.)
Relates the individual to his total environment. Offers four course units: (1) the individual and his psychological and social environment; (2) the individual and his political environment; (3) the individual and his economic environment; and (4) the individual and ecology. Lecture 4 hours per week. SS

SOCIOLOGY (SOC)

SOC 201-202 INTRODUCTION TO SOCIOLOGY I-II (3 CR.) (3 CR.)
Introduces basic concepts and methods of sociology. Presents significant research and theory in areas such as socialization, group dynamics, gender roles, minority group relations, stratification, deviance, culture, community studies. Includes population, social change, and social institutions (family, education, religion, political system, economic system). Prerequisite: ENG 3, ENG 4. Lecture 3 hours per week. May be taken out of sequence. SS, T

SOC 215 SOCI OLOGY OF THE FAMILY (3 CR.)
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. Prerequisite: ENG 3, ENG 4. Lecture 3 hours per week. SS

SOC 236 CRIMINOLOGY (3 CR.)
Studies research and causal theories of criminal behavior. Examines crime statistics, crime victims, and types of criminal offenses. Introduces roles of police, judicial and correctional system in treatment and punishment of offenders. Is also approved for ADJ Criminology. Lecture 3 hours per week. SS, T

SPANISH (SPA)

SPA 101-102 BEGINNING SPANISH I-II (4 CR.) (4 CR.)
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. Lecture 4 hours per week. H, T

SPA 111-112 CONVERSATION IN SPANISH I-II (3 CR.) (3 CR.)
Emphasizes the spoken language, stressing fluency and correctness of structure, pronunciation, and vocabulary. Prerequisite SPA 102. Lecture 3 hours per week. H

SPA 201-202 INTERMEDIATE SPANISH I-II (3 CR.) (3 CR.)
Continues to develop understanding, speaking, reading, and writing skills. Prerequisite SPA 102 or equivalent. May include oral drill and practice. Lecture 3 hours per week. H, T

STUDENT DEVELOPMENT (SDV)

SDV 101 ORIENTATION TO (SPECIFY THE DISCIPLINE) (1-3 CR.)
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 advising; listening, test taking, and study skills; and topical areas which are applicable to their particular discipline. Lecture 1-3 hours per week.

SDV 105 PERSONAL DEVELOPMENT FROM A WOMAN’S PERSPECTIVE (1-2 CR.)
Addresses the psychological and educational adjustment needs of the female college student. Covers three segments: personal development, career education, and study skills. Emphasizes the special needs of the re-entry woman. Provides education and support for the individual. Lecture 1-2 hours per week.

SDV 106 PREPARATION FOR EMPLOYMENT (2 CR.)
Provides experience in résumé 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. May be substituted for SDV 100. Lecture 2 hours per week.

SDV 107 CAREER EDUCATION (2 CR.)
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. May be substituted for SDV 100. Lecture 2 hours per week.

SDV 108 COLLEGE SURVIVAL SKILLS (2 CR.)
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. May be substituted for SDV 100. Lecture 2 hours per week.

SDV 109 STUDENT LEADERSHIP DEVELOPMENT (1 CR.)
Provides opportunities for students to learn leadership theory and skills for application in campus organizations, committees, and groups. The intensive training design allows for experiences in interpersonal skill development, personal growth, personal style assessment, as well as, the basics of leadership theory.
DESCRIPTION OF COURSES

The leadership retreat enables participants to experience the full impact of the exercises and concepts in a pleasant, non-threatening environment away from the college.

SDV 110 - Orientation to Teaching As a Profession (3 cr.)
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.

TRAVEL AND TOURISM (TRV)

TRV 100 - Introduction to the Travel Industry (3 cr.)
Presents an overview of the structure and scope of the travel industry with emphasis on job categories and functions, basic vocabulary, and the interrelationships of the various components. Includes the study of information displays of airline computer reservation system. Lecture 3 hours per week.

WELDING (WEL)

WEL 117 Oxyacetylene Welding and Cutting (3 cr.)
Introduces history of oxyacetylene welding, principles of welding and cutting, nomenclature of the equipment, development of the puddle, running flat beads, butt welding in different positions. Also explains brazing, silver and soft soldering, and heat treating of small tools, safety procedures in the use of tools and equipment. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

WEL 123-124 Arc Welding I-II (3 cr.) (3 cr.)
Teaches operation of AC transformers and DC motor generator arc welding sets, welding polarities, heats and electrodes for use in joining various metal alloys by the arc welding process. Deals with running beads, butt, and fillet welds in all positions. Emphasizes safety procedures. Lecture 2 hour. Laboratory 3 hours. Total 5 hours per week.

WEL 126-127 Pipe Welding I-II (3-4 cr.) (3-4 cr.)
Teaches metal arc welding processes including the welding of pressure piping in the horizontal, vertical, and horizontal-fixed positions in accordance with section IX of the ASME Code. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week. Prerequisite: WEL 124 or instructor’s approval.

WEL 135-136 Inert Gas Welding (2 cr.) (2 cr.)
Introduces practical operations in the uses of inert gas-shield arc welding. Discusses equipment, safety operations, welding practice in the various applications, manual and semi-automatic welding. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

WEL 141-142 Welder Qualification Tests I (3 cr.) (3 cr.)
Studies techniques and practices of testing welded joints through destructive and non-destructive tests, guiding, discoloration heat test, porous examinations, tensile, hammer and free bend tests. Also studies visual, magnetic and fluorescent tests. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

WEL 145 Welding Metallurgy (3 cr.)
Studies steel classifications, heat treatment procedures, properties of ferrous and non-ferrous metals. Discusses techniques and practices of testing welded joints and destructive/nondestructive, visual magnetic and fluorescent testing. Lecture 3 hours per week.

WEL 146 Welding Quality Control (3 cr.)
Teaches techniques and practices of inspection, and interpretation of tests and measurements. Includes radiographic tests of joints of unlimited thickness welded in 3G and 4G positions. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

WEL 160 Semi-Automatic Welding Processes (3 cr.)
Introduces semi-automatic welding processes with emphasis on practical application. Includes the study of filler wires, fluxes, and gases. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.
The College supports and maintains the following Advisory Committees to assist the Faculty and Administration in planning, conducting, and evaluating each of the Occupational-Technical Programs. Advisory Committee members are recognized leaders in their field. They also provide counsel in the development of new programs that reflect the changing needs for trained personnel in the community.

**Local Curriculum Advisory Committees**

**Administration of Justice**
Mr. David Everett
Mr. Dennis Greene
Chief Phil Hardison
Sgt. Gregory Jackson
Mr. Anthony Parson
Sgt. Gary Peebles
Mr. Dennis Stephens
Sgt. Wanda Stivers
Capt. James C. Taylor, III

**Administrative Support Technology**
Ms. Jane Bleiler
Ms. Yolanda Buck
Ms. Carolyn Crowder
Ms. Tawana Ford
Ms. Peggy Jemigan
Ms. Joyce Johnson
Ms. Carolyn Joyner
Ms. Lynda Sproul
Ms. Bessie Smith

**Business & Information Systems Technology**
Ms. Linda Burchett
Mr. Thomas Czerwinski
Mr. Ron Davenport
Mr. Keith Edwards
Ms. Cindy Ferguson
Mr. Bill Hatch
Ms. Sue Labrato
Mr. Stephen R. Meyers
Mr. John Smolak
Ms. Brenda Vaughan

**Childcare/Early Childhood Development**
Ms. Mary Bellamy
Ms. Dorothy Bryant
Ms. Connie Burgess
Ms. Renee Copeland
Ms. Ida Council
Ms. Emma Hill
Mrs. Tammy Jarratt

**Heating, Ventilation and Air Conditioning (HVAC)**
Mr. Parker E. Darden
Mr. Jim Henderson
Ms. Carolyn Jones
Mr. W.L. Jones
Mr. Glenn Rawlings
Mr. Kevin Roughton
Mr. Elliott Whitfield

**Electricity**
Mr. Kenneth Bunch
Mr. Steve Fowler
Mr. Roy Frizzell
Mr. Anthony King
Mr. Howard Vinson

**Industrial Technology**
Dr. Stanley Brantley, Jr.
Mr. Herbert DeGroft
Ms. Becky Gillette
Mr. Clyde Parker
Mr. Frank Rickman
Mr. Thomas A. Sanford
Mr. Scott Weatherford

**Nursing and Allied Health**
Ms. Carole Dixon
Ms. Esther Francis
Ms. Edna King
Ms. Ann Pinner
Dr. Candace Rogers
Ms. Laurie Ross
Ms. Deborah Spruill
Ms. Gwen W. Sweat
Ms. Phyllis Stoneburner
Ms. Ercell Vann
Ms. Carol Wright

**Welding**
Mr. Rich Corey
Mr. Travis Keech
Mr. Rodney Murphy
Mr. Justin C. Smith
## TEACHING FACULTY (FULL-TIME)

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Department</th>
<th>Education</th>
</tr>
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<tbody>
<tr>
<td>Boothe-Pharr, Randolph</td>
<td>Associate Professor, History (1998)</td>
<td>B.A., Norfolk State University; M.A., New York University; Advance study, University of Paris Sorbonne, Columbia University, National Endowment for the Humanities Fellow, University of Iowa</td>
</tr>
<tr>
<td>Chitwood, Linda H.</td>
<td>Assistant Professor, Medical Surgical Nursing (2007)</td>
<td>B.S.N., Virginia Commonwealth University; M.S., Old Dominion University</td>
</tr>
<tr>
<td>Felts, Renee R.</td>
<td>Interim Dean Occupational &amp; Technical Programs and Professor, Information Systems Technology (2001)</td>
<td>B.S., Barton College, Chowan College; M.S., Old Dominion University</td>
</tr>
<tr>
<td>Forrest, James M.</td>
<td>Associate Professor, Electricity/Electrical (2005)</td>
<td>B.S., Norfolk State University; M.S. Ed., Old Dominion University</td>
</tr>
<tr>
<td>Holt, Calvin J., Jr.</td>
<td>Associate Professor, Mathematics (1976)</td>
<td>B.A., Wake Forest University; M.Ed., University of Florida; Advanced Study, University of Florida, James Madison University, and Virginia Polytechnic Institute and State University</td>
</tr>
<tr>
<td>Howell, Alicia M.</td>
<td>Instructor, Biology (2010)</td>
<td>B.S., Old Dominion University; M.S., Hampton University</td>
</tr>
<tr>
<td>Jacobs, Ronette D.</td>
<td>Assistant Professor, English (2007)</td>
<td>B.A., Virginia Commonwealth University; M.A.T., Norfolk State University</td>
</tr>
<tr>
<td>Kello, Martha N.</td>
<td>Associate Professor, CHD and Reading (1988)</td>
<td>B.S., Radford University; M.A., Virginia Polytechnic Institute and State University; M.S., Radford University; Ed.S., Virginia Polytechnic Institute and State University</td>
</tr>
<tr>
<td>Lydick, David H.</td>
<td>Professor, Business Management (1990)</td>
<td>B.S., Old Dominion University; M.S.A., George Washington University; Ed.S., The College of William and Mary</td>
</tr>
<tr>
<td>Nichols, Keisha D.</td>
<td>Assistant Professor, Industrial Technology (2004)</td>
<td>B.S., M.Ed., Virginia State University</td>
</tr>
<tr>
<td>Oliver, Justin M.</td>
<td>Associate Professor, Mathematics (2004)</td>
<td>B.S., Fayetteville State University; M.S. Ed., Old Dominion University; Ed.D, Regent University</td>
</tr>
<tr>
<td>Osborne, Ronald R.</td>
<td>Assistant Professor, Administration of Justice (1975)</td>
<td>A.A.S., Tidewater Community College; B.S., Christopher Newport College; Advanced Study, Old Dominion University</td>
</tr>
<tr>
<td>Overby, Jillian J.</td>
<td>Assistant Professor, Speech &amp; American Sign Language (2012)</td>
<td>A.S., Tidewater Community College; B.A., Saint Leo University; M.Ed. Regent University; Advanced Study, Regent University</td>
</tr>
<tr>
<td>Pinner, Ann B.</td>
<td>Associate Professor, Nursing (2005)</td>
<td>B.S. University of Virginia; M.S., Old Dominion University; Advanced Study, Hampton University</td>
</tr>
<tr>
<td>Rabiul, Safianu</td>
<td>Professor, Biology (1997)</td>
<td>B.S., M.S., Bayero University, Kano; Ph.D., Old Dominion University</td>
</tr>
<tr>
<td>Rogers, Candace M.</td>
<td>Professor, Nursing/Nursing Program Head (2004)</td>
<td>A.A.S., Thomas Nelson Community College; B.S., M.S., Hampton University; D.S.N., University of Alabama at Birmingham</td>
</tr>
<tr>
<td>Schmitt, Cinda F.</td>
<td>Associate Professor, Administrative Support Technology (1999)</td>
<td>B.S., Longwood College; M.B.A. Lynchburg College</td>
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<tr>
<td>Tureman, Robert L.</td>
<td>Associate Professor, Information Systems Technology (1983)</td>
<td>B.S., M.S., Old Dominion University; Advanced Study, Old Dominion University and Virginia Polytechnic Institute and State University</td>
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<tr>
<td>Verdirame, Nancy C.</td>
<td>Associate Professor, Nursing (2012)</td>
<td>B.S.N., University of Virginia; M.S.N., Adelphi University</td>
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<tr>
<td>Warren, Nancy W.</td>
<td>Instructor, English (2001)</td>
<td>A.A.S., Paul D. Camp Community College; B.A., Christopher Newport University; M.A., Old Dominion University</td>
</tr>
<tr>
<td>Wright, Carol A.</td>
<td>Assistant Professor, Nursing (2006)</td>
<td>RN, Washington Hospital School of Nursing; BSN and MSN, Old Dominion University</td>
</tr>
</tbody>
</table>
**Non-Teaching Faculty (Full-Time)**

Cashwell, Angel D  .......................................................... Instructor, Counselor for Upward Bound (2008)
B.A., M.A., Norfolk State University

Hand, Troy M .............................................................. Instructor, Librarian (2007)
B.S., Indiana University of Pennsylvania; M.S., Longwood University

Harris, Alan M .............................................................. Professor, Professional Counselor (1989)
B.A., M.Ed., East Carolina University; Ed.S., Ed.D., The College of William and Mary

Jones, Trina C .............................................................. Acting Dean and Instructor, Professional Counselor (2007)
B.S., M.A., Norfolk State University

Scott, Hyler A .............................................................. Assistant Professor, Counselor for Student Support Services (2005)
A.A.S., Paul D. Camp Community College; B.S., Saint Paul’s College; M.A., Regent University; Advanced Study, Capella University

**Administrative Faculty (Full-Time)**

Arrington, Harriette J .................................................. Associate Professor, Dean-Hobbs Suffolk Campus (2005)
B.S. Virginia State University; M.A., Ohio State University; Ph.D., Purdue University

Betz, Randall W ........................................................... Vice President of Workforce Development (2005)
B.A., Hiram College; M.A.T., Brown University

Blow, Felicia, D., APR .................................................... Associate Professor, Vice President of Institutional Advancement (2012)
B.A., Hampton University, M.B.A., Strayer University

Conco, Paul Wm .......................................................... President (2010)
A.A., Community College of Baltimore; B.S., Southern Illinois University at Carbondale; M.S.A., Central Michigan University; Ph.D., University of South Carolina

Edenfield, Gordon (Joe) ................................................ Associate Professor, Vice President of Financial Administrative Services (2004) B.S., University of South Carolina; M.A.C.C., University of Georgia; Advanced Study, Clemson University; Ph.D., Old Dominion University

Parker, Travis W ........................................................... Instructor, Director of Upward Bound (2009)
B.A., Howard University; M.Ed. and Advanced Study, Cambridge College

Singleton, Maxine B ...................................................... Professor, Vice President of Instruction and Student Development (1999)
B.S., Virginia Union University; M.A., Norfolk State University; Ed.S, Ed.D., College of William and Mary

Standahl, Jerry J ........................................................... Professor, Director of Assessment and Institutional Research (1980)
Licensed Professional Counselor (1982). B.S., Wake Forest University; M.Ed., East Carolina University; Certificate of Advanced Graduate Study; Ph.D., University of North Carolina at Greensboro; Career Studies in Data Processing, Paul D. Camp Community College

Vaughan, Bronia (Gail) W .............................................. Director of Student Support Services(2009)
B.A., Elizabeth City State University; M.A., North Carolina Central University

Weaver, Linza M .......................................................... Instructor, Director of Learning Resource Center (1987)
B.A., M.L.S., North Carolina Central University; Advanced Study, Old Dominion University, George Mason University, Transformational Bible Institute, Trinity Theological Seminary

**Non-Teaching Faculty (Part-Time)**

B.S, Elizabeth City State University; M.A., Hampton University; Advanced Study, Old Dominion University and University of Virginia

Burwell, Frederick ....................................................... Librarian (2009)
B.A., NCCC; M.E.D., Virginia State University.

Marks, Madeline K ...................................................... Tutor Coordinator, Student Support Services (1995)
B.S., Old Dominion University
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Years</th>
<th>Details</th>
</tr>
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<tbody>
<tr>
<td>Collier, Joy B.</td>
<td>Professor Emeritus, Data Processing</td>
<td>(1971)</td>
<td>A.B., Siena Heights College; Licenciada En Filosofia, University of Santo Domingo; M.A., ITESM, Monterrey, Mexico; Advanced Study, Georgetown University and Virginia Polytechnic Institute and State University</td>
</tr>
<tr>
<td>Crowder, Carolyn W.</td>
<td>Professor Emeritus, Vice President of Workforce Development</td>
<td>(1980)</td>
<td>B.S., Longwood College; M.S., Old Dominion University</td>
</tr>
<tr>
<td>Darden, Betty W.</td>
<td>Professor Emeritus, Office Systems Technology</td>
<td>(1973)</td>
<td>A.A., Louisburg College; B.S., East Carolina University; M.Ed., Virginia State University; Advanced Study, Old Dominion University and Virginia Polytechnic Institute and State University</td>
</tr>
<tr>
<td>Evans, Maggie L.</td>
<td>Professor Emeritus, Physical Education</td>
<td>(1971)</td>
<td>B.A., Wesleyan College; M.A.T., University of North Carolina at Chapel Hill; Advanced Study, Old Dominion University</td>
</tr>
<tr>
<td>Faison, Lillie A.</td>
<td>Professor Emeritus, English</td>
<td>(1976)</td>
<td>B.S., M.A., Hampton University; Advanced Study, Old Dominion University, Virginia Polytechnic Institute and State University, George Mason University; Master of Divinity, Virginia Union University; Advanced Study, Regent University</td>
</tr>
<tr>
<td>Foust, Ben I.</td>
<td>Professor Emeritus, Psychology</td>
<td>(1971)</td>
<td>B.A., M.A., Appalachian State University; Advanced Study, Old Dominion University</td>
</tr>
<tr>
<td>Gardner, Edward L.</td>
<td>Professor Emeritus, Welding</td>
<td>(1971)</td>
<td>Hiwassee Junior College; B.S., Virginia Polytechnic Institute and State University; M.S., Virginia State University</td>
</tr>
<tr>
<td>Joyner, Patsy R.</td>
<td>Professor Emeritus, Vice President for Institutional Advancement</td>
<td>(1980)</td>
<td>A.S., Paul D. Camp Community College; B.S., M.S., M.A., Old Dominion University; Ed.S., Ed.D., The College of William and Mary</td>
</tr>
<tr>
<td>LeBlanc, Patricia S.</td>
<td>Professor Emeritus/ Director, Smithfield Academic Programs</td>
<td>(1974)</td>
<td>A.B., Quincy College; M.A., Loyola University; M.Ed., Old Dominion University; Advanced Study, Virginia Polytechnic Institute and State University</td>
</tr>
<tr>
<td>Lassiter, James S.</td>
<td>Professor Emeritus, Business Administration and Management</td>
<td>(1980)</td>
<td>B.S., Old Dominion University; M.A., George Washington University; Advanced Study, George Washington University, Old Dominion University, and Hampton University</td>
</tr>
<tr>
<td>Parker, Leonard T.</td>
<td>Professor Emeritus, Vice President of Financial and Administrative Services</td>
<td>(1970)</td>
<td>B.S., Lynchburg College; M.S., Old Dominion University</td>
</tr>
<tr>
<td>Patterson, John M.</td>
<td>Professor Emeritus, Biology</td>
<td>(1994)</td>
<td>B.S., Waynesburg College; M.S., Old Dominion University; Advanced Study, Old Dominion University</td>
</tr>
<tr>
<td>Payez, Joseph F.</td>
<td>Professor Emeritus, Physics</td>
<td>(1972)</td>
<td>B.S., M.S., Pennsylvania State University; Advanced Study, Pennsylvania State University</td>
</tr>
<tr>
<td>Pyle, Gerald J., Jr.</td>
<td>Professor Emeritus, English</td>
<td>(1977)</td>
<td>A.B., Princeton University; B.S.Ed., Kent State University; M.A., Ph.D., Duke University; Advanced Study, George Mason University; Fulbright Exchange Program, England (1989–90)</td>
</tr>
<tr>
<td>Smith, Bessie A.</td>
<td>Professor Emeritus, Administrative Support Technology</td>
<td>(1972)</td>
<td>B.S., M.Ed., Virginia State University; Advanced Study, Virginia Polytechnic Institute and State University, Old Dominion University, and Virginia State University</td>
</tr>
<tr>
<td>Smith, Christopher A.</td>
<td>Professor Emeritus, Director of PDCCC Smithfield</td>
<td>(1976)</td>
<td>A.S., Paul D. Camp Community College; B.S., Norfolk State University; M.Ed., Virginia State University; Advanced Study, Virginia Polytechnic Institute and State University, Old Dominion University</td>
</tr>
</tbody>
</table>
Classified Staff (Full-Time)

Sharon L. Adkison  
Program Support Technician

Jeanette F. Belcher  
Program Support Technician

Nelda T. Bellamy  
Executive Secretary
Vice President of Instruction and Student Development

Jean B. Britt, A.A.S.  
Executive Secretary  
Academic Programs

Renee P. Brown, CAP-OM  
Executive Secretary to  
Vice President of Workforce Development

Barbara A. Butler  
Enrollment Services Assistant

Cathy T. Cutchins, B.B.A.  
Office Services Specialist  
Workforce Development

Beverly S. Davenport  
Computing Services Manager

James J. Dempsey  
Grounds Lead Worker

Donna L. Douglas, B.S.  
Admissions Assistant

Mark W. Evans, B.S.  
Network Support Specialist

Susan Francis, A.A.S.  
Administrative Assistant/Database Specialist

Debra W. Gagner  
PeopleSoft Coordinator

Mary Ellen Gleason, M.S.  
Instructional Assistant

James C. Gorham  
Building and Grounds Superintendent

Teresa C. Harrison, M.B.A.  
Financial Aid Officer

Wendy B. Harrison, B.F.A.  
Public Relations Specialist

Shelia M. Hobbs, M.S.  
Distance Education and Instructional Technology Specialist

Ruby Dempsey  
Housekeeping Worker

Jeffrey Duck  
Campus Security/Housekeeping

Deloris Edwards  
Office Assistant, Smithfield

Terry Eley  
Campus Security/Housekeeping

Lloyd Elliott  
Grounds Keeper

Anthony Everett  
On Ramp Career Coach

Nancy Ezzell  
Receptionist

Melvin Faulk  
Campus Security/Housekeeping

Linda M. Smith, B.S.  
Payroll Officer

Mary L. Speight, B.S.  
Business Manager C

Lestine W. Turner  
Printing Technician

Zakary F. Wade, A.A.S., B.S.  
Distance Education Specialist

Jason A. Williams, B.S.  
Network Support Specialist

Classified Staff (Part-Time)

Heywood Ashburn  
Campus Security/Housekeeping

Joseph Ashburn  
Groundskeeper

Joseph Banty  
On Ramp Career Coach

Michelle Blunt  
Student Activities

Linda Boone-Randolph  
Event Specialist

Mary Brown  
Dual Enrollment Specialist

Wesley Campbell  
Installation & Repair Technician, Computer Lab

Grady Chamblee  
Campus Security/Housekeeping

Gregory Chapman  
Campus Security/Housekeeping

Christine Churchill  
Library Assistant

John Clark  
Campus Security/Housekeeping

Laura Clark  
Campaign Manager

Clara Cook  
Housekeeping Worker

Travis Copeland  
Campus Security/Housekeeping

Arthur Cowans  
Campus Security/Housekeeping

Olivia Crawley  
High School Career Coach

Ruby Dempsey  
Housekeeping Worker

Jeffrey Duck  
Campus Security/Housekeeping

Deloris Edwards  
Office Assistant, Smithfield

Terry Eley  
Campus Security/Housekeeping

Lloyd Elliott  
Grounds Keeper

Anthony Everett  
On Ramp Career Coach

Nancy Ezzell  
Receptionist

Melvin Faulk  
Campus Security/Housekeeping

Roy Faulk  
Campus Security/Housekeeping

David Felton  
Installation & Repair Technician, Assistant Web Master

Aundra Fields  
Receptionist

Felice Hancock  
Library Assistant

Esther Harrell  
Career Coach

Pat Hathaway  
Information Tech Specialist

Robert Hayes  
Education Program Coordinator

Jessie Hobbs  
Admin. Accounting Specialist

Mary Ann Holloman  
Housekeeping
### Classified Staff (Part-Time) continued

<table>
<thead>
<tr>
<th>Position</th>
<th>Names</th>
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<tr>
<td>Grants Writer</td>
<td>Jackie Howell, Beverly Mason, Jennifer Ricks, Sandra Walker</td>
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<tr>
<td>Information Tech Specialist</td>
<td>Gregory McLemore, Jacqueline Matthews, Cynthia Saunders, Heidi Warford</td>
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<tr>
<td>Lafayette Hudson</td>
<td>Lafayette Hudson</td>
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<td>Campus Security/</td>
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<tr>
<td>Housekeeping</td>
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<tr>
<td>James Jenkins Installation Repair Technician</td>
<td>James Jenkins</td>
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<td>Computer Lab</td>
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<tr>
<td>Karen Jenkins Office Services Assistant</td>
<td>Karen Jenkins</td>
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<tr>
<td>David Joyner Housekeeping Worker</td>
<td>David Joyner</td>
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<tr>
<td>Deniee Joyner Housekeeping</td>
<td>Deniee Joyner</td>
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<td>Kebrina Joyner Office Assistant</td>
<td>Kebrina Joyner</td>
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<tr>
<td>Audrey Lawrence Educational Projects Advisor</td>
<td>Audrey Lawrence</td>
</tr>
<tr>
<td>&amp; Shared Distance Learning Liaison</td>
<td>&amp; Shared Distance Learning Liaison</td>
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<tr>
<td>Elizabeth Marshall</td>
<td>Elizabeth Marshall</td>
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### Teaching Faculty (Adjunct)

<table>
<thead>
<tr>
<th>Name</th>
<th>Positions</th>
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<tbody>
<tr>
<td>Ms. Gloria Artis</td>
<td>Dr. Marie Baker</td>
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<tr>
<td>Dr. Marie Baker</td>
<td>Mr. Marsha Bailey</td>
</tr>
<tr>
<td>Ms. Marsha Bailey</td>
<td>Mr. John Beasley</td>
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<td>Mr. John Beasley</td>
<td>Mr. Jerry Beaton</td>
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<td>Mr. Jerry Beaton</td>
<td>Ms. Terry Bell</td>
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<td>Ms. Terry Bell</td>
<td>Ms. Glavia Blackwell</td>
</tr>
<tr>
<td>Ms. Michelle Blunt</td>
<td>Ms. Felicia Boglin</td>
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<td>Ms. Felicia Boglin</td>
<td>Mr. Michael Bradshaw</td>
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<td>Mr. Michael Bradshaw</td>
<td>Ms. Anne Branch</td>
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<td>Ms. Anne Branch</td>
<td>Ms. Betsy Brantley</td>
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<td>Ms. Felicia Briggs</td>
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<td>Ms. Loveeta Britt</td>
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<td>Mr. Frank C. Brown</td>
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<td>Mr. Frank C. Brown</td>
<td>Mr. James M. Earley</td>
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<td>Mr. James M. Earley</td>
<td>Mr. Joe Edenfield</td>
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<td>Dr. Joe Edenfield</td>
<td>Ms. Hazel Edwards</td>
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<td>Ms. Jo Ann Edwards</td>
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<td>Ms. Jo Ann Edwards</td>
<td>Ms. Tracie Elkins</td>
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<td>Ms. Tracie Elkins</td>
<td>Ms. Jean P. Farmer</td>
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<td>Ms. Jean P. Farmer</td>
<td>Miss Anita Fisher</td>
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<td>Ms. Anita Fisher</td>
<td>Ms. Colleen Flick</td>
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<td>Dr. Eugene Ford</td>
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<td>Ms. Tracey Francis</td>
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<td>Ms. Tracey Francis</td>
<td>Ms. Lois Frizzell</td>
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<td>Ms. Lois Frizzell</td>
<td>Mr. Roy Frizzell</td>
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<td>Mr. Roy Frizzell</td>
<td>Ms. Mary Ellen Gleason</td>
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<td>Ms. Mary Ellen Gleason</td>
<td>Ms. Anita Gymph</td>
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<td>Ms. Anita Gymph</td>
<td>Mr. Donald Goodwin</td>
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<td>Ms. Leslie Griffin</td>
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<td>Ms. Margaret Griffin</td>
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<td>Ms. Namona Griffin</td>
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<td>Mr. Gerald Griffith</td>
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<td>Ms. Andrea Hall-Leonard</td>
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<td>Ms. Patricia Hathaway</td>
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<td>Ms. Gail Harrison</td>
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<td>Ms. Terry Harrison</td>
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<td>Ms. Patricia Heft</td>
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<td>Mr. James R. Hutchinson</td>
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<td>Mr. James R. Hutchinson</td>
<td>Mr. Terrance W. Healy</td>
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<td>Mr. Terrance W. Healy</td>
<td>Dr. Michael Heard</td>
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<td>Dr. Michael Heard</td>
<td>Ms. Amy Hermann</td>
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<td>Ms. Amy Hermann</td>
<td>Ms. Ruth Alisha Hill</td>
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<td>Ms. Ruth Alisha Hill</td>
<td>Ms. Shelia Hobbs</td>
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<td>Ms. Shelia Hobbs</td>
<td>Ms. Mary Ann Howell</td>
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<td>Ms. Mary Ann Howell</td>
<td>Ms. Cynthia Jackson</td>
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<td>Ms. Cynthia Jackson</td>
<td>Mr. Jeffery W. Jacobs</td>
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<td>Mr. Jeffery W. Jacobs</td>
<td>Ms. Amy Jeanette</td>
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<td>Ms. Amy Jeanette</td>
<td>Ms. Deborah Jeter</td>
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<tr>
<td>Ms. Deborah Jeter</td>
<td>Ms. Antionette Johnson</td>
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<tr>
<td>Ms. Antionette Johnson</td>
<td>Ms. Michelle Johnson</td>
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<td>Ms. Michelle Johnson</td>
<td>Ms. Frances Jones</td>
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<tr>
<td>Ms. Frances Jones</td>
<td>Dr. Harry K. Jones</td>
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<tr>
<td>Dr. Harry K. Jones</td>
<td>Ms. Trina Jones</td>
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<td>Ms. Trina Jones</td>
<td>Ms. Cynthia Joy</td>
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<tr>
<td>Ms. Cynthia Joy</td>
<td>Mr. Anthony King</td>
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<td>Mr. Anthony King</td>
<td>Mr. Robin Kreider</td>
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<td>Mr. Robin Kreider</td>
<td>Mr. Audrey Lawrence</td>
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<td>Mr. Audrey Lawrence</td>
<td>Mr. Michael Lazarus</td>
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<tr>
<td>Mr. Michael Lazarus</td>
<td>Ms. Diane Lee-Strong</td>
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<td>Ms. Diane Lee-Strong</td>
<td>Ms. Teresa Lewis</td>
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<td>Ms. Teresa Lewis</td>
<td>Ms. Barbara McGrath</td>
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<td>Ms. Barbara McGrath</td>
<td>Mr. Joseph Martino</td>
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<td>Mr. Joseph Martino</td>
<td>Ms. Robin Reider</td>
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<td>Ms. Robin Reider</td>
<td>Mr. Audrey Lawrence</td>
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<td>Mr. Audrey Lawrence</td>
<td>Ms. Michael Scott</td>
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<tr>
<td>Ms. Michael Scott</td>
<td>Mr. Hyler Scott</td>
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<tr>
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<td>Mr. William Sherill</td>
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<td>Mr. William Sherill</td>
<td>Mr. Philip Sherman</td>
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<tr>
<td>Mr. Philip Sherman</td>
<td>Dr. Maxine Singleton</td>
</tr>
<tr>
<td>Dr. Maxine Singleton</td>
<td>Ms. Carey Sitzer</td>
</tr>
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