2017-18 Catalog and Student Handbook

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Paul D. Camp Community College Catalog & Website Disclaimer

The Catalog and Student Handbook is prepared from information obtained from the appropriate College officials and is issued on an annual basis. It contains information on the College’s academic programs and courses, student services, and policies and procedures students must be familiar with in order to make the most of their PDCCC education. Lack of knowledge of the requirements, policies, and procedures described herein is not an excuse for failing to act in accordance with them.

This Catalog and Student Handbook are 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 are kept on file in the Office of the Vice President of Academic and Student Development and posted to the PDCCC Website. Students, prospective students, faculty, and staff should check the website for updates to policies and programs.

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Welcome to Paul D. Camp Community College!

We’ve prepared this catalog with your educational and career goals in mind. Here you will find the courses, academic programs, support services, and career pathways that can help you define and plan your future.

Whether your goal is to transfer to a four-year institution, gain a specialized skill to immediately enter the workforce or to explore your entrepreneurial interests our curriculum has been designed to help you earn a degree, certificate, or industry-recognized credential. To better help you explore your career or select courses, we have categorized all of our programs into groups that have similar content areas – meta-majors. I encourage you to examine our seven meta-majors, and prior to selecting your courses, be sure to speak with one of our highly qualified advisors, admissions staff or faculty to determine what’s best for you. It is crucial to the success of your goals to follow a plan and make informed decisions. Get started today by contacting one of our many professionals who are dedicated to helping you achieve your academic and career goals.

We are confident that you will be pleased with your decision to enroll at PDCCC. We take great pride in being the region’s first choice for post-secondary education. Our first-rate faculty; small, cohesive classes; and hands-on instruction prepare our students to meet the many demands of today’s workforce. PDCCC graduates excel in a variety of fields, such as health care, computer and industrial technologies, business, and many more areas of study, here in our service region and beyond.

We are committed to providing you with a rewarding learning experience at PDCCC, and we are extremely proud to be a part of your educational journey.

Sincerely,
Dr. Dan Lufkin
President
### Summer Term 2017

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<tr>
<td>Advising Week</td>
<td>Monday, February 27 to Friday, March 3</td>
</tr>
<tr>
<td>Open Registration Begins</td>
<td>Monday, March 13</td>
</tr>
<tr>
<td>Priority Deadline for Summer 2017 Financial Aid</td>
<td>Friday, April 14</td>
</tr>
<tr>
<td>Payment of tuition/Fees Deadline</td>
<td>Monday, May 15</td>
</tr>
<tr>
<td>Extended Hours for Advising, Registration and Placement Testing</td>
<td>Tuesday, May 16 to Saturday, May 20</td>
</tr>
<tr>
<td>Memorial Day (College Closed, No Classes)</td>
<td>Monday, May 29</td>
</tr>
<tr>
<td>Summer Graduation Application Deadline</td>
<td>Thursday, June 1</td>
</tr>
<tr>
<td>Independence Day (College Closed, No Classes)</td>
<td>Tuesday, July 4</td>
</tr>
</tbody>
</table>

#### 10 Week Session

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes Begin</td>
<td>Monday, May 22</td>
</tr>
<tr>
<td>Last day to Add/Change Classes</td>
<td>Wednesday, May 24</td>
</tr>
<tr>
<td>Last Day to Drop for a Refund</td>
<td>Tuesday, May 30</td>
</tr>
<tr>
<td>Last Day to Drop with a Grade of “W”</td>
<td>Monday, July 3</td>
</tr>
<tr>
<td>Classes End</td>
<td>Tuesday, July 25</td>
</tr>
<tr>
<td>Exams</td>
<td>Wednesday, July 26 – Tuesday, August 1</td>
</tr>
<tr>
<td>Grades Due</td>
<td>Thursday, August 3</td>
</tr>
</tbody>
</table>

#### 5-Week 1 Session

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes Begin</td>
<td>Monday, May 22</td>
</tr>
<tr>
<td>Last Day to Add/Change Classes</td>
<td>Wednesday, May 24</td>
</tr>
<tr>
<td>Last Day to Drop for a Refund</td>
<td>Friday, May 26</td>
</tr>
<tr>
<td>Last Day to Drop with a Grade of “W”</td>
<td>Monday, June 12</td>
</tr>
<tr>
<td>Classes End</td>
<td>Monday, June 19</td>
</tr>
<tr>
<td>Exams</td>
<td>Tuesday, June 20 – Monday, June 26</td>
</tr>
<tr>
<td>Grades Due</td>
<td>Thursday, June 29</td>
</tr>
</tbody>
</table>

#### 5-Week 2 Session

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes Begin</td>
<td>Tuesday, June 27</td>
</tr>
<tr>
<td>Last Day to Add/Change Classes</td>
<td>Thursday, June 29</td>
</tr>
<tr>
<td>Last Day to Drop for a Refund</td>
<td>Monday, July 10</td>
</tr>
<tr>
<td>Last Day to Drop with a Grade of “W”</td>
<td>Tuesday, July 18</td>
</tr>
<tr>
<td>Classes End</td>
<td>Tuesday, July 25</td>
</tr>
<tr>
<td>Exams</td>
<td>Wednesday July 26 – Tuesday, August 1</td>
</tr>
<tr>
<td>Grades Due</td>
<td>Thursday, August 3</td>
</tr>
</tbody>
</table>
### Fall Term 2017

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority Registration for Current Students For Fall 2017 Begins</td>
<td>Wednesday, April 12, 2017</td>
</tr>
<tr>
<td>Open Registration</td>
<td>Monday, April 24 – August 7</td>
</tr>
<tr>
<td>Priority Deadline for Fall 2017 Financial Aid</td>
<td>Wednesday, March 1</td>
</tr>
<tr>
<td>Payment of tuition/fees deadline</td>
<td>Monday, August 7</td>
</tr>
<tr>
<td>Extended Hours for Advising, Registration and Placement Testing</td>
<td>Monday, August 14 – Saturday, August 19</td>
</tr>
<tr>
<td>New FT Faculty Orientation</td>
<td>Tuesday, August 15</td>
</tr>
<tr>
<td>Academic Year Begins</td>
<td>Wednesday, August 16</td>
</tr>
<tr>
<td>Full Time Faculty Return</td>
<td>Wednesday, August 16</td>
</tr>
<tr>
<td>Faculty Days (College Open)</td>
<td>Wednesday, August 16 – Friday, August 18</td>
</tr>
<tr>
<td>PDCCC All College Meeting and In-Service</td>
<td>Wednesday, August 16</td>
</tr>
<tr>
<td>Advisory Committee Meetings</td>
<td>Wednesday, August 16</td>
</tr>
<tr>
<td>Adjunct Faculty Orientation</td>
<td>Thursday, August 17</td>
</tr>
<tr>
<td>New Student Orientation</td>
<td>Friday, August 18</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>Monday, August 21</td>
</tr>
<tr>
<td>Labor Day Holiday, College Closed, No Classes</td>
<td>Monday, September 4</td>
</tr>
<tr>
<td>Application for December 2017 Graduation due*</td>
<td>Saturday, October 7, 2017</td>
</tr>
<tr>
<td>Tuesday before Thanksgiving, no classes, college open, Faculty Day</td>
<td>Tuesday, November 21</td>
</tr>
<tr>
<td>Wednesday before Thanksgiving, no classes, college open until noon, Faculty Day</td>
<td>Wednesday, November 22</td>
</tr>
<tr>
<td>Thanksgiving Break, No Classes, College Closed</td>
<td>Thursday, November 23 – Sunday, November 26</td>
</tr>
<tr>
<td>Faculty Days, No Classes, College Open regular business hours Monday – Thursday, closes at noon on Friday.</td>
<td>Monday, December 18 – Friday, December 22</td>
</tr>
<tr>
<td>Holiday, No Classes, College Closed</td>
<td>Saturday, December 23 – Monday, January 1</td>
</tr>
<tr>
<td>College Reopens</td>
<td>Tuesday, January 2, 2018</td>
</tr>
</tbody>
</table>

*PDCCC confers degrees and certificates in December, May, and August. The College holds one Commencement Ceremony in May.

16-Week Session (August 21 – December 16)
Includes Exams
112 days (11 in August; 30 in September, 31 in October; 24 in November, and 16 in December, excludes 6 days for Thanksgiving; 9 in December)
8W1: August 21 – October 16, includes exams, 56 days
8W2: October 17 – December 16, includes exams, 55 days
5W1: August 21 – September 25, includes exams, 36 days
5W2: October 2 – November 4, includes exams, 34 days
5W3: November 7 – December 16, includes exams, 34 days

8-Week and 5-Week Sessions (Exams Included)

<table>
<thead>
<tr>
<th>Classes Begin</th>
<th>8W1</th>
<th>8W2</th>
<th>5W1</th>
<th>5W2</th>
<th>5W3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last Day to Drop for a Refund</td>
<td>Tues 8/29</td>
<td>Wed 10/25</td>
<td>Fri 8/25</td>
<td>Fri 10/6</td>
<td>Mon 11/13</td>
</tr>
<tr>
<td>Last Day to Drop with a Grade of “W”</td>
<td>Fri 9/23</td>
<td>Fri 11/18</td>
<td>Sun 9/10</td>
<td>Sat 10/21</td>
<td>Sat 12/2</td>
</tr>
<tr>
<td>Classes End</td>
<td>Mon 10/9</td>
<td>Sat 12/9</td>
<td>Mon 9/25</td>
<td>Sat 11/4</td>
<td>Sat 12/16</td>
</tr>
<tr>
<td>Exams</td>
<td>10/10 – 10/16</td>
<td>12/11 – 12/16</td>
<td>Last Class</td>
<td>Last Class</td>
<td>Last Class</td>
</tr>
<tr>
<td>Grades Due</td>
<td>Wed 10/18</td>
<td>Tues 12/19</td>
<td>Wed 9/27</td>
<td>Mon 11/6</td>
<td>Tues 12/19</td>
</tr>
</tbody>
</table>

Spring Term 2018

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority Deadline for Spring 2018 Financial Aid</td>
<td>Sunday, October 1, 2017</td>
</tr>
<tr>
<td>Priority Registration for Current Students For Spring 2018 Begins</td>
<td>Monday, October 23 – October 29, 2017</td>
</tr>
<tr>
<td>Advising Week</td>
<td>Monday, October 23 – Friday, October 27</td>
</tr>
<tr>
<td>Open Registration Begins</td>
<td>Monday, October 30, 2017</td>
</tr>
<tr>
<td>Full Time Faculty Return</td>
<td>Tuesday, January 2, 2018</td>
</tr>
<tr>
<td>Advisory Committee Meeting</td>
<td>Tuesday, January 2</td>
</tr>
<tr>
<td>Extended Hours for Advising, Registration and Placement Testing</td>
<td>Tuesday, January 2 – Saturday, January 6</td>
</tr>
<tr>
<td>Payment of Tuition/Fees Deadline</td>
<td>Wednesday, January 3</td>
</tr>
<tr>
<td>All-College Meeting and In-Service</td>
<td>Wednesday, January 3</td>
</tr>
<tr>
<td>Adjunct Faculty Orientation</td>
<td>Thursday, January 4</td>
</tr>
<tr>
<td>New Student Orientation</td>
<td>Friday, January 5</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>Monday, January 8</td>
</tr>
<tr>
<td>MLK Holiday College Closed, No Classes</td>
<td>Monday, January 15</td>
</tr>
<tr>
<td>All applications for May 2018 graduation due*</td>
<td>Wednesday, March 7</td>
</tr>
<tr>
<td>Spring Break</td>
<td>Monday, March 5 – Sunday, March 11</td>
</tr>
<tr>
<td>Commencement</td>
<td>Friday, May 11</td>
</tr>
</tbody>
</table>

*PDCCC confers degrees and certificates in December, May, and August. The College holds one Commencement Ceremony in May.
16 Week Session: January 8 to May 7
Includes exams
111 days (24 days in January, excludes MLK day; 28 days in February; 22 days in March, excludes 9 days for spring break; 30 days in April, and 7 days in May.)

16-Week Session

<table>
<thead>
<tr>
<th></th>
<th>Monday, January 8, 2018</th>
<th>Friday, January 12</th>
<th>Thursday, January 25</th>
<th>Friday, March 23</th>
<th>Monday, April 30</th>
<th>Tuesday, May 1 - Monday, May 7</th>
<th>Tuesday, May 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes Begin</td>
<td>Mon 1/8</td>
<td>Mon 3/12</td>
<td>Mon 1/8</td>
<td>Wed 2/14</td>
<td>Mon 4/2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last Day to Add/Change Classes</td>
<td>Wed 1/10</td>
<td>Wed 3/14</td>
<td>Wed 1/10</td>
<td>Fri 2/16</td>
<td>Wed 4/4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last Day to Drop for a Refund</td>
<td>Tues 1/16</td>
<td>Tues 3/20</td>
<td>Fri 1/12</td>
<td>Sun 2/18</td>
<td>Fri 4/6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last Day to Drop with a Grade of “W”</td>
<td>Fri 2/9</td>
<td>Fri 4/13</td>
<td>Sun 1/28</td>
<td>Tues 3/13</td>
<td>Sun 4/22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classes End</td>
<td>Mon 2/26</td>
<td>Sat 4/28</td>
<td>Mon 2/12</td>
<td>Tues 3/27</td>
<td>Mon 5/7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exams</td>
<td>Tues 2/27 – Sat 3/3</td>
<td>Sun 4/29 – Sat 5/5</td>
<td>Last class</td>
<td>Last class</td>
<td>Last class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades Due</td>
<td>Wed 3/7</td>
<td>Tues 5/8</td>
<td>Tues 2/13</td>
<td>Wed 3/28</td>
<td>Tues 5/8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8W1: January 8 – March 3, includes exams, 54 days
8W2: March 12 – May 5, includes exams, 55 days
5W1: January 8 – February 12, includes exams, 36 days
5W2: February 14 – March 27, includes exams, 33 days
5W3: April 2 – May 7, includes exams, 36 days

8-Week and 5-Week Sessions
**Summer Term 2018**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority Registration for Current Students For Summer and Fall 2018 Begins</td>
<td>Monday, February 26, 2018</td>
</tr>
<tr>
<td>Advising Week</td>
<td>Monday, February 26 - Friday, March 2</td>
</tr>
<tr>
<td>Open Registration Begins</td>
<td>Monday, March 5, 2018</td>
</tr>
<tr>
<td>Priority Deadline for Summer 2018 Financial Aid</td>
<td>Sunday, April 1, 2018</td>
</tr>
<tr>
<td>Payment of tuition/Fees Deadline</td>
<td>Monday, May 14</td>
</tr>
<tr>
<td>Extended Hours for Advising, Registration and Placement Testing</td>
<td>Tuesday, May 15 - Saturday, May 19</td>
</tr>
<tr>
<td>Memorial Day (College Closed, No Classes)</td>
<td>Monday, May 28</td>
</tr>
<tr>
<td>Summer Graduation Application Deadline*</td>
<td>Thursday, June 7</td>
</tr>
<tr>
<td>Independence Day (College Closed, No Classes)</td>
<td>Wed, July 4</td>
</tr>
</tbody>
</table>

**10 Week Session, May 21 – August 1, includes exams, 73 days**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes Begin</td>
<td>Monday, May 21</td>
</tr>
<tr>
<td>Last day to Add/Change Classes</td>
<td>Wednesday, May 23</td>
</tr>
<tr>
<td>Last Day to Drop for a Refund</td>
<td>Tuesday, May 29</td>
</tr>
<tr>
<td>Last Day to Drop with a Grade of “W”</td>
<td>Monday, July 2</td>
</tr>
<tr>
<td>Classes End</td>
<td>Wednesday, July 25</td>
</tr>
<tr>
<td>Exams</td>
<td>Thursday, July 26 – Wednesday, August 1</td>
</tr>
<tr>
<td>Grades Due</td>
<td>Thursday, August 2</td>
</tr>
</tbody>
</table>

*PDCCC confers degrees and certificates in December, May, and August. The College holds one Commencement Ceremony in May.*

**5-Week 1 Session, May 21 – June 25, includes exams, 36 days**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes Begin</td>
<td>Monday, May 21</td>
</tr>
<tr>
<td>Last Day to Add/Change Classes</td>
<td>Wednesday, May 23</td>
</tr>
<tr>
<td>Last Day to Drop for a Refund</td>
<td>Friday, May 25</td>
</tr>
<tr>
<td>Last Day to Drop with a Grade of “W”</td>
<td>Sunday, June 10</td>
</tr>
<tr>
<td>Classes End</td>
<td>Monday, June 18</td>
</tr>
<tr>
<td>Exams</td>
<td>Tuesday, June 19 – Monday, June 25</td>
</tr>
<tr>
<td>Grades Due</td>
<td>Wednesday, June 27</td>
</tr>
</tbody>
</table>

**5-Week 2 Session, June 26 – August 1, includes exams, 38 days**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes Begin</td>
<td>Tuesday, June 26</td>
</tr>
<tr>
<td>Last Day to Add/Change Classes</td>
<td>Thursday, June 28</td>
</tr>
<tr>
<td>Last Day to Drop for a Refund</td>
<td>Monday, July 2</td>
</tr>
<tr>
<td>Last Day to Drop with a Grade of “W”</td>
<td>Monday, July 16</td>
</tr>
<tr>
<td>Classes End</td>
<td>Wednesday, July 25</td>
</tr>
<tr>
<td>Exams</td>
<td>Thursday, July 26 – Wednesday, August 1</td>
</tr>
<tr>
<td>Grades Due</td>
<td>Thursday, August 2</td>
</tr>
</tbody>
</table>
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 and Suffolk (south of Routes 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 and funds raised by the PDCCC Foundation. 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 associate of applied science degrees, certificates, and career studies certificates and are designed to prepare individuals for certain business or technical professions. Its other programs—including developmental courses, and special training for industry and community service—are offered to meet the needs and interests of individuals, groups and the community.

The College is comprised of two campuses (one in rural Franklin and the other 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.

The College is operated on a year-round basis using the semester system. The availability of college credit courses in the evening, weekends, and online allows the students who work to coordinate college activities with employment.

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), Dr. Douglas W. Boyce (2002), Dr. Paul Wm. Conco (2010), Dr. William C. Aiken (interim, 2015), and Dr. Daniel Lufkin (2016). 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.

**Vision**

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.

**Mission**

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

The College operationalizes this mission by providing...

- 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 life-long learning opportunities.
- Students with the skills and values needed 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**

PDCCC is 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.

Governance
PDCCC and the other 22 colleges in the Virginia Community College System (VCCS) are governed by a 15 member State Board for Community Colleges, which is responsible for assuring funding and quality programs are available for all sections of the state. The VCCS Chancellor is the legally appointed head of the VCCS. The President of each College serves as its Chief Executive Officer. Each College also has a Local College Board to represent the region served by each college.

2017 State Board for Community College
Virginia Community College System

James Cuthbertson, Chair  David E. Broder  Susan Tinsley Gooden
Eleanor Saslaw, Vice Chair  Benita Thompson Byas  William C. Hall Jr.
Carolyn Berkowitz  Darren Connor  Joseph Smiddy, M.D.
Nathaniel Bishop  Idalia Fernandez  Senator Walter Stosch
Thomas Brewster  Douglas M. Garcia  Robin Sullenberger

Chancellor
Virginia Community College System
Glenn Dubois, Ph.D.

2017 Paul D. Camp Community College
Local Board

June Fleming, Chair  Asa Johnson  Kisha P. Watford
City of Franklin  City of Franklin  Southampton County

Kermit Hobbs, Chair-Elect  Lynn Jones  Syretha Wright
City of Suffolk  Isle of Wight County  Southampton County

Dr. Daniel Lufkin  Philip H. Page, Jr.  Dr. Davida M. Harrell-Williams
PDCCC President  City of Franklin  City of Suffolk
Secretary to the Board

Richard Brooks  Patricia Sowell  Dr. Charles Sanders
City of Suffolk  Isle of Wight County  City of Suffolk

Roderick Hallum  P. E. James R. Strozier
Isle of Wight County  Southampton County

10
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 of Applied Science and Associate of Arts and Sciences; certificates, and career studies certificates in selected occupational-technical areas. The College’s program offerings include:

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.

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** is that portion of the collegiate experience that addresses the knowledge, skills, attitudes, and values characteristic of educated persons. It is unbounded by disciplines and honors the connections among bodies of knowledge. Required areas of general education for PDCCC degree-seeking students include: communication, critical thinking, cultural and social understanding, information literacy, personal development, quantitative reasoning, and scientific reasoning.

**Continuing adult education** 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** is provided where specific employment opportunities are available for new or expanding industry. Special training programs are coordinated with Virginia’s economic expansion efforts and with the needs of employers.

**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.

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 is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award Associate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404.679.4500 for questions about the accreditation of Paul D. Camp Community College.

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. Institutional membership is maintained in the American Association of Community Colleges. Most 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.

In addition, certain programs of the college are approved by the appropriate state agency. PDCCC’s Nursing associate degree program (2012), Practical Nursing certificate program (2014), and Nurse Aid career studies certificate program (2014) are approved by the Virginia Board of Nursing. PDCCC’s Pharmacy Technician career studies certificate program is approved by the Virginia Board of Pharmacy (2013). Emergency Medical Technician is approved by the Virginia Office of EMS and the EMS-Intermediate program is accredited by the Virginia Office of EMS. The ADN program is in the formal candidacy process with the Accreditation Commission for Education in Nursing.
STEPS TO ADMISSION - OVERVIEW

✓ APPLY FOR ADMISSION
  o Complete an application online at [http://apply.vccs.edu](http://apply.vccs.edu) or pick up an application from the Office of Admissions. There is no application fee.

✓ APPLY FOR FINANCIAL AID
  o Complete and submit the Free Application for Federal Student Aid (FAFSA) at [www.fafsa.gov](http://www.fafsa.gov).
    Paul D. Camp Community College’s school code is 009159.

✓ SCHEDULE A PLACEMENT TEST if you meet any of the following criteria:
  o You graduated high school less than 5 years ago and do not have at least a 2.7 high school GPA;
  o You have been out of high school for more than 5 years and have never taken college level English or Math;
  o You do not have a qualifying SAT or ACT score (see counselor/advisor for requirements);
  o You do not have qualifying GED Math/English score (see counselor/advisor for requirements);
  o You completed developmental coursework more than 5 years ago.

✓ ORDER TRANSCRIPTS and/or Score Reports (if applicable)
  o Order official high school transcripts and transcripts from any other colleges/universities attended and send to PDCCC, 100 N. College Drive, Franklin, VA 23851.
  o Provide official SAT, ACT, or GED scores to Office of Admissions.
  o Any transferrable credit will be evaluated and posted to your PDCCC academic record.

✓ MEET WITH A COUNSELOR OR ADVISOR
  o A counselor or advisor will discuss your test results and any other entrance requirements (bring your high school transcript) and provide assistance with course scheduling and setting up your first semester courses. Register for classes in person or online at MyPDCCC.

✓ PAY FOR YOUR CLASSES (PDCCC is very affordable!)
  o Pay tuition and fees by the deadline. Pay in person at the Cashier’s Office on Franklin or Suffolk Campus. Pay by credit card (Visa or MasterCard) online through MyPDCCC.

✓ ATTEND NEW STUDENT ORIENTATION
  o New Student Orientation takes place on Franklin and Suffolk Campuses in January and August.
  o Obtain your student identification card and memorize your student ID number.
General Admission to the College

Individuals are eligible for admission to PDCCC if they are high school graduates or the equivalent, or if they are eighteen years of age or older and able to benefit academically from study at the College, as demonstrated by assessment in reading, writing, and mathematics. Minimum scores are noted in the chart below:

<table>
<thead>
<tr>
<th></th>
<th>VPT</th>
<th>Compass</th>
<th>Asset</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading ENF 1</td>
<td>62</td>
<td></td>
<td>35</td>
</tr>
<tr>
<td>Writing ENF 1</td>
<td>32</td>
<td></td>
<td>35</td>
</tr>
<tr>
<td>Math MTE 1</td>
<td>25</td>
<td></td>
<td>33</td>
</tr>
</tbody>
</table>

Exceptions to this policy may be made by the college president only for documented reasons. PDCCC reserves the right to evaluate and document special cases and to refuse or revoke admission if it is determined that the applicant or student poses a threat, is a potential danger, is significantly disruptive to the College community, or if such refusal or revocation is considered to be in the best interest of the College. PDCCC also reserves the right to refuse admission for applicants that have been expelled or suspended from, or determined to be a threat, potential danger or significantly disruptive by, another college.

Individuals may be admitted to PDCCC as a curricular or non-curricular Student.

For all curricular students, the following items are required:

a) Completed official application for admission with social security number requested.
b) Official transcripts from all high schools, colleges, and universities attended. Graduates who complete secondary school in a home school setting must provide a graduation date and documentation of coursework.
c) Additional information as stated by PDCCC for admission to specific programs or curricula.

For all non-curricular students, a completed official application for admission is required with social security number requested. Non-curricular students must satisfy all required course pre-requisites or placement testing requirements before enrolling in specific college-level courses.

Admission of High School and Home School Students

Although high school and home school students are not normally qualified for general admission, PDCCC offers admission to those students who meet additional criteria. Dual enrollment is restricted to high school juniors and seniors and home school students studying at the high school junior or senior levels. Home school students must also provide a copy of a home school agreement approved by the school.
district or a letter from the local school board or a copy of the letter filed by the parent/legal guardian declaring home school for religious exemption. Documentation of parental permission is required for all dual enrollment students.

Because admitting freshmen and sophomores is considered exceptional, the college ready status of each prospective freshman and sophomore student will be treated on a case-by-case basis. Formal approval by the college president is required for admitting freshmen or sophomores.

All students admitted under this section must demonstrate readiness for college by meeting the admissions criteria specified below.

Students enrolling in a dual enrollment course must meet all course pre-requisites.

PDCCC does not enroll public or private high school students or homeschooled students in developmental courses.

**Dual Enrollment**

Dual Enrollment with Paul D. Camp Community College gives high school students the opportunity to take college courses in their own high school, at a PDCCC campus or center, or with PDCCC online. While students work toward high school graduation, they also earn college credits. Through agreements established with each local school system, students can even complete a general education certificate, general studies degree, or other credential at the same time they graduate from high school.

Dual enrollment has many benefits, both academic and financial. Through Dual Enrollment...

- Students get early exposure to the academic rigors of college level coursework.
- Students can lessen the time and money needed to earn a college degree or certificate.
- Families receive significant college tuition savings on college courses taken at the high school. Earning an associate degree through dual enrollment can save up to $26,000 per year in college tuition, fees, and other expenses.
- Qualified students can receive financial assistance toward the net cost of tuition.
- Students earn college credits applicable to programs of study at PDCCC.
- Students can earn transferable college credits applicable toward transfer and guaranteed admissions to four-year colleges and universities.

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.

Specific course, program, and GPA requirements for transfer vary by academic institution. Students should carefully research the transfer requirements for the four-year colleges and universities to which they wish to apply. Transferability of courses is established by each institution and students completing associate degrees concurrent with high school graduation should check the guaranteed admission agreements on the Virginia Wizard [www.vawizard.org](http://www.vawizard.org). Utilize the “transfer” tab on the VA Wizard web site to see transfer agreements, Guaranteed Admission agreements, Transfer Planner and Transfer Grant information.

**Admission to Transfer Courses**

Transfer courses, sometimes referred to as general education courses — those such as English, math, history, science, and social science — are designed to transfer to four-year colleges and universities as part of the General Education Certificate or Associate of Arts and Science Degree programs. In order to take any Dual Enrollment transfer course, a student must meet the Admission Criteria for Transfer Courses in Reading, Writing, and Mathematics. (Placement in specific math courses is determined by results on the VPT-Math.)

**Admission to Career and Technical Education (CTE) Courses**

Career and Technical Education courses — those such as welding, fire science, and industrial maintenance — are designed to prepare students for employment as part of Associate of Applied Science Degrees, Certificates, and Career Studies Certificates. In order to take any Dual Enrollment CTE courses, a student must meet the Admission Criteria for CTE Courses in Reading, Writing, and Mathematics. Required scores for CTE courses are lower than cutoff scores for Transfer courses.

**Testing Requirements for Dual Enrolled Students**

The Virginia Placement Test is offered by PDCCC free of charge to all prospective Dual Enrollment students. If students wish to use PSAT, SAT or other scores for dual enrollment placement, official documentation of test results must be provided to the college.

After completing an application for admission, students can demonstrate college readiness by scoring at or above specified levels on the Virginia Placement Test (VPT) used by VCCS colleges, the PSAT, SAT, ACT, Compass and Asset assessments, and SOL (for math only). Students must also meet any course-specific prerequisites.
### Admission Criteria for Transfer Courses

<table>
<thead>
<tr>
<th></th>
<th>Virginia Placement Test (VPT)</th>
<th>Compass</th>
<th>Asset</th>
<th>PSAT</th>
<th>SAT</th>
<th>ACT</th>
<th>SOL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English/ Writing</strong></td>
<td>ENG 111</td>
<td>76</td>
<td>43</td>
<td>N/A</td>
<td>N/A</td>
<td>18</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>ENG 111</td>
<td>81</td>
<td>42</td>
<td>N/A</td>
<td>N/A</td>
<td>18</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Writing/Reading</strong></td>
<td>ENG 111</td>
<td>N/A</td>
<td>N/A</td>
<td>390</td>
<td>480</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>MTE 1</td>
<td>25</td>
<td>33</td>
<td>500</td>
<td>530</td>
<td>22</td>
<td>Algebra I - Pass</td>
</tr>
</tbody>
</table>

### Admission Criteria for CTE Courses

<table>
<thead>
<tr>
<th></th>
<th>Virginia Placement Test (VPT)</th>
<th>Compass</th>
<th>Asset</th>
<th>PSAT</th>
<th>SAT</th>
<th>ACT</th>
<th>SOL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English/ Writing</strong></td>
<td>ENF 1</td>
<td>32</td>
<td>35</td>
<td>N/A</td>
<td>N/A</td>
<td>18</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>ENF 1</td>
<td>62</td>
<td>35</td>
<td>N/A</td>
<td>N/A</td>
<td>18</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Writing/Reading</strong></td>
<td>ENF 1</td>
<td>N/A</td>
<td>N/A</td>
<td>390</td>
<td>480</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>MTE 1</td>
<td>25</td>
<td>33</td>
<td>500</td>
<td>530</td>
<td>22</td>
<td>Algebra I - Pass</td>
</tr>
</tbody>
</table>

### Validated Credits

An alternative method to dual-enrollment for conferring community college credits for high school Career and Technical Education 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.
Admission of International Students
Paul D. Camp Community College is not certified at this time to accept International students.

Admission of Transfer Students
Normally, transfer students who are eligible for re-entrance at the last college of attendance are also eligible for admission to PDCCC. Transfer students who are ineligible to return to a particular curriculum in a previous college generally may not be allowed to enroll in the same curriculum at PDCCC until one semester elapses or until an approved preparatory program at the college is completed. Eligibility is determined on a case by case basis, and the College can impose special conditions for the admittance of such students. Students transferring from another college should consult the Admissions Office for an assessment of credits to determine their standing before registering for classes. Generally, no credit is given for courses with grades lower than “C”. Transfer students may be advised to repeat courses if it would clearly be advantageous to their curriculum advancement. Any VCCS course in which a student received a grade of “C” or better (excluding general usage courses) will transfer as the same course 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.

When enrollments must be limited for any curriculum, priority shall be given to all qualified applicants who are residents of the political subdivisions supporting the College and to Virginia residents not having access to a given program at their local community college, provided such students apply for admission to the program prior to registration or by a deadline established by the college. In addition, residents of localities with which the college has clinical-site or other agreements may receive equal consideration for admission.

Admission of Convicted Sexual Offenders
Section 23-2.2:1 of the Code of Virginia requires the Virginia Community College System (VCCS), and all other institutions of higher education in the Commonwealth, to forward enrollment information to the Virginia State Police. This information is obtained electronically and compared against the Virginia Criminal Information Network and National Crime Information Center Convicted Sexual Offender Registry.
File. Language contained on the community college web application informs applicants that their personal
information is being transmitted to the Virginia State Police. In the event that an applicant to Paul D. Camp
Community College is determined to be on the Sex Offender Registry, the following procedures apply:

I. An individual can be a new student or current student. Current students who are identified
after enrollment for the semester will be permitted to attend classes unless they are identified
as a threat to the college community by the College’s Threat Assessment Team.

II. An applicant prior to enrollment will be sent a letter to the student’s mailing address on file
that states, “Due to your status as a sex offender listed on the National Crime Information
Center Convicted Sexual Offender Registry your admission to Paul D. Camp Community
College must be reviewed by the committee members of the College’s Threat Assessment
Team. You may be required to meet with the Threat Assessment Team.”

III. The applicant must submit a written response to the request within seven (7) working days of
the date of the letter to the committee. If the applicant does not respond within the 7 day
request, he/she will be denied continuing admissions status and administratively withdrawn
from courses if necessary.

IV. The applicant will be requested to provide the following information to the committee:
   a. Disclosure of the nature of the offense for which he/she has been convicted.
   b. Justification for admission or continuing admission
   c. c. Any other information the applicant believes would be helpful to the Threat
      Assessment Team (hereinafter, committee).

V. The information sought will be the same that will allow an offender to be removed from the
registry. Those include nature and number of offense(s), date of last offense, length of time
from the last offense, treatment and/or counseling sought, and restitution completed, if
applicable. The committee will determine whether the applicant or student poses a threat, is
a potential danger, is significantly disruptive to the college community, or whether such
refusal or revocation is considered to be in the best interest of a college.

VI. The committee will make a decision to approve or continue admission by a majority vote
within (5) working days of receiving the letter.

VII. The Dean of Student Services will inform the applicant or student by letter of the decision of
the committee. If admission to the College be denied or discontinued because the applicant
or student poses a threat to the health and safety to others, a service indicator will be placed
on the student’s record by the Dean of Student Services or designee. A service indicator may
result in a denial of admission to any other community college or institution of higher
education.

VIII. The applicant may appeal the decision of the committee by letter to the College President
within five (5) working days of the date of the committee decision letter.

IX. The College President will review all documents provided by the committee and the applicant
and make a decision within five (5) working days from the date of the appeal letter. The
decision of the College President will be final.
X. Under the Family Educational Rights and Privacy Act (FERPA), a student has the right to inspect and review their education records and may request that the college amend his or her student record if the student believes that information contained in the record is inaccurate, misleading, or in violation of the privacy rights of the student.

Federal Campus Prevention Act
The federal Campus Sex Crimes Prevention Act was enacted on October 28, 2000. The Law requires institutions of higher education to issue a statement advising the campus community where law enforcement information provided by a State concerning registered sex offenders may be obtained. It also requires sex offenders already required to register in a State to provide notice of each institution of higher education in that State at which the person is employed, carries on a vocation, or is a student. In the Commonwealth of Virginia convicted sex offenders must register with the Sex Offender and Crimes Against Minors Registry maintained by the Virginia Department of State Police. Information concerning offenders registered may be disclosed to any person requesting information on specific individuals in accordance with the law.

The Sex Offender and Crimes Against Minors Registry Link
The Sex Offender and Crimes Against Minors Registry is managed by the Virginia State Police. See link below for additional information:

http://sex-offender.vsp.virginia.gov/sor/

PLACEMENT INTO COURSES AND PROGRAMS

Paul D. Camp Community College offers VCCS approved placement strategies that provide consistent and reliable results for students applying to enroll in associate degree, diploma, and certificate programs and in courses that require a reading, writing, or math prerequisite. Students enrolling in Career Studies Certificate programs may be waived from placement, unless a course in the program requires a reading, writing, or math prerequisite. The following Career Studies Certificates DO NOT require a placement test for entry into the courses/program. For all other Career Studies Certificates, placement testing is required.

- Building Maintenance (221-903-11)
- Heating, Ventilation, and Air Conditioning (HVAC) (221-903-10)
- General Welding (221-995-01)
- Professional Welder-Pipe (221-995-79)
- Professional Welder-Plate (221-995-77)
- Professional Welder-Fabricator (221-995-78)
- EMT- Basic (221-146-01)
- EMT-Advanced (221-146-08)
- EMT-Intermediate (221-146-03)
- Logistics Management (221-370-01)
- Warehouse & Distribution (221-212-30)
- Medication Aide*
  *Not a CSC, but comprised of courses that prepare students to test for a credential.
Assessment is offered through placement testing and other approved measures. VCCS policies, guidelines, and procedures are followed when assessing students.

Dual enrolled high school students who enroll in programs or courses must meet the admissions criteria specified for admission to the dual enrollment program and any applicable course prerequisites.

In determining students’ readiness for college-level English and math courses, PDCCC uses the following means and measures:

1. Any student who has earned an associate degree or higher or who has earned a C or better in college-level courses in math and/or English at a regionally accredited institution will be exempt from placement testing provided they meet the prerequisites for the respective courses in their chosen program of study.

2. Any student who has successfully completed developmental courses at a VCCS institution will be exempt from placement testing in those areas.

3. Any student who has successfully completed developmental courses at a non-VCCS institution will have their coursework evaluated for placement.

4. A student may submit a high school/home school transcript or an approved test score for placement evaluation. Placement will be based on the tables below. Seniors who have not yet graduated may submit a transcript as of the completion of the first semester of the senior year to determine readiness for placement into college-level courses for the purpose of early admission.

5. Any student who is not placed by the above criteria will take the Virginia Placement Test, or ESL-specific test, as appropriate. Students have the option to take the Virginia Placement Test in order to improve their placement standing after other measures are considered. Such placement test scores will not be used to place a student in a lower English or math course than indicated by other criteria, unless the student desires a lower placement.

Measures for Math Placement
Math placement will be determined using one of the following measures.

<table>
<thead>
<tr>
<th>Math Placement Measures#</th>
<th>HSGPA or Score Range</th>
<th>Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSGPA and Algebra II and One Algebra Intensive Course*</td>
<td>3.0 or higher</td>
<td>MTE 1-9 Satisfied</td>
</tr>
<tr>
<td>*Algebra Intensive Courses above Algebra II: Trigonometry, Math Analysis, Pre-Calculus, Calculus, Algebra III.</td>
<td>2.7-2.9</td>
<td>MTE 1-9 Co-Requisite Eligible</td>
</tr>
<tr>
<td>HSGPA and Algebra II</td>
<td>3.0 or higher</td>
<td>MTE 1-5 Satisfied</td>
</tr>
<tr>
<td></td>
<td>2.7-2.9</td>
<td>MTE 1-5 Co-Requisite Eligible</td>
</tr>
<tr>
<td>HSGPA and Algebra I</td>
<td>3.0 or higher</td>
<td>MTE 1-3 Satisfied</td>
</tr>
<tr>
<td>SAT – Math</td>
<td>2.7-2.9</td>
<td>MTE 1-3 Co-Requisite Eligible</td>
</tr>
<tr>
<td>---------------------</td>
<td>----------</td>
<td>------------------------------</td>
</tr>
<tr>
<td></td>
<td>530 or above</td>
<td>MTE 1-9 Satisfied</td>
</tr>
<tr>
<td></td>
<td>510-520 range</td>
<td>MTE 1-5 Satisfied</td>
</tr>
<tr>
<td>ACT – Subject Area Test Math</td>
<td>22 or above</td>
<td>MTE 1-9 Satisfied</td>
</tr>
<tr>
<td></td>
<td>19-21 range</td>
<td>MTE 1-5 Satisfied</td>
</tr>
<tr>
<td>GED – Math</td>
<td>165 or above</td>
<td>MTE 1-5 Satisfied</td>
</tr>
<tr>
<td></td>
<td>155-165 range</td>
<td>MTE 1-3 Satisfied</td>
</tr>
</tbody>
</table>

# = Students may complete the VPT – Calculus for placement into Pre-Calculus II, Calculus, and 200-level Statistics. Placement directly into Pre-Calculus II, Calculus, and 200-level Statistics based on HSGPA and highest level courses taken will be at the discretion of each college.

High school GPA (HSGPA) is valid for five (5) years after the date of high school graduation. SAT, ACT and GED Test scores are valid for five (5) years after the date of the test. Virginia Placement Test-Math scores are valid for five (5) years after the date of the test. Previously taken developmental courses will be valid for five (5) years after term taken.

Students who take the Virginia Placement Test - Math and who do not enroll in developmental math are allowed to take one (1) retest within twelve (12) months. Students who attempt a developmental mathematics course will be ineligible for a retest. Exceptions to this retest policy may be made on a case-by-case basis in accordance with established college procedures.

Measures for English Placement
English placement will be determined using one of the following measures.

<table>
<thead>
<tr>
<th>HSGPA</th>
<th>HSGPA or Score Range</th>
<th>Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSGPA</td>
<td>3.0 or higher</td>
<td>ENG 111</td>
</tr>
<tr>
<td></td>
<td>2.7-2.9</td>
<td>ENF3/ENG 111</td>
</tr>
<tr>
<td>SAT-ERW (Evidence-Based Reading and Writing)</td>
<td>480 or above</td>
<td>ENG 111</td>
</tr>
<tr>
<td></td>
<td>460-470 range</td>
<td>ENF3/ENG 111</td>
</tr>
<tr>
<td>ACT-Subject Area Tests English and Reading</td>
<td>18 or above</td>
<td>ENG 111</td>
</tr>
<tr>
<td></td>
<td>15-17 range</td>
<td>ENF3/ENG 111</td>
</tr>
<tr>
<td>GED-English</td>
<td>165 or above</td>
<td>ENG 111</td>
</tr>
</tbody>
</table>

High school GPA (HSGPA) is valid for five (5) years after the date of high school graduation. SAT, ACT and GED Test scores are valid for five (5) years after the date of the test. Virginia Placement Test-English scores are valid for five (5) years after the date of the test. Previously taken developmental courses will be valid for five (5) years after term taken.

Students who take the Virginia Placement Test - English and who do not enroll in developmental English are allowed to take one (1) retest within twelve (12) months. Students who attempt a developmental
English course will be ineligible for a retest. Exceptions to this retest policy may be made on a case-by-case basis in accordance with established college procedures.

Practice Materials for Virginia Placement Test
Future students who sign up for the Virginia Placement Test are encouraged to review practice materials on the Placement Test page on the PDC website at http://www.pdc.edu/admissions/placement-testing/
In addition to practice resources, a practice test is available for the future student’s preparation. Hard copies of practice materials can also be obtained from the Admissions Office at the Franklin and Suffolk campus and Smithfield Center sites.

Placement Testing Reciprocity
Students who intend to enroll in courses at one VCCS institution may take the Virginia Placement Test at other VCCS institutions at no cost to the student. In addition, the home institution shall accept the placement test scores from other VCCS institutions in compliance with the timelines outlined in VCCS policy.

CREDIT FOR PRIOR LEARNING

Paul D. Camp Community College awards credit and advanced placement for prior learning based upon:
- 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);
- faculty assessment of locally developed examinations (credit by exam);
- locally developed articulation agreements with area public school divisions and colleges and universities; and
- articulation agreements with state agencies.

Course Acceptance Policy
The administrator (lead faculty 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 administers regarding the proper course of action. 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.

Students who have kept their educational training current through their job activities may have their coursework given special consideration for acceptance. A student who wishes to challenge the decision
regarding the non-acceptance of their course work may do so by demonstrating their competencies in an appropriate manner to the administrator or appropriate faculty member.

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 currency and relevance. 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.

**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 Division Dean’s office. Examinations are given by instructors designated by the dean. The 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 appropriate dean for approval or disapproval. A grade of “B” or better is required for credit to be awarded. Students receiving financial aid may not use these funds to pay for a test. Financial aid funds can only be used to pay for a course a student attends. You must notify the Financial Aid Office if you plan to test out of a subject for which you will receive course credit.

**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 50 or higher on specific subject area tests in the five liberal arts areas of Business, Composition & Literature, History & Social Sciences, Science and Mathematics, and World Languages.

Any individual wishing to take a CLEP examination is advised to take it at Tidewater Community College (TCC), and send the official results to Paul D. Camp Community College, ATTN: Registrar, Office of Admissions, 100 N. College Drive, Franklin, Virginia 23851. TCC gives the test on a regular basis. There is a fee for each CLEP examination taken.

Following is a list of the CLEP examinations and the course equivalents for which PDCCC grants credit. For further information, contact CLEP, P.O. Box 6600, Princeton, New Jersey 08451, telephone 800-257-9558, Email: clep@info.collegeboard.org.
# Course Equivalences for CLEP Examinations

<table>
<thead>
<tr>
<th>CLEP Examination</th>
<th>PDCCC Equivalent Course</th>
<th>Required Score</th>
<th>Credit Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Business</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial Accounting</td>
<td>ACC 211</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>Information Systems &amp; Computer</td>
<td>ITE 101</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>Introductory Business Law</td>
<td>BUS 241</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Management</td>
<td>BUS 200</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Marketing</td>
<td>MKT 100</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td><strong>Composition &amp; Literature</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Literature</td>
<td>ENG 241-242</td>
<td>50</td>
<td>6</td>
</tr>
<tr>
<td>Analysis &amp; Interpretation of Literature</td>
<td>ENG 112</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>College Composition</td>
<td>ENG 111</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>English Literature</td>
<td>ENG 243-244</td>
<td>50</td>
<td>6</td>
</tr>
<tr>
<td>Humanities</td>
<td>HUM 201-202</td>
<td>50</td>
<td>6</td>
</tr>
<tr>
<td><strong>History &amp; Social Sciences</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Government</td>
<td>PLS 211</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>History of the United States I</td>
<td>HIS 121</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>History of the United States II</td>
<td>HIS 122</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>Human Growth &amp; Development</td>
<td>PSY 231s</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>Introductory Psychology</td>
<td>PSY 201</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>Introductory Sociology</td>
<td>SOC 201</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Macroeconomics</td>
<td>ECO 201</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Microeconomics</td>
<td>ECO 202</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences &amp; History</td>
<td>SSC 201-202</td>
<td>50</td>
<td>6</td>
</tr>
<tr>
<td>History of World Civilizations I</td>
<td>HIS 11</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>History of World Civilizations II</td>
<td>HIS 112</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td><strong>Science &amp; Mathematics</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>BIO 101-102</td>
<td>50</td>
<td>8</td>
</tr>
<tr>
<td>Calculus with Elementary Functions</td>
<td>MTH 173</td>
<td>50</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry</td>
<td>CHM 111-112</td>
<td>50</td>
<td>8</td>
</tr>
<tr>
<td>College Algebra</td>
<td>MTH 165</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>College Algebra-Trigonometry</td>
<td>MTH 167</td>
<td>50</td>
<td>4</td>
</tr>
<tr>
<td>College Mathematics</td>
<td>MTH 151-152</td>
<td>50</td>
<td>6</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>NAS electives</td>
<td>50</td>
<td>8</td>
</tr>
<tr>
<td><strong>World Languages</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>French Level 1 (2 semesters)</td>
<td>FRE 101-102</td>
<td>50</td>
<td>8</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:

<table>
<thead>
<tr>
<th>Extremely well-qualified</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well-qualified</td>
<td>4</td>
</tr>
<tr>
<td>Qualified</td>
<td>3</td>
</tr>
<tr>
<td>Possibly Qualified</td>
<td>2</td>
</tr>
<tr>
<td>No recommendation</td>
<td>1</td>
</tr>
</tbody>
</table>

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>Equated PDCCC Examination</th>
<th>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>
<td>4</td>
</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>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>European History</td>
<td>HIS 101</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Course Number</td>
<td>Course Title</td>
<td>Credits</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>ADJ 110</td>
<td>Survey of Criminal Justice</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ADJ 211</td>
<td>Criminal Law, Evidence &amp; Procedures</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ADJ 212</td>
<td>Criminal Law, Evidence &amp; Procedures II</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
Local Law Enforcement Articulation Agreement
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>Course 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; Firearm 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>Total</td>
<td></td>
<td>8</td>
</tr>
</tbody>
</table>

Corrections Officers

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Course 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; Firearm Safety</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

Virginia Department of Correctional Education Articulation Agreement
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>Course 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>Total</td>
<td></td>
<td>6</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</th>
<th>Course Title</th>
<th>Course 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</th>
<th>Course Title</th>
<th>Course 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>
</tr>
</tbody>
</table>

### Part III Management

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Course 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>
</tr>
</tbody>
</table>

### Military Learning Experience/Non-Collegiate Sponsored Instruction

Credits may be granted for non-collegiate education, training, and/or occupational experiences as recommended by college faculty, the American Council on Education (ACE), the National College Credit Recommendation Service, or another college-approved organization.

PDCCC will review and award academic credit to an enrolled student who has successfully completed a military training course or program as part of the student’s military service that is applicable to the certificate or degree requirements and is:

- Recommended for academic credit by a national higher education association that provides academic credit recommendations for military training courses or programs;
- Noted on the student’s military transcript issued by any of the armed forces of the United States; or
- Otherwise documented in writing by any of the armed forces of the United States.

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

For questions about Veterans Benefits and financial aid for Veteran and Military students, please contact the Financial Aid Call Center at 1-855-877-3918. Email may also be sent to FinancialAid@pdc.edu. For questions about programs and classes, admission to the College, registration, student activities or other questions about PDCCC, contact Ms. Trina Jones (757-569-6720, tiones@pdc.edu).

Program on Non-Collegiate Sponsored Instruction

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 appropriate Division Dean for approval or disapproval.

STUDENT RECORDS

Permanent Record
Each students’ permanent record, which meets the guidelines set by the American Association of Collegiate Registrars and Admissions Officers, includes:

a) The credits transferred from other institutions, including the number of credit hours given (the number of hours may change if the student transfers from one curriculum to another)
b) The semester in which the student is currently enrolled
c) The student's social security number or ID number
d) The Academic Program and Plan
e) The course number, the course title, the hours attempted, the hours completed, and grade for each course
f) A grade point average for each semester attended
g) The cumulative grade point average of the student
h) Academic action taken against the student including academic probation, suspension, and dismissal
i) Degrees, diplomas, certificates, honors

Disciplinary Transcript Notations
Students who have been suspended for, have been permanently dismissed for, or have withdrawn from a college while under investigation for an offense involving sexual violence under the college's sexual misconduct policy will have a notation stating either "Suspended/Dismissed for a violation of, or withdrew while under investigation for a violation of PDCCC’s sexual misconduct policy" placed on their permanent
records. Furthermore, in order to alert other institutions of higher education of a student who was dismissed for exhibiting threatening or dangerous behavior, or otherwise has committed an act of misconduct, PDCCC may place a statement on the transcript, which shall state “Misconduct Dismissal.” Prior to making any disciplinary notation on a transcript, PDCCC will notify the student in writing of such action and give the student the right to appeal.

Student Information System (SIS) Records Indicators
In addition to the above, PDCCC may place on a student’s SIS record an XTA service indicator when a student is dismissed for misconduct, exhibits threatening behavior, or is determined to be a potential threat. PDCCC shall use the XTA indicator only after a threat assessment team has made a determination that the student poses a threat to the campus community. Colleges also may place on a student’s SIS record an XIT service indicator when a student is under investigation for an act of sexual violence. If the student is found “not responsible” following an investigation, the indicator will be removed immediately. For each indicator, prior to placing a service indicator on a student’s SIS record, PDCCC shall notify the student that the college will place the service indicator on the student’s SIS record. PDCCC shall explain the reason for the service indicator and give the student the right to appeal. If students who have been dismissed for misconduct or had a service indicator placed on a student’s SIS record, or both, request that transcripts of their records be sent to another college, a statement may be placed on transcripts stating "additional information available upon request from the designated college official."

Amending Student Records
Under the provisions of the Family Educational Rights and Privacy Act ("FERPA"), students must have an opportunity to challenge the accuracy of the information that led to the application of the indicator to their record at the college placing the indicator. The challenge may only address the accuracy of the information, any misleading information, or a violation of the student’s privacy rights. The college shall decide whether to amend the record as requested within a reasonable time after the college receives the request. If the college decides not to amend the record as requested, it shall inform the student of its decision and of his or her right to a hearing. If the student prevails at the hearing, the record shall be corrected and the indicator should be removed, unless other facts support the continued use of the indicator. If the college prevails, the student has the right to place a statement in his or her record challenging the college’s actions. The college must maintain the statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

Use of Service Indicators in Admission Decisions
If a student with an XTA on his or her student record at one Virginia community college applies to another community college ("the new college"), the new college shall conduct an independent threat assessment to determine whether the applicant continues to pose a threat to the campus community.
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 Dean of Student Services. 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

Colleges may disclose the following VCCS directory information items without the student’s prior consent:

- Student’s Name
- Participation in officially recognized activities and sports
- Address
- Telephone Listing
- Weight and height of members of athletic teams
- Electronic mail address

- Degrees, honors, and awards received
- Major field of study
- Dates of attendance
- Grade level
- The most recent educational agency or institution attended
- Number of credit hours enrolled
- Photos

Students may, if they desire, request that their directory information not be released. Such a request must be submitted in writing to the Dean of Student Services. Students must provide official notification to the office of the college’s registrar to prevent the disclosure of directory information.

The College is obligated 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. 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:
- created by a law enforcement unit;
- created for a law enforcement purpose; and
- maintained by the law enforcement unit. See 34 CFR § 99.8 (b)(1).

Excluded records do not include:
- 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
- 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. The Financial Aid Office contracts certain financial aid related services to other college officials. A “college official” has a “legitimate educational interest” whenever he or she is performing a task that is specified in his or her position, description, or by a contract agreement, performing a task related to a student’s education, performing a task related to the discipline of a student, or providing a service or benefit relating to the student.

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 Office of 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.

**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.

**Holds on Student Records**
A hold will be placed on official student records under certain conditions. Non-payment of financial obligations such as tuition, college fines, and other debts will result in a hold on a student record. A hold will restrict a student from registering, having transcripts or grade reports issued, or receiving other college services. Disciplinary action, academic suspension, or dismissal will also result in a hold on registrations. The College may utilize collection agencies and garnishments of state income tax refunds to secure payment of indebtedness.

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

**Curricular Student**
A student shall be classified as a curricular student if the following three conditions are satisfied: (1) the student holds a high school diploma, a GED or its equivalent, or is otherwise determined qualified for admission; (2) the required documents for general admission to a curricular program are received by the Office of Admissions; and (3) the student has been admitted to one of the college’s curricula including international students requiring issuance of an I-20. (Note: Paul D. Camp Community College is not certified at this time to accept International students.)

**Non-currucular Student**
Students who are not formally admitted to one of the regular curricula but who are classified according to the following student goals or conditions are considered non-curricular students (International students requiring issuance of an I-20 or students receiving Federal or State aid are not eligible for these categories):

a. Upgrading Employment Skills for Present Job  
b. Developing Skills for New Job  
c. Career Exploration  
d. Personal Satisfaction and General Knowledge  
e. Transient Student  
f. Student who maintains primary enrollment with another postsecondary institution and elects to enroll in the VCCS.  
g. High School Student dual enrollment or dual credit  
h. Auditing a course. Students desiring to attend a course without taking the examination or receiving
credit for the course may do so by registering to audit through the usual registration process and paying the normal tuition. Permission of the Division Dean or another appropriate academic administrator is required to audit a course. Audited courses carry no credit and do not count as part of the student’s course load. Students desiring to change status in a course from audit to credit or from credit to audit must do so within the add/drop period for the course. Students who desire to earn credit for a previously audited course must re-enroll in the course for credit and pay normal tuition to earn a grade other than “X.” Advanced standing credit should not be awarded for a previously audited course.

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.

TUITION, FEES, AND OTHER EXPENSES

Tuition and Fees are established and approved annually by the State Board for Community Colleges. Tuition and fees are charged per credit hour. Fees include a technology fee, student activity fee and auxiliary fee, and for out of state students, an additional capital fee.

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. Residency Status is determined by the Office of Admissions.

The tuition due is obtained by multiplying the credits taken times the amount per credit.

Payment of tuition enables the student to use the Library Learning Commons, 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.
Tuition rates may be changed by action of the State Board for Community Colleges. Current tuition fees are posted online at:

www.pdc.edu/financial-aid/tuition-rates/

**Tuition Payment Plan**

Paul D. Camp Community College provides payment plan options to help you afford education. The cost to participate is a nonrefundable enrollment fee per semester, depending on the number of payments. More information about the Tuition Payment Plan is posted online:

http://www.pdc.edu/how-to-make-a-payment/tuition-payment-plan/

**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. Bookstore services are available at the Franklin Campus, Hobbs Suffolk Campus, and online.

**Field Trip Expenses**

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. 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.

**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 Office of Admissions and Records shall make initial determination of domiciliary status.

**Level II—Intermediate Review**
If the Office of Admissions and Records 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.
REFUNDS

I. Tuition Refund Policy for Credit Offerings

Students are eligible for a refund for those credit hours dropped during the add/drop period. After the add/drop period has passed, there shall be no refunds, except as provided below.

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

- In the case of Administrative error by PDCCC or the VCCS.
- Extreme financial hardship, or in some extraordinary circumstances, a student suffers 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 student’s death, or if a member of the student’s 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 in accordance with Section 23-96.2 of the Code of Virginia. A copy of military orders is required.

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

- Withdraw from all classes for the semester in question by executing an official drop form at the College or drop classes on the internet using the VCCS Student Information System (SIS) by refund dates published. Refund requests for only some classes and not other can be considered only in cases of College error or in unique circumstances.
- Write a letter to the Dean of Student Services requesting a refund and stating the reason for withdrawal.
- Attach any justifying documents including doctor’s statements, documentation of errors, copies of death certificates, military orders and the like.

Official resignation for a student shall become effective on the date that written notification of intent to resign is received by the Office of Admissions and Records or the date the student drops the course(s) on the internet using the VCCS SIS. If a refund is approved, it will be sent to the student’s address of record. It is the student’s responsibility to make sure the College has a current and correct address on file.

If a refund is granted (after the last day for a refund date has passed) for any of the above listed reasons, the class and the “W” grade will be permanently removed from the student’s official record with a retroactive drop. If a refund is denied, then the College Admissions office will send a letter to that effect.
All services shall be withheld from a student who owes money to the College for any reason or who has books or materials outstanding from the College.

VCCS policy specifically mentions: Revenue refunds are generally generated automatically from the SIS from which a general state warrant shall be issued. The revenue refund is prepared payable to the student at the student’s last known address as payee.

II. Policy on Refunds, Credits, and Reinstatement as a result of a National Emergency

Tuition and Required Fees

Should a student be ordered to active duty (for reservists) or be mobilized (active military) as described in the Code of Virginia, Section 23-9.6:2, and he/she requests to be withdrawn from the College after the census date, the student may elect either to be deleted from the registration file and be awarded a full refund or to be administratively withdrawn with no refund and assigned a grade of “W”.

The College shall provide, at the option of the student, for such refunds to be retained and to be applicable to tuition and fees charged in the semester or term in which the student returns to study.

Careful consideration should be given and special options are advised for students who receive the student financial aid or veterans administration benefits.

III. Bookstore Purchases, Refunds, and Financial Aid

Textbooks and Course Materials

- A full refund will be given for Course Materials returned prior to the refund deadline. Contact the campus bookstore for specific refund deadline dates.
- Course Materials purchased after the campus specific deadline must be returned within 7 business days of purchase for a full refund.
- Course Materials purchased during the last week of classes or final exams are not refundable.
- Brytewave Digital Textbooks must be returned within 14 days of purchase for a full refund.

Contact the bookstore for additional information about this policy and refunds on supplies and merchandise other than textbooks.

Financial Aid and Bookstore Purchases and Refunds

Students may use excess financial aid in the College Bookstore to purchase only required books and supplies for registered courses deemed eligible for financial aid for the term. A course would be deemed ineligible for financial aid if any of the four following circumstances exist:

- The course does not apply to the student’s academic program;
• The course has already been repeated once after having been successfully completed. Successful completion is defined as any grade other than an F, U, R, or W;
• The course is developmental and the student has already attempted 30 or more developmental credits; and/or
• The course is a basic skills class (BSK) that is below the postsecondary level.

Items not approved for purchase with financial aid include but are not limited to apparel, food, cell phones, gift items, and gift/prepaid cards. Colleges have the discretion to establish policies and procedures pertaining to the purchase of course-related electronics (e.g., laptops, tablets, cameras, and scientific calculators), uniforms, and tools. Policies and procedures pertaining to course-related electronics, uniforms, and tools must address the types and frequency of items students may purchase.

During the book purchase period, books and supplies purchased using financial aid cannot be returned or sold back to the College Bookstore for cash. Amounts for returned items must be credited back to the aid types that paid for the books and supplies on the student’s account.

V. Refund Policy for Financial Aid Students

A refund may also be due to the Department of Education for any Title IV aid awarded to a student who withdraws completely from all courses within 60% of the session length. This refund will go back to the Federal Government and not to the student, if the student owes a Title IV refund. The 60% date is determined by Financial Aid and incorporated into the College’s Academic Calendar. This refund is required by the Title IV aid program, and is not subject to appeal.

TUITION ASSISTANCE, FINANCIAL AID and BENEFITS

Tuition Waivers and Grants
Senior Citizens Higher Education Act

Under the Senior Citizens Higher Education Act of 1974, as amended, subject to SCHEV regulations and any legislative revisions, a senior citizen is eligible for free tuition and fees for credit or non-credit courses if he/she meets the following criteria:

a. "Senior citizen" shall mean any person who, before the beginning of any semester in which such 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:
   1. 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 $23,850 for Virginia income tax purposes for the year preceding the year in which enrollment is sought;
2. To register for and audit courses offered for academic credit regardless of income level; and

3. To register for and enroll in courses not offered for academic credit regardless of income level.

Such senior citizen shall pay no tuition or fees for courses offered for academic credit or for courses not 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.

Contact the Admissions Office to request the waiver.

Surviving Children of Law Enforcement Officers and Firefighters

Section 23-7.1:01 of the Code of Virginia provides that 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 or Suffolk campus.

Dual Enrolled Students

Generally students who have not yet completed high school are not eligible for student financial aid (described below). However, the College offers tuition reimbursement for dual enrollment under certain agreed-upon conditions with local school systems and has financial assistance available to dual enrolled students in the form of local scholarships. PDCCC has an Emerging Scholar Program sponsored in part by Opportunity Inc. that can provide assistance. Qualified students may also be eligible for a Dual Enrollment Camp Opportunity Scholarship, funded by the Ruth Camp Campbell Foundation, the Camp-Younts Foundation, and the Camp Foundation. This scholarship pays up to 50% of the total dual enrollment tuition and fees. PDCCC wants all students to have access to Dual Enrollment opportunities. We encourage schools and families to make us aware of students with financial need and we will work with them to find
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.

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 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. As a general rule, this applies regardless of the parties’ willingness to contribute those resources. The priority filing dates and other application information are found on the financial aid Web site: www.pdc.edu/financial-aid/how-to-apply/. The PDCCC school code (009159) must be put on the FAFSA, and the student must have a college application on file with a valid Social Security Number 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 apply directly to www.fafsa.gov. This is a free application, so students should avoid the “.com” site, 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). Eligibility is also based on
prior academic achievement, as measured by the Satisfactory Academic Progress (SAP policy). Financial aid eligibility changes when enrollment level changes. Students who drop or withdraw from courses are responsible for notifying a financial aid administrator beforehand, as financial aid already received may be due back to the college.

Unusual Circumstance Appeals: Requests to appeal 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/. Decisions made by financial aid administrators at other institutions are not automatically accepted by Paul D. Camp Community College.

Attending more than one college: 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. A consortium agreement may be requested from the Financial Aid Office of the home school granting the degree after tuition has been paid to the host institution. Completed forms must be received by the college Financial Aid Office by the main refund date for the semester.

**Eligible Courses**
Financial aid is only available for required courses for graduation when a student is enrolled in a financial aid eligible program of study. Classes taken that are not required for graduation can only be considered for financial aid purposes with written documentation noting a substitution for other courses and for developmental courses. All associate degrees are eligible programs, as are most certificates requiring 24 or more credits. See SAP policy for developmental and repeat class limitations.

**Awards**
Financial aid will be awarded based upon the student’s projected cost of attendance (COA) and expected family contribution (EFC), among other factors. The COA is the approximate costs to live and attend school for a 9 month academic year. The EFC is determined by filing the FAFSA. Award letters will be sent to the student’s VCCS college email. Students who wish to be considered for work study must fill out a separate job application. Scholarships are awarded in fall and spring semesters, using a separate application process.

**Changes in Awards**
Most awards are generated based upon full-time enrollment, regardless of the student’s level of enrollment when awarded. 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. Enrollment in less than 12 credits as of the Last Date to Drop for a Refund (Refund Date) may result in the award being reduced or cancelled. 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. An email will be sent to notify the student of changes in awards, unless the awards are completely
cancelled as a result of not enrolling. Please contact the Financial Aid Office before withdrawing or
dropping a class as this action may affect your financial aid award.

Attendance Requirement
Students are only eligible to be paid for courses when they attend from the beginning to end of class. Failure to
to begin on time or not completing the term will result in a reduction in aid, even if refund checks have been sent out. The Last Date to Drop for a Refund each semester (usually 2-3 weeks into the term) is the date that determines if a class is counted for financial aid purposes. Classes added after the Refund Date are not eligible for increased Pell Grant, but may qualify for a student loan. Short session classes have different refund dates, as published in the schedule.

Aid Disbursement
Financial aid can only be credited to a student’s college account once 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, with the exception of single-term loans, which require two disbursements at least 30 days apart. Disbursement begins approximately 40 to 60 days after the term begins. Refunds are usually processed within 14 days after disbursement. Students are encouraged to sign up for Direct Deposit or a pre-paid VISA card using the email sent to the student account, for fastest refund processing. If Federal Work-Study (FWS) is part of the financial aid award, students must actually work to receive work-study funds. Earnings are paid every two weeks in the form of a paycheck or Direct Deposit, if the student prefers.

Paper Checks: Students are responsible for ensuring the “mailing address” we have on file is accurate. The U.S. Postal Service will not forward financial aid checks to a new address, and must be returned to the College Business Office. Students should cash or deposit checks within 60 days of receipt to avoid cancellation.

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, loans that must be repaid, or employment. If students borrow, they have the right to know the interest rate, the terms of repayment and what may happen if they do not repay (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 knowing 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 or stop attending ALL courses in a semester, and are subject to regulations regarding the FINANCIAL AID TITLE IV REFUND and FINANCIAL AID UNOFFICIAL WITHDRAWALS REFUND POLICY. 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 federal grants awarded will almost never be enough to pay all charges, and some out-of-pocket tuition expenses are to be expected unless they choose to borrow loans. Students who drop classes must also return corresponding books by the Refund Date to avoid owing funds back to the college.

Repayment of Ineligible Aid

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. See FINANCIAL AID TITLE IV REFUND and FINANCIAL AID UNOFFICIAL WITHDRAWALS REFUND Policies.

Types of Financial Aid

Who may be eligible: Any undergraduate who is a citizen, permanent resident, or eligible non-citizen who has completed the Free Application for Federal Student Aid (FAFSA), is deemed eligible by the Department of Education, and is meeting Satisfactory Academic Progress (must be in an eligible program of study/major). Awards designated as gift aid do not normally need to be repaid, as long as a student continues to meet all attendance, academic, and other eligibility requirements. Specific Program rules are as follows:
## FINANCIAL AID PROGRAMS/ WHO MAY APPLY

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>WHO MAY BE ELIGIBLE</th>
<th>TYPE</th>
<th>SIZE OF AWARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pell Grant</td>
<td>A student who has an expected family contribution (EFC) within a certain range who does not already have a Bachelor’s Degree. Generally, no minimum number of credits required.</td>
<td>Federal Grant (gift aid)</td>
<td>$290-$5,815 in 2016-2017 year.</td>
</tr>
<tr>
<td>Supplemental Educational Opportunity Grant (FSEOG)</td>
<td>A student who has Pell Grant and met the priority filing date. No minimum number of credits required.</td>
<td>Federal Grant (gift aid)</td>
<td>$50-$200 in-state; $50-$1000 out-of-state students</td>
</tr>
<tr>
<td>Work-Study (FWS)</td>
<td>A student who has a sufficient amount of unmet need after all other aid is posted. <strong>Must complete a separate application.</strong></td>
<td>Federal Part-time Work Program (employment)</td>
<td>$7.25 per hour, actual award is based upon number of hours worked.</td>
</tr>
<tr>
<td>Commonwealth Grant (COMA)</td>
<td>A student who 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 (gift aid)</td>
<td>$100-$2,400 (not to exceed actual tuition charges)</td>
</tr>
<tr>
<td>Virginia Guaranteed Assistance Program (VGAP)</td>
<td>A student who 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. <strong>Submit a copy of recent High School transcript to Financial Aid Office for consideration.</strong></td>
<td>State Grant (gift aid)</td>
<td>$800-$4,400 (cannot have COMA and VGAP in same semester)</td>
</tr>
<tr>
<td>Part-time Tuition</td>
<td>A student who is a domiciliary</td>
<td>State Grant</td>
<td>Not to exceed actual</td>
</tr>
<tr>
<td>Assistance Program (PTAP)</td>
<td>resident of Virginia. Must meet the priority filing date and be enrolled in 1-8 credits. Usually replaces COMA when students enroll in less than 6 credits.</td>
<td>(gift aid)</td>
<td>tuition charges</td>
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</tr>
<tr>
<td>VCCS Supplemental Grant</td>
<td>A student who is a domiciliary resident of Virginia. Award given at discretion of Financial Aid Officer, usually for appeals of unusual circumstances.</td>
<td>State Grant (gift aid)</td>
<td>Varies</td>
</tr>
<tr>
<td>Federal Direct Loans</td>
<td>A student who has not exceeded more than 150% of program length. Completion of entrance counseling and Master Promissory Note is required prior to awarding. Must be enrolled in a minimum of 6 credits.</td>
<td>Loan (must repay)</td>
<td>Up to $4,500 subsidized; up to $6,000 unsubsidized, depending on year in school and dependency status.</td>
</tr>
<tr>
<td>Federal Direct PLUS Loans</td>
<td>A parent of a dependent student who has not exceeded more than 150% of program length. Parent must pass credit check, complete entrance counseling and Master Promissory Note prior to awarding. Student must be enrolled in a minimum of 6 credits.</td>
<td>Loan (must repay)</td>
<td>Up to Cost of Attendance minus any other educational assistance.</td>
</tr>
</tbody>
</table>

**Federal Pell Grant (PELL):** A federal grant designed to assist students with the cost of attending college. Awards are gift aid and do not have to be repaid. Funds must be used for educationally-related expenses including tuition, books, supplies, transportation, and miscellaneous living expenses. Awards are prorated based on enrollment. Eligibility for this grant is determined by the U.S. Department of Education by the Expected Family Contribution as computed by completion of the Free Application for Federal Student Aid (FAFSA) at [www.fafsa.gov](http://www.fafsa.gov).

**Federal Supplemental Educational Opportunity Grant (FSEOG):**
A federal grant for Pell Grant awarded students only. Awards are gift aid and do not have to be repaid.
Funds must be used for educationally-related expenses including tuition, books, supplies, transportation, and miscellaneous living expenses. Eligibility for this grant is determined by Paul D. Camp Community College and awards are made on a first-come, first-served basis by completing the FAFSA and all follow-up requests by the priority deadline.

**Commonwealth Award (COMA):** A state financial aid program for students who are domiciled Virginia residents who demonstrate financial need. Awards are gift aid and do not have to be repaid. Eligibility for this grant is determined by Paul D. Camp Community College and awards are made on a first-come, first-served basis by completing the FAFSA and all follow-up requests by the priority deadline. Awards cannot exceed the cost of tuition and fees and recipients must be enrolled at least half-time (six or more credit hours).

**Virginia Guaranteed Assistance Program (VGAP):** A state financial aid program for students who are domiciled Virginia residents, first-time freshmen in college, a graduate of any Virginia high school with a minimum 2.5 grade point average (GPA), enrolled full-time in an eligible program, and demonstrate financial need as determined from the Free Application for Federal Student Aid (FAFSA). Students must submit a final high school transcript for consideration. Awards may be renewed for a second academic year if the student has maintained continuous, full-time enrollment and a 2.0 or higher GPA.

**Part Time Tuition Assistance Program (PTAP):** A state financial aid program for students who are domiciled Virginia residents who demonstrate financial need. Awards are gift aid and do not have to be repaid. Eligibility for this grant is determined by Paul D. Camp Community College and awards are made on a first-come, first-served basis by completing the FAFSA and all follow-up requests by the priority deadline. Students must be enrolled in eight or less credit hours in order to receive this grant.

**VCCS Grant:** A state financial aid program for students who are domiciled Virginia residents who demonstrate financial need. Awards are gift aid and do not have to be repaid. Eligibility for this grant is determined by Paul D. Camp Community College’s Financial Aid Coordinator.

**Federal Work-Study Program (FWSP):** Provides part-time jobs for students with unmet financial need. Employment may be on or off campus in community service organizations. Hourly wages must comply with minimum wage laws. Students are paid every two weeks according to actual hours worked. Maximum number of working hours while school is in session is twenty hours per week; average is ten to twenty hours per week.

**Federal Direct Loan Program:** Student loans are low-interest Federal loans made to students by the U.S. Department of Education through the William D. Ford Federal Direct Loan Program (Direct Loans). Eligibility for Direct Loans is determined by the college and the U.S. Department of Education from the results of the Free Application for Federal Student Aid (FAFSA). Loans must be repaid, with interest. Students begin making payments on student loans six months after graduating, stopping attendance, or
attending less than half-time (under six credit hours).

Students are encouraged to borrow only what they need to meet their educational expenses. Students must enroll at least half-time (six or more credit hours) to be eligible for student loans. For more information visit:

Federal Student Aid:  https://studentaid.ed.gov/sa/

Other Helpful Direct Student Loan Program Links:

- Repayment Plans for Direct Loans
- Pell and Loan History at the National Student Loan Data System (NSLDS)
- Repaying your loans
- What to Expect for Direct Loans
- National Student Loan Data System

Types of Loans Include:

Subsidized: for students with demonstrated financial need, as determined by federal regulations. The federal government “subsidizes” the interest, meaning no interest is charged while a student is in school at least half-time, during the grace period, and during deferment periods.

Unsubsidized: not based on financial need; interest is charged quarterly during all periods, even during the time a student is in school and during grace and deferment periods. If unpaid, interest is compounded, meaning the student will accrue interest on the previously unpaid interest after leaving school.

PLUS: unsubsidized loans for the parents of dependent students. PLUS loans help pay for education expenses up to the cost of attendance minus all other financial assistance. Interest is charged during all periods.

Loan limits: The maximum amount you can borrow each year in Direct Subsidized and Unsubsidized Loans depends on your grade level and on whether you are a dependent student or an independent student. The following table shows the maximum amount of money you may borrow each academic year in Direct Subsidized and Unsubsidized Loans as well as the total or aggregate amount you may borrow:

<table>
<thead>
<tr>
<th>Undergraduate students</th>
<th>Annual Limits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dependent</td>
</tr>
<tr>
<td>1st –year</td>
<td>$5,500 ($3,500)*</td>
</tr>
<tr>
<td>2nd-year</td>
<td>$6,500 ($4,500)</td>
</tr>
</tbody>
</table>
### Lifetime Limits

<table>
<thead>
<tr>
<th>Dependent</th>
<th>Independent</th>
</tr>
</thead>
<tbody>
<tr>
<td>$31,000 ($23,000*)</td>
<td>$57,000 ($23,000*)</td>
</tr>
</tbody>
</table>

*The numbers in parentheses represent the maximum amount that may be subsidized.

Please note: Loans requested for two semesters are paid out in one disbursement per term; however, loans requested for a single term must be paid out in two disbursements at least 30 days apart. The Financial Aid Office must recheck enrollment and SAP status prior to each disbursement.

### Institutional Aid

#### Local Scholarships

The Office of Institutional Advancement manages scholarships for the college. More information on each scholarship is listed on the college website at [www.pdc.edu/scholarships](http://www.pdc.edu/scholarships). Filing a FAFSA is required for all scholarships except DECOS and non-credit scholarships.

### FINANCIAL AID 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, SEOG and Iraq and Afghanistan Service grant money and Direct Loans) awarded for the term, if a student withdraws from all classes in any one semester. Successful completion of a short session class prior to withdrawal does not exempt a student from the Return of Title IV Aid Policy. The following steps are used to determine amount to be refunded back to Federal aid programs.

#### Step 1: Determining Student’s Title IV Aid Eligibility

Paul D. Camp Community College participates in the following Title IV programs: Pell Grants, SEOG Grants, Iraq and Afghanistan Service Grants, Direct Loans, and Work Study. The total amount of aid that has been disbursed, or could be disbursed based on the student’s enrollment 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. These funds are not added into the total eligibility.

#### Step 2: Determining 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 semester, as determined by Title IV guidelines. This gives the percentage of the term completed. The amount of aid that was earned is based on this percentage.

#### Step 3: Determining the Amount of Title IV Aid Earned by the Student
The total amount of Title IV money the student was eligible for in Step 1 is multiplied 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: Determining Total Title IV Aid to be Disbursed or Returned**
The amounts from Step 1 and Step 3 are compared. 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: Determining 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% minus percentage earned, from Step 2) to get the amount due from school. Student is then billed for amount due from school.

**Step 6: Determining Order of Aid to be Returned**
A school must return Title IV funds to the programs from which the student received aid during the payment period or period of enrollment as applicable, in the following order, up to the net amount disbursed from each source:
- Unsubsidized Direct Loans (Other than Direct PLUS Loans)
- Subsidized Direct Loans
- Federal Perkins Loans
- Direct PLUS Loans
- Federal Pell Grants for which a return is required
- Supplemental Educational Opportunity Grants (SEOG) for which a return is required
- TEACH Grants for which a return is required
- Iraq and Afghanistan Service Grant, for which a return is required.

**Step 7: Determining Initial Amount of Unearned Aid from Due from Student**
In some cases, a student (or parent, for Direct PLUS Loan funds) 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: Determining Repayment of Student Loans
The student loans that remain outstanding consist of the loans disbursed to the student minus any loans the school repaid in Step 6. These outstanding loans are repaid by the student according to the terms of the student’s promissory notes.

Step 9: Determining 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. The amount of grant overpayment due from a student is limited to the amount by which the original grant overpayment exceeds half of the total Title IV grant funds disbursed and could have been disbursed to the student. Aid is returned first to the Pell Grant program, as noted above.

Step 10: Notifying the Student
A letter is 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.

The student is obligated to return any Title IV overpayment in the same order that is required for schools.

Overpayments may be resolved several ways, including:
• Full and immediate repayment to the institution;
• Repayment arrangements satisfactory to the school; or
• Overpayment collections procedures negotiated with Debt Resolution Services.

FINANCIAL AID UNOFFICIAL WITHDRAWALS REFUND POLICY
At Paul D. Camp Community College, some students simply walk away from their classes without officially withdrawing either through the Admissions Office or via the Web. Therefore, in keeping with Federal Regulations, we run a report after grades post to capture this population and determine, if possible, at what point in the semester they last attended. We will follow the recommended VCCS Standard Business Process for Term Withdrawal, as published 7/26/05 or as amended. Therefore, our goal is to find unofficially withdrawn students for the purpose of calculating the Return of Title IV Aid (R2T4) amount due back to the Department of Education.

Terms
The last date of attendance can be used interchangeably with the last date of academically-related activity. The Department of Education lists academically related activities as including but not limited to: Class attendance; examinations or quizzes; tutorials; computer-assisted instruction; academic conference, advising, or counseling; completing an academic assignment, paper, or project; or attending a school-
assigned study group. Therefore, an instructor may provide a date based on any of these activities. Placeholder date is a term used for a date that an instructor may choose to use instead of the actual date if the actual last date of attendance is unknown. Since PDCCC is not required to keep attendance, an instructor may choose from one of two placeholder dates to show whether or not the student earned an “F” or “U” grade (i.e. attended past the last date without academic penalty).

Official Withdrawals
This policy is not intended to be used for students who go through proper channels for withdrawing from classes. Those students will be processed as usual on a weekly basis, as noted above in the Title IV Refund Policy.

Process
The College will run a report after grades have posted for the semester to find students with no passing grades, to determine if the students were still attending at least one class after the 60% point in time. Any students who were no longer in attendance in at least one class after the 60.01% point in time will have a R2T4 calculation performed. See Return of Title IV Aid Policy as well as VCCS Term Withdrawal A&R Business Process for further processing details. The College 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.

Policy Clarification
**Date to use:** When the last date of attendance is equal to or prior to the 50% date or is unknown, the 50% date will be used as the withdrawal date. When the last date of attendance is after the 50% date, the College will use the latest documented last date of attendance in any class that semester, or if unknown because the placeholder date was used, the College 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, even though they are non-passing for SAP purposes. Grades of “R” are considered non-passing, per our Satisfactory Academic Policy (SAP).

Since July 1, 2009, the State Council on Higher Education in Virginia (SCHEV) has required all VSFAP 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. The percentage of aid earned calculation used in Federal funds will be applied to the State COMA and VGAP funds as well, and awards will be pro-rated down accordingly.

**COMMON 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.

STUDENT FINANCIAL AID STATUS
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.

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.

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.)

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.

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.

EVALUATING PROGRESS
Quantitative Standards or Pace of Completion
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 may 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 if academic history at previous colleges indicates a pattern of unsuccessful academic work.

**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.

**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>GPA Requirement</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>

**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.
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:

- Meet with a financial aid advisor to determine SAP and appeal status,
- Complete the College’s SAP Appeal Packet in entirety,
- Attend a mandatory SAP workshop,
- Attach documentation in support of the appeal, including a Degree Progress Advisement Transcript signed by your advisor 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 first time Veteran and Military Students, including Spouses and Dependents:

- Apply online at the VA Website at – [https://www.ebenefits.va.gov/ebenefits/apply#education](https://www.ebenefits.va.gov/ebenefits/apply#education)
- Apply online for Federal Pell Grant at – [www.fafsa.gov](http://www.fafsa.gov) *(our school code is 009159)*
- Apply online for Admissions to College at – [www.pdc.edu](http://www.pdc.edu)
- See a College counselor to select Program of Study and required classes (except Chapter 31).
- To be certified *each term* a class schedule and advisement transcript 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.
- If a veteran wishes to contact the VA Office in Roanoke the toll-free number is 1-800-827-1000 or online: [http://www.benefits.va.gov/vocrehab/](http://www.benefits.va.gov/vocrehab/)

**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.
- If you have attended any other college or university, complete a Change of Program/Place of Study form on VONAPP.
- 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 a Chapter 33 Class Hold Request or Advance Pay Form or sufficient Financial Aid benefits.

Chapter 35 Survivors and Dependents/Virginia Military Survivors and Dependents Education (VMSDEP)

Eligibility Requirements:
1. Federal benefit: Spouse or child of a veteran who died or is permanently and totally disabled as the result of a service-connected disability.
2. 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 certain military service members. Note: A Veteran’s 90-100% disability must have been directly caused by the Veteran’s involvement in: 1) military operations against terrorism; 2) a peacekeeping mission; 3) a terrorist act; 4) an armed conflict subsequent to December 6, 1941. The service connected disability cannot have been incurred during active duty that coincides with, but was not the direct result of, one of the listed events/missions.

- To be re-certified each year, contact VMSDEP staff at VMSDEP@dvs.virginia.gov or 804-225-2083.

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 the Financial Aid Office 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 enrollment levels and monetary benefits:

- The Veterans Administration makes all decisions concerning eligibility for Veteran Benefits, not the Certifying Official.
- 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. Short sessions, online classes, and hybrid (74A) courses do NOT count the same as full semester in-seat class sessions for VA purposes.
- A veteran will only be certified in courses that count towards graduation for his/her program, as noted in the college catalog, plus necessary developmental courses.
- 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 at a higher grade for graduation, as noted in the college catalog.
- Veterans who submit their discharge papers (DD214) will receive 2 credits for physical education (HLT/PED elective); therefore, additional HLT/PED courses are unnecessary and cannot be certified.
- 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
- 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, and may result in a debt to the Department of Veterans Administration
- Excessive absences may result in dismissal from a course and adjustment of entitlement to benefits.
- Most Veterans must call in each month to verify enrollment (1-888-GI-BILL-1) or may certify on the Internet at https://www.gibill.va.gov/wave/index.do
- 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 one 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.

- 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.

**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. This 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.

**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.

**GENERAL ACADEMIC REQUIREMENTS AND POLICIES**

**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 Academic and Student Development and the student’s academic advisor and/or counselor.

**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.
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.

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.

Procedure for Changing Academic Program/Plan
- Make an appointment for a conference with a program advisor or counselor.
- Complete Program/Plan Change Form and secure necessary signatures.
- 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 Academic and Student Development.

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.

Repeating 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 must be documented and approved by the Division 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. The last grade for a course will be used to calculate the student’s cumulative GPA.

Unexpected Delay of an Instructor in Meeting a Class
If an instructor is late or will be absent from a class, students should check Blackboard and email for announcements and instructions regarding assignments.
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”.

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.

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

SPECIAL INSTRUCTIONAL 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 or co-enroll in 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:

- The instructor should identify such students and realistically advise them of their progress and future
  chances of successfully completing the course.
- The instructor should make an appointment for the student to see a counselor or advisor.

Prior to the student/counselor conference, the instructor and counselor should meet and discuss the
student’s case.

The counselor or advisor, when meeting with the student, should be prepared to discuss:

- alternate curricular programs not requiring the student to complete the developmental course,
  and/or
- alternate educational opportunities in our service region should none exist at PDCCC.

**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 such as Chinese, Bio Medical Ethics,
and Travel. The teaching faculty is provided by NVCC and other student support services such as tutoring
and help desk are also provided. The contact person for this program is Audrey Lawrence,
alawrence@pdc.edu.

**Environmental Sustainability Scholars Program (ESSP)**

With the global focus on green practices and cultivating an environmentally sustainable society, PDCCC
has embraced the challenge of the Chancellor’s Task Force on Environmental Sustainability by offering an
Environmental Sustainability Scholars Program. This program focuses on teaching outstanding resource
stewardship and raising awareness of how green practices can be incorporated into all aspects life.
Students interested in becoming Environmental Sustainability Scholars are required to complete 15 credit
hours of courses identified with the Environmental Sustainability Scholars notation. PDCCC offers
students a variety of ESSP approved courses. Upon successful completion of the required 15 credit hours,
students would earn an Environmental Sustainability Scholars designation on their academic transcript.
Cross-Registration

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:

- Students at Paul D. Camp Community College may register on a credit or audit basis for courses offered.
- 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.
- 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.

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

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

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 PDCCC.

GRADING AND ACADEMIC STANDING

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 errors found on Grade Rosters 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.

Grading System

Students of Paul D. Camp Community College can expect diversity in approaches to grading from one instructor 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 towards graduation. 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 grade point credit

Granting Incomplete Grade

The “I” grade is to be used only for verifiable unavoidable reasons that a student is unable to complete a course within the normal course time. To be eligible to receive an “I” grade, the student must (1) have satisfactorily completed more than 60% of the course requirements and attendance and (2) must request the faculty member to assign the “I” grade and indicate why it is warranted. The faculty member has the discretion to decide whether the “I” grade will be awarded. Since the “incomplete” extends enrollment in the course, requirements for satisfactory completion shall be established through consultation between the faculty member and the student.

In assigning the “I” grade, the faculty member must complete documentation that (1) states the reason for assigning the grade; (2) specifies the work to be completed and indicates its percentage in relation to the total work of the course; (3) specifies the date by which the work must be completed; and (4) identifies the default (B, C, D, F, P, R, or U) based upon course work already completed. Completion dates may not be set beyond the last day of the subsequent semester (to include summer term) without written approval of the Chief Academic Officer of the campus. The student will be provided a copy of the documentation. The use of the Incomplete Grade Form is the tool to ensure that all “I” grades that have not been changed by the faculty member through the normal grade change processes are subsequently changed to the default grade assigned by the faculty member. An “I” grade will be changed to a “W” only under documented mitigating circumstances which must be approved by the Chief Academic Officer.

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 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.

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.
**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 Division 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 at the time of enrollment to audit that course. Students desiring to audit a course shall register in the usual manner and pay the normal tuition. Audited courses carry no credit and do not count as 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.

**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 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 shall be graded “U” (Unsatisfactory). Counselors will recommend consultation with the instructor to determine the subsequent sequence of courses for the students who receive a grade of “U.”

**Grade Point Average**
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. Semester 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.

Curriculum GPA, which includes only those courses applicable to the student’s curriculum, is computed in order to ensure that the student satisfies the 2.000 graduation requirements for that curriculum. The student’s permanent record reflects all courses attempted by a student at PDCCC.

**Grades for Non-Credit Courses**
The grades for non-credit courses where CEUs are not awarded are:
S – Completion  
F – Fail  
N – No Show  
W – Withdrawal  
The grades for non-credit courses where CEUs are awarded are:  
P – Pass  
F – Fail  
I – Incomplete  
W – Withdrawal

**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 the 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 Progress. 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.

**Academic Standing**
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 and to be making normal academic progress toward graduation.

**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 twenty (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 twelve (12) semester hours of credit for the same semester is placed on the Vice President’s List.
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 apply for readmission and appeal to the Admissions and Review Committee 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. Students who have been reinstated from academic suspension must achieve a 2.00 GPA for the semester of their reinstatement and must earn at least a 1.75 GPA in each subsequent semester of attendance. The statement “Subject to Dismissal” shall be placed on the students’ permanent records. Students who have been reinstated from academic suspension will remain subject to dismissal until their cumulative GPA is raised to a minimum of 1.75. Reinstated students may be required to carry less than a normal course load the following semester and are required to consult with their advisor/counselor. 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 must maintain at least a 1.75 grade point average in each subsequent semester of attendance. Students remain on dismissal until their cumulative grade point average is raised to a minimum of 1.75. Failure to attain a 1.75 grade point average in each subsequent semester until cumulative GPA reaches 1.75 will
result in academic dismissal. Academic dismissal normally is permanent unless, with good cause, students apply for readmission and appeal to the Admissions and Review Committee of the College. The statement “Academic Dismissal” will be placed on the student’s permanent record. Reinstated students may be required to carry less than a normal course load the following semester and are required to consult with their advisor/counselor.

GRADUATION REQUIREMENTS AND PROCEDURES

Catalog of Record
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.

Graduation Application
Application for graduation must be completed and submitted to the Office of Admissions and Records. PDCCC certifies graduates three times a year in May, August, and December. The College holds one Commencement Ceremony in May.

Graduation application priority deadlines are as follows:

<table>
<thead>
<tr>
<th>Graduate In</th>
<th>Submit Application By</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring Term (May)</td>
<td>October 1</td>
</tr>
<tr>
<td>Summer Term (August)</td>
<td>March 1</td>
</tr>
<tr>
<td>Fall Term (December)</td>
<td>June 1</td>
</tr>
</tbody>
</table>

Associate Degree Requirements
To be eligible for graduation with an Associate Degree from the College, a student must have 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 PDCCC; been recommended for graduation by the appropriate Division Dean responsible for his/her curriculum; earned a grade point average of at least 2.000 in all studies attempted which are applicable toward graduation in his/her curriculum; filed an application for graduation in the Office of Admissions and Records; and 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 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; been recommended for graduation by the appropriate Division Dean responsible for his/her curriculum; earned a grade-point average of at least 2.000 in all studies attempted which are applicable toward graduation in his/her curriculum; filed an application for graduation in the Office of Admissions and Records; and 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.
- The awards must differ from one another by at least 25% of the credits.

**Assessment**

Assessment supports the college's commitment to student learning and is essential in evaluating the effectiveness of academic programs. All students graduating from PDCCC are required to take part in one or more assessment activities designed to demonstrate and measure student learning and achievement. Specific programs may have additional assessment tests or portfolio requirements. The completion of these activities is a requirement for graduation.

Degree-seeking students are required to participate in general education or core competency testing/assessments. Core competencies are the learning outcomes derived from PDCCC’s general education program and are the skills, knowledge, and abilities that all degree-seeking students are expected to acquire upon degree completion. 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.”

Students will be made aware and notified of all required assessments. The results of these assessments will not be recorded on the student’s academic record and assessment scores will not affect students’ graduation status.

**Graduation Honors**

A student who has attended Paul D. Camp Community College and completed a degree or certificate
program (excluding career studies certificates) may be eligible for graduation honors. Appropriate honors, based upon scholastic achievement, are recorded on the student’s permanent record as follows:

<table>
<thead>
<tr>
<th>Cumulative 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>

**Transcript Requests**

There are different ways to request an official PDCCC transcript:

1. Write to the following address:
   Admissions and Records Office
   Paul D. Camp Community College
   P. O. Box 737
   Franklin, VA 23851
2. Send a request by fax to 757.569.6773 (Franklin) or 757.925.6370 (Suffolk)
3. Complete a form in person at any Admissions & Records Office.
4. Request Online through the Student Information System (SIS).
5. Fill out an Online Transcript Request Form. This form only allows one submission per user.

To request a transcript, please include your name, social security number, number of copies needed, where transcript should be sent and your signature. There is no charge. Please allow 5 business days for processing.

PDCCC does not fax transcripts or other academic documents. Paul D. Camp Community College reserves the right to decline to send and/or receive records via fax transmission if the College considers the use of facsimile documents inconsistent with the policies or best interest of the institution or its students.

**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.

Each student is considered a responsible adult, and it is assumed that students shall maintain standards of conduct appropriate to membership in the college community. Emphasis is placed on standards of student conduct rather than on limits or restrictions of students. Students should be aware of the Colleges’ guidelines and regulations governing student conduct that are contained herein. The College
reserves the right to take disciplinary action compatible with its own best interests when it is clearly necessary.

STUDENT CONDUCT POLICY

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 our duty to uphold 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, staff, and student body. The complaint must be filed with the appropriate Division Dean, who will then begin an immediate investigation of the alleged violation.

Expectations for Student Conduct
Paul D. Camp Community College pledges to maintain 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 their learning opportunities:

- Be informed about instructor’s policies, which are presented in course outlines/syllabi, as well as the policies of the college published in the PDCCC College Catalog and Student Handbook.
- Be an active participant in class by taking notes and asking appropriate questions. Your involvement will benefit you and your classmates.
- Treat the college’s faculty and staff, and your fellow students, with courtesy. Refrain from any behaviors — words or actions — that are disrespectful or may distract others from teaching and learning. Students are required to display the necessary tolerance, self-respect, and behavior for the campus environment.
- 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 faculty and staff 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 compete with a job and family. Set realistic academic goals and schedules for
yourself. Select an academic load whose work demands do not exceed your available time and energy.

- 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 found items or money to college authorities.
- In addition, the following behaviors have no place among a community of learners. Violations will result in disciplinary action.
  - **Illegal or Disruptive Behavior:** Behavior which interferes with providing a safe and effective teaching and learning environment, including any violation of federal, state, or local laws.
  - **Dishonesty:** Cheating, lying, intentionally furnishing false information to a representative of the college, representing the work of others as your own, and any other form of dishonesty with regard to applications, course or program requirements, course assignments, or assessments. Any student helping another to cheat is as guilty as the student being assisted.
  - **Violation of VCCS or PDCCC Rules, Regulations, or Guidelines,** including (but not limited to) violations of Policy on Sexual Violence, Domestic Violence, Dating Violence, and Stalking or Technology Policies including Computer Ethics and VCCS computer usage guidelines as defined in article 7.1 of title 18.2 of the Code of Virginia.
  - **Plagiarism:** The wrongful 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. Student’s resubmission of the same work to multiple instructors is not permitted and is considered plagiarism. Any student who fails to give credit for the form or content or material extracted from another individual’s work is guilty of plagiarism.

**Disciplinary Action**

Students alleged to have violated the standards of conduct shall appear before the appropriate Division Dean for possible disciplinary action. The Division 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
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.

Appeal Procedures
Procedures by which a student may appeal the decision of the Division 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, which means it is more likely than not that the violation occurred. The student has ten (10) working days from the decision of the Committee to appeal to the Vice President of Academic 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 Academic and Student Development will review, accept, or modify 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 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. These individuals may advise the student and
take notes but may not question witnesses or interrupt the hearing, without approval of the chair.

- The student may call witnesses in his or her behalf. Character witnesses, who have no information relevant to the hearing, will not be permitted to testify. The chair will make the decision on who will or will not be permitted to testify.
- The student may cross-examine all witnesses.
- A record of the hearing shall be kept.
- Written decisions shall be given promptly.
- The accused shall be advised of appeal procedures.

**POLICY ON SEXUAL VIOLENCE, DOMESTIC VIOLENCE, DATING VIOLENCE, AND STALKING**

**A. Notice of Nondiscrimination.**

As a recipient of federal funds, Paul D. Camp Community College (PDCCC) is required to comply with Title IX of the Higher Education Amendments of 1972, 20 U.S.C. § 1681 et seq. (“Title IX”), which prohibits discrimination on the basis of sex in educational programs or activities, admission and employment. Under certain circumstances, sexual misconduct, sexual harassment, and similar conduct constitute sexual discrimination prohibited by Title IX. Inquiries concerning the application of Title IX may be referred to the College’s Title IX Coordinator or to the U.S. Department of Education’s Office for Civil Rights. The Title IX Coordinator is Joe Edenfield, whose office is located in Room 106 on the PDCCC Franklin Campus, and may be contacted by phone at 757-569-6744 or by email at jedenfield@pdc.edu.

**B. Policy.**

Paul D. Camp Community College (PDCCC) is committed to providing an environment that is free from harassment and discrimination based on any status protected by law. This Policy supplements the following general policy statement set forth by the Virginia Community College System: This institution promotes and maintains educational opportunities without regard to race, color, sex, ethnicity, religion, gender, age (except when age is a bona fide occupational qualification), disability, national origin, or other non-merit factors. This Policy also addresses the requirements under the Violence Against Women Reauthorization Act of 2013, (also known as the Campus SaVE Act).

This Policy is not intended to substitute or supersede related criminal or civil law. Individuals should report incidents of sexual and domestic violence, dating violence, and stalking to law enforcement authorities. Criminal and civil remedies are available in addition to the potential remedies that the College may provide.

**C. Purpose.**

The purpose of this Policy is to establish that the College prohibits discrimination, harassment, sexual
assault, domestic violence, dating violence, stalking, and retaliation and to set forth procedures by which such allegations shall be filed, investigated and resolved.

D. Applicability.

This Policy applies to all campus community members, including students, faculty, staff and third parties, e.g., contractors and visitors. Conduct that occurs off campus can be the subject of a complaint or report and will be evaluated to determine whether it violates this Policy, e.g. if off-campus harassment has continuing effects that create a hostile environment on campus.

E. Definitions

Advisor: An individual who provides the complainant and respondent support, guidance, or advice. Advisors may be present at any meeting or hearing, but may not speak directly on behalf of the complainant or respondent.

Campus: The term “campus” refers to (i) any building or property owned or controlled by the College within the same reasonably contiguous geographic area of the College and used in direct support of, or in a manner related to, the College’s educational purposes, and (ii) any building or property that is within or reasonably contiguous to the area described in clause (i) that is owned by the College but controlled by another person, is frequently used by students, and supports institutional purposes, such as a food or other retail vendor.

Complainant: A complainant refers to an individual who may have been the subject of a violation of this Policy and files a complaint against a faculty, staff member or student.

Consent: Any sexual activity or sex act committed against one’s will, by the use of force, threat, intimidation, or ruse, or through one’s mental incapacity or physical helplessness is without consent. Consent is knowing, voluntary, and clear permission by word or action, to engage in mutually-agreed upon sexual activity. Silence does not necessarily constitute consent. Past consent to sexual activities, or a current or previous dating relationship, does not imply ongoing or future consent. Consent to some sexual contact (such as kissing or fondling) cannot be presumed to be consent for other sexual activity (such as intercourse). An individual cannot consent who is under the age of legal consent. The existence of consent is based on the totality of the circumstances, including the context in which the alleged incident occurred.

Mental incapacity means that condition of a person existing at the time which prevents the person from understanding the nature or consequences of the sexual act involved (the who, what, when, where, why, and how) and about which the accused knew or should have known. This includes incapacitation through the use of drugs or alcohol. Intoxication is not the same as incapacitation.
Physical helplessness means unconsciousness or any other condition existing at the time which otherwise rendered the person physically unable to communicate an unwillingness to act and about which the accused knew or should have known. Physical helplessness may be reached through the use of alcohol or drugs.

**Dating Violence:** Dating violence is violence, force, or threat that results in bodily injury or places one in reasonable apprehension of death, sexual assault, or bodily injury committed by a person who is or has been in a close relationship of a romantic or intimate nature with the other person. The existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

**Domestic Violence:** Domestic violence is violence, force, or threat that results in bodily injury or places one in reasonable apprehension of death, sexual assault, or bodily injury and that is committed by a person against such person's family or household member, which includes a current or former spouse a person with whom the victim shares a child in common, or who is cohabitating with or has cohabitated with the person as a spouse or intimate partner.

**Respondent:** A respondent refers to the individual who has been accused of violating this Policy.

**Responsible Employee:** A responsible employee is one designated for purposes of initiating notice and investigation of alleged violations of this Policy or who has the authority to take action to redress violations of this Policy. A responsible employee also is any employee who a person reasonably believes is a responsible employee. Responsible employees are required to forward all reports of violations of this Policy to the appropriate Title IX Coordinator. Responsible employees also must report to the Title IX Coordinator any information obtained in the course of his employment that an act of sexual violence may have been committed against a student or may have occurred on property owned or controlled by the College or on public property within the campus, or immediately adjacent to and accessible from the campus. [Any employee with supervisory authority is a responsible employee. A responsible employee shall not be an employee who, in his position at the College, provides services to the campus community as a licensed health care professional, (or the administrative staff of a licensed health care professional), professional counselor, victim support personnel, clergy, or attorney.

**Sex Discrimination:** Sex discrimination is the unlawful treatment of another based on the individual's sex that excludes an individual from participation in, denies the individual the benefits of, or otherwise adversely affects a term or condition of an individual's employment, education, or participation in college program or activity.

**Sexual Assault:** Sexual assault is defined as the intentional sexual contact with a person against that person’s will by the use of force, threat, or intimidation, or through the use of a person’s mental incapacity
or physical helplessness. Sexual assault includes intentionally touching, either directly or through clothing, of the victim’s genitals, breasts, thighs, or buttocks without the person’s consent, as well as forcing someone to touch or fondle another against his or her will. Sexual battery is a type of sexual assault.

**Sexual Exploitation:** Sexual exploitation occurs when a student takes non-consensual or abusive sexual advantage of another for his/her own advantage or benefit, or to benefit or advantage anyone other than the one being exploited, and that behavior does not otherwise constitute one of other sexual misconduct offenses. Examples of sexual exploitation include, but are not limited to invasion of sexual privacy; prostituting another person; non-consensual video or audio-taping of sexual activity; going beyond the boundaries of consent (such as letting your friends hide in the closet to watch you having consensual sex); engaging in voyeurism; exposing one’s genitals in non-consensual circumstances; inducing another to expose their genitals, and knowingly transmitting HIV or an STD to another.

**Sexual Harassment:** Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual harassment shall be considered to have occurred in the following instances:

- **Quid Pro Quo:** The submission to or rejection of such conduct is used as the basis for educational or employment decisions affecting the student or employee either explicitly or implicitly; or

- **Hostile Environment:** Conduct so severe, pervasive, and objectively offensive that it undermines and detracts from an employee’s work performance or a student’s educational experience.

**Sexual Misconduct:** Sexual misconduct encompasses a range of behavior used to obtain sexual gratification against another’s will or at the expense of another. Sexual misconduct includes sexual harassment, sexual assault, sexual exploitation, and sexual violence.

**Sexual Violence:** Sexual violence is any intentional physical sexual abuse committed against a person’s will or where a person is incapable of giving consent. Sexual violence includes rape, sexual assault, and sexual battery.

**Stalking:** Stalking occurs when someone, on more than one occasion, engages in conduct directed at another person with the intent to place, or knows or reasonably should know that the conduct places that other person in reasonable fear of death, criminal sexual assault, or bodily injury to that other person or to that other person's family or household member.

**Third Party:** A third party is any person who is not a student or employee of the College.

F. Retaliation.
Any form of retaliation, including intimidation, threats, harassment, and other adverse action taken or threatened against any complainant or person reporting a complaint alleging a violation of this Policy, or any person cooperating in the investigation of allegations of violations of this Policy, to include testifying, assisting or participating in any manner in an investigation pursuant to this Policy and the resolution procedures is strictly prohibited by this Policy. Action is generally deemed adverse if it would deter a reasonable person in the same circumstances from opposing practices prohibited by this Policy. Retaliation may result in disciplinary or other action independent of the sanctions or interim measures imposed in response to the underlying allegations of violations of this Policy.

G. Reporting Incidents.

1. Members of the campus community who believe they have been subjected to any of these crimes should immediately report the incident to campus safety and security or local police. All emergencies or any incident where someone is in imminent danger should be reported immediately to campus safety and security/security or local police by dialing 911.

2. Whether or not a report is made to law enforcement, members of the campus community should report alleged violations of this Policy to the Title IX Coordinator during normal business hours. The Title IX Coordinator is solely responsible for overseeing the prompt, fair, and impartial investigation and resolution of complaints filed with the College. To help ensure a prompt, fair, and impartial investigation and resolution, individuals are encouraged to complete a Complaint Form, found in Appendix A. The written complaint will be submitted to the Title IX Coordinator. Although strongly encouraged, a complainant is not required to submit a complaint on the Complaint Form or in writing.

Paul D. Camp Community College Title IX Campus Resources

Title IX Coordinator: Operations Manager
Room 106 Franklin Campus
757-569-6744

Deputy Title IX Coordinator Dean of Student Services
Room 126G Franklin Campus
757-569-6720

After normal business hours, members of the campus community should report alleged violations of this Policy to the Operations Manager.

3. There is no time limit for filing a complaint with the College. However, complainants should report possible violations of this Policy as soon as possible to maximize the College’s ability to respond effectively.
H. Handling of Reports and Investigations.

The Title IX Coordinator will assist members of the campus community in reporting incidents to law enforcement authorities upon request. The Title IX Coordinator will request the consent of the complainant (or alleged victim if different from the complainant) to report incidents of alleged sexual violence that occur on campus property to law enforcement. Members of the campus community may decline to notify law enforcement authorities and decline their consent for the Title IX Coordinator to notify law enforcement if they wish. The College will comply with all requests for cooperation by the campus safety and security or local law enforcement in investigations. The College may be required to suspend the Title IX investigation while the campus safety and security or the local law enforcement agency gathers evidence. The College will resume its Title IX investigation as soon as the campus safety and security or local law enforcement agency has completed gathering evidence. Otherwise, the College’s investigation will not be precluded or suspended on the grounds that criminal charges involving the same incident have been filed or that charges have been dismissed or reduced.

I. Confidentiality and Anonymous Reports.

1. Individuals may be concerned about their privacy when they report a possible violation of this Policy. The College has a responsibility to end conduct that violates this Policy, prevent its recurrence, and address its discriminatory effects. For this reason, some College employees may not keep secret any report of sexual violence, domestic violence, dating violence, or stalking. The College expects employees to treat information they learn concerning incidents of reported violations of this Policy with respect and with as much privacy as possible. College employees must share such information only with those College and law enforcement officials who must be informed of the information pursuant to this Policy.

2. Responsible employees must report all alleged violations of this Policy to the Title IX Coordinator. Other campus employees have a duty to report sexual assault, domestic violence, dating violence, and stalking for federal statistical reporting purposes (Campus Security Authority (CSA) under the Clery Act). CSAs include student/conduct affairs personnel, campus safety and security, local police, student activities staff, human resources staff, and advisors to student organizations. Reports received by the College concerning the abuse of a minor must be reported in compliance with state law.

3. If a complainant wishes to keep the report confidential, it is recommended that he or she reports the alleged conduct to someone with a duty to maintain confidentiality, e.g., mental health counselor or clergy. Employees may contact the Employee Assistance Program. If the complainant requests that the complainant’s identity is not released to anyone else, the College’s ability to investigate and take reasonable action in response to a complaint may be limited. In such cases, the College will evaluate the
request(s) that a complaint remain confidential in the context of the College’s commitment to provide a reasonably safe and non-discriminatory environment. In order to make such an evaluation, the Title IX Coordinator may conduct a preliminary investigation into the alleged violation of this Policy and may weigh the request(s) against the following factors:

- The seriousness of the allegation(s);
- The complainant’s or alleged victim’s age;
- Whether there have been other similar complaints of against the same respondent;
- The respondent’s right to receive information about the allegations if the information is maintained by the College as an "education record" under FERPA; and
- The applicability of any laws mandating disclosure.

Therefore, the College may pursue an investigation even if the complainant requests that no action is taken and the College will not be able to ensure confidentiality in all cases. The College will notify the complainant in writing when it is unable to maintain confidentiality or respect the complainant’s request for no further action.

4. Additionally, upon receiving a report of an alleged act of sexual violence against a student or one that allegedly occurred on property owned or controlled by the College or on public property within the campus, or immediately adjacent to and accessible from the campus, the Title IX Coordinator shall convene the College’s review committee within 72 hours to review the information reported and any information obtained through law-enforcement records, criminal history record information, health records, conduct or personnel records, and any other facts and circumstances, including personally identifiable information, related to the alleged incident known to the review committee. If it is determined by the law enforcement representative of the review committee that the disclosure of the information, including the personally identifiable information, is necessary to protect the health or safety of the alleged victim or other individuals, the College immediately will disclose such information to the law enforcement agency that would be responsible for investigating the alleged incident. The Title IX Coordinator will notify the alleged victim in writing that such disclosure is being made.

5. If the report of an alleged act sexual violence would constitute a felony sexual assault, within 24 hours of the first review team meeting, the law enforcement representative of the review committee shall notify the local Commonwealth’s Attorney and disclose the information received by the review committee, including personally identifiable information, if such information was disclosed pursuant to Paragraph I(4). The law enforcement representative usually will make this disclosure; however, any member of the review committee may decide independently that such disclosure is required under state law and within 24 hours of the first review team meeting shall disclose the information to the local Commonwealth’s Attorney, including personally identifiable information, if such information was disclosed pursuant to Paragraph I(4).
If the Title IX Coordinator is aware of such disclosure, the Title IX Coordinator will notify the alleged victim in writing that such disclosure is being made.

6. The College will accept anonymous reports, but it will be limited in its ability to investigate and take reasonable action. The College must have sufficient information to conduct a meaningful and fair investigation. A respondent has a right to know the name of the complainant and information regarding the nature of the allegations in order to defend against the complaint. The College, when reasonably available and when requested, may arrange for changes in academic, parking, transportation, or work arrangements after an alleged violation of this Policy. When such accommodations are provided, the College will protect the privacy of the complainant to the extent possible while still providing the accommodation.

J. Amnesty.

The College encourages the reporting of incidents that violate this Policy. The use of alcohol or drugs should not be a deterrent to reporting an incident. When conducting the investigation, the College’s primary focus will be on addressing the alleged misconduct and not on alcohol and drug violations that may be discovered or disclosed. The College does not condone underage drinking; however, the College will extend limited amnesty from punitive sanctioning in the case of drug or alcohol use to complainants, witnesses, and others who report incidents, provided that they are acting in good faith in such capacity. The College may provide referrals to counseling and may require educational options, rather than disciplinary sanctions, in such cases.

K. Timely Warnings.

The College is required by federal law to issue timely warnings for reported incidents that pose a substantial threat of bodily harm or danger to members of the campus community. The College will ensure, to every extent possible, that an alleged victim’s name and other identifying information is not disclosed, while still providing enough information for members of the campus community to make decisions to address their own safely in light of the potential danger.

L. Interim Measures.

1. Prior to the resolution of a complaint, the College may suspend or place on disciplinary or administrative leave the respondent when it is determined that the respondent’s continued presence on campus threatens the safety of an individual or of the campus community generally; may hamper the investigation into the alleged misconduct; or is necessary to stop threatening or retaliatory contact against the complainant or complainant’s witnesses. The College shall provide advance notice of such measures, except in cases where the individual’s presence constitutes a threat. In all cases, however, the College shall notify individuals subject to these interim measure(s) in writing of the specific facts and
circumstances that make such interim measure(s) necessary and reasonable. Individuals subject to proposed interim measures shall have the opportunity to show why such measure(s) should not be implemented.

2. Notwithstanding the above, the College may impose a "no contact" order on each party, requiring the parties to refrain from having contact with one another, directly or through proxies, whether in person or by electronic means. The College also will enforce orders of protection issued by courts on all College property to the extent possible.

3. The College may implement other measures for either the complainant or the respondent if requested, appropriate, and reasonably available, whether a formal complaint has been filed or whether an investigation by either campus administrators or law enforcement agencies has commenced. Such measures may include, but are not limited to, course schedule adjustments, reassignment of duty, changing work arrangements, changing parking arrangements, rescheduling class work, assignments, and examinations, and allowing alternative class or work arrangements, such as independent study or teleworking.

M. Sexual and Domestic Violence Procedures.

Anyone who has experienced sexual violence, domestic violence, dating violence, or stalking should do the following:

- Safely find a place away from harm.
- Call 911 or if on campus, contact campus safety and security/security.
- Call a friend, a campus advocate, a family member or someone else you trust and ask her or him to stay with you.
- Go to the nearest medical facility/emergency room. It is important to seek appropriate medical attention to ensure your health and well-being, as well as to preserve any physical evidence.
- If you suspect that you may have been given a drug, ask the hospital or clinic where you receive medical care to take a urine sample. The urine sample should be preserved as evidence. “Rape drugs,” such as Rohypnol and GHB, are more likely to be detected in urine than in blood.
- For professional and confidential counseling support, call the Virginia Family Violence & Sexual Assault Hotline at 1-800-838-8238. Help is available 24 hours a day.
- You should take steps to preserve any physical evidence because it will be necessary to prove criminal domestic violence, dating violence, sexual assault, or stalking, or to obtain a protective order.
• Do not wash your hands, bathe, or douche. Do not urinate, if possible.
• Do not eat, blow your nose, drink liquids, smoke, or brush your teeth if oral contact took place.
• Keep the clothing worn when the incident occurred. If you change clothing, place the worn clothing in a paper bag.
• Do not destroy any physical evidence that may be found in the vicinity of the incident by cleaning or straightening the location of the crime. Do not clean or straighten the location of the crime until law enforcement officials have had an opportunity to collect evidence.
• Tell someone all the details you remember or write them down as soon as possible.
• Maintain text messages, pictures, online postings, video and other documentary or electronic evidence that may corroborate a complaint.

N. Written Notification of Rights and Options.

Members of the campus community who report incidents of sexual assault, domestic violence, dating violence, or stalking whether the incident occurred on or off campus, shall receive a written explanation of their rights and options, including the (i) the available law-enforcement options for investigation and prosecution; (ii) the importance of collection and preservation of evidence; (iii) the available options for a protective order; (iv) the available campus options for investigation and adjudication under the College’s policies; (v) the complainant’s rights to participate or decline to participate in any investigation to the extent permitted under state or federal law; (vi) the applicable federal or state confidentiality provisions that govern information provided by a victim; (vii) information on contacting available on-campus resources and community resources, including the local sexual assault crisis centers, domestic violence crisis centers, or other victim support services with which the College has entered into a memorandum of understanding; (viii) the importance of seeking appropriate medical attention; and (ix) options related to changes in academic, parking, and working arrangements, when requested and when reasonably available.

O. Support Services.

1. All students and employees will receive information in writing of available counseling, health, mental health, victim advocacy, legal assistance, and other services available in the community and on campus.

2. For more information about available resources, go to: http://www.pdc.edu/about/safety-security/safety-security-quick-reference-guide/

P. Education and Awareness.
1. The College conducts a program to educate students and employees about this Policy and its procedures. The education and awareness program is designed to promote awareness of sexual violence, domestic violence, dating violence, and stalking.

2. Incoming students and new employees must take part in a mandatory primary prevention and awareness program. The program, at a minimum, shall include:

   - A statement that the College prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking;
   - The definition of domestic violence, dating violence, sexual assault, and stalking;
   - The definition of consent;
   - Safe and positive options for bystander intervention that may be carried out by an individual to prevent harm or intervene when there is a risk of domestic violence, dating violence, sexual assault, or stalking against a person other than such individual;
   - Information on risk reduction to recognize warning signs of abusive behavior and how to avoid potential attacks;
   - Information on possible sanctions, procedures to follow after an incident of sexual violence, domestic violence, dating violence or stalking, disciplinary procedures, and the protection of confidentiality; and
   - Written notification about available resources and services, and options for academic and work accommodations, if requested and reasonably available.

3. The College also conducts an ongoing prevention and awareness campaign for all students and employees. The campaign shall include, at a minimum, the information provided to incoming students and new employees.

Q. Resolution of Complaints.

1. The College has an obligation to provide prompt, fair, and impartial investigation and resolution of alleged violations to this Policy and is committed to so doing. Title IX Coordinator(s), investigators, and hearing officials must receive annual training on sexual violence, domestic violence, dating violence, and stalking, and the conduct of investigations and hearings. The College may resolve complaints either by an informal or formal resolution process.

2. The parties may agree to proceed under the informal resolution process in matters not involving sexual violence, domestic violence, dating violence, or stalking. The formal resolution process will be applied (i) when any party that participated in the informal resolution process chooses to terminate the process, and (ii) to all matters that are not eligible for informal resolution.

1. Complainant’s Initial Meeting with the Title IX Coordinator. As soon as is practicable, the Title IX Coordinator will contact the complainant to schedule an initial meeting. If the complainant is not the alleged victim, the Title IX Coordinator also will contact the alleged victim as soon as possible to schedule an initial meeting. The complainant may be accompanied by an advisor of his or her choosing. At this initial meeting, the Title IX Coordinator will:

   a) Provide the complainant a copy of this Policy;
   b) Provide the complainant with a Complaint Form, if necessary;
   c) Provide a written explanation of the complainant’s rights and options related to changes in academic, parking, and working arrangements;
   d) Explain avenues for formal resolution and informal resolution of the complaint;
   e) Explain the steps involved in an investigation;
   f) Discuss confidentiality standards and concerns with the complainant;
   g) Determine whether the complainant wishes to pursue a resolution (formal or informal) through the College or no resolution of any kind;
   h) Refer the complainant to campus and community resources, including the local sexual assault crisis center, domestic violence crisis center, or other victim support service with which the College has entered into a memorandum of understanding;
   i) Discuss with the complainant, as appropriate, possible interim measures that may be taken or provided when necessary during the pendency of the investigative and resolution processes;
   j) Discuss the right to a fair and impartial resolution of the complaint
   k) Discuss the College’s obligation to disclose information about the complaint, including personally identifiable information, to campus/local law enforcement or to the local Commonwealth’s Attorney, or both, under certain conditions.

2. Respondent’s Initial Meeting with the Assigned Title IX Coordinator. As soon as is practicable, the Title IX Coordinator will schedule an initial meeting with the respondent. The respondent may be accompanied by an advisor of his or her choosing. During the initial meeting with the respondent, the Title IX Coordinator will:

   a) Provide the respondent, in writing, sufficient information to allow him or her to respond to the substance of the allegation;
b) Provide the respondent a copy of this Policy;

c) Provide a written explanation of the respondent’s rights and options related to changes in academic, parking, and working arrangements;

d) Explain the College’s procedures for formal resolution and informal resolution of the complaint;

e) Explain the steps involved in an investigation;

f) Discuss confidentiality standards and concerns with the respondent;

g) Discuss non-retaliation requirements;

h) Inform the respondent of any interim measures that may be imposed on the respondent;

i) Refer the respondent to campus and community resources, as appropriate;

j) Discuss with the respondent, as appropriate, possible interim measures that can be provided to the respondent during the pendency of the investigative and resolution processes;

k) Discuss the respondent’s the right to due process and a fair and impartial resolution of the complaint; and

l) If the respondent is a student and the complaint involves an alleged act of sexual violence, explain to the respondent that the College will include a notation on the academic transcript if the respondent is suspended or dismissed after being found responsible, or withdraws while under investigation, and that the investigation will continue in the respondent’s absence while being afforded notice of the charges (and hearing, if applicable) and an opportunity to respond to all the evidence.

3. **Title IX Coordinator’s Initial Determination.** a) The College shall conduct an investigation of the complaint unless (i) the complainant does not want the College to pursue the complaint and the Title IX Coordinator has determined that the College can honor the request; (ii) it is clear on its face and based on the Title IX Coordinator’s initial meetings with the parties that no reasonable grounds exist for believing that the conduct at issue constitutes a violation of this Policy. The Title IX Coordinator will consider the following factors in determining whether it is reasonable to investigate the complaint: the source and nature of the information; the seriousness of the alleged incident; the specificity of the information; the objectivity and credibility of the source of the information; and whether the individuals allegedly subjected to the conduct can be identified.

b) In the event that the Title IX Coordinator determines that an investigation of the complaint should not be conducted, he or she will document (in consultation, as necessary, with the complainant, respondent, and other College officials) the appropriate resolution of the complaint and inform the parties of the same. The Title IX Coordinator shall provide specific and clear written reason(s) why an investigation should not be conducted. The Title IX Coordinator shall provide the determination that the College will not investigate
the matter to the complainant and the respondent, concurrently, within five (5) workdays of the completion of the initial meetings. This decision is final.

4. Appointment of the Investigator and Conduct of the Investigation. a) If the Title IX Coordinator determines that an investigation should be conducted, he or she will appoint an investigator within five (5) workdays of the completion of the initial meetings. The Title IX Coordinator will share his or her name and contact information with the complainant and respondent and will forward the complaint to the investigator. Within three (3) workdays of such appointment, the investigator, the complainant or the respondent may identify to the Title IX Coordinator in writing any potential conflict of interest posed by assigning such investigator to the matter. The Title IX Coordinator will consider such statements and will assign a different individual as investigator if it is determined that a material conflict of interest exists.

b) The investigator will contact the complainant and respondent promptly. In most cases, this should occur within three (3) workdays from the date of the investigator’s appointment or the conclusion of the informal resolution process, whichever is later. The investigator will schedule meetings with the parties. The parties may provide supporting documents, evidence, and recommendations of witnesses to be interviewed during the course of the investigation. Each party may have one advisor present during any meeting with the investigator; however, the advisor may not speak on the party’s behalf.

c) In the conduct of the investigation, the investigator should weigh the credibility and demeanor of the complainant, respondent, and witnesses; the logic and consistency of the evidence, motives, and any corroborating evidence.

d) The investigation of any alleged violation of this Policy should be completed within 60 days of the filing of the complaint or the date on which the College becomes aware of the alleged violation, unless good cause exists to extend the timeframe. If more time is necessary, the parties will be notified in writing and given the reason for the delay and an estimated time of completion.

e) Both complainant and respondent will have the opportunity to review and respond to evidence obtained during the investigation. Each party also will have the opportunity to review and comment on the written investigative report within seven (7) workdays of receiving the report. The final written investigative report and the parties’ responses thereto shall be part of the record.

f) The investigator will complete a written investigative report that includes summaries of all interviews conducted, photographs, descriptions of relevant evidence, the rationale for credibility determinations, summaries of relevant electronic records, and a detailed report of the events in question. The written investigative report shall include at minimum, the following information:

- The name and gender of the complainant and, if different, the name and gender of the person reporting the allegation;
• A statement of the allegation, a description of the incident(s), and the date(s) and time(s) (if known) of the alleged incident(s);
• The date that the complaint or other report was made;
• The date the respondent was interviewed;
• The names and gender of all persons alleged to have committed the alleged violation;
• The names and gender of all known witnesses to the alleged incident(s);
• The dates that any relevant documentary evidence (including cell phone and other records as appropriate) was obtained;
• Any written statements of the complainant or the alleged victim if different from the complainant;
• The date on which the College deferred its investigation and disciplinary process because the complainant filed a law enforcement complaint and the date on which the College resumed its investigation and disciplinary process (if applicable); and
• The outcome of the investigation.

g) The investigator will forward the written investigative report to the Title IX Coordinator.

h) The withdrawal of a student from the College while under investigation for an alleged violation of this Policy involving an act of sexual violence shall not end the College’s investigation and resolution of the complaint. The College shall continue the investigation as set forth under this Policy. The College shall notify the student in writing of the investigation and afford the student the opportunity to provide evidence, to review and respond to all the evidence against the student, and to the written investigative report prior to making a final determination. The student also shall receive notice in writing of any hearing, including the day, time, and location. Upon the student’s withdrawal, the College shall place a notation on the student’s academic transcript that states, “Withdrew while under investigation for a violation of Paul D. Camp Community College’s sexual misconduct policy.” After the College has completed its investigation and resolution of the complaint, the College shall either (1) remove the notation if the student is found not responsible or (2) change the notation to “Withdrew while under investigation and subsequently found responsible for a violation of Paul D. Camp Community College’s sexual misconduct policy.” Upon a final determination, the Title IX Coordinator immediately shall notify the registrar and direct that the appropriate notation is made.

S. Determination of Title IX Coordinator and Corrective Action Report.

1. The Title IX Coordinator will determine whether there is a preponderance of the evidence to find that the respondent violated this Policy as alleged. In most cases, this should occur within five (5) workdays of receiving the written investigative report from the investigator. The "preponderance of the evidence"
standard requires that the weight of the evidence, in totality, supports a finding that it is more likely than not that the alleged violation occurred.

2. If the Title IX Coordinator finds that the evidence does not prove by a preponderance of the evidence that the respondent committed the alleged violation, the matter will be closed. The Title IX Coordinator will make the determination in writing and distribute the written investigative report with such finding to the complainant and the respondent concurrently. All parties to whom the written investigative report is distributed pursuant to this Policy should maintain it in confidence. Both the complainant and the respondent may appeal the finding under the procedure described below.

3. If the Title IX Coordinator finds by a preponderance of the evidence that a violation of this Policy did occur, the Title IX Coordinator will make the determination in writing and distribute the written investigative report with such finding to the complainant and the respondent concurrently. All parties to whom the written investigative report is distributed pursuant to this Policy should maintain it in confidence. Both the complainant and the respondent may appeal the finding under the procedure described below.

4. When the Title IX Coordinator finds that a violation has occurred, he or she also shall write a separate written corrective action report that will contain recommendations for steps that should be taken to prevent recurrence of any such violation and to remedy any discriminatory effects. If interim measures as described above have been taken, the written corrective action report shall include a recommendation regarding continuation, suspension or modification of any such interim measures. The Title IX Coordinator shall distribute the written corrective action report to the complainant and respondent concurrently. In most cases, the written corrective action report should be completed within five (5) workdays after the distribution of the written investigative report. The written investigative report and the corrective action report may be submitted concurrently. The Title IX Coordinator also shall provide the written investigative report and the written corrective action report to the appropriate College official, as described below.

5. If the respondent is a student, the Title IX Coordinator will forward the reports to the Vice President for Academic and Student Development. Within ten (10) workdays, the Vice President for Academic and Student Development shall determine and impose appropriate sanctions, as described below. The respondent and the Title IX Coordinator shall receive written notification of sanction(s). When the respondent is a student, within five (5) workdays of receipt, the Title IX Coordinator may disclose to the complainant the sanctions imposed on the respondent that directly relate to the complainant as permitted by state and federal law, including the Federal Educational Rights and Privacy Act (FERPA) and the Virginia Freedom of Information Act, when such disclosure is necessary to ensure the safety of the complainant. The Title IX Coordinator also may disclose in writing to the complainant the final results of a disciplinary proceeding involving the respondent with regard to an alleged forcible or non-forcible sex offense, act of stalking, domestic violence or dating violence on the complainant, as permitted by state and federal law including FERPA and the Virginia Freedom of Information Act. The disclosure of final
results must include only the name of the student, the violation committed, and any sanction imposed by the College against the student.

6. If the respondent is an employee, the Title IX Coordinator will forward the reports to the employee’s supervisor. Within ten (10) workdays, the supervisor shall determine and impose appropriate sanctions, as described below. The respondent and the Title IX Coordinator shall receive written notification of sanction(s).

7. If the respondent is a third party, the Deputy Title IX Coordinator will forward the reports to Vice President of Administration and Technology. Within ten (10) workdays, the Vice President of Administration and Technology shall determine and impose appropriate sanctions, as described below. The respondent and the Title IX Coordinator shall receive written notification of sanction(s). The Title IX Coordinator may disclose to the complainant information as described above.

8. The Title IX Coordinator will advise the respondent and the complainant of their right to appeal any finding or sanction in writing. The written notification also shall provide information on the appeals process. If the respondent does not contest the finding or recommended sanction(s), the respondent shall sign a statement acknowledging such. The signed statement shall be part of the record.

T. Informal Resolution.

1. After receiving a request from both parties to resolve the complaint with the informal resolution process, the Title IX Coordinator will appoint a College official to facilitate an effective and appropriate resolution. Within three (3) workdays of such appointment, the College official, the complainant or the respondent may identify to the Title IX Coordinator in writing any potential conflict of interest posed by assigning such official to the matter. The Title IX Coordinator will consider such statements and will assign a different individual to facilitate if it is determined that a material conflict of interest exists. Within five (5) workdays of the appointment, the College official will request a written statement from the parties to be submitted within ten (10) workdays. Each party may request that witnesses are interviewed. Within ten (10) workdays of receiving the written statements, the College official will hold a meeting(s) with the parties and coordinate informal resolution measures. The College official shall document the meeting(s) in writing. Each party may have one advisor of his or her choosing during any meeting; however, the advisor may not speak on the party’s behalf.

2. The informal resolution process should be complete within thirty (30) days in most cases, unless good cause exists to extend the timeframe. The parties will be notified in writing and given the reason for the delay and an estimated time of completion. Any party may request in writing that the informal resolution

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1 The complainant shall not receive information that would constitute personnel records; however, the College will take appropriate steps as necessary to protect the safety of the complainant while also complying with state law and policy.
process be terminated at any time, in which case the formal resolution process will commence. In addition, any party can pursue formal resolution if he or she is dissatisfied with the proposed informal resolution.

3. Any resolution of a complaint through the informal process must address the concerns of the complainant and the responsibility of the College to address alleged violations of the Policy, while also respecting the due process rights of the respondent. Informal resolution remedies might include mandatory education, counseling, written counseling by an employee’s supervisor, or other methods. The College official will provide the complainant and respondent with a copy of the final written report concurrently. The final written report shall include the nature of the complaint, a meeting(s) summary, the informal resolution remedies applied, and whether the complaint was resolved through the informal resolution process.

4. There is no right of appeal afforded to the complainant or the respondent following the informal resolution process.

U. Sanctions & Corrective Actions.

1. The College will take reasonable steps to prevent the recurrence of any violations of this Policy and to correct the discriminatory effects on the complainant (and others, if appropriate). Sanctions for a finding of responsibility depend upon the nature and gravity of the misconduct, any record of prior discipline for similar violations, or both.

2. The range of potential sanctions and corrective actions that may be imposed against a student includes but is not limited to the following: required discrimination or harassment education, a requirement not to repeat or continue the discriminatory, harassing, or retaliatory conduct, verbal or written warning, a no-contact order, written or verbal apology, verbal or written warning, probation, suspension, and dismissal from the College.

a. If a student is found responsible for an act of sexual violence under this Policy and is suspended or dismissed, the student’s academic transcript shall be noted as follows: “Suspended/Dismissed for a violation of Paul D. Camp Community College’s sexual misconduct policy.” In the case of a suspension, the College shall remove such notation immediately following the completion of the term of suspension and any conditions thereof, and when the student is considered to be in good standing. The student shall be considered to be in good standing for the purposes of this section following the completion of the term of suspension and satisfaction of all conditions thereof. Upon completion of the suspension, the Title IX Coordinator (or designee) shall meet with the student to confirm completion of the conditions and upon such confirmation, direct the registrar to remove the notation from the student’s academic transcript.

b. If a student withdraws from the College while under investigation involving an act of sexual violence under this Policy, the student’s academic transcript shall be noted as follows: “Withdrew while under investigation for”


*investigation for a violation of Paul D. Camp Community College’s sexual misconduct policy.*” Students are strongly encouraged not to withdraw and to participate in the investigation and resolution of the complaint.

c. The College shall immediately remove the notation from the student’s academic transcript upon a subsequent finding that the student is not responsible an offense of sexual violence under this Policy. Upon such a finding, the Title IX Coordinator (or designee) shall direct the registrar to remove the notation from the student’s academic transcript.

d. Notations on academic transcripts regarding suspensions and dismissals shall be placed on the student’s academic transcript after resolution of all appeals.

3. Sanctions for faculty and staff shall be determined in accordance with the VCCS Policy Manual and the Department of Human Resource Management Standards of Conduct, respectively. Possible sanctions and corrective actions include required discrimination or harassment education, informal or formal counseling, reassignment, demotion, suspension, non-reappointment, and termination from employment.

4. Third parties, e.g., contractors, will be prohibited from having access to the campus. Depending on the violation, this prohibition may be permanent or temporary.

5. Title IX Coordinator will determine the final accommodations to be provided to the complainant, if any.

6. Sanctions imposed do not take effect until the resolution of any timely appeal. However, sanctions may take effect immediately when the continued presence of an individual on campus may threaten the safety of an individual or the campus community, generally. Sanctions will continue in effect until such time as the appeal process is exhausted in such cases.

V. Appeals.

Either the complainant or the respondent has the opportunity to appeal the outcome of the written investigative report or the sanction(s) recommended. Appeals shall be conducted in accordance with the applicable grievance procedures described in the Student Handbook, VCCS Policy Manual, and the Grievance Procedure Manual of the Department of Human Resource Management. Third parties may request that the College reconsider its decision in writing to the Vice President of Administration and Technology.
W. Academic Freedom and Free Speech.

1. This Policy does not allow censorship of constitutionally protected expression. As a “marketplace of ideas,” the College encourages intellectual inquiry and recognizes that such inquiry may result in intellectual disagreements. Verbal or written communications constitute sexual harassment only when such communications are sufficiently severe, pervasive, and objectively offensive that they undermine and detract from an employee’s work performance or a student’s educational experience. Verbal or written communications, without accompanying unwanted sexual physical contact, is not sexual violence or sexual assault.

2. In addressing all complaints and reports of alleged violations of this Policy, the College will take all permissible actions to ensure the safety students and employees while complying with any and all applicable guidance regarding free speech rights of students and employees. This Policy does not apply to curriculum, curricular materials, or abridge the use of particular textbooks.

X. False Allegations.

Any individual who knowingly files a false complaint under this Policy, who knowingly provides false information to College officials, or who intentionally misleads College officials who are involved in the investigation or resolution of a complaint may be subject to disciplinary action, up to and including dismissal for students and termination of employment for faculty and staff. An allegation that cannot be proven by a preponderance of the evidence is not necessarily proof of knowingly filing a false complaint.

Y. Consensual Relationships.

Pursuant to VCCS Policy 3.14.2, consenting romantic or sexual relationships between employees and students for whom the employee has a direct professional responsibility are prohibited. Consenting romantic or sexual relationships between employees where one employee has a direct professional responsibility also are prohibited. Consenting romantic or sexual relationships between other employees (not in a supervisory position), or with students for whom the employee does not have a direct professional responsibility, although not expressly forbidden, are unwise and are strongly discouraged. The relationship may be viewed in different ways by each of the parties, particularly in retrospect. Furthermore, circumstances may change, and conduct that was previously welcome may become unwelcome.

Z. Record Keeping.

The Title IX Coordinator shall maintain, in a confidential manner, for at least five (5) years, paper or electronic files of all complaints, witness statements, documentary evidence, written investigative reports, review committee records, written corrective action reports, sanctions, appeal hearings and
associated documents, the responses taken campus personnel for each complaint, including any interim and permanent steps taken with respect to the complainant and the respondent, and a narrative of all action taken to prevent recurrence of any harassing incident(s), including any written documentation.

AA. This Policy shall be forwarded to the VCCS Office of System Counsel in July of each year to be reviewed and updated as necessary.

Disciplinary Transcript Notations
Students who have been suspended for, have been permanently dismissed for, or have withdrawn from PDCCC while under investigation for an offense involving sexual violence under the college's sexual misconduct policy will have a notation stating either "Suspended/Dismissed for a violation of, or withdrew while under investigation for a violation of PDCCC's sexual misconduct policy" placed on their permanent records.

Furthermore, in order to alert other institutions of higher education of a student who was dismissed for exhibiting threatening or dangerous behavior, or otherwise has committed an act of misconduct, colleges may place a statement on the transcript, which shall state “Misconduct Dismissal.”

Prior to making any disciplinary notation on a transcript, colleges shall notify the student in writing of such action and give the student the right to appeal. The appeal may be part of the college’s normal process for conduct cases. Each college shall adopt a policy on disciplinary transcript notations that is consistent with this policy.

Student Information System (SIS) Records Indicators
In addition to the above, PDCCC may place on a student’s SIS record an XTA service indicator when a student is dismissed for misconduct, exhibits threatening behavior, or is determined to be a potential threat. PDCCC shall use the XTA indicator only after a threat assessment team has made a determination that the student poses a threat to the campus community.

PDCCC also may place on a student’s SIS record an XIT service indicator when a student is under investigation for an act of sexual violence. If the student is found “not responsible” following an investigation, PDCCC shall remove the indicator immediately.

For each indicator, prior to placing a service indicator on a student’s SIS record, PDCCC shall notify the student that the college will place the service indicator on the student’s SIS record. PDCCC shall explain the reason for the service indicator and give the student the right to appeal.

If students who have been dismissed for misconduct or had a service indicator placed on a student’s SIS record, or both, request that transcripts of their records be sent to another college, a statement may be placed on transcripts stating “additional information available upon request from the designated college
Amending Student Records

Under the provisions of the Family Educational Rights and Privacy Act ("FERPA"), students must have an opportunity to challenge the accuracy of the information that led to the application of the indicator to their record at the college placing the indicator. The challenge may only address the accuracy of the information, any misleading information, or a violation of the student’s privacy rights. PDCCC shall decide whether to amend the record as requested within a reasonable time after the college receives the request. If PDCCC decides not to amend the record as requested, it shall inform the student of its decision and of his or her right to a hearing. If the student prevails at the hearing, the record shall be corrected and the indicator should be removed, unless other facts support the continued use of the indicator. If PDCCC prevails, the student has the right to place a statement in his or her record challenging the college’s actions. The college must maintain the statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

Use of Service Indicators in Admission Decisions

If a student with an XTA on his or her student record at one Virginia community college applies to another community college ("the new college"), the new college shall conduct an independent threat assessment to determine whether the applicant continues to pose a threat to the campus community.

TECHNOLOGY USE POLICIES

VCCS Computer Acceptable Use Guidelines

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.

Standard

The following standards shall govern the use of all VCCS information technology resources:
All users of VCCS IT resources must read and adhere to Virginia Department of Human Resource Management Policy 1.75-Use of Electronic Communications and Social Media. A copy of this policy may be obtained from the Virginia DHRM website: [http://www.dhrm.virginia.gov/docs/default-source/hrpolicy/pol175useofinternet.pdf](http://www.dhrm.virginia.gov/docs/default-source/hrpolicy/pol175useofinternet.pdf)

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, individuals, etc.

The System Office and colleges reserve the right (with or without cause) to monitor, access and disclose all data created, sent, received, processed, or stored on VCCS systems to ensure compliance with VCCS policies and federal, state, or local regulations. College or System Office officials will have the right to review and/or confiscate (as needed) any equipment (COV owned or personal) connected to a COV owned device or network.

The System Office and Colleges shall use an authorized COV warning banner to communicate that IT systems and their use may be monitored and/or confiscated by authorized personnel; and there is no expectation of privacy when using a Commonwealth IT system.

Require acknowledgement that monitoring of IT systems and data may include, but is not limited to, network traffic; application and data access; keystrokes (only when required for security investigations and approved in writing by the agency head); and user commands; email and Internet usage; and message and data content.

Local Administrator rights, or the equivalent on non-Microsoft Windows-based IT systems shall be limited to only authorized staff as appropriate to prevent users from: a. Installing or using proprietary encryption hardware/software on VCCS systems; b. Tampering with security controls configured on their workstations; c. Installing personal software on a VCCS system; d. Adding hardware to, removing hardware from, or modifying hardware on a VCCS system and;

You must not authorize 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.

The transmission of unencrypted sensitive data over the internet shall be prohibited unless properly encrypted and approved by the agency head. When connected to internal networks from COV guest networks or non-COV networks, data transmission shall only use full tunneling and not use split tunneling.

You must use your computer resources only for authorized purposes. Students or staff, for example, may not use their accounts for private consulting or to support a personal business venture. 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. The VCCS shall document the user’s acceptance of the System Office or college Acceptable Use Policy before or as soon as practicable after, gaining access to VCCS IT systems.
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 data owner, data custodian, 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 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.

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. 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.

You must not use the Commonwealth’s Internet access or electronic communication in cases where it:

- interferes with the user’s productivity or work performance, or with any other employee’s productivity or work performance;
- adversely affects the efficient operation of the computer system;
- results in any personal gain or profits to the user
- violates any provision of this policy, any supplemental policy adopted by the agency supplying the Internet or electronic communication systems, or any other policy, regulation, law or guideline as set forth by local, State or Federal law. (See Code of Virginia 2.1-804-805 § 2.2-2827 as of October 1, 2011.)

Any user of VCCS IT resources employing the Commonwealth’s Internet or electronic communication systems for personal use must present their communications in such a way as to be clear that the communication is personal and is not a communication of the agency or the Commonwealth.

**Enforcement Procedures**

1) Faculty, staff, students and patrons at the College or System 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: a. Temporary restriction of the violator’s computing resource access for a fixed period of time, generally not more than six months. b. 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. c. 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 Academic and Student Development. The Vice President, in cooperation with the CIO, will determine the appropriate disciplinary action(s) which may include but are not limited to: a. Temporary restriction of the violator’s computing resource access for a fixed period of time, generally not more than six months. b. 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. c. Disciplinary action for student offenders shall be in accordance with the College student standards of conduct.

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

5) All formal disciplinary action(s) 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 local and shared computer systems, 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 has 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, digital certificates or 2-factor authentication mechanisms.

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 college computer systems as strictly confidential and will not release information to any unauthorized person.

Computer software, databases, and electronic documents are protected by copyright law. A copyright is a work of authorship in a tangible medium. Copyright owners have the sole right to reproduce their work, prepare derivatives or adaptations of it, distribute it by sale, rent, license lease, or lending and/or to perform or display it. A student must either have an express or implied license to use copyrighted material or data, or be able to prove fair use. Students and other users of college computers are responsible for
understanding how copyright law applies to their electronic transactions. They may not violate the copyright protection of any information, software, or data with which they come into contact through the college computing resources. Downloading or distributing copyrighted materials such as documents, movies, music, etc. without the permission of the rightful owner may be considered copyright infringement, which is illegal under federal and state copyright law. Use of the college’s network resources to commit acts of copyright infringement may be subject to prosecution and disciplinary action.


I agree to abide by all applicable state, federal, VCCS, and college policies, procedures and standards that relate to the Virginia Department of Human Resource Management Policy 1.76 - Use of Internet and Electronic Communication Systems, the VCCS Information Security Standard and the VCCS Information Technology Acceptable Use Standard. These include, but are not limited to:

- Attempting to gain access to information owned by the college or by its authorized users without the permission of the owners of that information.
- Accessing, downloading, printing, or storing information with sexually explicit content as prohibited by law or policy;
- Downloading or transmitting fraudulent, threatening, obscene, intimidating, defamatory, harassing, discriminatory, or otherwise unlawful messages or images;
- Installing or downloading computer software, programs, or executable files contrary to policy;
- Uploading or downloading copyrighted materials or proprietary agency information contrary to policy;
- Sending e-mail using another’s identity, an assumed name, or anonymously;
- Attempting to intercept or read messages not intended for them;
- Intentionally developing or experimenting with malicious programs (viruses, worms, spy-ware, keystroke loggers, phishing software, Trojan horses, etc.) on any college-owned computer;
- Knowingly propagating malicious programs;
- Changing administrator rights on any college-owned computer, or the equivalent on non-Microsoft Windows based systems;
- Using college computing resources to support any commercial venture or for personal financial gain.

Students must follow any special rules that are posted or communicated to them by responsible staff members, whenever they use college computing laboratories, classrooms, and computers in the Learning Resource Centers. They shall do nothing intentionally that degrades or disrupts the computer systems or interferes with systems and equipment that support the work of others. Problems with college computing resources should be reported to the staff in charge or to the Information Technology Help Desk.

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/or management of my college.
I understand that I must use only those computer resources that I have the authority to use. I 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. I must not use VCCS IT resources to gain unauthorized access to computing resources of other institutions, organizations, individuals, etc.

The System Office and colleges reserve the right (with or without cause) to monitor, access and disclose all data created, sent, received, processed, or stored on VCCS systems to ensure compliance with VCCS policies and federal, state, or local regulations. College or System Office officials will have the right to review and/or confiscate (as needed) any equipment (COV owned or personal) connected to a COV owned device or network.

I understand that it is my responsibility to read and abide by this agreement, even if I do not agree with it. If I have any questions about the VCCS Information Technology Acceptable Use Agreement, I understand that I need to contact the college Information Security Officer or appropriate college official. 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 GRIEVANCE POLICY**

The purpose of the Student Grievance Procedure shall be to provide equitable and orderly processes to resolve grievances other than grade appeals by students at Paul D. Camp Community College. Grievance procedures for appealing final grades in a course is described separately.

**Definitions**

Grievance - 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.

Student - A student is defined as one who is or has been duly and legally registered as either a full-time or part-time student at Paul D. Camp Community College.

Days - Days on which classes are regularly held by the College, unless otherwise defined.

This policy does not cover other complaints by students or the public (see Complaint Policy).

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:
I. LEVEL I
The student with a grievance will first discuss the grievance with the person 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 Dean of Student Services for direction in following the proper procedure. The Dean will explain the grievance procedure to the student and the importance of time elements, as well as investigate the information that has been reported by the student.

II. 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.

III. 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 Academic 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

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 Division Dean on an informal basis. If the instructor agrees that an error was made, the instructor will submit the grade change form to the 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:

- Grade assigned in a manner other than that listed in the course syllabus or as amended by the faculty member with appropriate notice, or
- 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 Division 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 dean will explain the entire grade appeal process to the student. The 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 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 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.

**COMPLAINT POLICY**

PDCCC will address general complaints from students and other members of the community in a fair and timely fashion according to stated procedures, and will log such complaints and their resolution per the requirements of SACSCOC Federal Requirement 4.5 which states: The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints.
1. Definitions
a) Verbal complaints are considered informal and the Procedure for Informal Complaints is to be followed.
b) Written complaints, whether received electronically or in hard copy, are considered formal and the Procedure for Formal Complaints is to be followed.

2. Limitations
This policy does not apply to the following appeals or grievances. Policy and procedures for these are contained in other policy statements:
a) All Human Resource policies
b) All appeal and grievance policies and procedures explicitly described in the VCCS Policy Manual
c) Any formal appeal or grievance covered by another PDCCC policy, (e.g., financial aid, satisfactory academic progress, and grade appeal), except Student Grievances which are a specific type of Student Complaint. All procedures in the Student Grievance policy are to be followed and final documentation and correspondence regarding the grievance and its resolution are to be forwarded to, and maintained by, the Executive Secretary, Office of the Vice President of Academic and Student Development as described below in sections 4d, 4e, and 4f.

3. Procedure for Informal Complaints
Informal (verbal) complaints by students or members of the public are to be dealt with through a discussion between the complainant and the responsible college administrator supervising the area. If through this process a mutually satisfactory resolution of the complaint cannot be reached, the complainant may put the complaint in writing and move to the policy and procedure on formal complaints (see below) or the complaint will be considered inactive. It is the responsibility of the administrator involved in an informal complaint to write a memorandum for the record detailing the nature of the complaint and the resolution. The administrator is to retain such memoranda in a file accessible to his/her supervisor upon request.

4. Procedure for Formal Complaints
a) Formal complaints by students or members of the public are to be handled by the responsible dean, director, or supervisor of the area involved in the complaint. Faculty and staff who receive a formal complaint should forward it to the dean, director, or supervisor of the area(s) involved in the complaint.
b) The administrator handling the complaint is to gather information as necessary. Information must be gathered from the complainant.
c) A written response (hard copy or email) will be sent to the complainant by the administrator handling the complaint.
d) A copy of the complaint, all subsequent related correspondence, and a summary of its resolution is to be sent to the Executive Secretary, Office of the Vice President of Academic and Student Development.
e) If the complainant is not satisfied with the response, he/she may file a written complaint to the supervising Vice President (or the President, should the initial administrator handling the complaint be a Vice President). In such cases, the Vice President (or President) will gather information and provide a final
written response to the complainant with a copy to the Executive Secretary, Office of the Vice President of Academic and Student Development.

f) The Executive Secretary, Office of the Vice President of Academic and Student Development will maintain a log of all formal complaints to include the complainant and respondent and a summary of the complaint and resolution; as well as a copy of the complaint and all subsequent correspondence.

### INTELLECTUAL PROPERTY POLICY

**Overview**

Paul D. Camp Community College (PDCCC) 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.

**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.”

**Administration of Policy**

Administration of PDCCC’s intellectual property will be overseen by the Vice President for Academic 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 Academic and Student Development.

**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.
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 Fall 2012 Cohort

<table>
<thead>
<tr>
<th></th>
<th>Year</th>
<th>Cohort</th>
<th># of Students</th>
<th># of Graduates</th>
<th>Percentage Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>PDCCC</td>
<td>2015</td>
<td>2012</td>
<td>116</td>
<td>30</td>
<td>25.9%</td>
</tr>
<tr>
<td>VCCS</td>
<td>2015</td>
<td>2012</td>
<td>17,530</td>
<td>4,129</td>
<td>23.6%</td>
</tr>
</tbody>
</table>

Source: IPEDS Graduation Rate (GR)

Additional information about Student Success at PDCCC can be found the college’s website: https://www.pdc.edu/about/assessment-research/student-success-rates/

GAINFUL EMPLOYMENT

The US Department of Education requires colleges to disclose specific information for any financial aid eligible certificate program that lead to gainful employment in a recognized occupation. This information includes program costs, occupations that the program prepares students to enter, completion and placement rates, and Title IV and private load debt incurred by those who complete the program. Gainful Employment information is designed to help students make informed choices about their program of study. Please visit the following website for more information and a complete list of all PDCCC Gainful Employment programs: http://www.pdc.edu/future-students/gainful-employment/

LIBRARY LEARNING COMMONS: LIBRARY AND TECHNOLOGY SERVICES

Library Learning Commons

A variety of materials and services are available to students through the College Libraries and Instructional Support Services. These units are components of the Library Learning Commons (LLC), 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, 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, over 100 different electronic databases, and approximately 30 several magazine and newspaper subscriptions to support our curricula. 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 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**

**Library hours when classes are in session:**

Franklin: Monday - Thursday 8:00 A.M. - 8:30 P.M.; Friday 8:00 A.M. - 4:30 P.M.
Suffolk: Monday - Thursday 8:00 A.M. - 8:30 P.M.; Friday 8:00 A.M. - 4:30 P.M.

**Library hours when classes are not in session:**

Franklin: Monday – Friday: 8:00 A.M. – 4:30 P.M.
Suffolk: Monday – Friday: 8:00 A.M. – 4:30 P.M.

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

**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:
- Excessive talking
- Loud talking
- Use of offensive language
- Disruptive behavior

Please monitor any children who accompany you to maintain an appropriate library environment. While accompanied children are permitted access to the library commons, disruptive behavior which includes uncontrolled crying is grounds for suspending access to the library and computers for the day. This is necessary to ensure students can pursue academic goals without interruption.

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
- Community patrons will be required to get a library card to use the resource/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. A replacement patron library card will cost $3.00; a replacement student ID 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.

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 collection. Books may be returned to the book drops in the parking lots when the libraries are closed.

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
  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
  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 of Student Services 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 up to one year.

Computer Use (Applies to patrons using their own computers and other electronic devices)
- Each community patron needs to sign in at the circulation desk to use the computers and computer resources (i.e. the Internet).
- Community patrons are to show his/her PDCCC library card (having signed the Library Code of Conduct Agreement).
  Patrons who refuse to sign the Library Code of Conduct Agreement or to sign in when using our computers/computer resources will NOT be able to use the library’s computer equipment/computer services.
- 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.
- PDCCC students have priority over community patrons.
  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.
- Data files should not be downloaded to the hard drive.

Unacceptable Computer Use
Users, both community and students, are required to abide by all applicable state, federal, VCCS, and college policies, procedures and standards that relate to the Virginia Department of Human Resource Management Policy 1.76-Use of Internet and Electronic Communication Systems, the VCCS Information Security Standard and the VCCS Information Technology Acceptable Use Standard. These include, but are not limited to:
- Attempting to gain access to information owned by the college or by its authorized users without the permission of the owners of that information.
- Accessing, downloading, printing, or storing information with sexually explicit content as prohibited by law or policy;
• Downloading or transmitting fraudulent, threatening, obscene, intimidating, defamatory, harassing, discriminatory, or otherwise unlawful messages or images;
• Installing or downloading computer software, programs, or executable files contrary to policy;
• Uploading or downloading copyrighted materials or proprietary agency information contrary to policy;
• Sending e-mail using another’s identity, an assumed name, or anonymously;
• Attempting to intercept or read messages not intended for them;
• Intentionally developing or experimenting with malicious programs (viruses, worms, spy-ware, keystroke loggers, phishing software, Trojan horses, etc.) on any college-owned computer;
• Knowingly propagating malicious programs;
• Changing administrator rights on any college-owned computer, or the equivalent on non-Microsoft windows based systems;
• Using college computing resources to support any commercial venture or for personal financial gain.

Computer Use Enforcement Procedures
Students who violate the policy will be reported to the Vice-President of Instruction and Student Development for appropriate disciplinary actions, which will include but are not limited to:

- Temporary restriction of the student’s access to the computers 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
- Other disciplinary action in accordance with the Student Conduct Policy

LLC staff has the authority to limit the student’s use of the computers until the matter is resolved by the Vice-President of Instruction and Student Development.

All formal disciplinary actions taken under this policy are subject to the Student Grievance Policy.

Community patrons failing to abide by the VCCS computer use rules will result in loss of computer privileges; community patrons who wish to appeal suspension of privileges should contact the College Security officer. Security officers also have the authority to restrict access to the library commons.

Printing Policy
Please print on both sides of the paper when possible to save paper. Please ask a member of the LLC staff for assistance if the printer does not work on the first try.

Printing prices
Students: Printing materials for class will be free of charge. Printing personal materials will cost $.10 per page.
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.

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 development 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 information.

The following services are available to promote student success:

Advising and Counseling Services
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 or an academic advisor 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 this program advisor before each registration and are encouraged to confer with them frequently regarding academic matters. A listing of programs and advisors is available on the PDCCC web site, under the “Academics” tab.
Career, educational, vocational, and personal 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. Services include:

- Interpret placement test scores and assisting the curriculum student in completing his/her class schedule.
- Assist students 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).
- Provide referral services to institutional and community resources based on student needs.
- Assist and promote with the student activities program.
- Orient new students to the College and the educational process.
- Promote use of the Virginia Education Wizard at www.VaWizard.org. The Wizard provides information on careers, planning for college, paying for college, and transfer options to a 4-year institution.

Personal and confidential assistance provided by a counselor can often help students:

- Cope effectively with situations which confront them;
- Make decisions regarding various life concerns and plans; and
- Gain greater self-awareness.

Students needed more extensive assistance will be referred to an appropriate resource.

Disability Services

It is the intent of PDCCC to be in compliance with the requirements of Section 504 of the Rehabilitation Act of 1973, The Americans With Disabilities Act (ADA of 1990) and the Virginians with Disabilities Act of 1985 in providing 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.
- 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 accommodations 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 of services. The provision of services to students with documented disabilities at Paul D. Camp Community College is based on the 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.

Documentation
Documentation provides verification to validate a claim of a specific disability in order to provide appropriate, reasonable accommodations to student with disabilities who seek an accommodation. Colleges should require documentation from a qualified professional that includes a full clinical description, current functional limitations, and a prognosis to include any expected future decline in functional ability. This documentation should also include information about the methodology used to make a diagnosis, specific results of the assessments used, summary data, and specific assessment scores based on adult norms where having such additional information will assist colleges in engaging in a deliberative and collaborative decision-making process that considers each student’s unique situation and experience, but not where requesting such information becomes overly burdensome to a student. Such documentation includes: a full clinical description, current functional limitations, and a prognosis to include any expected future decline in functional ability. This documentation should also include information about the methodology used to make a diagnosis, specific results of the assessments used, summary data, and specific assessment scores based on adult norms where having such additional information will assist the college in engaging in a deliberative and collaborative decision-making process that considers the student’s unique situation and experience.
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, SSS Counselor or the College Counselor will work with the student to identify reasonable accommodations.

Rehabilitative Services
The College cooperates with the Virginia Department of Rehabilitative Services in providing education and training for persons with special handicaps.

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 request an appointment to meet with their Counselor. If the concern cannot be resolved at this level, the student should request an appointment to meet with the Vice-President of Academic and Student Development with input from the Vice President of Administration and Technology. If the concern cannot be resolved at this level, the student should request an appointment to meet with the College President; the decision of the President is final.

New Student 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 the program advisor in the chosen curriculum. A new student orientation session is also provided the week before classes begin each fall and spring semester.

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 Activities
The Student Activities Program compliments the academic program of studies and enhances the overall educational experience of students through their participation in social, cultural, intellectual, recreational, and governance activities. 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.
Such activities support the mission of the college and provide students avenues for personal growth and enrichment. Through participation in clubs and organizations, or other planned activities, students develop a wide range of abilities, including intellectual, communication, athletic, and leadership skills. Students develop self-confidence, interpersonal skills, and an appreciation for other cultures and lifestyles. Finally, students develop a sense of integrity, purpose, and social responsibility that empowers them to be productive within and beyond the college community. 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 Student Government Association (SGA) and other various clubs and organizations. Developing the program is the responsibility of the students and faculty under the guidance and leadership of the counselor on each campus. Each student organization must have a faculty or staff sponsor. All student activity funds must be deposited and expended through the college business office, subject to State Board policies, procedures, and regulations pertaining to such funds.

The State Board of the Virginia Community College System recognizes and encourages honorary, scholastic, service organizations, and sports clubs that do not restrict membership based on race, color, gender, age, religion, disability, national origin, sexual orientation or other non-merit factors. All student activity programs and recognized organizations must comply with the VCCS’s nondiscrimination policy, except as follows: Any recognized religious or political student organization shall be authorized to limit certain activities only to members who are committed to furthering the mission of such organization. Such activities include ordering the organization’s internal affairs, selecting the organization’s leaders and members, defining the organization’s doctrines, and resolving the organization’s disputes.

The College manages a host of clubs and student organizations. Please visit www.pdc.edu for information on student organizations.

**Student Development Courses**
Student development is emphasized through a 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.

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 2 or more developmental courses in reading, writing, or math should take SDV 108, College Survival Skills, in place of SDV 100.
Student Support Services Program
The Student Support Services Program (SSS) at Paul D. Camp Community College is a federally funded program. 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, Suite 120 A or B in Franklin and 100 L in the Administrative Suite in Suffolk.

S.T.E.P.S. (Students Transitioning through Education Programs Successfully)
The purpose of this initiative is to increase the number of students who graduate with associate degrees; earn a career readiness, general education, or other career certificate; or transfer to other institutions of higher education. With personal coaching, S.T.E.P.S. encourages and empowers students to achieve their personal, academic, and career goals by identifying and accessing on and off campus resources. Free services available to students in the program include:

1. One-on-One Coaching — Success Coaches are available to help you set your personal and academic goals by offering and suggesting many resources.
2. Group coaching sessions — These sessions offer a variety of information and allow you to socialize and get to know your peers; sessions are located on both campuses Tuesday Talks on the Franklin campus and Campus Conversations on the Hobbs Suffolk Campus.
3. Scholarship applications assistance — The coaches are here to help you with your applications to determine that eligibility requirements are met. Ensuring that your application packet is complete.

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 coaches and counselors in the Student Support Services and S.T.E.P.S. programs.
Tutoring
Tutoring is available through the Student Support Services Program and through SMARTHINKING, an online tutoring service through which students can receive tutoring in math, science, English composition, and other subjects. SMARTHINKING is free for enrolled students. To access tutoring services, contact the Student Support Services Program Tutor Coordinator or access SMARTHINKING through Blackboard.

RESOURCES FOR VETERAN AND MILITARY STUDENTS
PDCCC offers a welcoming campus community in which veteran and military students, their spouses and dependents, are provided comprehensive student services and resources so that they can achieve their education and employment goals. PDCCC’s Military and Veteran Contacts for Certification can be reached in the Office of Financial Aid on the Franklin and Suffolk Campuses. For assistance with class selection, Veteran and Military students should contact Trina Jones, Dean of Student Services.

WORKFORCE DEVELOPMENT SERVICES
For Job Seekers
The Division of Workforce Development of Paul D. Camp Community College provides open enrollment training to assist job candidates and existing workers in improving their skill sets. Programs include the MT-1 (Manufacturing Technician) Machine Operator Training Certification to work at area manufacturing plants; A+, Networking+, and Security+ Information Technology Certifications for employment in a variety of administrative business roles; Forklift, Reach Truck, and Clamp Truck Certificates to support Western Hampton Roads’ burgeoning Warehouse and Distribution industry; a Fast Track Welding Program with AWS Certification; a Marine Skills curriculum to gain employment in shipyard maintenance roles; and an Essential Craft Skills course for maintenance mechanics to upgrade troubleshooting skills and overall job performance. In addition, the Division provides access to high quality on-line training courses.

For Employers
Business, industry, nonprofit, and government clients take advantage of a full array of workforce services such as customized training, open enrollment courses and seminars, business start-up and expansion training, consulting, coaching and facilitation services, and job profiling and job candidate assessment.

For the Community
The Division also provides a variety of continuing education courses, a summer Kids College, and an Encore Learning Program for learners over 50 years of age. Many community members take advantage of plentiful 7-day facility rental options for conferences, conventions, and special events in the 32,000 square foot state of the art Regional Workforce Development Center. The regional Workforce Investment Board, Opportunity Inc, provides job search and support services to first time job seekers and displaced workers.
SAFETY AND SECURITY

**Campus Safety and Security Force**
The campus security forces are not sworn law enforcement officers and do not have arrest authorities beyond those of a private citizen. The local police forces provide emergency services as does the local fire and Emergency Medical Departments. Dial 9-911 from a college telephone or 911 from a personal device to contact local emergency services directly. The campus security force will assist with non-life threatening and safety situations and enforce college rules of conduct. Campus security telephone numbers are 757-569-6721 for Franklin and Smithfield and 757-925-6319 at Suffolk.

**Security Cameras**
PDCCC has installed security cameras for the protection of the college community on all campuses. These cameras are monitored by the Campus Security Force. Questions concerning policies and uses should be addressed to the College Safety and Security Officer.

**Access to Campus Facilities**
Campus buildings are accessible to the college community 7:00 a.m. to 10:00 p.m. Monday through Friday and Saturdays from 7:00 a.m. to 6:00 p.m. when classes or events are scheduled. Anyone requiring access to the facility after the times identified must arrange the access through Campus Security.

**Campus Crime Data**
The College prepares an annual report to comply with the Jeanne Clery Disclosure of Security Policy and Crime Statistics Act. This report is prepared in cooperation with the local law enforcement agencies surrounding the campuses. The full text of this report and each campuses’ crime statistics are available on the College’s Safety and Security Web Page.

**Criminal Incident Information Log (60 days)**
This document is maintained in compliance with code of Virginia, 1950 as amended 23-232.2 and Federal law and contains information about all crimes against persons or property, which are reported to the college security force. The report may be viewed on the college web site or may be requested in printed form the college security officer. The security officer will process these requests within 48 hours.

**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 a dean.
**Alcohol and Other Drugs**
The College will enforce in cooperation with local police authorities applicable laws dealing with the sale, distribution or use of illegal drugs and alcohol. The laws against the purchase of alcohol for underage students by older students, staff or faculty will be strictly enforced. The College as a matter of policy will prohibit the advertising of alcoholic beverages on college property, decline sponsorship of any college event or program by organizations directly linked to the sale of alcoholic beverages. Violations of alcohol and controlled substance laws will be, as a matter of policy, referred to local law enforcement authorities for action. Students may also be subject to college disciplinary actions that may include dismissal.

**Smoking Areas**
The College is a non-smoking facility. There is no smoking inside any college-owned or operated building and within 25 feet of any entrance or exit. Smoking areas are clearly marked and equipped with appropriate 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. The college has designated the following smoking areas on each campus to accommodate students, faculty, staff, and visitors who smoke:

*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

**Criminal Misconduct**
Crimes against persons take many forms including gender violence, sexual assault, intimate partner violence and stalking. They all have one thing in common. All are crimes and punishable as either criminal or civil matters. Additionally they are all violations of the Title IX if they involve a member of the college community and punishments under this code can be in addition to any criminal or civil prosecution. The college strongly encourages victims and witnesses to report and prosecute alleged perpetrators to the fullest extent of the laws. There are several venues for assistance if a person is a victim.
Paul D. Camp Community College has access to trained professional counseling staff available to assist victims. The Commonwealth’s Attorneys Office of the cities of Franklin, Suffolk and Smithfield victim/witness assistance program is also available to assist victims in any way possible. Referral information is available at all times from the Campus Security Force. Security personnel can assist you in obtaining the necessary information for counseling, medical care or financial assistance. Responsiveness to the victim is a top priority of the college and the Campus Security Force.

If you are a victim of a sexual assault, even if you do not choose to prosecute, it is important that you have a physical examination after the attack. Besides bruises or other physical injuries, you may have been exposed to sexually transmitted diseases that require treatment. An HIV/AIDS test may also help ease your mind although additional testing six months after the assault may be necessary to completely eliminate the threat of AIDS/HIV. The college most strongly recommends counseling, either private or through excellent public resources, and can put you in touch with these resources. All of these services are confidential. A copy of the college’s policy on sexual misconduct can be found on the Safety and Security link on the college web site.

Consider your judicial options. Although there are statutes of limitations on criminal cases, they are often longer than you think. You also have the option of civil charges or campus disciplinary actions. If the assault and the aftermath are interfering with your ability to complete your academic work, talk with the VP of Academic and Student Development about academic relief.

Remember it is never too late to deal with a crime against persons and the college will assist you in every way possible.

**AIDS Policy**

Current knowledge indicates that students or employees with AIDS (Acquired Immunodeficiency Syndrome), ARC (AIDS-Related Complex), or a positive HIV antibody test normally do not pose a health risk to other students or employees in an academic setting. Therefore, students or employees who have AIDS, ARC, or a positive HIV antibody test are allowed regular classroom attendance and use of all institutional facilities. 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.
Lost and Found Items
Items found on College grounds or in College Facilities should be turned into the respective security or admissions office on the Franklin, Hobbs or Smithfield Center facility. Items found on the Franklin or Regional Workforce Development Center grounds should be turned into College security in room 130D, 757-569-6721, of the main campus building. Items found on the Hobbs Campus should be turned into college security in room 107C, 757-925-6319. Items found on the Center at Smithfield should be turned into the admissions office, 757-925-6340.

Individuals missing items may call the respective security/admissions office to determine if their missing article has been “turned-in.” College personnel will release missing items after a suitable description of the lost item is provided.

In the case of cash turned into lost and found a receipt will be issued to the individual turning in the money. After 30 days money if not returned to rightful owner will be returned to the individual turning in the funds.

The college accepts no responsibility for locating owners of lost property except where there is sufficient identification in or on the lost item to identify the owner. Owners will be notified by college email of found property. Unclaimed articles will be held for 90 days and if unclaimed after that point discarded or donated to a local charity.

Children on Campus
PDCCC is not equipped to provide support to children. Children are not allowed in classrooms, laboratories or computer labs. Children may accompany adults into the library but their escort is responsible for their behavior. Unattended children to include those left in automobiles are not permitted on any campus. If an unattended child is found on campus, campus security officers will make an attempt to reunite parent and child. However, if campus security officer is unable to reunite the parent and child, they are required by law to contact local police. Local police will follow Virginia law regarding unattended children.

Pets
No pets or other animals are permitted on campus, except for animals identified in the Americans with Disabilities Act as service animals. Check with campus security if you have questions. Animals are not to be left unattended on campus or placed in parked vehicles. Local animal control authorities will be notified and have jurisdiction regarding disposition.

Parking
The College provides free parking at all campuses on a first-come, first-served basis. PDCCC accepts no responsibility of loss or damage to private or commercial vehicles using campus parking lots. Handicapped parking spots and fire lanes are clearly marked and the college will have illegally parked vehicles towed at
owner’s expense. Vehicle maintenance on college property is prohibited. Abandoned or inoperative vehicles will be towed at the owner’s expense after 48 hours.

**EMERGENCY PROCEDURES AND RESOURCES**

**Emergency Actions**
The College plans for all hazards to mitigate property damage and personal injury, but no amount of planning can address the uncertainties of natural or man-made emergencies. However, there are several proven approaches that can provide general protection and are easily implemented in a crisis. These reactions are: Shelter in Place, Evacuation and Lockdown. Each is useful in addressing specific types of emergencies.

**SHELTER IN PLACE**: This procedure may be implemented in response to severe weather events. Emergency notifications and alerts will direct all personnel to report to the nearest shelter located on each campus. Students should familiarize themselves with the locations of these shelters and may, in the extreme, use restrooms as an alternative.

**EVACUATION**: Used in situations where the danger exists that remaining in a given area or building is not feasible. Evacuation is most often associated with fire or hazardous material incidents. If evacuation is ordered, immediately evacuate the building and gather at the designated Emergency Assembly Area identified on the evacuation map in your office or classroom and await instructions.

**FRANKLIN ACTIONS**: Security Personnel may direct an emergency, instead of a lockdown depending on circumstances. If an emergency evacuation is ordered, anyone outside of a college building during a lockdown should make their way to either the BB&T Bank on College Dr. or Blake Ford on Armory Drive and wait there for police or college security to arrive.

**HOBBS ACTIONS**: If an emergency evacuation is ordered, and for persons outside of a college building during a lockdown, students and staff should make their way to the YMCA and wait there for police or college security to arrive.

**SMITHFIELD CENTER ACTIONS**: If an emergency evacuation is ordered, and for persons outside of a college building during a lockdown, students and staff should make their way to the YMCA and wait there for police or college security to arrive.

**LOCKDOWN**: Used for imminent threat of violence or personal harm, such as a gunman on campus. All personnel should immediately proceed to the nearest office or classroom and lock and barricade the door. Individuals should remain in place until released by local or State police.
Emergency Notification System
The College has a multi-layer system for informing students and employees of emergencies, crimes, severe weather and other events with the potential to disrupt college activities or cause injury or death. The primary notification system is PDCAAlert and all students are encouraged to enroll in this program. This system sends voice mail, email and text alerts to all subscribers. You can enroll by clicking on PDCAAlert on the College web page. In addition to warnings from PDCAAlert, mass student emails, Facebook notices and web page announcements (www.PDC.edu) and displays on the school’s information TVs located around campuses are utilized. A loud speaker announcement will also be made on the affected campus – one long or repeated siren blast followed by verbal instructions.

Emergency Medical Supplies and Treatment
The college does not maintain an urgent care capability; it relies on local emergency medical services for urgent/emergency care. Urgent care is defined as an injury or disease that is life threatening or potentially life threatening in the opinion of a reasonable person without specialized medical training. The college does maintain supplies for non-urgent medical emergencies, e.g., sprains, minor lacerations. These supplies are located as follows:

Franklin Campus Main Building
Room 136H, Nursing Department
Room 126E, Security Office
Room 143, Welding Classroom

Franklin Workforce Development Center
Main administration office

Hobbs Campus -Suffolk
Room 100 Main Administration Office
Room 120, Bookstore

PDCCC at Smithfield
Room 202, Main Administration 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 local television and radio stations. 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. The regular telephones of the College (in offices, etc.) are not to be used by the students for outgoing calls.

Bomb Threats or Suspicious Device/Packages
If you discover a suspicious package, do not attempt to pick it up. DO NOT sound the fire alarm or use cell phones in proximity to the device as they may trigger an explosion. Evacuate the area and alert others to do the same. Report the device immediately to Campus Security. Should you receive a telephonic threat, get as much information as possible: Where is the bomb? When will it explode? Notify campus security or the local police immediately.

Violence Prevention
Members of the college community are encouraged to report all emergencies, criminal acts, safety concerns, fire danger and suspicious activities or persons to the PDCCC Campus Security Force. These reports are voluntary and confidential and may be made by plain text email, telephone, Silent Witness Program found on the college web site or personal visit to the Campus Security Office.

The main office is located in Franklin, room 130D and the primary telephone number is 569-6721 or 757-802-0325. On the Suffolk campus the security office is located in room 107C and the telephone number is 925-6319.

Remember you do not have to give your name to report. If you are a victim, you do not have to press charges, providing the crime is not a crime against the state. However, Campus Security, police and the Behavioral Assessment Team can be more effective if you cooperate by identifying yourself. Once a report is received by the College, it must initiate, investigate and take corrective action as necessary.

Suicide Prevention
Don’t Keep A Deadly Secret. If you or someone you know is contemplating suicide talk to someone, campus security officers have access to trained counselors. The National Suicide Prevention Hotline, 1-800-273-8255 is a free 24 hour hotline available to anyone in suicidal crisis or emotional distress. Your call will be routed to the nearest center.

National Threat Alert System (NTAS)
NTAS alerts will only be issued when credible information on terrorist threats exist and may be issued for a specific region or the nation at-large. These national alerts may be found on the college web site/safety and security page.
Types of Programs
A **Degree Program** is a broadly structured curriculum leading to the award of an associate’s degree. PDCCC offers two types of degrees: The **Associate of Arts and Sciences** (AA&S) and the **Associate of Applied Science** (AAS). The AA&S is a transfer degree, ranging from 60 – 63 required semester credit hours, and is designed to prepare students with the first two years of a four-year undergraduate course of study. The AAS is a career and technical degree, ranging from 60 – 69 required semester credit hours, and is designed to prepare students to enter the workforce upon completion of the program. Required courses and electives, and associated semester credit hours, are listed for each program.

Degrees include one or more majors, some of which are further divided into specializations. A **major** is a grouping of 100 and 200-level courses that define a discipline or interdisciplinary specialty within a program. A **specialization** is an area of concentration within a major.

A **Certificate Program** (CERT) is a curriculum of study less than two years in length, consisting of between 30 and 59 semester credit hours. Required courses and electives, and associated semester credit hours, are listed for each program.

A **Career Studies Certificate** (CSC) program is a curriculum of study consisting of between 9 and 29 semester credit hours. Required courses and electives, and associated semester credit hours, are listed for each program.

The table below lists PDCCC’s programs alphabetically by award type and academic plan code.

<table>
<thead>
<tr>
<th>Award</th>
<th>Program Name</th>
<th>Academic Plan Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA&amp;S</td>
<td>Business Administration</td>
<td>216</td>
</tr>
<tr>
<td>AA&amp;S</td>
<td>Education</td>
<td>624</td>
</tr>
<tr>
<td>AA&amp;S</td>
<td>General Studies</td>
<td>697</td>
</tr>
<tr>
<td>AA&amp;S</td>
<td>General Studies - Computer Science</td>
<td>697-02</td>
</tr>
<tr>
<td>AA&amp;S</td>
<td>Science</td>
<td>881</td>
</tr>
<tr>
<td>AAS</td>
<td>Administration of Justice - Corrections Science</td>
<td>400-01</td>
</tr>
<tr>
<td>AAS</td>
<td>Administration of Justice - Police Science</td>
<td>400-02</td>
</tr>
<tr>
<td>AAS</td>
<td>Administrative Support Technology</td>
<td>298</td>
</tr>
<tr>
<td>AAS</td>
<td>Administrative Support Technology - Word Processing</td>
<td>298-01</td>
</tr>
<tr>
<td>AAS</td>
<td>Administrative Support Technology – Medical Office Administrative Assistant</td>
<td>298-03</td>
</tr>
<tr>
<td>AAS</td>
<td>Early Childhood Development</td>
<td>636</td>
</tr>
<tr>
<td>AAS</td>
<td>Industrial Technology</td>
<td>883</td>
</tr>
<tr>
<td>AAS</td>
<td>Industrial Technology - Electronic/Electrical</td>
<td>883-02</td>
</tr>
<tr>
<td>AAS</td>
<td>Industrial Technology - Electronic Controls</td>
<td>883-03</td>
</tr>
<tr>
<td>AAS</td>
<td>Management - Computer Support Specialist</td>
<td>212-21</td>
</tr>
<tr>
<td>AAS</td>
<td>Management - General Business</td>
<td>212-01</td>
</tr>
<tr>
<td>Program</td>
<td>Code</td>
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<tr>
<td>AAS Management - Marketing</td>
<td>212-04</td>
<td></td>
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<tr>
<td>AAS Management - Hardware and Software Support</td>
<td>212-18</td>
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<tr>
<td>AAS Mechatronics</td>
<td>736</td>
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<tr>
<td>AAS Nursing</td>
<td>156</td>
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<tr>
<td>CERT Clerical Studies</td>
<td>218</td>
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<tr>
<td>CERT Early Childhood Development</td>
<td>632</td>
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<tr>
<td>CERT Electricity</td>
<td>942</td>
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<tr>
<td>CERT General Education Certificate</td>
<td>695</td>
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<tr>
<td>CERT Practical Nursing</td>
<td>157</td>
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<tr>
<td>CSC Advanced Early Childhood</td>
<td>221-636-03</td>
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<tr>
<td>CSC Advanced Emergency Medical Technician</td>
<td>221-146-08</td>
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<tr>
<td>CSC Bookkeeping</td>
<td>221-212-03</td>
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<tr>
<td>CSC Building Maintenance</td>
<td>221-903-11</td>
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<tr>
<td>CSC Computer Support Specialist</td>
<td>221-299-09</td>
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<tr>
<td>CSC Customer Service</td>
<td>221-251-19</td>
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<tr>
<td>CSC Early Childhood Development</td>
<td>221-636-01</td>
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<tr>
<td>CSC Electrical Technology</td>
<td>221-981-15</td>
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<tr>
<td>CSC Electronic Health Records System Engineering</td>
<td>221-285-78</td>
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</tr>
<tr>
<td>CSC Emergency Medical Technician - Basic</td>
<td>221-146-01</td>
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</tr>
<tr>
<td>CSC Emergency Medical Technician - Intermediate</td>
<td>221-146-03</td>
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<tr>
<td>CSC Energy Technology</td>
<td>221-820-07</td>
<td></td>
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<tr>
<td>CSC General Business</td>
<td>221-208-14</td>
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<tr>
<td>CSC General Welding</td>
<td>221-995-01</td>
<td></td>
</tr>
<tr>
<td>CSC Geographic Information Systems Technology</td>
<td>221-719-71</td>
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</tr>
<tr>
<td>CSC Hardware and Software Support</td>
<td>221-299-21</td>
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<tr>
<td>CSC HVAC</td>
<td>221-903-10</td>
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<tr>
<td>CSC Industrial Maintenance</td>
<td>221-990-00</td>
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<tr>
<td>CSC Industrial / Residential Wiring</td>
<td>221-883-65</td>
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</tr>
<tr>
<td>CSC Industrial Automation and Robotics</td>
<td>221-733-03</td>
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<tr>
<td>CSC Infant Toddler (early childhood education)</td>
<td>221-636-05</td>
<td></td>
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<tr>
<td>CSC Instrumentation</td>
<td>221-938-21</td>
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<tr>
<td>CSC Leadership</td>
<td>221-212-13</td>
<td></td>
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<tr>
<td>CSC Logistics Management</td>
<td>221-370-01</td>
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<tr>
<td>CSC Medical Office Administrative Assistant</td>
<td>221-285-89</td>
<td></td>
</tr>
<tr>
<td>CSC Medical Office Coder / Reimbursement Specialist</td>
<td>221-285-90</td>
<td></td>
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<tr>
<td>CSC Nurse Aide</td>
<td>221-157-04</td>
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<tr>
<td>CSC Pharmacy Tech</td>
<td>221-190-08</td>
<td></td>
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<tr>
<td>CSC Phlebotomy</td>
<td>221-151-02</td>
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<tr>
<td>CSC Pre-Nursing</td>
<td>221-156-02</td>
<td></td>
</tr>
<tr>
<td>CSC Principles of Robotics</td>
<td>221-733-02</td>
<td></td>
</tr>
<tr>
<td>CSC Professional Welder - Fabricator</td>
<td>221-995-78</td>
<td></td>
</tr>
<tr>
<td>CSC Professional Welder - Pipe</td>
<td>221-995-79</td>
<td></td>
</tr>
<tr>
<td>CSC Professional Welder - Plate</td>
<td>221-995-77</td>
<td></td>
</tr>
</tbody>
</table>
Program Electives
Many of PDCCC's programs contain electives. An Elective is a non-developmental, semester credit hour requirement, which can be fulfilled with a course a student chooses to take from within particular group of courses such as science, social science, or humanities. PDCCC’s AA&S programs require Transfer Electives, which are courses for which a student can receive credit at the school to which he/she intends to transfer. PDCCC electives may not fulfill the general education requirements for other institutions or be transferable to every four year college or university. Before selecting electives, consult a PDCCC advisor and the transfer guide for your prospective transfer institution(s). Unless otherwise specified in a program of study...

- “Humanities Elective” means a transferable course in Art, approved Communications Studies and Theatre courses,* Literature, Humanities, Foreign Language, Music, Philosophy or Religion.
- “Social Science Elective” means a transferable course in Economics, Political Science, History, Geography, Psychology, or Sociology.
- “Natural Science (Lab)” means a transferable course in Biology, Chemistry, Environmental Science, 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 and are approved by their academic advisor.

*See academic advisor.

Math Pathways
In 2017, the Virginia Community College System redesigned most of its mathematics courses. New courses, as well as “old” courses that were given new course numbers, will be implemented at PDCCC in Fall 2017. They are included in this catalog. The table below shows the old course numbers, new course numbers, course name, and credit and pre/co-requisite information. Students who have already taken, and satisfactorily passed, an “old course” to meet program requirements do not need to take the course again under the new number.

<table>
<thead>
<tr>
<th>OLD NUMBER</th>
<th>NEW NUMBER</th>
<th>COURSE NAME</th>
<th>COURSE INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 163</td>
<td>MTH 161</td>
<td>PreCalculus I</td>
<td>(3 cr.) Lecture 3 hours. Total 3 hours per week. Prerequisite: MTE 1-9 Corequisite: MCR 6</td>
</tr>
<tr>
<td>MTH 164</td>
<td>MTH 162</td>
<td>PreCalculus II</td>
<td>(3 cr.) Lecture 3 hours. Total 3 hours per week. Prerequisite: Completion of MTH 161 or equivalent with a grade of C or better</td>
</tr>
<tr>
<td>MTH 166</td>
<td>MTH 167</td>
<td>PreCalculus with Trigonometry</td>
<td>(5 cr.) Lecture 5 hours. Total 5 hours per week. Prerequisite: MTE 1-9 Corequisite: MCR 7</td>
</tr>
<tr>
<td>Course</td>
<td>Credit Hours</td>
<td>Course Title</td>
<td>Prerequisites</td>
</tr>
<tr>
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<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>MTH 240</td>
<td>(3 cr.)</td>
<td>Statistics I</td>
<td>Lecture 3 hours. Total 3 hours per week. Prerequisite: MTH 154 or MTH 161 or equivalent with a grade of C or better</td>
</tr>
<tr>
<td>MTH 242</td>
<td>(3 cr.)</td>
<td>Statistics II</td>
<td>Lecture 3 hours. Total 3 hours per week. Prerequisite: Completion of MTH 245 or equivalent with a grade of C or better</td>
</tr>
<tr>
<td>MTH 271</td>
<td>(3 cr.)</td>
<td>Applied Calculus I</td>
<td>Lecture 3 hours. Total 3 hours per week. Prerequisite: Completion of MTH 161 or equivalent with a grade of C or better</td>
</tr>
<tr>
<td>MTH 272</td>
<td>(3 cr.)</td>
<td>Applied Calculus II</td>
<td>Lecture 3 hours. Total 3 hours per week. Prerequisite: MTH 261 or equivalent with a grade of C or better</td>
</tr>
<tr>
<td>MTH 273</td>
<td>(4 cr.)</td>
<td>Calculus I</td>
<td>Lecture 4 hours. Total 4 hours per week. Prerequisite: Completion of MTH 167 or MTH 161/162 or equivalent with a grade of C or better. Corequisite: MCR 263 (College option)</td>
</tr>
<tr>
<td>MTH 274</td>
<td>(4 cr.)</td>
<td>Calculus II</td>
<td>Lecture 4 hours. Total 4 hours per week. Prerequisite: MTH 263 or equivalent with a grade of C or better</td>
</tr>
<tr>
<td>N/A</td>
<td>(4 cr.)</td>
<td>Calculus III</td>
<td>Lecture 4 hours. Total 4 hours per week. Prerequisite: MTH 264 or equivalent with a grade of C or better</td>
</tr>
<tr>
<td>MTH 285</td>
<td>(3 cr.)</td>
<td>Linear Algebra</td>
<td>Lecture 3 hours. Total 3 hours per week. Prerequisite: MTH 263 or equivalent with a grade of B or better or MTH 264 or equivalent with a grade of C or better</td>
</tr>
<tr>
<td>MTH 291</td>
<td>(3 cr.)</td>
<td>Differential Equations</td>
<td>Lecture 3 hours. Total 3 hours per week. Prerequisite: MTH 264 or equivalent with a grade of C or better</td>
</tr>
</tbody>
</table>

MTH 151 & 152 were not redesigned, they are being replaced with MTH 154 (Quantitative Reasoning) and MTH 155 (Statistical Reasoning). MTH 121 has not be redesigned and will remain in the master course file until further notice.
AREAS OF STUDY (Meta-Majors) Overview

PDCCC offers General Studies (AA&S General Studies and CERT General Education), and 60 other programs in seven meta-majors (areas of study): Health Sciences; Administrative and Office Support; Education, Business and Management; Industrial Technology and Trades; Science, Technology, and Computing; and Public Safety. In several areas, credentials are “stackable,” meaning that students can begin by first earning a Career Studies Certificate and then progress to additional certificates or a degree. Contact a PDCCC dean or lead faculty with questions about Programs and Areas of Study.

Health Sciences

- AAS Nursing (156)
- CERT Practical Nursing Program (157)
- CSC Pre-Nursing (221-156-02)
- CSC Nurse Aide (221-157-04)
- CSC Phlebotomy (221-151-02)
- CSC Pharmacy Technician (221-190-08)
- CSC Emergency Medical Technician - Intermediate (221-146-03)
- CSC Advanced Emergency Medical Technician (221-146-08)
- CSC Emergency Medical Technician – Basic (221-146-01)
- Medication Aide

Administrative and Office Support

- AAS Administrative Support Technology (298)
- AAS Administrative Support Technology – Word Information Processing (298-01)
- AAS Administrative Support Technology – Medical Office Administrative Assistant (298-03)
- CERT Clerical Studies (218)
- CSC Word Processing Technician (221-298-13)
- CSC Bookkeeping (221-212-03)
- CSC Medical Office Administrative Assistant (221-285-89)*
- CSC Medical Office Coder/Reimbursement Specialist (221-285-90)*

Education

- AA&S Education (624)
- AAS Early Childhood Development (636)
- CERT Early Childhood Development (632)
- CSC Advanced Early Childhood (221-636-03)
- CSC Early Childhood (221-636-01)
- CSC Infant Toddler (221-636-05)

Business and Management

- AA&S Business Administration (216)
- AAS General Business Management (212-01)
- AAS Marketing Management (212-04)
AAS Management - Hardware and Software Support (212-18)**
AAS Management - Computer Support Specialist (212-21)**
CSC Entrepreneurship in Small Business Management (221-212-10)
CSC Entrepreneurship in Small Business Management – Advanced (221-212-12)
CSC Leadership (221-212-13)
CSC Customer Service (221-251-19)
CSC General Business (221-208-14)
CSC Logistics Management (221-370-01)

Industrial Technology and Trades

AAS Industrial Technology (883)
AAS Industrial Technology – Electronic-Electrical (883-02)
AAS Industrial Technology – Electronic Controls (883-03)
CERT Electricity (942)
CSC Industrial Maintenance (221-990-00)
CSC Industrial/Residential Wiring (221-883-65)
CSC Energy Technology (221-820-07)**
CSC Electrical Technology for Keurig-Green Mountain
CSC Building Maintenance (221-903-11)
CSC Heating, Ventilation, and Air Conditioning (HVAC) (221-903-10)
CSC General Welding (221-995-01)
CSC Professional Welder-Pipe (221-995-79)
CSC Professional Welder-Plate (221-995-77)
CSC Professional Welder-Fabricator (221-995-78)

Science, Technology, and Computing

AA&S General Studies – Computer Science (697-02)
AA&S Science (881)
AAS Mechatronics (736)
CSC Industrial Automation and Robotics (221-733-03)***
CSC Principles of Robotics (221-733-02)***
CSC Instrumentation (221-938-21)***
CSC Computer Support Specialist (221-299-09)
CSC Hardware and Software Support (221-299-21)
CSC Geographic Information Systems Technician (221-719-71)
- CSC Electronic Health Records System Engineering (221-285-78)*

Public Safety

AAS Administration of Justice – Corrections Science (400-01)
AAS Administration of Justice – Police Science (400-02)

*See also Health Sciences
**See also Science, Technology, and Computing
***See also Industrial Technology and Trades
STACKABLE CREDENTIALS

Within areas of study (meta-majors), students can “stack” one credential (certificate or degree) on top of another, applying credits earned in one program to the credits required for the next. The diagrams below illustrate programs that can be “stacked.” The arrows show the number of required credits that can be applied from program to another. For example, as shown below, PDCCC’s Emergency Medical Services Career Studies Certificates are fully “stackable.” All credits required in the EMT CSC are applicable toward the Advanced EMT CSC. All credits required in the Advanced EMT CSC are applicable to the EMT-Intermediate CSC. In another example, Early Childhood Education, 28 of the 31 credits a student completes in the Certificate (CERT) in Early Childhood Development can be used towards completion of the Associates of Applied Science degree as shown on page 133.

Stackable Credentials in Health Sciences

Stackable Credentials in Administrative and Office Support
Stackable Credentials in Education

- CSC Infant Toddler 16 Credits
  - 10 credits

- CSC Early Childhood 16 Credits
  - 13 credits

- CSC Advanced Early Childhood 12 Credits
  - 6 credits

- CERT Early Childhood Development 31 Credits
  - 12 credits
  - 16 credits

- AAS Early Childhood Development 67 Credits
  - 28 credits

Stackable Credentials in Business and Management

- CSC Entrepreneurship in Small Business Management 24 Credits
- &
- CSC Entrepreneurship in Small Business Management – Advanced 24 Credits

- CSC General Business 16 Credits

- All 24 credits from either program are applicable to either degree

- AAS General Business Management 69 Credits
- &
- AAS Marketing Management 69 Credits

- 15 credits are applicable to either degree
Stackable Credentials in Science, Technology, and Computing

CSC Computer Support Specialist 27 Credits

CSC Hardware and Software Support 27 Credits

CSC Principles of Robotics 24 Credits

CSC Industrial Automation and Robotics 28 Credits

CSC Instrumentation 17 Credits

AAS Mechatronics 68 Credits

These programs share 21 credits

12 credits

21 credits

14 credits
**Program:** General Studies (General)  
**Award:** Associate of Arts and Sciences  
**Plan Code:** 697  
**Length:** 61 credits  
Program is designed for both full-time and part-time students. Length may vary.  
**Lead Faculty:** Ronette Jacobs, Wendy Miller-Edwards, Nancy Warren, Heather Eckman

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

### Purpose:
This University Parallel Program leads to the Associate in Arts and Sciences 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. The Computer Science specialization starts the student on the study of Computer Science as a discipline.

### Transfer Options:
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.

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.

### Student Learning Outcomes:
In addition to the VCCS general education outcomes and core competencies, students will be able to:
- Communication: Interact with others using all forms of communication, resulting in understanding and being understood.
- Critical Thinking: Evaluate evidence carefully and apply reasoning to decide what to believe and
how to act.

- Information Literacy: Recognize when information is needed and have the ability to locate, evaluate, and use it effectively.
- 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.
- Scientific Reasoning: Adhere to a self-correcting system of inquiry (the scientific method) and rely on empirical evidence to describe, understand, predict, and control natural phenomena.
- 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.
- Personal Development: Strive for physical well-being and emotional maturity.
- Computer Science: Demonstrate an understanding of computing math concepts and demonstrate an understanding of hierarchical structure of computer architecture.

**Admission Requirements:** General Admission to the College is required. Students must complete placement tests (or equivalent) in English and mathematics. Students with deficiencies in these areas will be required to take appropriate developmental courses. New students should see a counselor and returning students their advisor for more information.

**Program Requirements:** In the following sample schedule, “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, Philosophy or Religion. “Social Science Elective” means a transferable course in Economics, Political Science, History, Geography, Psychology, or Sociology. “Natural Science (Lab)” means a transferable course in Biology, Chemistry, Environmental Science, 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 and approved by their program advisor.

<table>
<thead>
<tr>
<th>General Studies – General (697)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Courses and Credits</strong></td>
</tr>
<tr>
<td><strong>Sample Schedule</strong></td>
</tr>
<tr>
<td><strong>First Semester</strong></td>
</tr>
<tr>
<td>ENG 111</td>
</tr>
<tr>
<td>HIS 111/121</td>
</tr>
<tr>
<td>MTH 154 OR 155/161</td>
</tr>
<tr>
<td>ITE 115</td>
</tr>
<tr>
<td>HLT/PED xxx</td>
</tr>
<tr>
<td>SDV 100</td>
</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
</tr>
</tbody>
</table>
### Second Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 112</td>
<td>College Composition II</td>
<td>3</td>
</tr>
<tr>
<td>HIS 112/122</td>
<td>History of World Civilizations II or US History II</td>
<td>3</td>
</tr>
<tr>
<td>MTH 154 OR</td>
<td>Quantitative Reasoning or Statistical Reasoning, Pre-Calculus II, or Statistics</td>
<td>3</td>
</tr>
<tr>
<td>155/162/245</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td>Humanities elective¹</td>
<td>3</td>
</tr>
<tr>
<td>HLT/PED</td>
<td>Health/Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>Transfer</td>
<td>Transfer elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Semester Credits**: 16

### Third Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>BIO 101, CHM 111, GOL 111, NAS or PHY elective</td>
<td>4</td>
</tr>
<tr>
<td>Social Science</td>
<td>ECO, PLS, PSY, SOC elective</td>
<td>3</td>
</tr>
<tr>
<td>CST 100</td>
<td>Principles of Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>Transfer</td>
<td>Transfer elective</td>
<td>3</td>
</tr>
<tr>
<td>Transfer</td>
<td>Transfer elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Semester Credits**: 16

### Fourth Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>BIO 102, CHM 112, GOL 112, NAS or PHY elective</td>
<td>4</td>
</tr>
<tr>
<td>Social Science</td>
<td>ECO, PLS, PSY, SOC elective</td>
<td>3</td>
</tr>
<tr>
<td>Humanities</td>
<td>Humanities elective</td>
<td>3</td>
</tr>
<tr>
<td>Transfer</td>
<td>Transfer elective</td>
<td>3</td>
</tr>
<tr>
<td>Transfer</td>
<td>Transfer elective</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Semester Credits**: 15

**Total Credits**: 61

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¹ Some university programs require literature in the second year.

² 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.

³ 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 where they plan to transfer, to ensure the transferability of the course.

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### GENERAL EDUCATION

- **Program**: General Education
- **Award**: Certificate
- **Plan Code**: 695
- **Length**: 33 credits, 2 semesters. The program is designed for both full-time and part-time students.
Length may vary.

**Lead Faculty:** Ronette Jacobs, Wendy Miller-Edwards, Nancy Warren, Heather Eckman

**Purpose:** The Certificate in General Education is designed for students who are preparing to transfer 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.

**Transfer Options:** This program is designed for students planning to complete a baccalaureate degree program at a four-year institution

**Student Learning Outcomes:** Upon successful completion of the General Education Certificate Program, students will be able to:

- Communication: Students will be able to interact with others using all forms of communication, resulting in understanding and being understood.
- Critical Thinking: Student will be able to evaluate evidence carefully and apply reasoning to decide what to believe and how to act.
- Information Literacy: Students will be able to recognize when information is needed and have the ability to locate, evaluate, and use it effectively.
- 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.
- Scientific Reasoning: Students will be able to adhere to a self-correcting system of inquire (the scientific method) and rely on empirical evidence to describe, understand, predict, and control natural phenomena.
- Cultural and Social Understanding: Student will 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.
- Personal Development: Students will be able to strive for physical well-being and emotional maturity.

**Admission Requirements:** General Admission to the College is required. Students must complete placement tests (or equivalent) in English and mathematics. Students with deficiencies in these areas will be required to take appropriate developmental courses. New students should see a counselor and returning students their advisor for more information.

**Program Requirements:** This program consists of a minimum of 33 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 program. 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. Additional program requirements are listed in the curriculum below.

<table>
<thead>
<tr>
<th>General Education (695)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Courses and Credits</strong></td>
</tr>
<tr>
<td><strong>Sample Schedule</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>First Semester</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SDV 100</td>
<td>College Success Skills¹</td>
</tr>
<tr>
<td>ENG 111</td>
<td>College Composition I¹</td>
</tr>
<tr>
<td>MTH 154 OR 155/161</td>
<td>Quantitative Reasoning or Statistical Reasoning, or Pre-calculus I¹,²</td>
</tr>
<tr>
<td>HIS 101/111/121</td>
<td>Western Civilization I, World Civilization I, or U. S. History I¹,²,⁴</td>
</tr>
<tr>
<td>Humanities ____</td>
<td>ART, ENG, HUM, MUS, REL, SPA, or CST²,⁴</td>
</tr>
<tr>
<td>Science ____</td>
<td>BIO, CHM, GOL, NAS, or PHY¹,²,³</td>
</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
<td>17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Second Semester</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities xxx</td>
<td>ART, ENG, HUM, MUS, REL, SPA, or CST²,⁴</td>
</tr>
<tr>
<td>CST 100</td>
<td>Introduction to Public Speaking¹</td>
</tr>
<tr>
<td>HIS 102/112/122</td>
<td>Western Civilization II, World Civilization II, or U. S. History II¹,²,⁴</td>
</tr>
<tr>
<td>Social Science ____</td>
<td>ECO, PLS, PSY, or SOC</td>
</tr>
<tr>
<td>Lab Science ____</td>
<td>BIO, CHM, GOL, NAS, or PHY¹,²,³</td>
</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
<td>16</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>33</td>
</tr>
</tbody>
</table>

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.

⁴. Students planning to transfer into Tidewater Community College’s Studio Arts program are required to complete specific courses. Consult with an academic adviser or counselor for approved courses.
NURSING

Program: Nursing
Award: Associate of Applied Science
Plan Code: 156
Length: 69 credits, 5 semesters
Lead Faculty: Trudy Kuehn

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. 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, the graduate will:

1. Provide patient-centered care that demonstrates therapeutic relationships, caring behaviors, self determination to diverse populations across the lifespan.

2. Practice safe nursing care that minimizes risk of harm across systems and client populations.

3. Demonstrate nursing judgements through use of clinical reasoning, the nursing process, and evidence-based practice in the provision of safe, quality care.

4. Practice professional behaviors that encompass the legal/ethical framework while incorporating self-reflection, leadership and a commitment to recognize the value of life-long learning.

5. Manage client care through performance improvement methods, technological resources, and fiscal responsibility to meet client needs and support organizational outcomes while collaborating with interdisciplinary teams.

Special Accreditation/Approval: This program is approval by the Virginia State Board of Nursing. The program is in the application phase for Candidacy with ACEN. The site visit is scheduled for February 28-March 2, 2017.

NCLEX Scores Here
Virginia Board of Nursing post the passage rates for all programs on their web site. The scores can be located at: http://www.dhp.virginia.gov/nursing/nursing_edprogs.htm Scores are also posted on the PDCCC nursing website.
The passage rates for PDCCC Nursing Program for the past 5 years

<table>
<thead>
<tr>
<th>Year</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>RN Program</td>
<td>88%</td>
<td>80%</td>
<td>86.7%</td>
<td>82.35%</td>
<td>76.8%</td>
</tr>
<tr>
<td>LPN-RN Bridge Program</td>
<td>66.7%</td>
<td>90%</td>
<td>87.5%</td>
<td>100%</td>
<td>70%</td>
</tr>
</tbody>
</table>

**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 nursing program.

1. Admission to Paul D. Camp Community College (PDCCC).
2. Graduation from high school with an overall GPA of 2.5 (or better) or satisfactory completion of the GED. Must submit official 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 the Nursing program.
4. Complete one unit of algebra, one unit of general 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 course requirements must be completed before the student can begin the nursing program.
5. Students must also have American Heart Association Healthcare Provider CPR certification.
6. 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.
7. It is required that all applicants take and pass the Kaplan Entrance Exam prior to admission. Applicants must score in the 45th percentile on each component of the test. The test can be taken once a semester and scores are valid for two years after testing. The test is scheduled with the Nursing/Allied Health Program’s administrative assistant.
8. Mandatory attendance at an Information Session, which is offered monthly during the fall and spring semesters.
9. Applicants who do not meet the residential qualifications will be considered based on space availability 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 ADN and LPN bridge nursing program must be submitted by February 24. Students must also apply to the college.
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 on-line application, which begins the process
2. Official transcripts of all secondary school work and all prior college work to include GED scores, if applicable
3. Copy of any previously earned health care license (LPN, CNA, EMT)
4. Results of Kaplan Entrance Exam
5. Three completed reference forms (using the forms provided) from prior instructors or employers
6. Kaplan score sheet with documentation of 45% in each of the categories.
7. Documentation of their participation at an Information Session, which are offered monthly in the fall and spring semesters.

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. 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 others should schedule an appointment with the Program Dean (dhartman@pdc.edu).

**Admissions Procedures for Paul D. Camp’s Nursing Programs**

**THE NURSING PROGRAM PARTICIPATES IN A SELECTIVE ADMISSIONS PROCESS.** In the event that there are more applicants for the NURING programs than there are slots, a selective admissions process outlined below will take effect. **DEADLINE FOR SUBMITTING ALL REQUIRED INFORMATION TO BE CONSIDERED FOR ADMISSION IS FEBRUARY 24 for the upcoming school year.**

The following **MINIMAL ADMISSION REQUIREMENTS** must be met by February 24 in the spring prior to the desired fall admission:

- **Student must complete a Paul D. Camp Community College General Student Application.** This application is available at the PDCCC website. Application must be received by February 24.
- **Student must provide, in their application packet, in a sealed envelope, an official transcript of any college work previously attempted and/or completed by February 24.** The student must ALSO provide to PDCCC an official high school transcript or copy of the student’s GED by February 24. Students currently enrolled in high school at the time of application for admission should forward to PDCCC a copy of their high school transcript through the fall semester of the senior year. Transcripts should be sent as early as possible so that previous course work can be evaluated to determine the need for developmental courses prior to applying for admission to the Nursing programs.
- **Competency in English and Math Essentials MTE 1-5 for ADN and MTE 1-3 for PN as demonstrated through the placement and diagnostic tests, or by satisfactorily completing the required MTE and/or ENF units or equivalent.**
• Student must have completed one high school Biology with a lab with a minimum grade of “C”, or the student must have successfully completed one unit of developmental or college-level Biology.

• Student must have completed one high school Chemistry with a lab with a minimum grade of a “C”, or the student must have successfully completed one unit of developmental or college-level Chemistry.

• Student must have completed one high school Algebra class with a minimum grade of “C”, or the student must have successfully completed MTE 1-3 for PN and MTE 1-5 for ADN.

• Student must have completed American Heart Association, Healthcare Provider CPR with a minimum grade of “C”.

• All Developmental coursework must be completed prior to the February 24 admission deadline.

• The student must have an overall minimum GPA of 2.5 for all college or high school work attempted. If the student has completed >12 semester credit hours of college-level work, the college GPA will be used in calculating the student’s admissions score. If the student has completed <12 semester credit hours of college-level work, the high school GPA will be used in calculating the student’s admissions score. Because grades for courses taken during the spring semester of the application process will not be available during the student’s application assessment, all GPA calculations will be based on work completed through the fall semester preceding the February 24 deadline. Points will be awarded for co-requisites completed and will be the basis of the GPA. Science courses (BIO 141, 142, 150) will be awarded additional points for grades of “A” or “B”.

• All Science courses must be completed within 5 years of application. The student will not receive additional points for these courses if they repeated the course.

• Student must take a pre-admissions screening test through PDCCC. The student must contact Ms. Griffin via email cgriffin@pdc.edu or call 757-569-6731 to sign up to take the Kaplan Entrance Exam for Nursing. This is a web-based test with no fees involved. The Kaplan Entrance Exam will assess the student’s competency in high school level reading, high school level grammar, high school level Math through Algebra I, and high school level general sciences. Tests may be taken at alternate sites (Suffolk and Franklin), however, the student MUST make arrangements and schedule the test through the Ms. Griffin. Further information on the testing is available online under the Nursing and Allied Health tab. All potential nursing students must score 45% on each of the categories. 10% of this grade will be added to the points system for admission. Students will only be allowed to take the Kaplan exam twice per year, once in the fall and once in the spring semester, prior to the February 24th deadline. There is no exceptions.

• The student must complete an online application for the nursing programs. There are 3 applications. Please pay close attention to this section! If the student is interested in the RN program, then the student must complete the ADN application. If the student is interested in the LPN program, then the student must complete the PN application. If the student wants preference in the ADN program, but will accept a spot in the PN program, then the student must complete the single application for both (ADN & PN) programs by February 24th.

• All applicants meeting the above requirements by the February 24th deadline will be screened based upon items ranging from overall and sciences GPAs, Kaplan Placement test performance, and completion of college level science classes, references, having a Pre-Nursing Certificate, and any Nurse Aide or EMS experience. The top-scoring finalists will be offered admissions into the available program of choice. The programs accept 30 students into each traditional program each year and at least 10 students into each of the LPN-RN Bridge programs.
Students will be notified by approximately April 1st prior to the program's admission of their selection status. Students who are accepted for admission must notify PDCCC's Nursing Office of their intention to accept or decline the offered slot by the deadline listed on their admission letter. Failure to do so will result in the loss of that slot to an alternate. cgriffin@pdc.edu.

Students who are not accepted into the program must re-submit the entire package and complete the Kaplan Entrance Exam to reapply for a future year. Students must schedule an appointment with a Nursing Advisor to discuss ways to improve their admission ability.

Students who fail to submit any of the required material to the PDCCC Nursing Office by the February 24 deadline will NOT be considered for admission for the following admission semester. THERE WILL BE NO EXCEPTIONS. The PDCCC's Nursing programs will establish only ONE admission deadline, as there are frequently many more applicants than available slots. After the student submits their application, a file will be started. However, the applicant/student must submit the completed packet to the Nursing Office before the February 24 deadline at which time you will receive a receipt showing your packet is complete. Do not submit a packet under the door or in the department mailbox. All packets must be hand delivered to ensure the packets are complete, Monday-Thursday from 8:30-3:00pm and Friday from 8:30-2:00pm. It is not the duty of PDCCC’s Nursing Office to notify applicants of incomplete application packets or missing information. Making sure that the admissions packet is complete is the SOLE responsibility of the applicant.

Physical Demands: 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, hand and 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. Upon admission to the nursing program, the prospective student is provided with a Nursing/Allied Health Program Physical Examination form that must be completed by a physician or nurse practitioner prior to enrolling in nursing classes.

Upon admission into the program, students must comply with the rules and regulations as outlined in the Nursing Student Handbook and course outlines including maintaining current (good for 2 years) CPR certification as designated, good academic standing by maintaining cumulative 2.5 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 80% in any of the courses in nursing or a "C" in any required general education course will not be permitted to continue in the nursing courses. In order to resume nursing courses, students must write a letter of request to the Program Dean. Students may have day, evening, night and weekend clinical experiences. Students are also responsible for additional fees charged for required testing, uniforms, books, background checks, and drug screening. An estimated cost of the background check and drug screening is $130.00 (cost is student responsibility).
Criminal history and background checks for sex offender crimes against minors are required for entrance into some clinical agencies. Students must have a negative background check and drug screen in order to begin clinical nursing courses. Some health care facilities may not employ individuals who have committed certain criminal acts. See Barrier Crimes located on the website. Students who have positive results from these checks may be prohibited from clinical and will not be able complete the program.

**Please note:** The Virginia State Board of Nursing can deny admission to any license or certification 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. Please see Barrier Crimes located on the website.

Students may be required to minimally attend 4 days a week - lecture twice a week and skills laboratory or clinical twice a week. Classes are scheduled between 8:00AM and 5:00PM. On-campus Skills Labs are scheduled between 8:00AM and 4:00PM. Transition students may be required to attend classes and clinical 5 days a week during the summer semester. Clinical times vary and may be nine or twelve hour shifts and can be day, evening, or night, depending on the sites availability.

**Licensed Practical Nurse (LPN) to RN Options:**
The LPN to RN Bridge program provides an opportunity for the LPN 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 Nursing program. Those who apply for this program must have graduated from an accredited practical nursing program, have a current unrestricted license to practice as a practical nurse in the Commonwealth of Virginia or compact state, and have completed BIO 141-142, ENG 111, SDV 100, CST 100, PSY 201, PSY 230, PHI 220 (recommended for Humanity elective), and BIO 150 (BIO 150 can be completed once in the program). In addition, the candidate must meet all criteria for the nursing program, including maintaining a minimum grade of 80% in all nursing courses and a “C” in all required general education courses. A transition course (NUR 115) is required for all LPNs admitted in the program.

**Transfer of Previous Nursing Credits:** Students seeking to transfer credits received from nursing courses at other institutions will be considered on an individual basis by the Program Dean. The student may be asked to provide course descriptions, course syllabi, preadmission testing or achievement test scores, and selected data from the course instructor in order to determine placement in the nursing program. This option is 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 their program progression depending on placement in the PDCCC Nursing Program. Students must schedule an appointment with the Dean of Nursing and Allied Health (dhartman@pdc.edu). Students who have failed two attempts in a nursing program will not be permitted to enroll in PDCCC’s ADN program.

**Withdrawal/Readmission:** An exit interview with a nursing faculty member or the Dean is required of all
students who withdraw. In addition the student must complete a withdrawal form. Students who withdraw because of academic failure may not enroll more than once. Any student wishing to enroll in nursing courses must have at least a 2.5 cumulative and curricular grade point averages at PDCCC to be considered. Readmission must occur within one year to maintain nursing course credits. A student who wishes to 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 also have to demonstrate certain competencies and meet health and clinical requirements to be considered for enrollment. Students will be required to meet the requirements of the current ADN curriculum.

The Dean and 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 attempts in the nursing program will not be permitted to enroll. All readmissions are at the discretion of Program Dean and nursing faculty.

Financial Requirements: In addition to the usual college tuition and fees, this program requires the following estimated expenses:

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uniforms</td>
<td>$200</td>
</tr>
<tr>
<td>Health/Physical Examination ($75.00 at Total Family Care in Franklin)</td>
<td>varies</td>
</tr>
<tr>
<td>Books</td>
<td>$3,000</td>
</tr>
<tr>
<td>Graduation Pin (cost depends on price of gold or silver)* (Mandatory)</td>
<td>$50</td>
</tr>
<tr>
<td>American Heart association Healthcare Provider CPR Certification (good for 2 years)</td>
<td>$148</td>
</tr>
<tr>
<td>Kaplan Standardized test (over the course of the program)</td>
<td>$600</td>
</tr>
<tr>
<td>Criminal Background Check &amp; drug test (May vary depending on name changes and how many states of residence)</td>
<td>$130</td>
</tr>
<tr>
<td>Skills Lab Kit</td>
<td>$150</td>
</tr>
<tr>
<td>Nursing Student Association</td>
<td>$70</td>
</tr>
<tr>
<td>Application for Licensure Fees</td>
<td>$190</td>
</tr>
<tr>
<td>Pearson Vue Fee</td>
<td>$200</td>
</tr>
</tbody>
</table>

In an effort to reduce student fees, students are required to have an electronic device that they can load eBooks. The preference for nursing textbooks will be eBooks as opposed to the textbook.

Curriculum Requirements: In addition to formal lectures, laboratory exercises, selected clinical, and community experiences will be scheduled during day, evening, and weekend shifts depending on availability of facilities. Field trips at additional cost to the student may be included as a course requirement.
## Nursing Program (156)

### Required Courses and Credits

#### Sample Schedule

### FIRST YEAR

#### Fall Term

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 111</td>
<td>Nursing I</td>
<td>8</td>
</tr>
<tr>
<td>BIO 141</td>
<td>Human Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>ENG 111</td>
<td>College Composition</td>
<td>3</td>
</tr>
<tr>
<td>SVD 100</td>
<td>College Success Skills</td>
<td>1</td>
</tr>
<tr>
<td>NUR 136</td>
<td>Principles of Pharmacology I</td>
<td>2</td>
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</table>

**Total Semester Credits 18**

#### Spring Term

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 142</td>
<td>Human Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>PSY 201</td>
<td>Introduction to Psychology I</td>
<td>3</td>
</tr>
<tr>
<td>NUR 170</td>
<td>Essentials of Medical/Surgical Nursing I</td>
<td>4</td>
</tr>
<tr>
<td>NUR 180</td>
<td>Essentials of Maternal/Newborn Nursing I</td>
<td>4</td>
</tr>
<tr>
<td>NUR 137</td>
<td>Principles of Pharmacology II</td>
<td>2</td>
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</tbody>
</table>

**Total Semester Credits 16**

#### Summer Term

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 201</td>
<td>Psychiatric Nursing</td>
<td>4</td>
</tr>
<tr>
<td>*NUR 115</td>
<td>LPN Transition</td>
<td>7</td>
</tr>
<tr>
<td>BIO 150</td>
<td>Introductory Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>CST 100</td>
<td>Principles of Public Speaking</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Semester Credits 18**

### SECOND YEAR

#### Fall Term

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NUR 212</td>
<td>Second Level Nursing II</td>
<td>8</td>
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<tr>
<td>PSY 230</td>
<td>Developmental Psychology</td>
<td>3</td>
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<tr>
<td>HUM ____</td>
<td>Humanities elective (PHI 220 is recommended)</td>
<td>3</td>
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</table>

**Total Semester Credits 14**

#### Spring Term

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 246</td>
<td>Parent Child Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NUR 202</td>
<td>Medical Surgical Nursing I</td>
<td>4</td>
</tr>
<tr>
<td>NUR 254</td>
<td>Dimensions of Professional Nursing</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Semester Credits 10**

**Total Credits 69**

* LPN Bridge students 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.
PRACTICAL NURSING

Program: Practical Nursing
Award: Certificate
Plan Code: 157
Length: 44 credit hours, 3 semesters
Lead Faculty: Laurel Pope

Purpose: This nursing major prepares selected students to qualify as practitioners of practical nursing (PN) in a variety of health care facilities. After successful completion of the program, students will be eligible for the National Council Licensure Exam Practical Nurse. The program provides a background for maximum transfer opportunities to a two year college, four year college or universities.

Program Student Learning Outcomes: At the completion of the Practical Nursing Certificate, graduates will...

• Utilize a caring therapeutic relationship to demonstrate sensitivity to human needs.
• Incorporate knowledge of cultural diversity and spirituality across the life span in the plan of nursing care.
• Contribute to the nursing process by integrating critical thinking techniques when responding to nursing situations within the scope of LPN practice.
• Provide a supportive and protective nursing environment at the direction on the RN or other appropriate healthcare professional.
• Apply principles of teaching/learning in the promotion, restoration and maintenance of health.
• Uses nursing knowledge, skills, and current technology provide and promote safe nursing practice.
• Demonstrate responsibility and accountability in the management and delegation of patient care in selected health care setting.
• Communicate effectively with clients, families and health team members through written, verbal and electronic modes.
• Demonstrate responsibility and accountability for own nursing practice and care delegated by practicing within the profession’s ethical and legal framework.
• Assumes responsibility for professional growth, self-development, and lifelong learning.
• Pass the NECLEX-PN Examination at or above 80%.
• Assume an entry level LPN position in the health care setting.

NCLEX-PN Scores
The Virginia Board of Nursing posts the passage rates for all programs on their web site: http://www.dhp.virginia.gov/nursing/nursing_edprogs.htm This information is also located on the PDCCC’s PN Program web page.

Occupational Objectives: Employment opportunities for the PN 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 PN program.

- Admission to Paul D. Camp Community College (PDCCC).
- Graduation from high school with an overall GPA of 2.5 (or better) or satisfactory completion of the GED. Must submit official GED scores with application.
- 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 the PN program.
- Complete one unit of algebra, one unit of general biology, and one unit of chemistry with a “C” grade or better. Deficiencies can be made up through approved developmental or college level courses. Development course requirements must be completed before the student can begin the PN program.
- A curricular and cumulative college grade point average (GPA) of 2.5 or better is required in all general education requirements completed before admission into PN program courses.
- It is required that all application take and pass the Kaplan Entrance Exam prior to admission. Applicants must score in the 43rd percentile of each component of the test. The test can be taken once a semester. The test is scheduled with the Nursing/Allied Health Programs secretary.
- Applicants who do not meet the residential qualifications will be considered based on space availability.

**Admission Procedure:** Applications to the PN program are processed during specified application periods. Applications for the PN program must be submitted by February 26. Applicants are responsible for making certain that all application materials are on file in the nursing office, including the following documents:
- The completed practical nursing application
- Official transcripts of all secondary school work and all prior college work to include GED scores if applicable.
- Results of Virginia Placement Test (if required), and
- Results of Kaplan Entrance Exam

Because the PN program addresses the educational needs of students with a variety of experience 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 dual enrollment program. Interested high school sophomores should see their counselors in the spring of the sophomore year. Interested juniors should see their counselors in the fall junior year. All dually enrolled students interested in the PDCCC nursing program must have their program of study approved in writing by PDCCC nursing lead faculty member.

The typical physical demands of a practical nurse include the following: full range of motion including handling and lifting patients and/or equipment, manual and finger dexterity, hand, and eye coordination.
The job generally requires standing and walking for extensive periods. The practical nurse should be able to lift and carry items weighing up to 50 pounds. Upon admission to the PN program, the prospective student is provided with a Nursing/Allied Health Programs Physical Examination form that must be completed by a healthcare practitioner prior to enrolling in nursing classes.

After admission, students must comply with the rules and regulations as outlined in the Student Handbook and course outlines including: maintaining current CPR certification as designated, good academic standing by maintaining cumulative 2.5 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 PN course to proceed to the next course. Students must pass pharmacology and calculation test, designated clinical skills testing, and demonstrate clinical competence in PN course with clinical components. Any student who receives a final grade lower than “C” in any of the courses in PN or biology will not be permitted to continue in the PN program. In order to resume PN courses, students must write a letter of request to the program lead faculty member. Students will have day and evening clinical experience. Students are also responsible for additional fees charged for required testing, uniforms, books, criminal history and sex offender crimes against minor’s background checks, and drug screening. An estimated cost of the background check and drug screening is $130 (cost is students responsibility). Criminal history and background checks for sex offender crimes against minors and required of entrance into some clinical agencies and therefore the nursing program. Students must have a negative background check and drug screen in order to begin clinical nursing courses. Some health care facilities may not employ individual who have committed certain criminal acts (see Barrier Crimes under Nursing on the PDCCC web site). Students who have positive results from these checks may be prohibited from clinical and may not complete the program.

**Please note:** The Virginia State Board of Nursing can deny admission to any license or certification 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.

**Withdrawal/Readmission:** An exit interview with a nursing faculty member or the lead faculty member is required of all students who withdraw. Students who withdraw because of academic failure may not enroll more than once. Any student wishing to enroll in courses must have at least a 2.5 cumulative and curricular grade point average at PDCCC to be considered. Enrollment must occur within one year to maintain nursing course credits. A student who wishes to enter the nursing curriculum must follow the procedure outlined in the PN Nursing Students Handbook. The student may be required to enroll in and satisfactory complete specific courses before admission. Students will also have to demonstrate certain competencies and meet health and clinical requirements to be considered to enrollment.

The nursing faculty will consider each student’s application for readmission and the decision to readmit
will 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 able to enroll in the program. All admissions are at the discretion of nursing faculty and based on space availability.

Financial Requirements: In addition to the usual college tuition and fee, this program requires the following estimated expenses:

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uniforms</td>
<td>$150</td>
</tr>
<tr>
<td>Books</td>
<td>$3,000</td>
</tr>
<tr>
<td>Health/Physical Examination</td>
<td>$75</td>
</tr>
<tr>
<td>Graduation Pin (cost depends on price of gold or silver)*</td>
<td>$50</td>
</tr>
<tr>
<td>AHA BCLS CPR Certification (good for two years)</td>
<td>$144.65</td>
</tr>
<tr>
<td>Kaplan, used throughout the program, with a live NCLEX-PN exam review at the end of the program</td>
<td>$600</td>
</tr>
<tr>
<td>NCLEX-PN Exam</td>
<td>$200</td>
</tr>
<tr>
<td>VA Board of Nursing fee</td>
<td>$170</td>
</tr>
<tr>
<td>Skills Lab Kit</td>
<td>$150</td>
</tr>
<tr>
<td>Criminal &amp; Sex Offender Background &amp; Drug Screening Check</td>
<td>$130</td>
</tr>
</tbody>
</table>

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 to the student may be included as a course requirement.

In an effort to reduce student fees, students are required to have an electronic device that they can load eBooks onto. The preference for nursing textbooks will be e-books as opposed to the textbook.

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 PN program requirements. To remain in the program, a student must have a “C” or above in all PN course and general education course required for the degree.
# Practical Nursing (157)

## Required Courses and Credits

### Schedule

<table>
<thead>
<tr>
<th>Semester 1</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SDV 100 or equivalent</td>
<td>College Success Skills</td>
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</tr>
<tr>
<td>BIO 142</td>
<td>Human Anatomy Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>PNE 146</td>
<td>Fundamentals of Practical Nursing</td>
<td>6</td>
</tr>
<tr>
<td>PNE 174</td>
<td>Applied Pharmacology for Practical Nurses</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
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<td><strong>13</strong></td>
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<table>
<thead>
<tr>
<th>Semester 2</th>
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</thead>
<tbody>
<tr>
<td>BIO 150</td>
<td>Introductory Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 201 or equivalent</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PNE 151</td>
<td>Medical-Surgical I</td>
<td>4</td>
</tr>
<tr>
<td>PNE 158</td>
<td>Mental Health</td>
<td>2</td>
</tr>
<tr>
<td>PNE 173</td>
<td>Pharmacology for Practical Nurses</td>
<td>2</td>
</tr>
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<td><strong>Total Semester Credits</strong></td>
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<table>
<thead>
<tr>
<th>Semester 3</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>ENG 111</td>
<td>College Composition 1</td>
<td>3</td>
</tr>
<tr>
<td>PSY 230 or equivalent</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PNE 135</td>
<td>Maternal and Child Health Nursing</td>
<td>5</td>
</tr>
<tr>
<td>PNE 145</td>
<td>Trends in Practical Nursing</td>
<td>1</td>
</tr>
<tr>
<td>PNE 152</td>
<td>Medical-Surgical II</td>
<td>4</td>
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<tr>
<td><strong>Total Semester Credits</strong></td>
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<td><strong>16</strong></td>
</tr>
</tbody>
</table>

**Total Credits 44**

The wellness requirement is an integral part of the nursing curriculum. Health and disease, health promotion, preventive behavior, nutrition, and community health are all addressed within the curriculum in the following PNE classes: 146, 173, 151, 135, 145, 158, and 152.

BCLS CPR certification is a preadmission requirement for the practical nursing program. Students also maintain current BCLS CPR certification throughout the 3 semester program.

**NOTES:** Program requirements may change in accordance with federal, state, or industry standards. Contact the lead program faculty or Dean of Nursing and Allied Health for the most current information.
**Program:** Pre-Nursing  
**Award:** Career Studies Certificate  
**Plan Code:** 221-156-02  
**Length:** Twenty-six (27) credit hours  
**Lead Faculty:** Lucy Little and Courtney Darden

**Purpose:** The Pre-Nursing Career Studies Certificate offers foundational courses from the AAA in nursing curriculum and the nurse aide courses to prepare students for entry into the Nursing Program. Although completion of the 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 most of the courses within the Nursing Curriculum that can be completed prior to Nursing Program admission. At the completion of this certificate program the student is eligible to sit for the Virginia Board of Nursing Nurse Aide Certification Exam.

**Occupational Objectives:** Nursing Profession

**Admission Requirements:** Students must meet the general admission requirements established by the College.

**Developmental Studies Requirements:** Developmental Studies 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 the MTE 5 is the highest math course required. Any recommendations for MTE 5 does not apply to this program.

It is important that any developmental courses requirements 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.

**High School Prerequisites:** Prerequisites needed prior to nursing program admission include one year each of algebra, chemistry, and general biology, or the equivalent of the high school course in an accredited college or university. These course must be completed with a minimum grade of “C” or “S” as appropriate.

Chemistry: CHM1, 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: MTE 5
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 any higher level general BIO course.

<table>
<thead>
<tr>
<th>Pre-Nursing (221-156-02)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Courses and Credits</strong></td>
</tr>
<tr>
<td><strong>Sample Schedule</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PHI 220</td>
<td>Ethics</td>
</tr>
<tr>
<td>SDV 100 or equivalent</td>
<td>Student Development</td>
</tr>
<tr>
<td>ENG 111</td>
<td>College Composition I</td>
</tr>
<tr>
<td>BIO 141</td>
<td>Human Anatomy and Physiology</td>
</tr>
<tr>
<td>EMT 109/HLT 105</td>
<td>AHA Healthcare Provider CPR</td>
</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 112</td>
<td>College Composition II</td>
</tr>
<tr>
<td>HCT 101*</td>
<td>Health Care Technician I (first 8 wks)</td>
</tr>
<tr>
<td>HCT 102*</td>
<td>Health Care Technician II (second 8 wks)</td>
</tr>
<tr>
<td>BIO 142</td>
<td>Human A &amp; P II</td>
</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
<td>15</td>
</tr>
<tr>
<td><strong>Total Program Credits</strong></td>
<td>27</td>
</tr>
</tbody>
</table>

*Apply to Nurse Aide classes. All fees affiliated with the Nurse Aide courses (HCT 101 and HCT 102) apply.

NURSE AIDE

Program: Nurse Aide
Award: Career Studies Certificate
Plan Code: 221-157-04
Length: Twenty-six (26) credit hours
Lead Faculty: Kim Lowe

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 department for approval prior to beginning nurse aide (HCT) classes. Students must have and maintain an overall 2.5 GPA to be admitted to nurse aide program. Students must submit copies of all high school or GED scores and college transcripts.

Financial Requirement: In addition to the usual college tuition and fees, this program requires the following estimated expenses:

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uniforms</td>
<td>$50</td>
</tr>
<tr>
<td>Books</td>
<td>$200</td>
</tr>
<tr>
<td>Health/Physical Examination</td>
<td>$75</td>
</tr>
<tr>
<td>AHA BCLS CPR Certification (good for two years)</td>
<td>$144.65</td>
</tr>
<tr>
<td>Criminal &amp; Sex Offender Background &amp; Drug Screening Check</td>
<td>$130</td>
</tr>
</tbody>
</table>

Developmental Studies: To ensure that each student has the proper educational basis to succeed in the nurse aide course, 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 Development 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.

<table>
<thead>
<tr>
<th>Nurse Aide (221-157-04) Required Courses and Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample Schedule</td>
</tr>
</tbody>
</table>

### First Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCT 101</td>
<td>Health Care Technician I</td>
<td>4</td>
</tr>
<tr>
<td>HCT 102</td>
<td>Health Care Technician II</td>
<td>4</td>
</tr>
<tr>
<td>EMT 109</td>
<td>CPR for Healthcare Providers</td>
<td>1</td>
</tr>
<tr>
<td>SDV 100</td>
<td>Student Development</td>
<td>1</td>
</tr>
<tr>
<td>PSY 201</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Semester Credits:** 13

### Second Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111</td>
<td>College Composition I</td>
<td>3</td>
</tr>
<tr>
<td>CST 100</td>
<td>Speech</td>
<td>3</td>
</tr>
<tr>
<td>PSY 230</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 142</td>
<td>Human Anatomy and Physiology II</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Semester Credits:** 13

**Total Program Credits:** 26
PHLEBOTOMY

Program: Phlebotomy
Award: Career Studies Certificate
Plan Code: 221-151-02
Length: Twenty-nine (29) credit hours
Lead Faculty: Dawn Womble

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 and hospitals.

Admission Requirements: Students must meet the general admission requirements established by the College. Students must submit a separate application to the Nursing and Allied Health Department 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 2.5 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 complete as quickly as possible so 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.
Phlebotomy (221-151-02)
Required Courses and Credits
Sample Schedule

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Required Courses and Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDV 100 or 101</td>
<td>College Success Skills (first 8 weeks)</td>
<td>1</td>
</tr>
<tr>
<td>MDL 101</td>
<td>Introduction to Medical Laboratory (first 8 weeks)</td>
<td>3</td>
</tr>
<tr>
<td>HLT 143 (for Allied Health)</td>
<td>Medical Terminology I</td>
<td>3</td>
</tr>
<tr>
<td>BIO 142</td>
<td>Human A &amp; P II</td>
<td>4</td>
</tr>
<tr>
<td>MDL 105</td>
<td>Phlebotomy (second 8 weeks)</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Required Courses and Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLT 105 or EMT 109</td>
<td>AHA CPR for Healthcare Providers</td>
<td>1</td>
</tr>
<tr>
<td>ITE 115</td>
<td>Basic Computer Applications &amp; Concepts</td>
<td>3</td>
</tr>
<tr>
<td>MDL 106</td>
<td>Clinical Phlebotomy (The clinical will be at multiple sites during the morning hours. There is also a mandatory classroom component once a month in the evening hours.)</td>
<td>4</td>
</tr>
<tr>
<td>CST 100</td>
<td>Principles of Public Speech</td>
<td>3</td>
</tr>
<tr>
<td>ENG 111</td>
<td>English Composition</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
<td></td>
<td><strong>14</strong></td>
</tr>
<tr>
<td><strong>Total Program Credits</strong></td>
<td></td>
<td><strong>29</strong></td>
</tr>
</tbody>
</table>

**PHARMACY TECHNICIAN**

**Program:** Pharmacy Technician  
**Award:** Career Studies Certificate  
**Plan Code:** 221-190-08  
**Length:** Twenty seven (27) Credit hours, two semesters  
**Lead Faculty:** 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 prepared to take either national examination.

**Special Accreditation/Approval:** Virginia Board of 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 PDCCC Pharmacy Technician Program (additional application).
3. Complete PDCCC placement tests in reading, mathematics, writing, and computer skills if necessary (see application). If scores indicate, the applicant will be required to successfully complete developmental courses prior to admission to the pharmacy technician program.
4. Obtain two letters of recommendation

**Financial Requirements:**
In addition to the usual college tuition, books, and fees, this program requires the additional estimated out of pocket expenses:

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical Exam (varies with practitioner/insurance)</td>
<td>$75.00</td>
</tr>
<tr>
<td>Books (estimate for new books)</td>
<td>$550.00</td>
</tr>
<tr>
<td>Uniforms</td>
<td>$35.00</td>
</tr>
<tr>
<td>National Pharmacy Technician Certification Exam</td>
<td>$129.00</td>
</tr>
<tr>
<td>CPR Certification</td>
<td>$10.00</td>
</tr>
<tr>
<td>Criminal History &amp; Sex Offender Background &amp; Drug Screening Checks</td>
<td>$126.25</td>
</tr>
</tbody>
</table>

**Program Requirements**
The curriculum includes learning experiences in class and in the laboratory, as well as a clinical experience. Students must submit a separate application to the Pharmacy Technician Program for approval prior to beginning Pharmacy Technician courses. Students must complete a physical examination including required immunizations and a background check with drug screening. Students must maintain a 2.0 grade point average (GPA).
Pharmacy Technician (221-190-08)
Required Courses and Credits
Sample Schedule

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th></th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLT 105/EMT 109</td>
<td>Cardiopulmonary Resuscitation¹</td>
<td>1</td>
</tr>
<tr>
<td>HLT 143</td>
<td>Medical Terminology I</td>
<td>3</td>
</tr>
<tr>
<td>HLT 250</td>
<td>General Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>HLT 261</td>
<td>Basic Pharmacy I</td>
<td>3</td>
</tr>
<tr>
<td>MTH 126</td>
<td>Mathematics for Allied Health</td>
<td>3</td>
</tr>
<tr>
<td>SDV 100/108</td>
<td>College Success Skills</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
<td></td>
<td><strong>14</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Semester</th>
<th></th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST 100</td>
<td>Principles of Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>ENG 111</td>
<td>College Composition</td>
<td>3</td>
</tr>
<tr>
<td>HLT 262</td>
<td>Basic Pharmacy II</td>
<td>3</td>
</tr>
<tr>
<td>HLT 264</td>
<td>Basic Pharmacy Lab II</td>
<td>1</td>
</tr>
<tr>
<td>HLT 290</td>
<td>Internship for Clinical Practice²,³</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
<td></td>
<td><strong>13</strong></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>27</strong></td>
</tr>
</tbody>
</table>

¹ EMT 109, CPR for Healthcare Providers, can substitute for HLT 105
² Prior to registering for HLT 290, Internship for Clinical Practice, students are required to undergo a mandatory drug screening and background check. Students must have a negative drug screen and criminal background check in order to be assigned to an internship. Charges or costs for the drug screening and criminal check are the responsibility of the student.
³ The student must be passing all current pharmacy classes with at least a 76% before being assigned to an intern site.

MEDICATION AIDE

**Length:** Five (5) credit hours

**Lead Faculty:** Elaine Beale

**Purpose:** The Medication Aide courses are designed to prepare students for full-time employment as a medication aide.

**Occupational Objective:** Prepares students to safely administer, or to assist in client self-administration of medications in specific settings. Includes practice.

**Admissions Requirements:** Students must meet the general requirements of the College, be in good
health and capable of strenuous lifting. Placement testing is not required. Students must submit a separate application to the nursing department for evaluation. Students must have and maintain an overall 2.5 GPA to be admitted to the medication aide courses. Students must submit copies of all high school or GED scores and college transcripts. You must: a. Have already completed a nurse aide, patient care partner, or direct care provider courses and b. Provide documentation of successful completion (you do not have to be certified).

**Developmental studies:** The health care field offers many job opportunities in a variety of challenging environments. The medication aide works in assisted living facilities, group homes, adult day care centers, and correctional facilities. Medication aides work under the supervision of the nursing and medical staff. The job is tough and demanding. Medication aides care for both the physical and psychological needs of their patients. *The HCT 115 class includes both classroom and clinical training. The clinical training takes place at area assisted living facilities.*

**Financial Requirement:** In addition to the usual college tuition and fee, this program requires the following estimated expenses:

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uniforms</td>
<td>$50</td>
</tr>
<tr>
<td>Health/Physical Examination</td>
<td>varies</td>
</tr>
<tr>
<td>Books</td>
<td>$100</td>
</tr>
<tr>
<td>AHA BCLS CPR Certification (good for 2 years)</td>
<td>$144.65</td>
</tr>
<tr>
<td>Criminal Background Check (Includes drug test)</td>
<td>$100</td>
</tr>
</tbody>
</table>

**Required Courses**

- HCT 115 Medication Administration Training 3 credits
- HCT 190 Coordinated Internship 1 credit
- EMT 109 CPR for Health Care Providers 1 credit

**EMERGENCY MEDICAL TECHNICIAN – INTERMEDIATE**

**Program:** Emergency Medical Technician – Intermediate  
**Award:** Career Studies Certificate  
**Plan Code:** 221-146-03  
**Length:** Twenty-eight (28) credit hours  
**Lead Faculty:** Paul Ruppert

**Purpose:** This program prepares students to become Emergency Medical Services (EMS) at the National Intermediate level.

**Occupational Objectives:** Certified National Registry of EMTs Emergency Medical Services – Intermediate.
Admission Requirements: Students must meet the general admissions requirements established by the College. Placement testing is not required. Additionally, applicants must have completed the Emergency Medical Service EMT- Basic courses or hold a current Commonwealth of Virginia EMT-Basic Certification and have the permission of the program lead faculty.

<table>
<thead>
<tr>
<th>Emergency Medical Technician-Intermediate (221-146-03)</th>
<th>Required Courses and Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample Schedule</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1st Semester (Summer)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EMT 109 CPR for the Healthcare Provider</td>
<td>1</td>
</tr>
<tr>
<td>EMS 111 Emergency Medical Technician</td>
<td>7</td>
</tr>
<tr>
<td>EMS 120 EMT- Basic Clinical</td>
<td>1</td>
</tr>
<tr>
<td><strong>1st Semester Total Credits</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2nd Semester (Fall)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EMS 151 Intro to Advance Life Support</td>
<td>4</td>
</tr>
<tr>
<td>EMS 152 Advanced EMT Completion</td>
<td>2</td>
</tr>
<tr>
<td>EMS 153 Basic ECG Recognition</td>
<td>2</td>
</tr>
<tr>
<td>EMS 154 ALS Cardiac Care</td>
<td>2</td>
</tr>
<tr>
<td>EMS 170 ALS Internship</td>
<td>1</td>
</tr>
<tr>
<td><strong>2nd Semester Total Credits</strong></td>
<td><strong>11</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3rd Semester (Spring)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EMS 157 ALS Trauma Care</td>
<td>3</td>
</tr>
<tr>
<td>EMS 159 EMS Special Populations</td>
<td>3</td>
</tr>
<tr>
<td>EMS 172 ALS Clinical Internship II</td>
<td>1</td>
</tr>
<tr>
<td>EMS 173 ALS Field Internship II</td>
<td>1</td>
</tr>
<tr>
<td><strong>3rd Semester Total Credits</strong></td>
<td><strong>8</strong></td>
</tr>
<tr>
<td><strong>Total Program Credits</strong></td>
<td><strong>28</strong></td>
</tr>
</tbody>
</table>

ADVANCED EMT

Program: Advanced EMT  
Award: Career Studies Certificate  
Plan Code: 221-146-08  
Length: 16 credit hours, 2 semesters  
Lead Faculty: Paul Ruppert  
Purpose: To prepare students for certification beyond basic EMT.
**Admission Requirements:** Students must meet the general admissions requirements established by the College. Placement testing is not required. Additionally, applicants must have completed the Emergency Medical Service EMT- Basic Career Studies Certificate or hold a current Commonwealth of Virginia EMT-Basic Certification and have the permission of the program lead family.

<table>
<thead>
<tr>
<th>First Semester</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EMT 109</td>
<td>CPR for Healthcare Provider&lt;sup&gt;1&lt;/sup&gt;</td>
<td>1</td>
</tr>
<tr>
<td>EMS 111</td>
<td>Emergency Medical Technician&lt;sup&gt;3&lt;/sup&gt;</td>
<td>7</td>
</tr>
<tr>
<td>EMS 120</td>
<td>EMT-Basic Clinical</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
<td></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EMS 151</td>
<td>Intro to Advanced Life Support</td>
<td>4</td>
</tr>
<tr>
<td>EMS 152</td>
<td>Advanced EMT Completion</td>
<td>2</td>
</tr>
<tr>
<td>EMS 170</td>
<td>ALS Internship</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
<td></td>
<td><strong>7</strong></td>
</tr>
</tbody>
</table>

**Advanced EMT (221-146-08)**

**Required Courses and Credits**

**Sample Schedule**

**EMERGENCY MEDICAL TECHNICIAN (EMT Basic)**

**Program:** Emergency Medical Technician  
**Award:** Career Studies Certificate  
**Plan Code:** 221-146-01  
**Length:** 9 credit hours  
**Lead Faculty:** Paul Ruppert

**Purpose:** This program is the entry point for students with little to no emergency medical services experience. It prepares students to become Emergency Medical Technicians in the Commonwealth of Virginia.

**Occupational Objectives:** Emergency Medical Technician - Basic

**Admission Requirements:** Students must meet the general admissions requirements established by the College and have the permission of the program lead faculty. Placement testing is not required.

<sup>1</sup> HLT 11 (2 credits) can substitute for EMT 109 (1 credit)  
<sup>3</sup> Completion of both EMS 112 (4 credits) and EMS 113 (3 credits) can be substituted for EMS 111 (7 credits)
### Emergency Medical Technician CSC

**Required Courses and Credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMT 109</td>
<td>CPR for Healthcare Providers</td>
<td>1</td>
</tr>
<tr>
<td>EMS 111</td>
<td>Emergency Medical Basic</td>
<td>7</td>
</tr>
<tr>
<td>EMS 120</td>
<td>Emergency Medical Basic Clinic</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Program Credits**: 9

- HLT 105 CPR Certification (1 credits) can substitute for EMT 109 (1 credit).
- Completion of both EMS 112 Emergency Medical Technician – Basic I (4 credits) and EMS 113 Emergency Medical Technician – Basic II (3 credits) can be substituted for EMS 111 (7 credits).
- EMS 120 must be taken with EMS 111 or EMS 113.

### ADMINISTRATIVE SUPPORT TECHNOLOGY

**Program**: Administrative Support Technology  
**Award**: Associate of Applied Science  
**Plan Code**: 298  
**Length**: 65 credit hours

**Specialization**: Word Information Processing  
**Plan Code**: 298-01  
**Length**: 65 credit hours

**Specialization**: Medical Office Administrative Assistant  
**Plan Code**: 298-03  
**Length**: 67 credit hours  
This option is for someone interested in both the coding/reimbursement and medical office procedures who desires to obtain a position in a medical office setting.

**Program Head**: Joe Edenfield

**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.

**Occupational Objectives**: Occupations for which this program prepares students include: Administrative Assistant, Executive Secretary, Machine Transcriptionist, Office Manager, Word/Information Processor, Related Office Occupations
Student Learning Outcomes: Upon completion of the Executive Secretary specialization, graduates will possess basic skills that are required for 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.

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

- Use communication, teamwork, and interpersonal skills for internal and external customer support.
- Apply Business English, spelling, and Mathematics.
- Use proper keyboarding skills to prepare documents quickly and accurately according to employer standards.
- Create graphs, brochures, flyers, and presentations.
- Use basic accounting principles/applications to maintain accounting records for various businesses.
- Apply critical thinking, analytical, and quantitative skills in decision making and problem solving.
- Use software, including word processing, spreadsheets, databases, presentation, or calendar tools, to input, manage, and interpret information to meet organization needs.
## Administrative Support Technology AAS (298)

### Required Courses and Credits

### Sample Schedule

#### FIRST YEAR

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AST 101</td>
<td>Keyboarding I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>ENG 111</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ITE 115</td>
<td>Basic Computer Literacy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MTH 121</td>
<td>Fundamentals of Math</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SDV 100</td>
<td>College Success Skills</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Social Science Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Semester Credits</strong></td>
<td><strong>17</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AST 102</td>
<td>Keyboarding II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>AST 113</td>
<td>Keyboarding for Speed and Accuracy</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>AST 141</td>
<td>Word Processing I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>BUS 125</td>
<td>Applied Business Mathematics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Social Science Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Speech Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Semester Credits</strong></td>
<td><strong>17</strong></td>
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</table>

#### SECOND YEAR

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ACC 211</td>
<td>Principles of Accounting</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ACC 110</td>
<td>Intro. to Computerized Accounting</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>AST 234</td>
<td>Records and Database Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>AST 243</td>
<td>Office Administration I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ITE 215</td>
<td>Adv. Computer Applications and Integration</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Health or Physical Education</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AST Elective</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Semester Credits</strong></td>
<td><strong>15</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AST 205</td>
<td>Business Communications</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>AST 236</td>
<td>Specialized Software Applications</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>AST 244</td>
<td>Office Administration II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Humanities ____</td>
<td>Humanities elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ITE 130</td>
<td>Introduction to Internet Services</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Health or Physical Education</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Semester Credits</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Program Credits</strong></td>
<td><strong>65</strong></td>
<td></td>
</tr>
</tbody>
</table>

---

1. 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.

2. High School Tech Prep graduates may wish to talk with their faculty advisor about receiving credit by exam for AST 102.

3. High School Tech Prep graduates should check with Admissions for vocational articulation credits.

### Administrative Support Technology AAS

<table>
<thead>
<tr>
<th>Specialization in Word Information Processing (298-01)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses and Credits</td>
</tr>
<tr>
<td>Sample Schedule</td>
</tr>
</tbody>
</table>

#### FIRST YEAR

**Fall Term**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AST 101</td>
<td>Keyboarding I</td>
<td>4</td>
</tr>
<tr>
<td>ENG 111</td>
<td>English 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 Math</td>
<td>3</td>
</tr>
<tr>
<td>SDV 100</td>
<td>College Success Skills</td>
<td>1</td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Total Semester Credits** 17

**Spring Term**

<table>
<thead>
<tr>
<th>Course</th>
<th>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>Elective (ACC, AST, BUS, ECO, ITE, ITD, MDA, MKT)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Health or Physical Education</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Speech Elective</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Total Semester Credits** 18

#### SECOND YEAR

**Fall Term**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 211</td>
<td>Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACC 110</td>
<td>Introduction to Computerized Accounting</td>
<td>1</td>
</tr>
<tr>
<td>AST Elective&lt;sup&gt;4&lt;/sup&gt;</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>AST 234</td>
<td>Records and Database Management</td>
<td>3</td>
</tr>
<tr>
<td>AST 243</td>
<td>Office Administration I</td>
<td>3</td>
</tr>
<tr>
<td>AST Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Semester Credits** 14

**Spring Term**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities ___</td>
<td>Humanities Elective</td>
<td>3</td>
</tr>
</tbody>
</table>
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.
### CLERICAL STUDIES

<table>
<thead>
<tr>
<th>Program:</th>
<th>Clerical Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Award:</td>
<td>Certificate</td>
</tr>
<tr>
<td>Plan Code:</td>
<td>218</td>
</tr>
<tr>
<td>Length:</td>
<td>34 credit hours</td>
</tr>
<tr>
<td></td>
<td>The program is designed for both part-time and full-time students, and may be completed in 2-3 semesters.</td>
</tr>
<tr>
<td>Program Head:</td>
<td>Joe Edenfield</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Purpose:</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Occupational Objectives:</strong></td>
<td>Occupations for which this program prepares students include: Data Entry Clerk, File Clerk, General Office Worker, Receptionist, and Word Processing Trainee</td>
</tr>
<tr>
<td><strong>Program Student Learning Outcomes:</strong></td>
<td>Upon successful completion of the Clerical Studies Certificate</td>
</tr>
</tbody>
</table>
Program, students will possess basic skills and knowledge essential to a successful clerical career:

- Apply business English, spelling, and mathematics.
- Use proper keyboarding skills to prepare documents quickly and accurately according to employer standards.
- Demonstrate the administrative support role and the skills necessary to provide organizational and technical support in a contemporary office setting.

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 take 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>Clerical Studies Certificate (218)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses and Credits</td>
</tr>
<tr>
<td>Sample Schedule</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Term</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AST 101</strong> Keyboarding</td>
</tr>
<tr>
<td><strong>AST 243</strong> Office Administration</td>
</tr>
<tr>
<td><strong>ENG 111</strong> College Composition</td>
</tr>
<tr>
<td><strong>ITE 115</strong> Introduction to Computer Applications and Concepts</td>
</tr>
<tr>
<td><strong>MTH 121</strong> Fundamentals of Mathematics</td>
</tr>
<tr>
<td><strong>SDV 100</strong> College Success Skills</td>
</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Term</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AST 102</strong> Keyboarding II</td>
</tr>
<tr>
<td><strong>AST 113</strong> Keyboarding for Speed and Accuracy</td>
</tr>
<tr>
<td><strong>AST 141</strong> Word Processing I</td>
</tr>
<tr>
<td><strong>AST 236</strong> Specialized Software Applications</td>
</tr>
<tr>
<td><strong>AST 205</strong> Business Communications</td>
</tr>
<tr>
<td><strong>ITE 215</strong> Advanced Computer Applications</td>
</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
</tr>
</tbody>
</table>

| Total Program Credits            | **34** |
**WORD PROCESSING TECHNICIAN**

**Program:** Word Processing Technician  
**Award:** Career Studies Certificate  
**Plan Code:** 221-298-13  
**Length:** 29 credit hours  

The program is designed for both part-time and full-time students, and may be completed in 2-3 semesters dependent upon student class load.

**Program Head:** Joe Edenfield

**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.

**Occupational Objectives:** Occupations for which this program prepares students include: Computer Operator, Office Service Trainee, Word Processing Technician, Word Processing Trainee, Related Computer Occupations.

**Student Learning Outcomes:** Upon completion of the program, graduates will have the skills necessary to perform entry level word processing tasks.

**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 take 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.
### Word Processing Technician (221-298-13)

#### Required Courses and Credits

#### Sample Schedule

<table>
<thead>
<tr>
<th>Semester 1</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Course</strong></td>
<td><strong>Credits</strong></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>Elective¹</td>
<td>1</td>
</tr>
<tr>
<td>AST</td>
<td>Elective¹</td>
<td>1</td>
</tr>
<tr>
<td>AST</td>
<td>Elective¹</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><strong>Total Semester Credits</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 2</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Course</strong></td>
<td><strong>Credits</strong></td>
</tr>
<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 Adv. Computer Applications</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Semester Credits</strong></td>
<td><strong>13</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Total Program Credits</strong></td>
<td><strong>29</strong></td>
</tr>
</tbody>
</table>

¹ The one-credit AST Electives must be selected from any of the AST one-credit courses.

---

### BOOKKEEPING

**Program:** Bookkeeping  
**Award:** Certificate in Career Studies  
**Plan Code:** 221-212-03  
**Length:** 13 credit hours  
**Program Head:** Joe Edenfield

**Purpose:** This program is for persons seeking entry-level employment in the bookkeeping field or for those presently in business who desire to increase their knowledge or update their skills.

**Occupational Objectives:** Occupations for which this program prepares students: Bookkeeper.

**Student Learning Outcomes:** Upon successful completion of this program, graduates will possess knowledge of accounting principles and objectives, and proficiency in computerized accounting.
Admission Requirements: Students must meet the general admission requirements established by the College. In addition, entry into the Career Studies Certificate in Bookkeeping requires proficiency in reading and mathematics. Students who are not proficient will be advised to take developmental courses offered by the College. A minimum grade of a "C" must be earned on all ACC, ITE, and BUS courses.

<table>
<thead>
<tr>
<th>Bookkeeping CSC (221-212-03)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses and Credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 211</td>
<td>Principles of Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 110</td>
<td>Introduction to Computerized Accounting</td>
<td>1</td>
</tr>
<tr>
<td>ITE 115</td>
<td>Intro. 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>BUS 125</td>
<td>Applied Business Mathematics</td>
<td>3</td>
</tr>
</tbody>
</table>

| Total Program Credits | 13 |

MEDICAL OFFICE ADMINISTRATIVE ASSISTANT

Program: Medical Office Administrative Assistant  
Award: Career Studies Certificate  
Plan Code: 221-285-89  
Length: 27 credit hours  
Program Head: Joe Edenfield

Purpose: This program is designed for persons seeking employment in medical office operations.

Occupational Objective: This program prepares students to be Medical Office Administrative Assistants.

Student Learning Outcomes: Upon completion of this program, graduates will possess the knowledge and skills to obtain a position in a medical office setting.

Admissions Requirements: Students must meet the general admission requirements established by the College. In addition, entry into the Medical Office Administrative Assistant program requires proficiency in reading and mathematics. Students who are not proficient will be advised to take developmental courses offered by the College. In addition, students must complete the following courses as prerequisites: MTE 2.

Special Conditions: Technologies change rapidly, and courses more than 5 years old at time of graduation are evaluated for relevancy to the certificate.

Program Requirements: A minimum grade of a "C" must be earned on all AST, ITE, MDA courses.
Medical Office Administrative Assistant CSC (221-285-89)

Required Courses and Credits

sample schedule

Prerequisite: MTE 2

**Fall Term**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AST 101</td>
<td>Keyboarding I</td>
<td>4</td>
</tr>
<tr>
<td>AST 271</td>
<td>Medical Office Procedures</td>
<td>3</td>
</tr>
<tr>
<td>HLT 143</td>
<td>Medical Terminology I</td>
<td>3</td>
</tr>
<tr>
<td>MDA 208</td>
<td>Medical Coding</td>
<td>2</td>
</tr>
<tr>
<td>MDA 209</td>
<td>Medical Insurance</td>
<td>2</td>
</tr>
<tr>
<td>MDA 207</td>
<td>Medical Law &amp; Ethics</td>
<td>2</td>
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</tbody>
</table>

**Total Semester Credits** 16

**Spring Term**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLT 144</td>
<td>Medical Terminology II</td>
<td>3</td>
</tr>
<tr>
<td>AST 234</td>
<td>Records and Database Mgt</td>
<td>3</td>
</tr>
<tr>
<td>ITE 115</td>
<td>Introduction to Computer Applications</td>
<td>3</td>
</tr>
<tr>
<td>HIM 195</td>
<td>E-Health Records</td>
<td>1</td>
</tr>
<tr>
<td>AST 195</td>
<td>Customer Service</td>
<td>1</td>
</tr>
<tr>
<td>ACC 110</td>
<td>Computerized Accounting (1st -8 weeks-online)</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Semester Credits** 12

**Total Program Credits** 28

MEDICAL OFFICE CODER/REIMBURSEMENT SPECIALIST

**Program:** Medical Office Coder/Reimbursement Specialist

**Award:** Career Studies Certificate

**Plan Code:** 221-285-90

**Length:** 28 credit hours

This program is designed for both full-time and part-time students. Length may vary.

**Program Head:** Joe Edenfield

**Purpose:** This program is designed for persons seeking employment in a medical office setting for medical coding and reimbursement.

**Occupational Objectives:** With the Medical Billing and Coding (MBC) program, the student will gain the skills needed to enter one of the fastest-growing fields in allied health as a medical billing specialist, medical coder, or medical office manager.

**Student Learning Outcomes:** Upon successful completion of this program, graduates will be able to code
medical diagnoses and complete reimbursement activities correctly. In this program, the student will gain experience working with the main coding manuals in the field, the ICD-9 (10)-CM and the CPT, while the student learns how to code disorders, services, and procedures for all systems of the body. The program also covers the Healthcare Procedural Coding System (HCPCS). In addition, the student will master the legal, ethical, and regulatory concepts that are central to this field, including HIPAA compliance requirements, industry-specific techniques for filing insurance, and diagnostic and procedural coding tasks. Upon completion, the student can then register, prepare for, and take the National Exams for Certified Professional Coder (CPC) and/or Certified Reimbursement Specialist (CRS).

Admissions Requirements: Students must meet the general admission requirements established by the College. In addition, entry into the Medical Office Coder/Reimbursement Specialist requires proficiency in reading and mathematics. Students who are not proficient will be advised to take developmental courses offered by the College.

Special Conditions: Technologies change rapidly, and courses more than 5 years old at time of graduation are evaluated for relevancy to the certificate.

Program Requirements: A minimum grade of a "C" must be earned on all AST, ITE, MDA, HIM, and HLT courses.

<table>
<thead>
<tr>
<th>Medical Office Coder/Reimbursement Specialist CSC (221-285-90)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses and Credits</td>
</tr>
<tr>
<td>Sample Schedule</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>HLT 143</td>
<td>Medical Terminology I</td>
<td>3</td>
</tr>
<tr>
<td>ITE 115</td>
<td>Intro to Computer Applications</td>
<td>3</td>
</tr>
<tr>
<td>MDA 208</td>
<td>Medical Coding</td>
<td>2</td>
</tr>
<tr>
<td>HIM 254</td>
<td>Adv. Coding/R.</td>
<td>3</td>
</tr>
<tr>
<td>MDA 210</td>
<td>Medical Office Software</td>
<td>1</td>
</tr>
<tr>
<td>MDA 297</td>
<td>Med. Law and Ethics</td>
<td>2</td>
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<tr>
<td><strong>Total Semester Credits</strong></td>
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</tr>
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<table>
<thead>
<tr>
<th>Spring</th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>HLT 144</td>
<td>Med. Term II</td>
<td>3</td>
</tr>
<tr>
<td>HIM 110</td>
<td>Intro to Human Pathology</td>
<td>3</td>
</tr>
<tr>
<td>AST 205</td>
<td>Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>HIM 106</td>
<td>International Classifications of Diseases</td>
<td>2</td>
</tr>
<tr>
<td>MDA 209</td>
<td>Med Office Ins</td>
<td>2</td>
</tr>
<tr>
<td>HIM 195</td>
<td>E-Health Records</td>
<td>1</td>
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<tr>
<td><strong>Total Semester Credits</strong></td>
<td><strong>14</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Total Program Credits** 28
Program: Education
Award: Associate of Arts and Sciences
Plan Code: 624
Length: 62 credits. The program is designed for both full-time and part-time students. Time to completion may vary.
Lead Faculty: Antoinette (Toni) Johnson

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.

Transfer Options: This program is designed for students planning to complete a baccalaureate degree program in teacher education at a four-year institution. Because certain majors have specialized requirements, students should become familiar with their particular requirements of the major at the four-year institution 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.

Student Learning Outcomes:
In addition to the VCCS general education outcomes and core competencies, graduates will be able to:
- Compare and contrast current issues and trends in the K-12 education field.
- Effectively use the English language to write and speak with clarity, coherence, and persuasiveness.
- Think critically, independently, and creatively to make informed and logical decisions.
- Comprehend and use quantitative concepts and methods to interpret and evaluate data.
- Demonstrate competence in computer literacy to research and analyze education and teaching topics.

Admission Requirements: General Admission to the College is required. Students must complete placement tests (or equivalent) in English and mathematics. Students with deficiencies in these areas will be required to take appropriate developmental courses. New students should see a counselor and returning students their advisor for more information.

Program Requirements: 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. 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.
<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Semester</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 111</td>
<td>College Composition I(^1)</td>
<td>3</td>
</tr>
<tr>
<td>HIS 121</td>
<td>US History I</td>
<td>3</td>
</tr>
<tr>
<td>MTH 154 OR 155/162</td>
<td>Quantitative Reasoning or Statistical Reasoning, or Pre-Calculus I(^2)</td>
<td>3</td>
</tr>
<tr>
<td>ITE 115</td>
<td>Intro. to Computer App. and Concepts</td>
<td>3</td>
</tr>
<tr>
<td>HLT/PED ___</td>
<td>Health/Wellness Elective</td>
<td>2</td>
</tr>
<tr>
<td>SDV 100</td>
<td>College Success Skills</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td><strong>Second Semester</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 112</td>
<td>College Composition II(^1)</td>
<td>3</td>
</tr>
<tr>
<td>HIS 122</td>
<td>US History II</td>
<td>3</td>
</tr>
<tr>
<td>MTH 154 OR 155/162/245</td>
<td>Quantitative Reasoning or Statistical Reasoning, Pre-Calculus II, or Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PLS 130</td>
<td>Basics of American Politics</td>
<td>3</td>
</tr>
<tr>
<td>Fine Arts ___</td>
<td>Art or Music Elective</td>
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<tr>
<td><strong>Total Semester Credits</strong></td>
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<td><strong>15</strong></td>
</tr>
<tr>
<td><strong>Third Semester</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 101</td>
<td>Biology I</td>
<td>4</td>
</tr>
<tr>
<td>EDU 200</td>
<td>Intro to Teaching</td>
<td>3</td>
</tr>
<tr>
<td>ECO 201/202</td>
<td>Principles of Macro or Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>HIS 111/112</td>
<td>History of World Civilizations I or II</td>
<td>3</td>
</tr>
<tr>
<td>CST 100</td>
<td>Principles of Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
<td></td>
<td><strong>16</strong></td>
</tr>
<tr>
<td><strong>Fourth Semester</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 102 or GOL 110</td>
<td>Biology II or Earth Science</td>
<td>4</td>
</tr>
<tr>
<td>ENG xxx</td>
<td>Literature elective</td>
<td>3</td>
</tr>
<tr>
<td>GEO 210</td>
<td>People &amp; the Land; Cultural Geography</td>
<td>3</td>
</tr>
<tr>
<td>Humanities ___</td>
<td>Humanities elective</td>
<td>3</td>
</tr>
<tr>
<td>Transfer ___</td>
<td>Transfer Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
<td></td>
<td><strong>16</strong></td>
</tr>
<tr>
<td><strong>Total Program Credits</strong></td>
<td></td>
<td><strong>62</strong></td>
</tr>
</tbody>
</table>

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

\(^2\) Students and their advisors should choose the mathematics sequence required by the institution where the student plans to transfer.
EARLY CHILDHOOD DEVELOPMENT

Program: Early Childhood Development
Award: Associate of Applied Science
Plan Code: 636
Length: 67 credits; the program is designed for both full-time and part-time students. Length may vary.
Lead Faculty: Antoinette (Toni) Johnson

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 upgrade their skills and qualify for advancement.

Occupational Objectives: Upon completion of the Early Childhood Development Associates degree, graduates possess the knowledge and skills required for entry into the Early Childhood field:
- Childcare/Preschool/After-School Director
- Childcare/Preschool/After-School Manager
- Childcare/Preschool/After-School Teacher
- Early Head Start/Head Start Teacher
- Teacher’s Assistant
- Substitute Teacher

Program Student Learning Outcomes: Upon successful completion of the program, students will be able to:
- Recognize the stages of early childhood development
- Create positive ways to build self-esteem in children and to help them develop self-control.
- Illustrate developmentally appropriate techniques and methods for encouraging the development of math, science, and social studies.
- Utilize the arts and other creative developmentally appropriate activities for young children.
- Demonstrate the planning and implementation of programs in group-care with emphasis on health and safety policies, record-keeping, and reporting to parents.
- Implement the theory and practice in movement and music education into an integrated curriculum.
- Use developmentally appropriate practices to plan activities to stimulate the logical thinking skills in curriculum.

Admission Requirements: General Admission to the college is required. 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).

**Program Requirements:** 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.

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.

<table>
<thead>
<tr>
<th>Early Childhood Education (636)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Courses and Credits</strong></td>
</tr>
<tr>
<td><strong>Sample Schedule</strong></td>
</tr>
</tbody>
</table>

**FIRST YEAR**

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>CHD 118</td>
<td>Language Arts for Young Children</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CHD 120</td>
<td>Introduction to Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CHD 145</td>
<td>Teaching Art, Music and Movement to Children</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ENG 111</td>
<td>College Composition I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SDV 100</td>
<td>College Success Skills</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>MTH 154 OR 155/161</td>
<td>Mathematics for Liberal Arts I or Pre-calculus</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Semester Credits</strong></td>
<td></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>CHD 119</td>
<td>Introduction to Reading Methods¹</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CHD 166</td>
<td>Infant and Toddler Programs</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CHD 146</td>
<td>Math, Science, and Social Studies for Children</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDU 235</td>
<td>Health, Safety, and Nutrition Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ENG 112</td>
<td>College Composition II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CST 100</td>
<td>Principals of Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Semester Credits</strong></td>
<td></td>
<td><strong>18</strong></td>
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**SECOND YEAR**

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>CHD 205</td>
<td>Guiding Behavior of Children</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CHD 165</td>
<td>Observation and Participation in Early Childhood/Primary Settings</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CHD 210</td>
<td>Introduction to Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CHD 216</td>
<td>Early Childhood Programs, School and Social Change</td>
<td>3</td>
</tr>
</tbody>
</table>
PSY 235  Child Psychology  3
HLT      Health/Physical Education  2

Total Semester Credits  17

Spring Term
CHD 215  Models of ECHD Programs  3
CHD 265  Adv. Obs. and Participation in  3
CHD 270  Administration of Childcare Programs  3
CHD 298  Seminar & Projects: Portfolio Development  1
Humanities ___  Humanities Elective  3
SOC 215  Sociology of the Family  3

Total Semester Credits  16
Total Program Credits  67

1. Must have completed CHD 118 prior to taking CHD 119
2. Must have completed CHD 165 prior to taking CHD 265
3. Must take CHD 298 and CHD 265 the same semester
4. Meets VCCS Core Competency Requirements in the following areas: Communication (oral and written), (CST 100, ENG 111 & 112); Critical Thinking, (ENG 111, CST 100,); Cultural and Social Understanding, (PSY 235, SOC 215); Information Literacy, (ENG 111 & 112, CST 100); Personal Development, (SDV 100, HLT 106); Quantitative Reasoning, (MTH 154 OR 155 or 161); Scientific Reasoning. 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, and Math/Natural Sciences.

EARLY CHILDHOOD DEVELOPMENT

Program: Early Childhood Development
Award: Certificate
Plan Code: 632
Length: 31 credit hours; the program is designed for both full-time and part-time students. Length may vary.
Lead Faculty: Antoinette (Toni) Johnson

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.

Occupational Objectives: Upon completion of the Early Childhood Certificate graduates possess the knowledge and skills required for entry into Early Childhood Educational facilities such as, Head Start and Early Head Start programs, family day care homes, and preschool programs.
Program Student Learning Outcomes: Upon successful completion of the program, students will be able to:

- Recognize the stages of early childhood development.
- Illustrate developmentally appropriate techniques and methods for encouraging the development of language, literacy, math, science and social studies.
- Utilize the arts and other creative developmentally appropriate activities for young children.
- Use developmentally appropriate practices to plan activities to stimulate the logical thinking skills in children.

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 proficient must correct their deficiencies through developmental courses or the needed computer courses (i.e. ITE 101 and 115).

Program Requirements: 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.

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 an early childhood educational facility.

<table>
<thead>
<tr>
<th>Early Childhood Development (632)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Courses and Credits</strong></td>
</tr>
<tr>
<td><strong>Sample Schedule</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Term</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CHD 120</td>
<td>Introduction to Early Childhood Education</td>
</tr>
<tr>
<td>CHD 118</td>
<td>Language Arts for Young Children</td>
</tr>
<tr>
<td>CHD 145</td>
<td>Teaching Art, Music, and Movement to Children</td>
</tr>
<tr>
<td>CHD 205</td>
<td>Guiding the Behavior of Children</td>
</tr>
<tr>
<td>ENG 111</td>
<td>College Composition I</td>
</tr>
<tr>
<td>SDV 100</td>
<td>College Success Skills</td>
</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
<td><strong>16</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Term</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CST 100</td>
<td>Principals of Public Speaking</td>
</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>
ADVANCED EARLY CHILDHOOD

Program: Advanced Early Childhood
Award: Career Studies Certificate
Plan Code: 221-636-03
Length: 12 credits; one semester for full-time students; variable for part-time student
Lead Faculty: Antoinette (Toni) Johnson

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: Upon completion of the Advanced Early Childhood Career Studies Certificate graduates possess the knowledge and skills required for entry into Early Childhood Educational facilities such as, Head Start and Early Head Start programs, family day care homes, and preschool programs.

Program Student Learning Outcomes: Upon successful completion of the Career Studies Certificate, students will be able to:

- Recognize the stages of early childhood development.
- Utilize the arts and other creative developmentally appropriate activities for young children.
- Use developmentally appropriate practices to plan activities to stimulate the logical thinking skills in children
- Illustrate developmentally appropriate techniques and methods for encouraging the development of math, science and social studies.

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.

Program Requirements: 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 Code</th>
<th>Course Title</th>
<th>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>CHD 216</td>
<td>Early Childhood Programs, Schools, and Social Change</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Program Credits</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

**Advanced Early Childhood (221-636-03)**

**Required Courses and Credits**

**Program:** Early Childhood  
**Award:** Career Studies Certificate  
**Plan Code:** 221-636-01  
**Length:** 16 credit hours; one semester for full-time students; variable for part-time students  
**Lead Faculty:** Antoinette (Toni) Johnson

**Purpose:** This program is designed as an introduction to the field, providing entry-level competencies documented by Virginia’s Competencies for Early Childhood Professionals. These competencies include health, safety and nutrition, understanding child growth and development, appropriate child observation and assessment, partnering with families and community, learning environment, effective interactions, program management, teacher qualifications and professional development curriculum.

**Occupational Objectives:** Upon completion of the Early Childhood Career Studies Certificate graduates possess the knowledge and skills required for entry into Early Childhood Educational facilities such as, Head Start and Early Head Start programs, family day care homes, and preschool programs.

**Program Student Learning Outcomes:** Upon successful completion of the Early Childhood Career Studies Certificate, students will be able to:

- Recognize the stages of early childhood development.
- Utilize the arts and other creative developmentally appropriate activities for young children.
- Use developmentally appropriate practices to plan activities to stimulate the logical thinking skills in children
- Create positive ways to build self-esteem in children and to help them develop self-control.

**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 take developmental courses or the needed computer courses (i.e., ITE 101 and 115).

**Program Requirements**: 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.

| **Early Childhood** (221-636-01) |
| **Required Courses and Credits** |
| CHD 120 | Introduction to Early Childhood Education | 3 |
| CHD 145 | Teaching Art, Music and Movement to Children | 3 |
| CHD 205 | Guiding the Behavior of Children | 3 |
| EDU 235 | Health, Safety and Nutrition Education | 3 |
| SDV 100 | College Success | 1 |
| CHD 165 | Observation and Participation in Early Childhood Settings | 3 |
| **Total Program Credits** | 16 |

**INFANT TODDLER**

**Program**: Infant Toddler  
**Award**: Career Studies Certificate  
**Plan Code**: 221-636-05  
**Length**: 16 credits; one semester for full-time students; variable for part-time student  
**Lead Faculty**: Antoinette (Toni) Johnson

**Purpose**: This program is designed as an introduction to the field. The curriculum designed to provide entry-level competencies documented by Virginia’s Competencies for Early Childhood Professionals. These competencies include health, safety and nutrition, understanding child growth and development, appropriate child observation and assessment, partnering with families and community, learning environment, effective interactions, program management, teacher qualifications and professional development curriculum.

**Occupational Objectives**:  
Upon completion of the Infant Toddler Career Studies Certificate graduates possess the knowledge and skills required for entry into Early Childhood Educational facilities such as, Early Head Start programs, family day care homes, and early childhood programs.
Program Student Learning Outcomes:
Upon successful completion of the Infant Toddler Career Studies Certificate, students will be able to:

- Recognize the stages of early childhood development.
- Utilize the arts and other creative developmentally appropriate activities for young children.
- Use developmentally appropriate practices to plan activities to stimulate the logical thinking skills in children.
- Create positive ways to build self-esteem in children and to help them develop self-control.

Admission Requirements: In addition to the general admission requirements of the College, entry into the Infant Toddler 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).

Program Requirements: 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>Infant/Toddler CSC (221-636-05)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Courses</strong></td>
</tr>
<tr>
<td>CHD 120</td>
</tr>
<tr>
<td>CHD 166</td>
</tr>
<tr>
<td>CHD 164</td>
</tr>
<tr>
<td>EDU 235</td>
</tr>
<tr>
<td>SDV 100</td>
</tr>
<tr>
<td>CHD 165</td>
</tr>
<tr>
<td><strong>Total Program Credits</strong></td>
</tr>
</tbody>
</table>
BUSINESS ADMINISTRATION

Program: Business Administration
Award: Associate of Arts and Sciences
Plan Code: 216
Length: 61 credits, 4 semesters
Variable (Designed for both part-time and full-time students).
Lead Faculty: Joe Edenfield

Purpose: This program of study is recommended for students who plan to transfer to a four-year college or university to complete a baccalaureate degree in a business related field.

Transfer Options: This program is designed for students planning to complete a baccalaureate degree program at a four-year institution in the areas of: Accounting, Business Administration, Economics, Finance, Information Systems, Management, Marketing, or 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.

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.

“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, Philosophy or Religion. “Social Science Elective” means a transferable course in Economics, Political Science, History, Geography, Psychology, or Sociology. “Natural Science (Lab)” means a transferable course in Biology, Chemistry, Environmental Science, 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 and approved by their program advisor.
# Business Administration (216)

## Required Courses and Credits

### Sample Schedule

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course (Code)</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Semester</strong></td>
<td>ENG 111</td>
<td>College Composition I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>HIS 121 or HIS 111</td>
<td>US History I or History of World Civilizations I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MTH 161</td>
<td>Pre-Calculus I or MTH 154 or 155 or MTH 261(^2)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ITE 115</td>
<td>Introduction to Computer Applications and Concepts</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ECO 201</td>
<td>Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SDV 100</td>
<td>College Success Skills</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Total Semester Credits</strong></td>
<td></td>
<td><strong>16</strong></td>
</tr>
<tr>
<td><strong>Second Semester</strong></td>
<td>ENG 112</td>
<td>College Composition II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>HIS 122 or HIS 112</td>
<td>US History II or History of World Civilizations II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MTH 162</td>
<td>Pre-Calculus II or MTH 154 OR 155 OR MTH 245</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Humanities Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ECO 202</td>
<td>Microeconomics</td>
<td>3</td>
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<tr>
<td></td>
<td><strong>Total Semester Credits</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td><strong>Third Semester</strong></td>
<td>Science Elective BIO 101, CHM 111, or PHY</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>ACC 211</td>
<td>Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>HLT ____</td>
<td>Health/Physical Education</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>CST 100</td>
<td>Principles of Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Transfer Elective(^1)</td>
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</tr>
<tr>
<td></td>
<td><strong>Total Semester Credits</strong></td>
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<td><strong>14</strong></td>
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<tr>
<td><strong>Fourth Semester</strong></td>
<td>Science Elective</td>
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<td>4</td>
</tr>
<tr>
<td></td>
<td>ACC 212</td>
<td>Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>HLT xxx</td>
<td>Health/Physical Education</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Humanities ____</td>
<td>Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Transfer Electives</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Total Semester Credits</strong></td>
<td></td>
<td><strong>16</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Total Program Credits</strong></td>
<td></td>
<td><strong>61</strong></td>
</tr>
</tbody>
</table>

1. Some university programs require literature in the second year.

2. Students and their advisors should choose the mathematics sequence required by the institution where the student plans to transfer.
Program: Management
Award: Associate of Applied Science
Length: 69 credits, 4 semesters
Program is designed for both part-time and full-time students.

Specialization: General Business Management
Plan Code: 212-01
Lead Faculty: Joe Edenfield

Specialization: Marketing Management
Plan Code: 212-04
Lead Faculty: Joe Edenfield

Specialization: Hardware and Software Support
Plan Code: 212-18
Lead Faculty: Robert Tureman

Specialization: Computer Support Specialist
Plan Code: 212-21
Lead Faculty: Robert Tureman

Purpose: The Management program is designed to provide a basic foundation in Management. This includes, but is not limited to, financial, legal, planning and selling aspects of the Management field. Upon completion of the program, the student should possess the basic skills to enter various Management positions.

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

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

In addition to the Management student learning outcomes, students 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 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 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.

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 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 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.

**Admissions Requirements:** In addition to the General Admission requirements of the College, entry into the Management curriculum requires proficiency (as determined by required Admissions testing) in basic arithmetic and English. Students who after testing are not proficient in both these subjects will be required to take developmental courses before they are permitted to enroll in any Management program courses (BUS & MKT).

<table>
<thead>
<tr>
<th>General Business Management (212-01)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses and Credits</td>
</tr>
<tr>
<td>Sample Schedule</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FIRST YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Term</strong></td>
</tr>
<tr>
<td>BUS 100 Introduction to Business</td>
</tr>
<tr>
<td>ENG 111 College Composition I</td>
</tr>
<tr>
<td>HLT/PED Health/Physical Education</td>
</tr>
<tr>
<td>MKT 100 Principles of Marketing</td>
</tr>
<tr>
<td>MTH 121 Fundamentals of Mathematics</td>
</tr>
<tr>
<td>SDV 100 College Success Skills</td>
</tr>
<tr>
<td>Elective Social Science (ECO, HIS, PSY, SOC)</td>
</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
</tr>
</tbody>
</table>

| **Spring Term**                      |
| BUS 200 Principles of Management     | 3 |
| BUS 201 Organizational Behavior      | 3 |
| BUS 241 Business Law I               | 3 |
| ECO 120 Survey of Economics          | 3 |
| ITE 115 Introduction to Computer Applications and Concepts | 3 |
| **Total Semester Credits**           | **18** |

<table>
<thead>
<tr>
<th>SECOND YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Term</strong></td>
</tr>
<tr>
<td>ACC 211 Principles of Accounting I</td>
</tr>
<tr>
<td>Course</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>BUS 125</td>
</tr>
<tr>
<td>BUS 165</td>
</tr>
<tr>
<td>BUS 236</td>
</tr>
<tr>
<td>ITE 130</td>
</tr>
<tr>
<td>ITE 215</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Spring Term**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 212</td>
<td>Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>BUS 280</td>
<td>Introduction to International Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 285</td>
<td>Current Issues in Business</td>
<td>3</td>
</tr>
<tr>
<td>Humanities</td>
<td>Humanities elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective BUS, MKT</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>HLT/PED</td>
<td>Health or Physical Education</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Total Semester Credits</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

**Total Program Credits** 69

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

### Marketing Management (212-04)

**Required Courses and Credits**

**Sample Schedule**

**FIRST YEAR**

**Fall Term**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 100</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>ENG 111</td>
<td>College Composition I</td>
<td>3</td>
</tr>
<tr>
<td>HLT/PED</td>
<td>Health/Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>MKT 100</td>
<td>Principles of Marketing</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 Semester Credits</strong></td>
<td><strong>17</strong></td>
</tr>
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</table>

**Spring Term**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AST 205</td>
<td>Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>MKT 220</td>
<td>Principles of Advertising</td>
<td>3</td>
</tr>
<tr>
<td>MKT 271</td>
<td>Consumer Behavior</td>
<td>3</td>
</tr>
</tbody>
</table>

191
BUS 241 Business Law I 3
ECO 120 Survey of Economics 3
ITE 115 Introduction to Computer Applications and Concepts 3

Total Semester Credits 18

SECOND YEAR

Fall Term
ACC 211 Principles of Accounting I 3
BUS 125 Applied Business Mathematics 2 3
MKT 215 Sales and Marketing Management 3
BUS 236 Communications in Management 3
ITE 130 Introduction to Internet Services 3
ITE 215 Advanced Computer Applications & Integration 3

Total Semester Credits 18

Spring Term
ACC 212 Principles of Accounting II 3
MKT 276 International Marketing Management 3
MKT 285 Current Issues in Marketing 3
Humanities ____ Humanities elective 3
Elective BUS, MKT 2 3
Elective Social Science (ECO, HIS, PSY, SOC) 1 3
HLT/PED Health or Physical Education 1

Total Semester Credits 16

Total Program Credits 69

1. It is the responsibility of the student to contact their Academic Advisor for the appropriate course(s)
2. Prerequisite: MTH 121

Hardware and Software Support (212-18)
Required Courses and Credits
Sample Schedule

FIRST YEAR

Fall Term
BUS 100 Introduction to Business 3
ENG 111 College Composition I 3
HLT Health/Physical Education 1
MKT 100 Principles of Marketing 3
MTH 121 Fundamentals of Mathematics 3
SDV 100 College Success Skills 1
Elective ECO, HIS, PSY, SOC 3
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AST 205</td>
<td>Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>ITE 130</td>
<td>Introduction to Internet Services</td>
<td>3</td>
</tr>
<tr>
<td>ITN 101</td>
<td>Introduction to Network Concepts</td>
<td>3</td>
</tr>
<tr>
<td>BUS 125</td>
<td>Applied Business Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 120</td>
<td>Survey of Economics</td>
<td>3</td>
</tr>
<tr>
<td>ITE 115</td>
<td>Intro. Computer Applications &amp; Concepts</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Semester Credits** 17

### SECOND YEAR

#### Fall Term

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 211</td>
<td>Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>BUS 241</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>ITE 140</td>
<td>Spreadsheet Software</td>
<td>3</td>
</tr>
<tr>
<td>BUS 236</td>
<td>Communications in Management</td>
<td>3</td>
</tr>
<tr>
<td>ITN 107</td>
<td>PC Hardware and Troubleshooting</td>
<td>3</td>
</tr>
<tr>
<td>ITE 215</td>
<td>Advanced Computer Concepts</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Semester Credits** 18

#### Spring Term

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 212</td>
<td>Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>ITN 106</td>
<td>Microcomputer Operating Systems</td>
<td>3</td>
</tr>
<tr>
<td>ITN 115</td>
<td>Windows Server</td>
<td>3</td>
</tr>
<tr>
<td>Humanities</td>
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<tr>
<td>Elective</td>
<td>ITN</td>
<td>3</td>
</tr>
<tr>
<td>HLT/PED</td>
<td>Health or Physical Education</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Semester Credits** 18

**Total Program Credits** 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.
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111</td>
<td>College Composition I&lt;sup&gt;1&lt;/sup&gt;</td>
<td>3</td>
</tr>
<tr>
<td>HLT</td>
<td>Health/Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>MKT 100</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MTH 121</td>
<td>Fundamentals of Mathematics&lt;sup&gt;1&lt;/sup&gt;</td>
<td>3</td>
</tr>
<tr>
<td>SDV 100</td>
<td>College Success Skills</td>
<td>1</td>
</tr>
<tr>
<td>BUS 241</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>Semester Credits</td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

**Spring Term**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AST 205</td>
<td>Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>ITE 130</td>
<td>Introduction to Internet Services&lt;sup&gt;2&lt;/sup&gt;</td>
<td>3</td>
</tr>
<tr>
<td>ITN 101</td>
<td>Introduction to Network Concepts&lt;sup&gt;2&lt;/sup&gt;</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>ECO, HIS, SOC</td>
<td>3</td>
</tr>
<tr>
<td>ECO 120</td>
<td>Survey of Economics or ECO 201</td>
<td>3</td>
</tr>
<tr>
<td>ITE 115</td>
<td>Introduction to Computer Applications and Concepts</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>Semester Credits</td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

**SECOND YEAR**

**Fall Term**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 211</td>
<td>Accounting&lt;sup&gt;1&lt;/sup&gt;</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>ITE, AST, or CSC</td>
<td>3</td>
</tr>
<tr>
<td>ITE 140</td>
<td>Spreadsheet Software&lt;sup&gt;2&lt;/sup&gt;</td>
<td>3</td>
</tr>
<tr>
<td>BUS 236</td>
<td>Communications in Management&lt;sup&gt;1&lt;/sup&gt;</td>
<td>3</td>
</tr>
<tr>
<td>AST 141</td>
<td>Word Processing I</td>
<td>3</td>
</tr>
<tr>
<td>ITE 215</td>
<td>Advanced Computer Concepts</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>Semester Credits</td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

**Spring Term**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 125</td>
<td>Applied Business Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>ACC 212</td>
<td>Principles of Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ITE 160</td>
<td>Fundamentals of E-Commerce&lt;sup&gt;2&lt;/sup&gt;</td>
<td>3</td>
</tr>
<tr>
<td>ITE 150</td>
<td>Database Software&lt;sup&gt;2&lt;/sup&gt;</td>
<td>3</td>
</tr>
<tr>
<td>Humanities</td>
<td>Humanities elective</td>
<td>3</td>
</tr>
<tr>
<td>HLT/PED</td>
<td>Health or Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>Semester Credits</td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

**Total Program Credits** | **69**

---

<sup>1</sup>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.

<sup>2</sup>Students must complete all major courses with a grade of “C” or better.
ENTREPRENEURSHIP IN SMALL BUSINESS MANAGEMENT

Program: Entrepreneurship in Small Business Management*
Award: Career Studies Certificate
Plan Code: 221-212-10
Length: Twenty-four (24) credit hours
Lead Faculty: Joe Edenfield

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.


Admission Requirements: Students must meet the general admissions requirements established by the College.

<table>
<thead>
<tr>
<th>Entrepreneurship In Small Business Management (221-212-10)</th>
<th>Required Courses and Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 211 Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>AST 205 Business Communication</td>
<td>3</td>
</tr>
<tr>
<td>SOC 201 Introduction to Sociology I</td>
<td>3</td>
</tr>
<tr>
<td>BUS 100 Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 165 Small Business Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 241 Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>ITE 115 Introduction to Computer Applications &amp; Concepts</td>
<td>3</td>
</tr>
<tr>
<td>MKT 100 Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Program 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,

ENTREPRENEURSHIP IN SMALL BUSINESS MANAGEMENT - ADVANCED

Program: Entrepreneurship in Small Business Management – Advanced*
Award: Career Studies Certificate
Plan Code: 221-212-12
Length: Twenty-four (24) credit hours **
Lead Faculty: Joe Edenfield

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, Small Business Consultants

Admission Requirements: Students must meet the general admissions requirements established by the College.

<table>
<thead>
<tr>
<th>Entrepreneurship In Small Business Management–Advanced (221-212-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses and Credits</td>
</tr>
<tr>
<td>ACC 211 Principles of Accounting I</td>
</tr>
<tr>
<td>BUS 236 Communications in Management</td>
</tr>
<tr>
<td>BUS 200 Principles of Management</td>
</tr>
<tr>
<td>BUS 280 Introduction to International Business</td>
</tr>
<tr>
<td>ITE 115 Introduction to Computer Applications &amp; Concepts</td>
</tr>
<tr>
<td>ITE 160 Introduction to E-Commerce</td>
</tr>
<tr>
<td>ITE 215 Advanced Computer Applications</td>
</tr>
<tr>
<td>MKT 220 Principles of Advertising</td>
</tr>
<tr>
<td><strong>Total Program Credits</strong></td>
</tr>
</tbody>
</table>

*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.

LEADERSHIP

Program: Leadership
Award: Career Studies Certificate
Plan Code: 221-212-13
Length: Twenty Four (24) credit hours*
Design for full-time and part-time students.
Lead Faculty: Joe Edenfield
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.

<table>
<thead>
<tr>
<th>Leadership (221-212-13)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Courses and Credits</strong></td>
</tr>
<tr>
<td>AST 205</td>
</tr>
<tr>
<td>BUS 111</td>
</tr>
<tr>
<td>BUS 117</td>
</tr>
<tr>
<td>BUS 200</td>
</tr>
<tr>
<td>BUS 201</td>
</tr>
<tr>
<td>BUS 205</td>
</tr>
<tr>
<td>BUS 236</td>
</tr>
<tr>
<td>SOC 201</td>
</tr>
<tr>
<td><strong>Total Program Credits</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.*

CUSTOMER SERVICE

Program: Customer Service
Award: Career Studies Certificate
Plan Code: 221-251-19
Length: 16 credits
One semester for full-time students; variable for part-time students
Lead Faculty: Joe Edenfield
**Purpose:** The CSC in Customer Service is designed for those interested in customer service within the many sectors of public industry. This CSC has been developed to meet the community needs for individuals seeking a basic knowledge of business skills and to enhance the skills of the workforce at large.

**Occupational Objectives:** Customer Service Representatives, Sales Representatives, Sales Managers, Clerks, Administrative Assistants, Telemarketers, Retail Salespersons.

**Student Learning Outcomes:** Upon completion of this program, graduates will be able to:

- Demonstrate oral and written presentation skills unique in the business community
- Apply leadership, ethical standards, team building and interpersonal skills for internal and external customer support.
- Use effective communication in business situations.

**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 take developmental courses.

<table>
<thead>
<tr>
<th>Customer Service CSC (221-251-19)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Courses and Credits</strong></td>
</tr>
<tr>
<td>AST 205</td>
</tr>
<tr>
<td>BUS 108</td>
</tr>
<tr>
<td>BUS 110</td>
</tr>
<tr>
<td>BUS 149</td>
</tr>
<tr>
<td>MKT 170</td>
</tr>
<tr>
<td>MKT 260</td>
</tr>
<tr>
<td>MKT 271</td>
</tr>
</tbody>
</table>

**Total Program Credits** 16

**GENERAL BUSINESS**

<table>
<thead>
<tr>
<th>Program:</th>
<th>General Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>Award:</td>
<td>Career Studies Certificate</td>
</tr>
<tr>
<td>Plan Code:</td>
<td>221-208-14</td>
</tr>
<tr>
<td>Length:</td>
<td>15 credits</td>
</tr>
<tr>
<td></td>
<td>One/two semester (s) for full-time students; variable for part-time students.</td>
</tr>
<tr>
<td>Lead Faculty:</td>
<td>Joe Edenfield</td>
</tr>
</tbody>
</table>
Purpose: The career studies certificate program in General Business is designed to prepare students for employment in business and to upgrade skills for individuals already employed in business professions.

Occupational Objectives: Sales Representatives, Sales Managers, Department Managers, Marketing Managers, Supervisor, Personnel, Generalist, Administrative Assistant, Human Resources Analyst Bookkeeper, Independent Shop Owner/Manager

Student Learning Outcomes: Upon successful completion of this program, graduates will be able to:

- Demonstrate oral and written presentation skills unique in the business community
- Apply leadership, ethical standards, and team building skills
- Demonstrate the ability to use technology in analyzing and solving business problems
- Use basic computation skills to analyze and solve business problems

Admission Requirements: In addition to the General Admission requirements of the College, entry into the Management curriculum requires proficiency (as determined by required Admissions testing) in basic arithmetic and English. Students who after testing are not proficient in both these subjects will be required to correct and strengthen their deficiencies in any/all developmental courses before they are permitted to enroll in any Management program courses (BUS & MKT)

<table>
<thead>
<tr>
<th>General Business CSC (221-208-14)</th>
<th>Required Courses and Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 100</td>
<td>Introduction to Business</td>
</tr>
<tr>
<td>MKT 100</td>
<td>Principles of Marketing</td>
</tr>
<tr>
<td>ECO 120</td>
<td>Survey of Economics</td>
</tr>
<tr>
<td>AST 147</td>
<td>Introduction to Presentation Software</td>
</tr>
<tr>
<td>BUS 200</td>
<td>Principles of Management</td>
</tr>
<tr>
<td>MKT 220</td>
<td>Principles of Advertising</td>
</tr>
</tbody>
</table>

Total Program Credits 16

LOGISTICS MANAGEMENT

Program: Logistics Management
Award: Career Studies Certificate
Plan Code: 221-370-01
Length: 16 credit hours, 2 terms. The program is designed for both full-time and part-time students. Length may vary.
Lead Faculty: Robert (Bob) Hayes
**Purpose:** The online Logistics Management Career Studies Certificate program is designed to prepare workers for careers in the growing demand of transportation and warehousing management. This curriculum is designed to prepare students in the study of the principles of organization and management as it relates to logistics. Courses in transportation, warehousing, inventory control, material handling, computerization, and federal transportation and OSHA regulations will be emphasized. The program prepares students to organize a warehouse and distribution center operation. In addition it prepares students to manage a warehouse and distribution operation and the personnel in that operation.

**Occupational Objectives:** The following occupational titles represent examples of possible employment or advancement opportunities: Shipping, Receiving, Dispatching, Inventory Control Manager, Warehouse Manager, Warehouse Department Manager or Area Manager, Manager Trainee

**Transfer Options:** This is a non-transfer program. BUS 111 is transferable to Management (212) AAS General Business Management (212-01) AAS or Marketing Management (212-04) AAS

**Student Learning Outcomes:** Logistics Management Career Studies Certificate graduates will demonstrate the ability to:

1. Understand the role and practice of logistics within an organization, including theoretical and applied aspects of the warehousing/distribution discipline.

2. Apply a wide variety of computer software skills to business communication media including written reports and operational plans using Microsoft office software and business presentations using power point.

3. Think logically and analytically in proposing plans and creating strategies that may be considered in complex warehousing and logistics issues facing organizations.

4. Recognize and evaluate the components of a warehousing and logistics organization including layout, material handling, and communications, shipping utilities, and building design.

5. Demonstrate basic principles of human relationship skills which can be used to successfully interrelate with customers, associates, employees, and superiors in a business setting while adhering to a strong set of generally-accepted ethical principles.

6. Understand the concepts necessary to address warehouse and logistics trade-offs between space and time in optimizing a modern warehousing and logistics organization.

**Admission Requirements:** Students must meet the general admission requirements established by the
College. In addition to the admissions requirements established by the College. Placement testing is not required.

<table>
<thead>
<tr>
<th>Logistics Management CSC (221-370-01)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Courses and Credits</strong></td>
</tr>
<tr>
<td><strong>Fall Semester</strong></td>
</tr>
<tr>
<td>BUS 255 Inventory and Warehouse Management</td>
</tr>
<tr>
<td>BUS 223 Distribution and Transportation</td>
</tr>
<tr>
<td><strong>Spring Semester</strong></td>
</tr>
<tr>
<td>MKT 216 Retain Organization and Management</td>
</tr>
<tr>
<td>BUS 111 Principles of Supervision</td>
</tr>
<tr>
<td><strong>Summer Semester</strong></td>
</tr>
<tr>
<td>BUS 149 Workplace Ethics</td>
</tr>
<tr>
<td>BUS 234 Supply Chain Management</td>
</tr>
<tr>
<td><strong>Total Program Credits</strong></td>
</tr>
</tbody>
</table>

**INDUSTRIAL TECHNOLOGY**

Program: Industrial Technology
Award: Associate of Applied Science
Plan Code: 883
Length: 66 Credits, 4 semesters
Lead Faculty: Keisha Nichols

Specialization: Industrial Technology – Electronic-Electrical (883-02), 65 Credits
Industrial Technology – Electronic Controls (883-03), 65 Credits

Purpose: The Associate in Applied Science degree 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.

Occupational Objectives: Upon completion of the Industrial Technology Associates in Applied Science graduates possess the knowledge and skills required for entry into the following careers: electronics technician, industrial automated systems, industrial designer, operations manager, operator, planner, production manager, quality assurance technician, safety coordinator, and technician. These jobs can be found in small, medium and large industrial settings, health care and the government.

Student Learning Outcomes: Upon successful completion of the AAS Industrial Technology Program, students will be able to:
• Calculate direct current (DC) circuit loads.
• Calculate alternating current (AC) circuit loads.
• Demonstrate how to set-up and maintain a safe working environment.
• Utilize a working knowledge of electrical fundamentals, precision tools, and techniques to perform identified tasks.
• Plan and execute technical applications for the set-up and operation of electrical/electronic equipment.
• Communicate ideas, findings, and results using written, oral, and graphical communication skills.

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 take developmental courses prior to taking any ELE, ETR, IND or MEC classes.

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, and government.

<table>
<thead>
<tr>
<th>Industrial Technology – General (883)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses and Credits</td>
</tr>
<tr>
<td>Sample Schedule</td>
</tr>
</tbody>
</table>

### FIRST YEAR

**Fall Term**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DRF 175</td>
<td>Schematics and Mechanical Diagrams</td>
<td>2</td>
</tr>
<tr>
<td>ENG 131</td>
<td>Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>IND 165</td>
<td>Principles of Industrial Technology I</td>
<td>4</td>
</tr>
<tr>
<td>MTH 121</td>
<td>Fundamentals of Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>SAF 126</td>
<td>Principles of Industrial Safety</td>
<td>3</td>
</tr>
<tr>
<td>SDV 100</td>
<td>College Success Skills or SDV 106</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Semester Credits** 16

**Spring Term**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IND 113</td>
<td>Materials and Processes in Manufacturing</td>
<td>3</td>
</tr>
<tr>
<td>IND 137</td>
<td>Team Concepts and Problem Solving</td>
<td>3</td>
</tr>
<tr>
<td>IND 166</td>
<td>Principles of Industrial Technology II</td>
<td>4</td>
</tr>
<tr>
<td>INS 110</td>
<td>Principles of Instrumentation</td>
<td>3</td>
</tr>
<tr>
<td>ITE 115</td>
<td>Intro. to Computer Applications and Concepts</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Semester Credits** 16

### SECOND YEAR

**Fall Term**
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST 100</td>
<td>Principles of Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>ETR 113</td>
<td>DC and AC Fundamentals I</td>
<td>4</td>
</tr>
<tr>
<td>HLT ____</td>
<td>Health or PED xxx Physical Education elective</td>
<td>2</td>
</tr>
<tr>
<td>IND 265</td>
<td>Principles of Industrial Technology III</td>
<td>4</td>
</tr>
<tr>
<td>Social Science elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
<td></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

**Spring Term**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ETR 114</td>
<td>DC and AC Fundamentals II</td>
<td>4</td>
</tr>
<tr>
<td>IND 266</td>
<td>Principles of Industrial Technology IV</td>
<td>4</td>
</tr>
<tr>
<td>MEC 161</td>
<td>Basic Fluid Mechanics – Hydraulics/Pneumatics</td>
<td>4</td>
</tr>
<tr>
<td>Humanities ____</td>
<td>Humanities elective</td>
<td>3</td>
</tr>
<tr>
<td>Social Science elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
<td></td>
<td><strong>18</strong></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>66</strong></td>
</tr>
</tbody>
</table>

**Industrial Technology - Electronic-Electrical (883-02)**

*Required Courses and Credits*

*Sample Schedule*

**FIRST YEAR**

**Fall Term**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DRF 175</td>
<td>Schematics and Mechanical Diagrams</td>
<td>2</td>
</tr>
<tr>
<td>ENG 131</td>
<td>Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>ETR 113</td>
<td>DC and AC Fundamentals I</td>
<td>4</td>
</tr>
<tr>
<td>IND 165</td>
<td>Principles of Industrial Technology I</td>
<td>4</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 or SDV 106</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
<td></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

**Spring Term**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELE 160</td>
<td>Power Controls</td>
<td>3</td>
</tr>
<tr>
<td>ETR 114</td>
<td>DC and AC Fundamentals II</td>
<td>4</td>
</tr>
<tr>
<td>HLT ____</td>
<td>Health or Physical Education elective</td>
<td>2</td>
</tr>
<tr>
<td>IND 166</td>
<td>Principles of Industrial Technology II</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
<td></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

**SECOND YEAR**

**Fall Term**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST 100</td>
<td>Principles of Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>ELE 133</td>
<td>Practical Electricity I</td>
<td>3</td>
</tr>
<tr>
<td>ETR 203</td>
<td>Electronic Devices I</td>
<td>4</td>
</tr>
</tbody>
</table>
ITE 115  Introduction to Computer Applications and Concepts  3
Social Science elective  3
**Total Semester Credits**  16

**Spring Term**
ELE 134  Practical Electricity II  3
ETR 204  Electronic Devices II  4
ETR 273  Computer Electronics I  3
Humanities ___  Humanities elective  3
Social Science elective  3
**Total Semester Credits**  16

**Summer Term**
ELE 135  National Electrical Code  3
**Total Semester Credits**  3

**Total Credits**  65

---

**Industrial Technology - Electronic Controls (883-03)**

*Required Courses and Credits*

*Sample Schedule*

**FIRST YEAR**

**Fall Term**
DRF 175  Schematics and Mechanical Diagrams  2
ENG 131  Technical Writing  3
ETR 113  DC and AC Fundamentals I  4
IND 165  Principles of Industrial Technology I  4
MTH 121  Fundamentals of Mathematics  3
SDV 100  College Success Skills or SDV 106  1
**Total Semester Credits**  17

**Spring Term**
ETR 114  DC and AC Fundamentals II  4
ELE 239  Programmable Logic Controllers  3
IND 166  Principles of Industrial Technology II  4
ITE 115  Intro. to Computer Applications and Concepts  3
Social Science elective  3
**Total Semester Credits**  17

**SECOND YEAR**

**Fall Term**
CST 100  Principles of Public Speaking  3
ETR 203  Electronic Devices I  4


<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ETR 221</td>
<td>Electronic Controls I</td>
<td>4</td>
</tr>
<tr>
<td>HLT ____</td>
<td>Health or Physical Education elective</td>
<td>2</td>
</tr>
<tr>
<td>Social Science elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
<td></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

**Spring Term**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ETR 204</td>
<td>Electronic Devices II</td>
<td>4</td>
</tr>
<tr>
<td>ETR 222</td>
<td>Electronic Controls II</td>
<td>4</td>
</tr>
<tr>
<td>ETR 273</td>
<td>Computer Electronics I</td>
<td>4</td>
</tr>
<tr>
<td>Humanities ____</td>
<td>Humanities elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td><strong>Total Program Credits</strong></td>
<td></td>
<td><strong>65</strong></td>
</tr>
</tbody>
</table>

**ELECTRICITY**

Program: Electricity  
Award: Certificate  
Plan Code: 942  
Length: 32 credit hours, 2 semesters  
Lead Faculty: David Lorenz

**Purpose**: The Certificate program in Electricity is designed for the person who wants to develop skills to become a residential, commercial, or industrial electrician.

**Occupational Objectives**: Upon completion of the Electricity Certificate Program graduates will possess the knowledge and skills required for entry into the fields of industrial or residential construction electrician, maintenance electrician, and installation and repair technicians.

**Student Learning Outcomes**: Upon successful completion of the Electricity Certificate Program, graduates will be able to:

- Demonstrate an understanding of federal, state, and local safety legal requirements, including OSHA, VOSSA, and EPA when wiring electrical circuits.
- Use a variety of electrical instruments to measure voltage, current and electrical power.
- Apply the National Electric Code to identify purpose and location of electrical components and current protection devices.
- Utilize the knowledge of mathematics and science in the electrical field.
- Troubleshoot and repair a system at the component level.

**Admission Requirements**: General admission to the college is required.
**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. Candidates for the Electricity Certificate Program must successfully complete all required courses and earn a minimum grade of "C" in all ELE, ETR, and DRF courses.

<table>
<thead>
<tr>
<th>Electricity Certificate (942)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Courses and Credits</strong></td>
</tr>
<tr>
<td><strong>Sample Schedule</strong></td>
</tr>
</tbody>
</table>

**Fall Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DRF 175</td>
<td>Schematic and Mechanical Diagrams</td>
<td>2</td>
</tr>
<tr>
<td>ELE 133</td>
<td>Practical Electricity I</td>
<td>3</td>
</tr>
<tr>
<td>ETR 113</td>
<td>DC and AC Fundamentals I</td>
<td>4</td>
</tr>
<tr>
<td>ENG 131</td>
<td>Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>MTH 121</td>
<td>Fundamentals Mathematics I</td>
<td>3</td>
</tr>
<tr>
<td>SDV 100</td>
<td>College Success Skills</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Semester Credits** 16

**Spring Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELE 134</td>
<td>Practical Electricity II</td>
<td>3</td>
</tr>
<tr>
<td>ELE 160</td>
<td>Power Controls</td>
<td>3</td>
</tr>
<tr>
<td>ETR 114</td>
<td>AC/DC Fundamentals II</td>
<td>4</td>
</tr>
<tr>
<td>ITE 115</td>
<td>Introduction to Computer Applications and Concepts</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Semester Credits** 13

**Fall Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELE 135</td>
<td>National Electric Code: Residential</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Semester Credits** 3

**Total Program Credits** 32
INDUSTRIAL MAINTENANCE

Program: Industrial Maintenance
Award: Career Studies Certificate
Plan Code: 221-990-00
Length: 28 credit hours, two (2) semesters
Lead Faculty: [see Division Dean]

Purpose: The Career Studies Certificate – Industrial Maintenance is designed to provide students basic skills in 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.

<table>
<thead>
<tr>
<th>Industrial Maintenance (221-990-00)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses and Credits</td>
</tr>
<tr>
<td>Schedule</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DRF 175</strong> Schematics and Mechanical Diagrams</td>
</tr>
<tr>
<td><strong>AIR 111</strong> Air Conditioning &amp; Refrigeration Control</td>
</tr>
<tr>
<td><strong>AIR 121</strong> Air Conditioning &amp; Refrigeration I</td>
</tr>
<tr>
<td><strong>IND 165</strong> Principles of Industrial Technology I</td>
</tr>
<tr>
<td><strong>ETR 113</strong> DC and AC Fundamentals</td>
</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IND 137</strong> Team Concepts</td>
</tr>
<tr>
<td><strong>ENG 131</strong> Technical Writing</td>
</tr>
<tr>
<td><strong>SAF 126</strong> Principles of Industrial Safety</td>
</tr>
<tr>
<td><strong>MTH 121</strong> Fundamentals of Math</td>
</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
</tr>
</tbody>
</table>

**Total Program Credits 28**
**INDUSTRIAL/RESIDENTIAL WIRING**

**Program:** Industrial/Residential Wiring

**Award:** Career Studies Certificate

**Plan Code:** 221-883-65

**Length:** 24 credit hours, three (3) semesters

**Lead Faculty:** David Lorenz

**Purpose:** This program is designed for persons seeking employment in electrical-related fields, or in industrial/residential wiring fields, or personnel seeking to increase their knowledge or update their electrical skills. This program prepares students to be successful in an electrical workplace and members of a technical team.

**Occupational Objectives:** Upon completion of the Industrial/Residential Wiring Certificate Program graduates will possess the knowledge and skills required for entry into the fields of industrial or residential construction electrician, maintenance electrician, and installation and repair technicians.

**Student Learning Outcomes:** Upon successful completion of the Industrial/Residential Wiring Certificate Program Certificate Program graduates will be able to:

- Demonstrate the knowledge of basic circuit design, current flow, and power dissipation.
- Identify a variety of schematic symbols and how to interpret schematic drawings.
- Demonstrate an understanding of federal, state and local safety legal requirements, including OSHA, VOSSA, and EPA when wiring electrical circuits.
- Apply the National Electrical Code (NEC) to identify purpose and location of electrical components and current protection devices.
- Utilize a variety of test equipment to measure voltage, current, resistance and electrical power.
- Demonstrate the knowledge of electrical and other controls used in home and industry.

**Admission Requirements:** General admission to the college is required.

**Program Requirements:** The curriculum in the Industrial/Residential Wiring Certificate Program combines instruction in the areas required for competence as an entry level employee in industry, government, and other organizations. Candidates for the Industrial/Residential Wiring Certificate Program Career Studies Certificate must successfully complete all required courses and earn a minimum grade of "C" in all ELE, ETR, and DRF courses.
Industrial/Residential Wiring (221-883-65)

Required Courses and Credits

Sample Schedule

<table>
<thead>
<tr>
<th>Fall Term</th>
<th>ELE 133</th>
<th>Practical Electricity I</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>ETR 113</td>
<td>AC and DC Fundamentals I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>DRF 175</td>
<td>Schematic and Mechanical Diagrams</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
<td></td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Term</th>
<th>ELE 134</th>
<th>Practical Electricity II</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELE 160</td>
<td>Power Controls</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ETR 114</td>
<td>AC and DC Fundamentals II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
<td></td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer Term</th>
<th>ELE 116</th>
<th>Electrical Construction Estimating</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELE 135</td>
<td>National Electric Code</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td><strong>Total Program Credits</strong></td>
<td></td>
<td></td>
<td>24</td>
</tr>
</tbody>
</table>

ENERGY TECHNOLOGY

Program: Industrial Technology
Award: Career Studies Certificate
Plan Code: 221-820-07
Length: 21 credit hours, 3 semesters
Lead Faculty: David Lorenz

Purpose: The Career Studies Certificate in Energy Technology is designed for a student who wishes to obtain the skills necessary to work in the electric and energy industries as an entry level technician. The curriculum encompasses subjects that are needed for energy industry technicians including blueprint/schematic reading, safety, basic hand and power tools, basic electricity, basic instrumentation, and mathematics.

Occupational Objectives: Upon completion of the Career Studies Certificate in Energy Technology graduates will possess the knowledge and skills required for entry into the fields of industrial or residential entry level maintenance technicians, apprentice electricians, or solar panel installers.

Transfer Options: N/A
Student Learning Outcomes: Upon successful completion of the Career Studies Certificate in Energy Technology, graduates will be able to:

- Demonstrate an understanding of federal, state, and local safety legal requirements, including OSHA, VOSSA, and EPA when wiring electrical circuits.
- Identify a variety of schematic symbols and how to interpret schematic drawings.
- Use a variety of electrical instruments to measure voltage, current and electrical power.
- Apply the National Electric Code to identify purpose and location of electrical components and current protection devices.
- Demonstrate the knowledge of electrical and other controls used in home and industry.
- Troubleshoot and repair a system at the component level.

Admission Requirements: Students must meet the general admission requirements established by the College.

Program Requirements: The Career Studies Certificate in Energy Technology 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. Candidates for the Energy Technology Certificate Program must successfully complete all required courses and earn a minimum grade of "C" in all ELE, ETR, and DRF courses.

<table>
<thead>
<tr>
<th>Energy Technology Career Studies Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses and Credits</td>
</tr>
<tr>
<td>Schedule</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>DRF 175 Schematic and Mechanical Diagrams</td>
</tr>
<tr>
<td>ELE 133 Practical Electricity I</td>
</tr>
<tr>
<td>ENE 104 Energy Industry Fundamentals</td>
</tr>
<tr>
<td>SAF 130 Industrial Safety, OSHA 10*</td>
</tr>
<tr>
<td><strong>Total Semester Credits</strong> 9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELE 134 Practical Electricity II</td>
</tr>
<tr>
<td>ELE 177 Photovoltaic Energy Systems</td>
</tr>
<tr>
<td>MTH 121 Applied Technical Mathematics I</td>
</tr>
<tr>
<td><strong>Total Semester Credits</strong> 9</td>
</tr>
</tbody>
</table>

| Summer Semester                            | 210
ELE 135 | National Electric Code: Residential | 3

<table>
<thead>
<tr>
<th></th>
<th>Total Semester Credits</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Program Credits</td>
<td>21</td>
</tr>
</tbody>
</table>

* Credit for the SAF 130 class can be awarded with a prior OSHA 10 or 30 certification. Proof of successful completion with a valid OSHA issued card will be required.

**ELECTRICAL TECHNOLOGY FOR KEURIG-GREEN MOUNTAIN**

**Program:** Electrical Technology  
**Award:** Career Studies Certificate  
**Plan Code:** 221-981-15  
**Length:** 11 credit hours, 2 semesters  

The program is designed for Keurig-Green Mountain employees *only*.

**Program Head:** David Lorenz

**Purpose:** This program is designed for employees of Keurig Green Mountain. Students will be given specialized electrical technology training that will support production operations at Keurig-Green Mountain.

**Occupational Objectives:** Upon completion of the Electricity Certificate Program graduates will possess the knowledge and skills required for entry into the fields of maintenance electrician, maintenance technician, robot operator, and robotic service technician.

**Student Learning Outcomes:** Upon successful completion of the Robotics Certificate Program graduates will be able to:

- Demonstrate the knowledge of basic circuit design, current flow, and power dissipation.
- Identify a variety of schematic symbols and how to interpret schematic drawings.
- Explain single phase and three phase motor operation, maintenance and troubleshooting procedures.
- Create, design, and troubleshoot a variety of robotic programs.
- Utilize a variety of test equipment to measure voltage, current, resistance and power.
- Demonstrate the knowledge of science, technology, engineering and math to solve technological problems.

**Admission Requirements:** General admission to the college is required and the students that are selected under the discretion of Keurig-Green Mountain must place out of MTE 3.

**Program Requirements:** The curriculum in the Electrical Technology Certificate for Keurig-Green
Mountain combines instruction in the areas required for competence as an entry level employee in industry, government, and other organizations. Candidates for the Electrical Technology Certificate for Keurig-Green Mountain must successfully complete all required courses and earn a minimum grade of "C" in all ELE courses.

<table>
<thead>
<tr>
<th><strong>Electrical Technology</strong> (221-981-15)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Courses and Credits</strong></td>
</tr>
<tr>
<td><strong>Schedule</strong></td>
</tr>
<tr>
<td>--------------------------------------</td>
</tr>
<tr>
<td>ELE 121   Electrical Circuits I</td>
</tr>
<tr>
<td>ELE 122   Electrical Circuits II</td>
</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
</tr>
<tr>
<td>ELE 216   Industrial Electricity</td>
</tr>
<tr>
<td>ELE 239   Programmable Controllers</td>
</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
</tr>
<tr>
<td><strong>Total Program Credits</strong></td>
</tr>
</tbody>
</table>

**BUILDING MAINTENANCE**

- **Program:** Building Maintenance
- **Award:** Career Studies Certificate
- **Plan Code:** 221-903-11
- **Length:** 24 credit hours, two (2) semesters for full-time students, variable for part-time students
- **Lead Faculty:** [see Division Dean]

**Purpose:** This course of study has a multi-craft approach with training in the basic principles and hands-on skills related to HVAC, electricity, plumbing, carpentry, safety, blueprint reading and welding. The curriculum is designed to prepare students to maintain and repair physical structures and systems of commercial and industrial establishments.

**Occupational Objectives:** This program is designed to prepare students for employment in a number of building maintenance environments such as apartment communities, hotels/motels, schools and office buildings.

**Admission Requirements:** Students must meet the general admission requirements established by the College. Placement testing is not required.
Building Maintenance (221-903-11)

Required Courses and Credits

Sample Schedule

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AIR 111 Electricity and Controls</td>
<td>3</td>
</tr>
<tr>
<td>AIR 121 Air Conditioning &amp; Refrigeration I</td>
<td>3</td>
</tr>
<tr>
<td>AIR 122 Air Conditioning &amp; Refrigeration II</td>
<td>3</td>
</tr>
<tr>
<td>BLD 140 Principles of Plumbing 1</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
<td><strong>12</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BLD 111 Blueprint Reading and the Building Code</td>
<td>3</td>
</tr>
<tr>
<td>BLD 149 Carpentry</td>
<td>3</td>
</tr>
<tr>
<td>WEL 117 Oxyacetylene Welding and Cutting</td>
<td>3</td>
</tr>
<tr>
<td>AIR 235 Heating Systems</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
<td><strong>12</strong></td>
</tr>
<tr>
<td><strong>Total Program Credits</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

HEATING, VENTILATION, & AIR CONDITIONING (HVAC)

Program: Heating, Ventilation, & Air Conditioning
Award: Career Studies Certificate
Plan Code: 221-903-10
Length: 24 credit hours, two (2) semesters
Program Head: [see Division Dean]

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. Students 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: Upon completion of this program, graduates possess the knowledge and skills required for entry into the mechanical systems field as a service technician, installation technician or support staff.

Student Learning Outcomes: Upon successful completion of the program, graduates will demonstrate proficiency in the use of HVAC-specific tools and testing equipment, will safely be able to solder and braze piping, and will have a thorough understanding of the refrigeration cycle. EPA refrigerant handling certification is available at an additional cost.
Admission Requirements: Students must meet the general admissions requirements established by the College. Placement testing is not required.

<table>
<thead>
<tr>
<th>Heating, Ventilation, &amp; Air Conditioning (HVAC) (221-903-10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses and Credits</td>
</tr>
<tr>
<td>Sample Schedule</td>
</tr>
</tbody>
</table>

**First Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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 HVAC</td>
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</table>

**Total Semester Credits** 12

**Second Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIR 154</td>
<td>Heating Systems I</td>
<td>3</td>
</tr>
<tr>
<td>AIR 134</td>
<td>Circuits &amp; Controls^2</td>
<td>3</td>
</tr>
<tr>
<td>AIR 235</td>
<td>Heat Pumps^3</td>
<td>3</td>
</tr>
<tr>
<td>AIR 238</td>
<td>Advanced Troubleshooting</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Semester Credits** 12

**Total Credits** 24

Pre-requisites:

1. AIR 121
2. AIR 111
3. AIR 111, 121, 122

GENERAL WELDING

Program: General Welding
Award: Career Studies Certificate
Plan Code: 221-995-01
Length: 24 credit hours, three (3) semesters

The program is designed for both full-time and part-time students. Length may vary.

Program Head: [see Division Dean]

Purpose: This program provides students with training in the basic principles and hands-on skills in various welding disciplines including SMAW, GMAW and GTAW. Students are introduced to various types of processes, equipment and materials.

Occupational Objectives: Upon completion of this program, graduates possess the knowledge and skills required for entry in a number of industrial welding environments such as shipyards, manufacturing firms and utilities.
Student Learning Outcomes: Upon successful completion of this program, graduates will demonstrate proficiency in SMAW, GMAW and GTAW welding processes and will safely perform welding techniques using fillers, wires, fluxes and gases. AWS certification is available at an additional cost.

Admission Requirements: Students must meet the general admission requirements established by the College. Placement testing is not required.

<table>
<thead>
<tr>
<th>General Welding (221-995-01)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses and Credits</td>
</tr>
<tr>
<td>Sample Schedule</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>WEL 117 Oxycetylene Welding &amp; Cutting</td>
<td>3</td>
</tr>
<tr>
<td>WEL 123 Arc Welding (SMAW) I</td>
<td>3</td>
</tr>
<tr>
<td>WEL 141 Qualification Test</td>
<td>3</td>
</tr>
<tr>
<td>DRF 175 Drawings and Blueprints</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
<td><strong>11</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>WEL 124 Arc Welding (SMAW) II</td>
<td>3</td>
</tr>
<tr>
<td>WEL 135 Inert Gas Welding I (GMAW &lt;MIG&gt;, GTAW&lt;TIG&gt;)</td>
<td>2</td>
</tr>
<tr>
<td>WEL 146 Quality Control</td>
<td>3</td>
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<tr>
<td><strong>Total Semester Credits</strong></td>
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<table>
<thead>
<tr>
<th>Third Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>WEL 136 Inert Gas II</td>
<td>2</td>
</tr>
<tr>
<td>WEL 126 Pipe</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
<td><strong>5</strong></td>
</tr>
<tr>
<td><strong>Total Program Credits</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

PROFESSIONAL WELDER - PIPE

Program: Professional Welder – Pipe
Award: Certificate in Career Studies
Plan Code: 221-995-79
Length: 20 credit hours, three (3) semesters

The program is designed for both full-time and part-time students. Length may vary.

Program Head: [see Division Dean]

Purpose: This program produces 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:** Upon completion of this program, graduates possess the knowledge and skills required for employment as an industry-ready pipe welder using the uphill pipe welding technique as required by the ASME.

**Student Learning Outcomes:** Upon successful completion of this program, graduates will demonstrate proficiency in the use of welding tools and will safely perform welding techniques using fillers, wires, fluxes and gases. 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. AWS certification is available at an additional cost.

**Admission Requirements:** General admission requirements of the College apply. Placement testing is not required.

<table>
<thead>
<tr>
<th>Professional Welder-Pipe</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Courses and Credits</strong></td>
</tr>
<tr>
<td>WEL 123</td>
</tr>
<tr>
<td>WEL 124</td>
</tr>
<tr>
<td>WEL 126</td>
</tr>
<tr>
<td>WEL 127</td>
</tr>
<tr>
<td>WEL 135</td>
</tr>
<tr>
<td>WEL 141</td>
</tr>
<tr>
<td>WEL 146</td>
</tr>
<tr>
<td><strong>Total Program Credits</strong></td>
</tr>
</tbody>
</table>

**PROFESSIONAL WELDER – PLATE**

**Program:** Professional Welder - Plate  
**Award:** Career Studies Certificate  
**Plan Code:** 221-995-77  
**Length:** 12 credit hours, two (2) semesters  
**Program Head:** [see Division Dean]

**Purpose:** This program provides beginning welding students with an introduction to the various types of processes, equipment and materials used in welding.

**Occupational Objectives:** Upon completion of this program, graduates possess the knowledge and skills required for entry level employment in the welding industry and for continuing to progress through other welding fields.
**Student Learning Outcomes:** Upon successful completion of this program, graduates will have the ability 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 through the American Welding Society is available at additional cost.

**Admission Requirements:** General admission requirements of the College apply. Placement testing is not required.

<table>
<thead>
<tr>
<th>Professional Welder-Plate (221-995-77)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Courses and Credits</strong></td>
</tr>
<tr>
<td><strong>Sample Schedule</strong></td>
</tr>
<tr>
<td>WEL 117</td>
</tr>
<tr>
<td>WEL 123</td>
</tr>
<tr>
<td>WEL 124</td>
</tr>
<tr>
<td>WEL 141</td>
</tr>
<tr>
<td><strong>Total Program Credits</strong></td>
</tr>
</tbody>
</table>

**PROFESSIONAL WELDER - FABRICATOR**

- **Program:** Professional Welder - Fabricator
- **Award:** Career Studies Certificate
- **Plan Code:** 221-995-78
- **Length:** 14 credit hours, two (2) semesters
  This program is designed for both full-time and part-time students. Length may vary.
- **Program Head:** [see Division Dean]

**Purpose:** This program provides students with training to read blueprints and fabricate an object by welding.

**Occupational Objectives:** Upon completion of this program, graduates possess the knowledge and skills required for entry into the fabrication field of the welding industry.

**Student Learning Outcomes:** Upon successful completion of this program, graduates shall be able to read any industry shop drawing or blueprint and then fabricate the object without supervision using the most efficient welding process available. AWS certification is available at an additional cost.

**Admission Requirements:** General admission requirements of the college apply. Placement testing is not required.
Professional Welder-Fabricator (221-995-78)

Required Courses and Credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IND 113</td>
<td>Materials and Processes in Manufacturing</td>
<td>3</td>
</tr>
<tr>
<td>WEL 123</td>
<td>Arc Welding I</td>
<td>3</td>
</tr>
<tr>
<td>WEL 124</td>
<td>Arc Welding II</td>
<td>3</td>
</tr>
<tr>
<td>WEL 117</td>
<td>Oxyacetylene Welding &amp; Cutting</td>
<td>3</td>
</tr>
<tr>
<td>WEL 135</td>
<td>Inert Gas Welding</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Program Credits</strong></td>
<td></td>
<td><strong>14</strong></td>
</tr>
</tbody>
</table>

GENERAL STUDIES

Program: General Studies (General)
Award: Associate of Arts and Sciences
Length: 61 credits
Program is designed for both full-time and part-time students. Length may vary.

Specialization: Computer Science
Plan Code: 697-02
Lead Faculty: Robert Tureman

Purpose:
This University Parallel Program leads to the Associate in Arts and Sciences 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. The Computer Science specialization starts the student on the study of Computer Science as a discipline.

Transfer Options:
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.
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.

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

- **Communication:** Interact with others using all forms of communication, resulting in understanding and being understood.
- **Critical Thinking:** Evaluate evidence carefully and apply reasoning to decide what to believe and how to act.
- **Information Literacy:** Recognize when information is needed and have the ability to locate, evaluate, and use it effectively.
- **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.
- **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.
- **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.
- **Personal Development:** Strive for physical well-being and emotional maturity.
- **Computer Science:** Demonstrate an understanding of computing math concepts and demonstrate an understanding of hierarchical structure of computer architecture.

**Admission Requirements:**
General Admission to the College is required. Students must complete placement tests (or equivalent) in English and mathematics. Students with deficiencies in these areas will be required to take appropriate developmental courses. New students should see a counselor and returning students their advisor for more information.

**Program Requirements:**
In the following sample schedule, “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, Philosophy or Religion. “Social Science Elective” means a transferable course in Economics, Political Science, History, Geography, Psychology, or Sociology. “Natural Science (Lab)” means a transferable course in Biology, Chemistry, Environmental Science, 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 and approved by their program advisor.
# General Studies – Computer Science (697-02)

## Required Courses and Credits

### Sample Schedule

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Semester</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 111</td>
<td>College Composition I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HIS 111/121</td>
<td>History of World Civilizations I or US History I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MTH 154 OR 155/161</td>
<td>Quantitative Reasoning or Statistical Reasoning, or Pre-Calculus I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ITE 115</td>
<td>Intro. to Computer Apps &amp; Concepts</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HLT/PED ___</td>
<td>Health/Physical Education Elective</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>SDV 100</td>
<td>College Success Skills</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
<td></td>
<td></td>
<td><strong>14</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Second Semester</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 112</td>
<td>College Composition II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HIS 112/122</td>
<td>History of World Civilizations II or US History II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MTH 154 OR 155/162/245</td>
<td>Quantitative Reasoning or Statistical Reasoning, Pre-Calculus II, or Statistics</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CSC 200</td>
<td>Introduction to Computer Science</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Humanities ___</td>
<td>Humanities Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HLT/PED ___</td>
<td>Health/Physical Education Elective</td>
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</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
<td></td>
<td></td>
<td><strong>16</strong></td>
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<tr>
<td></td>
<td></td>
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<tr>
<td><strong>Third Semester</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Science ___</td>
<td>BIO 101, CHM 111, GOL 111, NAS, or PHY</td>
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<tr>
<td>CSC 201</td>
<td>Computer Science I</td>
<td>4</td>
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</tr>
<tr>
<td>Social Science ___</td>
<td>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>
<td></td>
</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
<td></td>
<td></td>
<td><strong>14</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fourth Semester</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Science ___</td>
<td>BIO 102, CHM 112, GOL 112, NAS, or PHY</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CSC 202</td>
<td>Computer Science II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Social Science ___</td>
<td>ECO, PLS, PSY, SOC elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Humanities ___</td>
<td>Humanities Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CSC 205</td>
<td>Computer Organization</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
<td></td>
<td></td>
<td><strong>17</strong></td>
</tr>
<tr>
<td><strong>Total Program Credits</strong></td>
<td></td>
<td></td>
<td><strong>61</strong></td>
</tr>
</tbody>
</table>

1. Note: Some university programs require literature in the second year.

2. 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.
**Program:** Science  
**Award:** Associate of Arts and Science  
**Plan Code:** 881  
**Length:** 61 credits  
Varies. Designed for both part-time and full-time students.  
**Lead Faculty:** Alicia Howell, Carolyn Ashby

**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.

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.

**Admission Requirements:** General Admission to the college is required.

**Student Learning Outcomes.** The general education outcomes/core competencies include:

- **Communication:** Interact with others using all forms of communication, resulting in understanding and being understood.
- **Critical Thinking:** Evaluate evidence carefully and apply reasoning to decide what to believe and how to act.
- **Information Literacy:** Recognize when information is needed and have the ability to locate, evaluate, and use it effectively.
- **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.
- **Scientific Reasoning:** Adhere to a self-correcting system of inquiry (the scientific method) and rely on empirical evidence to describe, understand, predict, and control natural phenomena.
- **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.
Personal Development: Strive for physical well-being and emotional maturity.

**Transfer Options:** Agriculture, Mathematics, Biology, Nursing, Chemistry, Pharmacy, Forestry, Physical Therapy, Geology, Pre-Dentistry, Pre-Medicine, Lab Technology, Science Education

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### Science (881)

**Sample Schedule**

<table>
<thead>
<tr>
<th></th>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIRST YEAR</strong></td>
<td></td>
<td></td>
</tr>
<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>MTH 161</td>
<td>Pre-Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>ITE 115</td>
<td>Introduction to Computer Applications and Concepts or CSC xxx</td>
<td>3</td>
</tr>
<tr>
<td>SDV 100</td>
<td>College Success Skills</td>
<td>1</td>
</tr>
<tr>
<td>Science Elective BIO 101, or CHM 111</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Health/Physical Education Elective</td>
<td></td>
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</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
<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>MTH 162</td>
<td>Pre-Calculus II</td>
<td>3</td>
</tr>
<tr>
<td>Science Elective BIO 102 or CHM 112</td>
<td></td>
<td>4</td>
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<tr>
<td>Humanities elective</td>
<td></td>
<td>3</td>
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<tr>
<td>Health/Physical Education elective</td>
<td></td>
<td>1</td>
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<td><strong>Total Semester Credits</strong></td>
<td></td>
<td><strong>14</strong></td>
</tr>
<tr>
<td><strong>SECOND YEAR</strong></td>
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</tr>
<tr>
<td><strong>Fall Term</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science Elective BIO 200 level elective or CHM elective</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Area Elective MTH 261, MTH 263, MTH 245,</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Social Science ECO, PLS, PSY, SOC elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CST 100</td>
<td>Principles of Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>HIS 121 or HIS 111</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIS 121 or HIS 111</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
<td></td>
<td><strong>16</strong></td>
</tr>
<tr>
<td><strong>Spring Term</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science Elective BIO 200 level elective or CHM elective</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Area Elective MTH 262, MTH 264, MTH 245,</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Humanities elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Social Science elective</td>
<td></td>
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<tr>
<td>HIS 122 or HIS 112</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIS 122 or HIS 112</td>
<td></td>
<td><strong>3</strong></td>
</tr>
</tbody>
</table>
MECHATRONICS

Program: Mechatronics  
Award: Associate of Applied Science Degree  
Plan Code: 736  
Length: 68 credits, 2 years  
Lead Faculty: David Lorenz

Purpose: The Associate in Applied Science Degree curricula is designed to introduce students to the field’s central concept: how mechanics, electronics and computers are integrated through the use of automated hydraulic and pneumatic control systems. The curriculum is designed to challenge the student with hands-on instruction based around this central concept. Instruction focuses on developing knowledge of theory and a hands-on approach to learning. This program is committed to preparing students to be successful in the workplace as leaders and members of a team.

Occupational Objectives: To prepare students to become mechanical operators, mechanical service technicians, maintenance and manufacturing technicians, robot product consultants in the fields of electronics, mechanics, software tech, math, physics and medicine.

Program Student Learning Outcomes:

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

1. Demonstrate the ability to select and apply the knowledge, techniques, skills, and modern tools of mechatronics engineering technology to broadly-defined engineering technology activities including proficiency in mechanical design, materials, manufacturing processes and automation;
2. Demonstrate an ability to conduct standard tests and measurements; to conduct, analyze, and interpret experiments; and to apply experimental results to improve processes;
3. Demonstrate an ability to design systems, components, or processes of broadly-defined engineering technology problems;  
4. Demonstrate an ability to identify, analyze and solve broadly-defined engineering technology problems;  
5. Demonstrate an ability to function effectively as a member or leader on a technical team;  
6. Demonstrate an ability to apply written, oral and graphical communication in both technical and non-technical environments; and an ability to identify and use appropriate technical literature;  
7. Demonstrate knowledge of the impact of engineering solutions in a societal and global context;  
8. Demonstrate a commitment to quality, timeliness and continuous improvement
**Admission Requirements:** In addition to the general admission requirements of the College, entry into the Mechatronics Degree program requires proficiency in basic arithmetic and English.

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

<table>
<thead>
<tr>
<th>MECHATRONICS (736)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Courses and Credits</strong></td>
</tr>
<tr>
<td><strong>Sample Schedule</strong></td>
</tr>
</tbody>
</table>

### FIRST YEAR

<table>
<thead>
<tr>
<th><strong>Fall Semester</strong></th>
<th><strong>Course</strong></th>
<th><strong>Credits</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>CST 100</td>
<td>Principles of Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>DRF 175</td>
<td>Schematics and Mechanical Diagrams</td>
<td>2</td>
</tr>
<tr>
<td>IND 195</td>
<td>Introduction to Automation</td>
<td>2</td>
</tr>
<tr>
<td>MEC 126</td>
<td>Computer Program for Technologists</td>
<td>3</td>
</tr>
<tr>
<td>MEC 140</td>
<td>Introduction to Mechatronics</td>
<td>3</td>
</tr>
<tr>
<td>SAF 126</td>
<td>Principles of Industrial Safety</td>
<td>3</td>
</tr>
<tr>
<td>SDV 100</td>
<td>College Success Skills</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
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</table>

<table>
<thead>
<tr>
<th><strong>Spring Semester</strong></th>
<th><strong>Course</strong></th>
<th><strong>Credits</strong></th>
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</thead>
<tbody>
<tr>
<td>ENG 111</td>
<td>College Composition</td>
<td>3</td>
</tr>
<tr>
<td>ETR 286</td>
<td>Principles &amp; Applications of Robotics</td>
<td>3</td>
</tr>
<tr>
<td>IND 113</td>
<td>Materials and Processing of Manufacturing</td>
<td>3</td>
</tr>
<tr>
<td>MTH 121</td>
<td>Fundamentals of Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>SOC SCI</td>
<td>Social Science elective</td>
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</tr>
<tr>
<td>HUM</td>
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<tr>
<td><strong>Total Semester Credits</strong></td>
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### SECOND YEAR

<table>
<thead>
<tr>
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<th><strong>Course</strong></th>
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</thead>
<tbody>
<tr>
<td>ELE 150</td>
<td>AC and DC Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>ETR 203</td>
<td>Electronic Devices</td>
<td>4</td>
</tr>
<tr>
<td>ETR 221</td>
<td>Electronic Controls</td>
<td>4</td>
</tr>
<tr>
<td>HLT</td>
<td>Health/PE elective</td>
<td>2</td>
</tr>
<tr>
<td>IND 165</td>
<td>Principles of Industrial Technology I</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
<td><strong>17</strong></td>
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<table>
<thead>
<tr>
<th><strong>Spring Semester</strong></th>
<th><strong>Course</strong></th>
<th><strong>Credits</strong></th>
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</thead>
<tbody>
<tr>
<td>ELE 216</td>
<td>Industrial Electricity</td>
<td>3</td>
</tr>
<tr>
<td>ELE 239</td>
<td>Programmable Controllers</td>
<td>3</td>
</tr>
<tr>
<td>INS 110</td>
<td>Instrumentation</td>
<td>3</td>
</tr>
<tr>
<td>MEC 161</td>
<td>Basic Fluid Mechanics Hydraulics/Pneumatics</td>
<td>4</td>
</tr>
<tr>
<td>MEC 230</td>
<td>Mechatronic Process Control</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
</tbody>
</table>

| **Total Program Credits** | **68** |
Program: Industrial Automation and Robotics
Award: Career Studies Certificate
Plan Code: 221-733-03
Length: 28 credit hours, 2 semesters
Lead Faculty: Keisha Nichols

Purpose: This program is designed to provide students with basic Machine Language programming skills, problem solving skills, and troubleshooting techniques used in various industrial and robotic technological fields. This program is committed to preparing students to be successful in the automated workplace as members of a technical team.

Occupational Objectives: Upon completion of the Robotics Certificate Program graduates will possess the knowledge and skills required for entry into the fields of industrial automation, robot operators, robotic service technicians, robotic consultants and robotic engineers.

Student Learning Outcomes: Upon successful completion of the Robotics Certificate Program graduates will be able to:
- Explain the purpose and function of input/output assemblies, the central processor unit, the power supply, and programming device.
- Create, design, and troubleshoot a variety of robotic programs.
- Utilize a variety of test equipment to measure voltage, current, resistance and power.
- Demonstrate the knowledge of science, technology, engineering and math to solve technological problems.

Admission Requirements: General admission to the college is required.

Program Requirements: The curriculum in Robotics combines instruction in the areas required for competence as an entry level employee in industry, government, and other organizations. Candidates for the Robotics Career Studies Certificate must successfully complete all required courses and earn a minimum grade of "C" in all ELE, ETR, IND, and MEC courses.

```
<table>
<thead>
<tr>
<th>Industrial Automation and Robotics (221-733-03)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses and Credits</td>
</tr>
<tr>
<td>Sample Schedule</td>
</tr>
<tr>
<td>Fall Semester</td>
</tr>
<tr>
<td>ELE 150 AC and DC Circuit Fundamentals</td>
</tr>
<tr>
<td>IND 165 Principles of Industrial Technology I</td>
</tr>
</tbody>
</table>
```
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IND 195</td>
<td>Intro to Automation</td>
<td>2</td>
</tr>
<tr>
<td>MEC 140</td>
<td>Introduction to Mechatronics</td>
<td>3</td>
</tr>
<tr>
<td>MTH 121</td>
<td>Fundamentals of Math</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Semester Credits</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

**Spring Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELE 239</td>
<td>Programmable Logic Controls</td>
<td>3</td>
</tr>
<tr>
<td>ENG 131</td>
<td>Technical Report Writing</td>
<td>3</td>
</tr>
<tr>
<td>ETR 286</td>
<td>Principles and Application of Robotics</td>
<td>3</td>
</tr>
<tr>
<td>IND 166</td>
<td>Principles of Industrial Technology II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Total Semester Credits</strong></td>
<td><strong>13</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Total Program Credits</strong></td>
<td><strong>28</strong></td>
</tr>
</tbody>
</table>

**PRINCIPLES OF ROBOTICS**

**Program:** Principles of Robotics  
**Award:** Career Studies Certificate  
**Plan Code:** 221-733-02  
**Length:** 24 credit hours, 2 semesters  
**Program Head:** Keisha Nichols

**Purpose:** This program provides a student with an entry level knowledge of robotics, programming, problem solving and the principles of technology.

**Occupational Objectives:** Upon completion of this program, graduates possess the knowledge and skills required for entry level employment where automated control systems exist, as robot operators, as a robot technician, as a field service technician, or as a machine operator. This program is committed to preparing students to be successful in the workplace as leaders and members of a technical team.

**Student Learning Outcomes:** Upon successful completion of this program, graduates will be able to:

- Explain the purpose and function of input/output assemblies, the central processor unit, the power supply, and programming device.
- Create, design and troubleshoot a variety of robotic programs.
- Utilize a variety of test instruments to measure voltage, resistance, fluid viscosity, mass, temperature, pressure, and density.
- Demonstrate the knowledge of science, technology, engineering, and mathematics while solving technological problems.

**Admission Requirements:** Students must meet the general admissions requirements established by the College.
Principles of Robotics Career Studies Certificate (221-733-02)

Required Courses and Credits

Sample Schedule

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>IND 195 Intro to Automation</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MEC 140 Intro to Mechatronics</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>IND 165 Principles of IT I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>IND 166 Principles of IT II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
<td><strong>13</strong></td>
<td></td>
</tr>
</tbody>
</table>

| Spring Semester               |               |       |
| ETR 286 Principles & App. of Robotics | 3       |       |
| IND 265 Principles of IT III  | 4             |       |
| IND 266 Principles of IT IV   | 4             |       |
| **Total Semester Credits**    | **11**        |       |
| **Total Program Credits**     | **24**        |       |

INSTRUMENTATION

Program: Instrumentation
Award: Career Studies Certificate
Plan Code: 221-938-21
Length: 17 credit hours, 1-2 semesters
Lead Faculty: David Lorenz

Purpose: The Career Studies Certificate in Instrumentation is designed for a student who wishes to obtain the skills necessary to work in the area of installation, maintenance and calibration of devices used in the automation of industrial processes. These devices measure and control the pressure, temperature, level and flow of processes used in automated manufacturing and production. This technology utilizes piping, process, chemical, pneumatic, hydraulic, electrical, electronic, computer and networking technologies.

Occupational Objectives: Upon completion of the Career Studies Certificate in Instrumentation graduates will possess the knowledge and skills required for entry-level positions as construction and maintenance Instrument Technicians, Instrument and Electrical Technicians, Process Technicians, Contract Technicians as well as Sales and Service Representatives. Technicians may be employed in environmental quality and emission monitoring, nuclear and conventional power plants, metal refining, mining, pulp and paper production, instrument manufacturing, petrochemical plants, petroleum refining, automobile manufacturing, plant construction, offshore services, aerospace & defense technology, engineering and design services, building and amusement park automation, food and beverage processing plants, water
and sewage treatment plants.

**Admission Requirements:** Students must meet the general admission requirements established by the College.

**Program Requirements:** The Career Studies Certificate in Instrumentation is designed to develop the job skills required of a person who is engaged as an entry-level positions as construction and maintenance Instrument Technicians, Instrument and Electrical Technicians, Process Technicians, Contract Technicians as well as Sales and Service Representatives. 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. Candidates for the Instrumentation Certificate Program must successfully complete all required courses and earn a minimum grade of "C" in all courses.

<table>
<thead>
<tr>
<th>Instrumentation Career Studies Certificate</th>
<th>Required Courses and Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DRF 175 Schematic and Mechanical Diagrams</td>
<td>2</td>
</tr>
<tr>
<td>ELE 150 AC and DC Circuit Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>ELE 160 Power Controls</td>
<td>3</td>
</tr>
<tr>
<td>ELE 216 Industrial Electricity</td>
<td>3</td>
</tr>
<tr>
<td>ELE 239 Programmable Logic Controllers</td>
<td>3</td>
</tr>
<tr>
<td>INS 110 Principles of Instrumentation</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Program Credits</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

**COMPUTER SUPPORT SPECIALIST**

**Program:** Computer Support Specialist  
**Award:** Career Studies Certificate  
**Plan Code:** 221-299-09  
**Length:** Twenty-seven (27) Credit Hours  
**Lead Faculty:** 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
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>Computer Support Specialist (221-299-09)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Courses and Credits</strong></td>
</tr>
<tr>
<td>----------------------------------------</td>
</tr>
<tr>
<td>ITE 115 Introduction to Computer Applications and Concepts</td>
</tr>
<tr>
<td>ITE 130 Introduction to Internet Services</td>
</tr>
<tr>
<td>ITE 140 Spreadsheet Software</td>
</tr>
<tr>
<td>ITE 150 Database Software</td>
</tr>
<tr>
<td>ITE 160 Introduction to E-Commerce</td>
</tr>
<tr>
<td>ITE 215 Advanced Computer Applications</td>
</tr>
<tr>
<td>ITN 101 Introduction to Network Concepts</td>
</tr>
<tr>
<td>ITN 107 PC Hardware and Troubleshooting</td>
</tr>
<tr>
<td>ITN 106 Microcomputer Operating Systems</td>
</tr>
<tr>
<td><strong>Total Program Credits</strong></td>
</tr>
</tbody>
</table>

**HARDWARE AND SOFTWARE SUPPORT**

<table>
<thead>
<tr>
<th>Program:</th>
<th>Hardware and Software Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Award:</td>
<td>Career Studies Certificate</td>
</tr>
<tr>
<td>Plan Code:</td>
<td>221-299-21</td>
</tr>
<tr>
<td>Length:</td>
<td>Twenty-seven (27) Credit Hours</td>
</tr>
<tr>
<td>Lead Faculty:</td>
<td>Robert Tureman</td>
</tr>
</tbody>
</table>

**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.

**Program Outcomes:** 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 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><strong>Hardware And Software Support (221-299-21)</strong></th>
<th><strong>Required Courses and Credits</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>ITE 115 Introduction to Computer Applications and Concepts</td>
<td>3</td>
</tr>
<tr>
<td>ITE 140 Spreadsheet Software</td>
<td>3</td>
</tr>
<tr>
<td>ITE 160 Introduction to E-Commerce</td>
<td>3</td>
</tr>
<tr>
<td>ITE 215 Advanced Computer Applications</td>
<td>3</td>
</tr>
<tr>
<td>ITN 101 Introduction to Network Concepts</td>
<td>3</td>
</tr>
<tr>
<td>ITN 106 Microcomputer Operating Systems</td>
<td>3</td>
</tr>
<tr>
<td>ITN 107 Personal Computer Hardware and Troubleshooting</td>
<td>3</td>
</tr>
<tr>
<td>ITN 115 Windows 2003 Server</td>
<td>3</td>
</tr>
<tr>
<td>ITN 150 Networking Fundamentals and Introductory Routing-Cisco</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Program Credits</strong></td>
<td><strong>27</strong></td>
</tr>
</tbody>
</table>

**GEOGRAPHIC INFORMATION SYSTEMS TECHNICIAN**

<table>
<thead>
<tr>
<th><strong>Program:</strong></th>
<th>Geographic Information Systems Technician</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Award:</strong></td>
<td>Career Studies Certificate</td>
</tr>
<tr>
<td><strong>Plan Code:</strong></td>
<td>221-719-71</td>
</tr>
<tr>
<td><strong>Length:</strong></td>
<td>Fifteen to Seventeen (15-17) Credit Hours</td>
</tr>
<tr>
<td><strong>Lead Faculty:</strong></td>
<td>Robert Tureman</td>
</tr>
</tbody>
</table>

**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.
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

**Admission Requirements:** Students must meet general admission requirements established by the College. General keyboarding and computer skills are required.

<table>
<thead>
<tr>
<th>Geographic Information Systems Technician (221-719-71)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Courses and Credits</strong></td>
</tr>
<tr>
<td>GIS 101</td>
</tr>
<tr>
<td>GIS 102</td>
</tr>
<tr>
<td>GIS 200</td>
</tr>
<tr>
<td>GIS Elective</td>
</tr>
<tr>
<td><strong>Total Program Credits</strong></td>
</tr>
</tbody>
</table>

Note 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 prefix 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.

Note 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.

**ELECTRONIC HEALTH RECORDS SYSTEM ENGINEERING**

**Program:** Electronic Health Records System Engineering
Award: Career Studies Certificate
Plan Code: 221-285-78
Length: 25 credit hours
Lead Faculty: Bob Tureman

**Purpose:** This program is designed for persons seeking employment in the electronic records system field.

**Occupational Objective:** This program prepares persons to obtain a position using electronic records systems in the medical field.

**Student Learning Outcomes:** Upon successful completion of the program, graduates will possess knowledge of health information, and the knowledge and skill to complete various activities with the electronic records systems used for medical records.

**Admissions 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 E-Health Records Systems requires proficiency in reading and Mathematics. Students with deficiencies will be advised to take developmental courses offered by the College. A minimum grade of a "C" must be earned on all AST, HLT, ITE, and HIM courses.

### Electronic Health Records System Engineering

**Required Courses and Credits**

**Sample Schedule**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Semester</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HLT 140</td>
<td>Orientation To Health Related Professions</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>HLT 143</td>
<td>Medical Terminology I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ITE 115</td>
<td>Introduction to Computer Applications and Concepts</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HIM 141</td>
<td>Fundamentals of Health Information Systems I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HIM 142</td>
<td>Fundamentals of Health Information Systems II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
<td></td>
<td></td>
<td><strong>14</strong></td>
</tr>
<tr>
<td><strong>Second Semester</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HLT 144</td>
<td>Medical Terminology II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>AST 195</td>
<td>Topics in Customer Service</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>HIM 195</td>
<td>Topics in Vendor-Specific EHR Systems</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>AST 205</td>
<td>Business Communications</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MTH ____</td>
<td>A college level math course appropriate to the program selected</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
<td></td>
<td></td>
<td><strong>11</strong></td>
</tr>
<tr>
<td><strong>Total Program Credits</strong></td>
<td></td>
<td></td>
<td><strong>25</strong></td>
</tr>
</tbody>
</table>

232
ADMINISTRATION OF JUSTICE

Program: Administration of Justice
Award: Associate of Applied Science
Length: 65 credit hours. The program is designed for both full-time and part-time students.
Lead Faculty: Joseph DeStefano

Specialization: Corrections Science
Plan Code: 400-01

Specialization: Police Science
Plan Code: 400-02

Purpose: The curriculum in the Corrections Science and Police Science specializations 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.

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.

In addition to the Administration of Justice student learning outcomes, students 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.

Admission Requirements: General Admission to the college is required. In addition, 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 complete developmental courses.

Students who have successfully completed the Virginia State Police Academy or a Virginia Department of Criminal Justice Services approved Training academy for law enforcement or corrections officers may be granted credit upon acceptance into the program.

**Special Conditions:** Students should be aware that most criminal justice agencies require excellent moral character and students with certain misdemeanor or felony convictions may have limited opportunities in the criminal justice field.

**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.

<table>
<thead>
<tr>
<th>Administration of Justice – Corrections Science (400-01)</th>
<th>Required Courses and Credits</th>
<th>Sample Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIRST YEAR</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>First Semester</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADJ 100 Survey of Criminal Justice</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ADJ 107 Survey of Criminology</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ENG 111/101 English Composition I or Practical Writing I</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ITE 115 Intro. to Computer Applications and Concepts</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>SDV 108 College Survival Skills</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
<td></td>
<td><strong>14</strong></td>
</tr>
<tr>
<td><strong>Second Semester</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADJ 140 Introduction to Corrections</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ADJ 234 Terrorism and Counter-Terrorism</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>HLT/PED Elective Health/Physical Education</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Social Science Elective ECO, HIS, PLS, PSY, or SOC</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Elective General Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
<td></td>
<td><strong>13</strong></td>
</tr>
<tr>
<td><strong>Third Semester</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADJ Elective$^2$</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ADJ Elective$^2$</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ADJ 298 Seminar and Project in Admin. of Justice</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>ADJ 245</td>
<td>Management of Correctional Facilities</td>
<td>3</td>
</tr>
<tr>
<td>ADJ 248</td>
<td>Probation, Parole and Treatment</td>
<td>3</td>
</tr>
<tr>
<td>HLT/PED Elective</td>
<td>Health/Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>MTH Elective MTH 115, 121, 154 or 155, 161, or 245</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CST 100</td>
<td>Principles of Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>ADJ 227</td>
<td>Constitutional Law for Justice Personnel</td>
<td>3</td>
</tr>
<tr>
<td>Humanities</td>
<td>Humanities elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective General Elective</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Elective General Elective</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Total Semester Credits</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Total Program Credits</td>
<td></td>
<td>65</td>
</tr>
</tbody>
</table>

1. The 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 4-year college or university, it is sound academic planning that would allow for transfer.
| Elective Social Science: ECO, HIS, PLS, PSY, or SOC | 3 |
| Elective General Elective | 3 |
| **Total Semester Credits** | **13** |

**Third Semester**

| ADJ Elective² | 3 |
| ADJ Elective² | 3 |
| ADJ 298 Seminar and Project In Admin. of Justice | 4 |
| **Total Semester Credits** | **10** |

**SECOND YEAR**

**Fourth Semester**

| ADJ 111 Law Enforcement Organization & Admin. I | 3 |
| ADJ 231 Community Policing | 3 |
| HLT/PED Elective Health/Physical Education | 1 |
| Elective MTH 115, 121, 154 or 155, 161, or 245 | 3 |
| CST 100 Principles of Public Speaking | 3 |
| **Total Semester Credits** | **13** |

**Fifth Semester**

| ADJ 133 Ethics and the Criminal Justice Professional | 3 |
| Humanities Humanities elective | 3 |
| Elective General Elective¹ | 3 |
| Elective General Elective¹ | 3 |
| Elective General Elective¹ | 3 |
| **Total Semester Credits** | **15** |
| **Total Program Credits** | **65** |

¹ The 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.
COURSE DESCRIPTIONS

Descriptions of courses that are required in PDCCC’s programs of study, as well as elective courses, are included below. Descriptions are taken from the Virginia Community College System Master Course File. Some courses are offered for different credits at different VCCS colleges. The credits for which PDCCC offers courses required in programs of study are noted. Credit hours associated with courses are also included in the class schedules published for each semester. It is the student’s responsibility to register for the correct classes and credit hours required for program completion.

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 lecture 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.

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. The weekly instruction time is adjusted accordingly for courses taught in sessions that are fewer than 15 weeks in duration. 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 and 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.

**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. 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.

**Course Prerequisites and Co-requisites**
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 appropriate Division Dean. A co-requisite is a course that must be taken along with another course unless it has already been completed successfully.

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.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course</th>
<th>Name Prerequisite Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>Practical Writing I</td>
<td>Readiness for English 111</td>
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<tr>
<td>ENG 111</td>
<td>College Composition I</td>
<td>Readiness for English 111</td>
</tr>
<tr>
<td>ENG 112</td>
<td>College Composition II</td>
<td>ENG 111</td>
</tr>
<tr>
<td>ENG 241-242</td>
<td>Survey of American</td>
<td>ENG 112 or division Literature I - II approval</td>
</tr>
<tr>
<td>ENG 243-244</td>
<td>Survey of English</td>
<td>ENG 112 or division Literature I - II approval</td>
</tr>
<tr>
<td>ITE 115</td>
<td>Introduction to Computer Applications and Concepts</td>
<td>MTE 2</td>
</tr>
<tr>
<td>MTH 115</td>
<td>Technical Math I</td>
<td>MTE 6</td>
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</tbody>
</table>
**Course Listing**

Courses required in PDCCC’s academic programs, and those offered as electives, are listed below in alphabetical order by academic discipline. In determining which courses will be offered each semester, PDCCC tries to anticipate the program needs of current and prospective students. Some courses are offered only once per academic year, and some electives less frequently. Students are encouraged to see their program advisor for assistance in planning their program of study. PDCCC may add courses from the VCCS Master Course File to meet student needs. The VCCS Master Course File may be searched here: [http://courses.vccs.edu/courses](http://courses.vccs.edu/courses)
Accounting

ACC 110 - Introduction to Computerized Accounting
(1-2 Cr.) Lecture 1-2 hours. Total 1-2 hours per week.
1-2 credits
1 credit at PDCCC

ACC 211 - Principles of Accounting I
Introduces accounting principles with respect to financial reporting. Demonstrates how decision makers use accounting information for reporting purposes. Focuses on the preparation of accounting information and its use in the operation of organizations, as well as methods of analysis and interpretation of accounting information.
Credits 3 - 4. Lecture 3-4 hours per week. Total 3 - 4 hours per week.
A laboratory co-requisite (ACC 213) may be required as identified by the college
3-4 credits
3 credits at PDCCC

ACC 212 - Principles of Accounting II
Introduces accounting principles with respect to cost and managerial accounting. Focuses on the application of accounting information with respect to product costing, as well as its use within the organization to provide direction and to judge performance.
Credits - 3-4. Lecture 3-4 hours per week. Total Contact Hours - 3-4 per week.
Pre-requisite: ACC 211; A laboratory co-requisite (ACC 214) may be required as identified by the college
3-4 credits
3 credits at PDCCC

Administration of Justice

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

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

ADJ 111 - Law Enforcement Organization & Administration I
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. Part I of II.
Lecture 3 hours per week.
3 credits

ADJ 112 - Law Enforcement Organization & Administration II
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. Part II of II.
Lecture 3 hours per week.
3 credits
ADJ 116 - Special Enforcement Topics  
Considers contemporary issues, problems, and controversies in modern law enforcement.  
Lecture 3 hours per week.  
3 credits

ADJ 133 - Ethics and the Criminal Justice Professional  
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.  
3 credits

ADJ 140 - Introduction to Corrections  
Focuses on societal responses to the offender. Traces the evolution of practices based on philosophies of retribution, deterrence, and rehabilitation. Reviews contemporary correctional activities and their relationships to other aspects of the criminal justice system.  
Lecture 3 hours per week.  
3 credits

ADJ 145 - Corrections and the Community  
Studies and evaluates the relationships and interactions between correctional organizations and free society. Focuses on the shared responsibility of the community and corrections agencies to develop effective programs for management and treatment of criminal offenders.  
Lecture 3 hours per week.  
3 credits

ADJ 171 - Forensic Science I  
Introduces student to crime scene technology, procedures for sketching, diagramming and using casting materials. Surveys the concepts of forensic chemistry, fingerprint classification/identification and latent techniques, drug identification, hair and fiber evidence, death investigation techniques, thin-layer chromatographic methods, and arson materials examination. Part I of II.  
Lecture 3-4 hours. Laboratory 0-3 hours. Total 3-6 hours per week.  
3-4 credits

ADJ 227 - Constitutional Law for Justice Personnel  
Surveys the basic guarantees of liberty described in the U. S. Constitution and the historical development of these restrictions on government power, primarily through U. S. Supreme Court decisions. Reviews rights of free speech, press, assembly, as well as criminal procedure guarantees (to counsel, jury trial, habeas corpus, etc.) as they apply to the activities of those in the criminal justice system.  
Lecture 3 hours per week.  
3 credits

ADJ 231 - Community Policing  
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.  
3 credits

ADJ 234 - Terrorism and Counter-Terrorism  
Surveys the historical and current practices of terrorism that are national, transnational, or domestic in origin. Includes biological, chemical, nuclear, and cyber-terrorism. Teaches the identification and classification of terrorist organizations, violent political groups and issue-oriented militant movements. Examines investigative methods and procedures utilized in counter terrorist efforts domestically and internationally.  
Lecture 3 hours per week.  
3 credits

ADJ 245 - Management of Correctional Facilities  
Describes management options and operational implications for staffing, security, safety, and
Lecture 3 hours per week.
3 credits

**ADJ 247 - Criminal Behavior**
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.
3 credits

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

**ADJ 250 - Global Security Concepts for Law Enforcement and National Security**
Identifies and examines the interrelationship of significant global issues and events that affect local and national crime and security interests of the United States. Emphasizes the economic dimensions of international events and the transnational ripple effect they have on the security and well-being of others residing in distant localities or lands. Explores issues of cooperation and coordination of investigative and prosecutive activities in a global environment.
3 credits Lecture Hours:3 Laboratory Hours: 0 Total Contact Hours: 3
3 credits

**ADJ 298 - Seminar and Project**
Requires completion of a project or research report related to the student's occupational objectives and a study of approaches to the selection and pursuit of career opportunities in the field.
May be repeated for credit. Variable hours.
1-5 credits
4 credits at PDCCC

**Air Conditioning and Refrigeration**

**AIR 111 - Air Conditioning and Refrigeration Controls I**
Presents electron theory, magnetism, Ohm's Law, resistance, current flow, instruments for electrical measurement, A.C. motors, power distribution controls and their application. Part I of II.
Lecture 1-2 hours. Laboratory 2-3 hours. Total 3-5 hours per week.
2-3 credits
3 credits at PDCCC

**AIR 121 - Air Conditioning and Refrigeration I**
Studies refrigeration theory, characteristics of refrigerants, temperature, and pressure, tools and equipment, soldering, brazing, refrigeration systems, system components, compressors, evaporators, metering devices. Presents charging and evaluation of systems and leak detection. Explores servicing the basic system. Explains use and care of oils and additives and troubleshooting of small commercial systems. Part I of II.
Lecture 2-3 hours. Laboratory 2-3 hours. Total 4-6 hours per week.
3-4 credits
3 credits at PDCCC

**AIR 122 - Air Conditioning and Refrigeration II**
Studies refrigeration theory, characteristics of refrigerants, temperature, and pressure, tools and equipment, soldering, brazing, refrigeration systems, system components, compressors, evaporators, metering devices. Presents charging and evaluation of systems and leak detection. Explores servicing the basic system. Explains use and care of oils and additives and troubleshooting of small commercial systems. Part II of II.
Lecture 2-3 hours. Laboratory 2-3 hours. Total 4-6 hours per week.
3-4 credits
3 credits at PDCCC

242
AIR 134 - Circuits and Controls I
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. Part I of II.
Lecture 2-3 hours. Laboratory 2-6 hours. Total 4-9 hours per week.
3-4 credits
3 credits at PDCCC

AIR 154 - Heating Systems I
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. Part I of II.
Lecture 2-3 hours. Laboratory 2-6 hours. Total 4-8 hours per week.
3-4 credits
3 credits at PDCCC

AIR 235 - Heat Pumps
Studies theory and operation of reverse cycle refrigeration including supplementary heat as applied to heat pump systems, including service, installation and maintenance.
Lecture 2-3 hours. Laboratory 2-3 hours. Total 4-6 hours per week.
3-4 credits
3 credits at PDCCC

AIR 238 - Advanced Troubleshooting and Service
Presents advanced service techniques on wide variety of equipment used in refrigeration, air conditioning, and phases of heating and ventilation and controls.
Lecture 2-3 hours. Laboratory 2-3 hours. Total 4-6 hours per week.
3-4 credits
3 credits at PDCCC

AIR 293 - Studies In
Covers new content not covered in existing courses in the discipline. Allows instructor to explore content and instructional methods to assess the course's viability as a permanent offering.
Variable hours per week.
1-5 credits

AIR 298 - Seminar and Project
Requires completion of a project or research report related to the student's occupational objectives and a study of approaches to the selection and pursuit of career opportunities in the field.
May be repeated for credit. Variable hours.
1-5 credits

Art

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

ART 105 - Art in World Culture
Approaches the visual arts conceptually rather than historically. Develops a non-technical understanding of spatial arts such as architecture and industrial design. Includes painting, sculpture, and graphics.
Lecture 3 hours per week.
3 credits

ART 121 - Drawing I
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. Part I of II. Lecture 1-2 hours. Studio instruction 4 hours. Total 5-6 hours per week. 3-4 credits

**ART 122 - Drawing II**
Develops basic drawing skills and understanding of visual language through studio instruction/lecture. Introduces concepts such as proportion, space, perspective, tone and composition as applied to still life, landscape and the figure. Uses drawing media such as pencil, charcoal, ink wash and color media. Includes field trips and gallery assignments as appropriate. Part II of II. Lecture 1-2 hours. Studio instruction 4 hours. Total 5-6 hours per week. 3-4 credits

**ART 113 - Keyboarding for Speed and Accuracy**
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 0-1 hours. Laboratory 0-2 hours. Total 1-2 hours per week. 1 credits

**AST 141 - Word Processing (Specify Software)**
Teaches creating and editing documents, including line and page layouts, columns, fonts, search/replace, cut/paste, spell/thesaurus, and advanced editing and formatting features of word processing software. Prerequisite AST 101 or equivalent. A laboratory co-requisite (AST 144) may be required. Lecture 2-4 hours per week. 2-4 credits 3 credits at PDCCC

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

**AST 195 - Topics In**
Provides an opportunity to explore topical areas of interest to or needed by students. May be used also for special honors courses. May be repeated for credit. Variable hours. 1-5 credits

**AST 205 - Business Communications**
Teaches techniques of oral and written communications. Emphasizes writing and presenting business-related materials. Lecture 3 hours per week. 3 credits

**AST 234 - Records and Database Management**
Teaches filing and records management procedures using microcomputer database
software. Incorporates both manual and electronic methods for managing information. A laboratory co-requisite (AST 235) may be required.
Lecture 2-4 hours per week.
2-4 credits
3 credits at PDCCC

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

AST 243 - Office Administration I
Develops an understanding of the administrative support role and the skills necessary to provide organizational and technical support in a contemporary office setting. Emphasizes the development of critical-thinking, problem-solving, and job performance skills in a business office environment. Prerequisite AST 101.
Lecture 3 hours per week.
3 credits

AST 244 - Office Administration II
Enhances skills necessary to provide organizational and technical support in a contemporary office setting. Emphasizes administrative and supervisory role of the office professional. Includes travel and meeting planning, office budgeting and financial procedures, international issues, and career development. Prerequisite AST 243 or equivalent.
Lecture 3 hours per week.
3 credits

AST 247 - Legal Machine Transcription
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. A laboratory co-requisite (AST 248) may be required. Prerequisite AST 102 or equivalent.
Lecture 2-4 hours per week.
2-4 credits
3 credits at PDCCC

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

AST 271 - Medical Office Procedures I
Covers medical office procedures, records management, preparation of medical reports, and other medical documents. Co-requisite AST 102 or equivalent.
Lecture 3 hours per week.
3 credits

Biology

BIO 100 - Basic Human Biology
Presents basic principles of human anatomy and physiology. Discusses cells, tissues, and selected human systems.
Lecture 3 hours per week.
3 credits

BIO 101 - General Biology I
Focuses on foundations in cellular structure, metabolism, and genetics in an evolutionary context. Explores the core concepts of evolution; structure and function; information flow, storage and exchange; pathways and transformations of energy and matter; and systems biology. Emphasizes process of science, interdisciplinary approach, and relevance of biology to society. Part I of a two-course sequence.
Lecture 3 hours. Recitation and laboratory 3 hours. Total 6 hours per week. 4 credits
Readiness to enroll in ENG 111 plus completion of developmental math unit 3 required or placement in unit 4 or above 4 credits

**BIO 102 - General Biology II**
Focuses on diversity of life, anatomy and physiology of organisms, and ecosystem organization and processes in an evolutionary context. Explores the core concepts of evolution; structure and function; information flow, storage and exchange; pathways and transformations of energy and matter; and systems biology. Emphasizes process of science, interdisciplinary approach, and relevance of biology to society. Part II of a two-course sequence.
Lecture 3 hours. Recitation and laboratory 3 hours. Total 6 hours per week. 4 credits
Prerequisite is BIO 101 4 credits

**BIO 141 - Human Anatomy and Physiology I**
Integrates anatomy and physiology of cells, tissues, organs, and systems of the human body. Integrates concepts of chemistry, physics, and pathology. Part I of II.
Lecture 3 hours. Laboratory 2-3 hours. Total 5-6 hours per week.
4 credits

**BIO 142 - Human Anatomy and Physiology II**
Integrates anatomy and physiology of cells, tissues, organs, and systems of the human body. Integrates concepts of chemistry, physics, and pathology. Part II of II.
Lecture 3 hours. Laboratory 2-3 hours. Total 5-6 hours per week.
4 credits

**BIO 149 - Microbiology for Allied Health**
Studies the characteristics of microorganisms that are especially important to programs in the Allied Health fields. This course also emphasizes these characteristics in regard to individual and community health. Prerequisites: ENG 03, ENG 05, MTH 04, and NAS 05.
Lecture 1 hour per week.
1 credits

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

**BIO 205 - General Microbiology**
Examines morphology, genetics, physiology, ecology, and control of microorganisms. Emphasizes application of microbiological techniques to selected fields. Prerequisites one year of college biology and one year of college chemistry or divisional approval.
Lecture 3 hours. Recitation and laboratory 3 hours. Total 6 hours per week.
4 credits

**BIO 256 - General Genetics**
Explores the principles of genetics ranging from classical Mendelian inheritance to the most recent advances in the biochemical nature and function of the gene. Includes experimental design and statistical analysis. Prerequisite BIO 101-102 or equivalent.
Lecture 3 hours. Recitation and laboratory 3 hours. Total 6 hours per week.
4 credits

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

**BSK 1 - Whole Numbers**
Covers whole number principles and computations. Credits not applicable toward graduation.
Lecture 0-2 hours. Laboratory 0-4 hours. Total 1-4 hours per week.
1-2 credits

**BSK 41 - Language Arts, Level 1**
Introduces basic reading and writing skills in preparation for subsequent courses by focusing on vocabulary development (simple phonics, dictionary skills), conventions of Standard English (basic grammar, punctuation, sentence structure), reading comprehension (reading process, topics), study skills (time management, textbook format), and critical thinking skills (fact and opinion).
Lecture 0-2 hours. Laboratory 0-4 hours. Total 2-4 hours per week.
1-2 credits

Building

**BLD 111 - Blueprint Reading and the Building Code**
Introduces reading and interpreting various kinds of blueprints and working drawings with reference to local, state, and national building codes.
Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.
3 credits

**BLD 140 - Principles of Plumbing Trade I**
Studies the plumbing trade, the structure of the plumbing trade, apprenticeship standards, job safety, tools of the trade, the approved installation of plumbing materials, types of sanitary drainage pipe and piping layout of sanitary piping.
Lecture 3 hours per week.
3 credits

**BLD 149 - Carpentry I**
Presents an introduction to carpentry, with an emphasis on residential/light construction. Introduces basic carpentry terminology. Covers identification and proper use of hand and power tools common to the industry, construction materials, construction techniques, safety precautions, working drawings and the team approach to construction.
Lecture 3 hours per week.
3 credits

Business

**BUS 100 - Introduction to Business**
Lecture 3 hours per week.
3 credits

**BUS 108 - Business Etiquette**
Presents basic etiquette for individuals desiring to succeed in a business environment. Topics include manners, business attire, networking, socializing, and meeting protocol. Includes tips on how to handle basic issues associated with diversity, plurality, and cultural and family values. Discusses how contemporary displays of personal expressions may impact business relationships.
Lecture 1 hour per week.
1 credits

**BUS 110 - Business Protocol**
Presents basic business etiquette, customs and protocol for individuals desiring to succeed in the global business environment. Presents information on new manners relating to diversity, plurality, family values, sexual freedom, substance abuse, hiring and firing practices. Discusses dress, language, communication traditions, socializing, traveling and meeting protocol.
Lecture 3 hours per week.
3 credits

**BUS 111 - Principles of Supervision I**
Teaches the fundamentals of supervision, including the primary responsibilities of the supervisor. Introduces factors relating to the work of supervisor and subordinates. Covers aspects of leadership, job management, work improvement, training and orientation, performance evaluation, and effective employee/supervisor relationships.
Lecture 3-4 hours per week.
3-4 credits
3 credits at PDCCC

**BUS 116 - Entrepreneurship**
Presents the various steps considered necessary when going into business. Includes areas such as product-service analysis, market research evaluation, setting up books, ways to finance startup, operations of the business, development of business plans, buyouts versus starting from scratch, and franchising. Uses problems and cases to demonstrate implementation of these techniques.
Lecture 3 hours per week.
3 credits

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

**BUS 125 - Applied Business Mathematics**
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.
3 credits

**BUS 149 - Workplace Ethics**
Provides a broad overview of ethics in the modern day business world including workforce skill building and self awareness through group discussions. Discusses workplace topics such as diversity, substance abuse, hiring and firing and workplace practices, appropriate dress, communication, business ethics, and interviewing.
Lecture 1 hour per week.
1 credits

**BUS 165 - Small Business Management**
Identifies management concerns unique to small businesses. Introduces the requirements necessary to initiate a small business, and identifies the elements comprising a business plan. Presents information establishing financial and administrative controls, developing a marketing strategy, managing business operations, and the legal and government relationships specific to small businesses.
Lecture 3 hours per week.
3 credits

**BUS 193 - Studies In**
Covers new content not covered in existing courses in the discipline. Allows instructor to explore content and instructional methods to assess the course's viability as a permanent offering.
Variable hours per week.
1-5 credits

**BUS 200 - Principles of Management**
Teaches management and the management functions of planning, organizing, leading, and controlling. Focuses on application of management principles to realistic situations managers encounter as they attempt to achieve organizational objectives.
Lecture 3 hours per week.
3 credits
BUS 201 - Organizational Behavior
Presents a 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.
3 credits

BUS 205 - Human Resource Management
Introduces employment, selection, and placement of personnel, forecasting, job analysis, job descriptions, training methods and programs, employee evaluation systems, compensation, benefits, and labor relations.
Lecture 3 hours per week.
3 credits

BUS 221 - Business Statistics I
Focuses on statistical methodology in the collection, organization, presentation, and analysis of data; concentrates on measures of central tendency, dispersion, probability concepts and distribution, sampling, statistical estimation, normal and T distribution and hypotheses for means and proportions. Prerequisite MTH 163 or division approval.
Lecture 3 hours per week.
3 credits

BUS 223 - Distribution and Transportation
Examines the background and history of transportation, emphasizing the fundamental role and importance the industry plays in companies, society, and the environment in which transportation service is provided. Provides an overview of carrier operations, management, technology, and strategies including transportation regulations and public policy.
Lecture 3 hours per week.
3 credits

BUS 234 - Supply Chain Management
Examines the process of planning, organizing, and controlling the flow of materials and services from supplier to end users/customers. Focuses on coordinating supply management, operations and integrated logistics into a seamless pipeline to maintain a continual flow of products and services.
Lecture 3 hours per week.
3 credits

BUS 236 - Communication in Management
Introduces the functions of communication in management with emphasis on gathering, organizing, and transmitting facts and ideas. Teaches the basic techniques of effective oral and written communication.
Lecture 3 hours per week.
3 credits

BUS 241 - Business Law I
Develops a basic understanding of the US business legal environment. Introduces property and contract law, agency and partnership liability, and government regulatory law. Students will be able to apply these legal principles to landlord/tenant disputes, consumer rights issues, employment relationships, and other business transactions.
Lecture 3 hours per week.
3 credits

BUS 255 - Inventory and Warehouse Management
Emphasizes the relationships of inventory and warehouse management to customer service and profitability of the wholesale distributor. Focuses on the role of computerized systems and resulting information for effective management of inventory and the warehouse under various conditions.
Lecture 3 hours per week.
3 credits

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

BUS 280 - Introduction to International Business
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.
3 credits

BUS 285 - Current Issues in Management
Designed as a capstone course for management majors, the course is designed to provide an integrated perspective of the current issues and trends in business management. Contemporary issues will be explored in a highly participatory class environment.
Lecture 3 hours per week.
3 credits

BUS 293 - Studies In
Covers new content not covered in existing courses in the discipline. Allows instructor to explore content and instructional methods to assess the course's viability as a permanent offering.
Variable hours per week.
1-5 credits

Childhood Development

CHD 118 - Language Arts for Young Children
Emphasizes the early development of children's language and literacy skills. Presents techniques and methods for supporting all aspects of early literacy. Surveys children's literature, and examines elements of promoting oral literacy, print awareness, phonological awareness, alphabetic principle, quality storytelling and story reading. Addresses strategies for intervention and support for exceptional children and English Language Learners.
Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.
3 credits

CHD 119 - Introduction to Reading Methods
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.
Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.
3 credits

CHD 120 - Introduction to Early Childhood Education
Introduces early childhood development through activities and experiences in early childhood, 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.
Lecture 3 hours per week.
3 credits

CHD 145 - Teaching Art, Music, and Movement to Children
Focuses on children's exploration, play, and creative expression in the areas of art, music, and movement. Emphasis will be on developing
strategies for using various open-ended media representing a range of approaches in creative thinking. Addresses strategies for intervention and support for exceptional children and English Language Learners. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week. 3 credits

**CHD 146 - Math, Science, and Social Studies for Children**
Provides experiences in content, methods, and materials for the development of math, science, and social studies skills in children. Emphasis will be on developing strategies for using various resources to facilitate children's construction of knowledge. Addresses strategies for intervention and support for children with special needs and English Language Learners. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week. 3 credits

**CHD 164 - Working with Infants and Toddlers in Inclusive Settings**
Examines developmental and behavioral principles and practices and how these provide the most developmentally suitable curriculum and learning environment for very young children. Includes working with very young children with typical development, as well as those who are gifted, or have developmental delays or disabilities. Lecture 3 hours per week. 3 credits

**CHD 166 - Infant and Toddler Programs**
Examines child growth and development from birth to 36 months. Focuses on development in the physical, cognitive, social, emotional, and language domains. Emphasizes the importance of the environment and relationships for healthy brain development during the child's first three years of life. Investigates regulatory standards for infant/toddler care giving. (3 Cr.) Lecture 3 hours per week. 3 Contact Hours. 3 credits

**CHD 205 - Guiding the Behavior of Children**
Explores the role of the early childhood educator in supporting emotional and social development of children, and in fostering a sense of community. Presents practical strategies for encouraging prosocial behavior, conflict resolution and problem solving. Emphasizes basic skills and techniques in child guidance. Lecture 3 hours per week. 3 credits

**CHD 210 - Introduction to Exceptional Children**
Reviews the history of and legal requirements for providing intervention and educational services for young children with special needs. Studies the characteristics of children with a diverse array of needs and developmental abilities. Explores concepts of early intervention, inclusion, guiding behavior and adapting environments to meet children's needs. Lecture 3 hours per week. 3 credits

**CHD 215 - Models of Early Childhood Education Programs**
Studies and discusses the various models and theories of early childhood education programs including current trends and issues. Presents state licensing and staff requirements. Lecture 3 hours per week. 3 credits
CHD 216 - Early Childhood Programs, School, and Social Change
Explores methods of developing positive, effective relations with families to enhance their developmental goals for children. Considers culture and other diverse needs, perspectives, and abilities of families and educators. Emphasizes advocacy and public policy awareness as an important role of early childhood educators. Describes risk factors and identifies community resources.
Lecture 3 hours per week.
3 credits

CHD 265 - Advanced Observation and Participation in Early Childhood/Primary Settings
One hour seminar. 4 hours field placement. Total 5 hours per week.
Students must have completed the majority of program specific courses before enrolling. Students must be eligible to work with young children according to Department of Social Services requirements.
3 credits

CHD 270 - Administration of Childcare Programs
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 recordkeeping.
Lecture 3 hours per week.
3 credits

CHD 298 - Seminar and Project
Requires completion of a project or research report related to the student's occupational objectives and a study of approaches to the selection and pursuit of career opportunities in the field.
May be repeated for credit. Variable hours.
1-5 credits

Chinese

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

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

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

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

Chemistry

CHM 1 - Chemistry
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.
1-5 credits

**CHM 101 - Introductory Chemistry I**
Emphasizes experimental and theoretical aspects of inorganic, organic, and biological chemistry. Discusses general chemistry concepts as they apply to issues within our society and environment. Designed for the non-science major. Part I of II.
Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week.
4 credits

**CHM 102 - Introductory Chemistry II**
Emphasizes experimental and theoretical aspects of inorganic, organic, and biological chemistry. Discusses general chemistry concepts as they apply to issues within our society and environment. Designed for the non-science major. Part II of II.
Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week.
4 credits

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

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

**Computer Science**

**CSC 200 - Introduction to Computer Science**
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.
Lecture 3-4 hours per week.
3-4 credits
3 credits at PDCCC

**CSC 201 - Computer Science I**
Introduces algorithm and problem solving methods. Emphasizes structured programming concepts, elementary data structures and the study and use of a high level programming language. Corequisite MTH 173 or equivalent or divisional approval.
Lecture 4 hours per week.
4 credits

**CSC 202 - Computer Science II**
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. Corequisite MTH 174.
Lecture 4 hours per week.
4 credits

**CSC 205 - Computer Organization**
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 3-4 hours per week.
3-4 credits
3 credits at PDCCC
CSC 208 - Introduction to Discrete Structures
Covers Boolean algebra, combinatorial and sequential circuits, algorithms and algorithm analysis, recursion, recurrence relations, graphs, and trees.
(3 Cr.) Lecture 3 hours. Total 3 hours per week.
Prerequisite(s): CSC 201
3 credits

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

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

CST 151 - Film Appreciation I
Provides students with a critical understanding of film through the discussion and viewing of motion pictures with emphasis upon the study of film history and the forms and functions of film. Students will develop skills to analyze the shared social, cultural and historical influences of films and their contexts. Part I of II.
Lecture 3 hours per week.
3 credits

DIT 121 - Nutrition I
Studies food composition, dietary guidelines, and nutrients essential to healthy human life. Analyzes nutrient function and metabolism.
Lecture 3 hours per week.
3 credits

Drafting

DRF 120 - Introduction to Graphic Representation
Teaches use of instruments, lettering, sketching, and drawing conventions. Emphasizes legible drawings and the value of presentation.
Lecture 1-2 hours. Laboratory 3 hours. Total 4-5 hours per week.
2-3 credits

DRF 151 - Engineering Drawing Fundamentals I
Introduces technical drafting from the fundamentals through advanced drafting practices. Includes lettering, geometric construction, technical sketching, orthographic projection, sections, intersections, development, fasteners. Teaches theory and application of dimensioning and tolerances, pictorial drawing, and preparation of drawings. Part I of II.
Lecture 1 hour. Laboratory 4-6 hours. Total 5-7 hours per week.
3 credits

DRF 175 - Schematics and Mechanical Diagrams
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.
2 credits

Economics

ECO 115 - Understanding Our Environment: An Economic Introduction
Explores basic economic theory as it relates to the issues of environmental problems and natural resource use. Examines the approaches to local, state, and national environmental policy. Investigates issues of sustainability with a global perspective.
Lecture 3 hours per week.
3 credits
**ECO 120 - Survey of Economics**
Presents a broad overview of economic theory, history, development, and application. Introduces terms, definitions, policies, and philosophies of market economies. Provides some comparison with other economic systems. Includes some degree of exposure to microeconomic and macroeconomic concepts.
Lecture 2-3 hours.
2-3 credits
3 credits at PDCCC

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

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

**EDU 195 - Topics In**
Provides an opportunity to explore topical areas of interest to or needed by students. May be used also for special honors courses. May be repeated for credit. Variable hours.
1-5 credits

**EDU 200 - Introduction to Teaching As a Profession**
Provides an orientation to the teaching profession in Virginia, including historical perspectives, current issues, and future trends in education on the national and state levels.

**EDU 235 - Health, Safety, and Nutrition Education**
Focuses on the health and developmental needs of children and the methods by which these needs are met. Emphasizes positive health, hygiene, nutrition and feeding routines, childhood diseases, and safety issues. Emphasizes supporting the mental and physical well being of children, as well as procedures for reporting child abuse.
Lecture 3 hours per week.
Functional literacy in the English language; reading at the 12th grade level.
3 credits

**EDU 280 - Technology Standards for Teachers**
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 of ITE 115 or instructor approval.
Lecture 3 hours per week.
3 credits

**EDU 285 - Teaching Online Program (TOP)**
Instructs educators in the method and practice for delivery of online course content. Includes instructional technology and instructional design theory and practice, with skills and strategies that educators will use to engage students and create a collaborative online environment.
Prerequisite: Proficient working knowledge of the current VCCS online course delivery system.
Lecture 3 hours per week.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Description</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELE 116</td>
<td>Electrical Construction Estimating</td>
<td>Studies methods and techniques used to develop an estimate for electrical construction wiring and equipment installation. Pre or Co-requisite: ELE 127 or equivalent.</td>
<td>3</td>
<td>4 hours per week.</td>
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<tr>
<td>ELE 121</td>
<td>Electrical Circuits I</td>
<td>Studies passive and active components with applications. Includes DC and AC analysis of networks and circuits as applied to fundamental electrical and electronic circuits and systems. Part I of II.</td>
<td>2</td>
<td>5 hours per week.</td>
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<tr>
<td>ELE 122</td>
<td>Electrical Circuits II</td>
<td>Studies passive and active components with applications. Includes DC and AC analysis of networks and circuits as applied to fundamental electrical and electronic circuits and systems. Part II of II.</td>
<td>3</td>
<td>5 hours per week.</td>
</tr>
<tr>
<td>ELE 133</td>
<td>Practical Electricity I</td>
<td>Teaches the fundamentals of electricity, terminology, symbols, and diagrams. Includes the principles essential to the understanding of general practices, safety and the practical aspects of residential and non-residential wiring and electrical installation, including fundamentals of motors and controls.</td>
<td>3</td>
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<tr>
<td>ELE 134</td>
<td>Practical Electricity II</td>
<td>Teaches the fundamentals of electricity, terminology, symbols, and diagrams. Includes the principles essential to the understanding of general practices, safety and the practical aspects of residential and non-residential wiring and electrical installation, including fundamentals of motors and controls.</td>
<td>3</td>
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<tr>
<td>ELE 135</td>
<td>National Electrical Code - Residential</td>
<td>Studies purposes and interpretations of the national electrical code that deals with single and multi-family dwellings, including state and local regulations. Pre/Corequisite MTH 02 or equivalent. Part II of II.</td>
<td>3-4</td>
<td>5 hours per week.</td>
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<tr>
<td>ELE 150</td>
<td>A.C. and D.C. Circuit Fundamentals</td>
<td>Provides an intensive study of the fundamentals of direct and alternating current, resistance, magnetism, inductance and capacitance, with emphasis on practical applications. Focuses on electrical/machines applications.</td>
<td>3-4</td>
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<tr>
<td>ELE 160</td>
<td>Power Controls</td>
<td>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.</td>
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</tr>
<tr>
<td>ELE 177</td>
<td>Photovoltaic Energy Systems</td>
<td>Teaches techniques for conducting site surveys, installing system components, installing inverters and performing system sizing and system maintenance. Introduces different battery configurations, and charge controllers.</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
Introduces safety, system design and layout, National Electric Code, Component Selection, wiring and installation techniques. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week. 4 credits

**ELE 193 - Studies In**
Covers new content not covered in existing courses in the discipline. Allows instructor to explore content and instructional methods to assess the course's viability as a permanent offering. Variable hours per week. 1-5 credits

**ELE 216 - Industrial Electricity**
Studies rotating devices, single phase and polyphase distribution, magnetic devices, circuits and systems for industrial applications. Lecture 2-3 hours. Laboratory 3 hours. Total 5-6 hours per week. 3-4 credits
3 credits at PDCCC

**ELE 239 - Programmable Controllers**
Examines installation, programming, interfacing, and concepts of troubleshooting programmable controllers. Lecture 1 - 2 hours. Laboratory 2 hours. Total 3 - 4 hours per week. 2 - 3 Credits
2 credits

**ELE 293 - Studies in**
Covers new content not covered in existing courses in the discipline. Allows instructor to explore content and instructional methods to access the course's viability as a permanent offering. Variable hours per week. 1-5 credits

Emergency Medical Services

**EMS 111 - Emergency Medical Technician**
Prepares student for certification as a Virginia and National Registry EMT. Focuses on all aspects of pre-hospital basic life support as defined by the Virginia Office of Emergency Medical Services curriculum for Emergency Medicine Technician. Prerequisite: EM 100 or EMT 109/equivalent Co-requisite: EMS 120. 5 lecture hours; 4 lab hours; 9 hours per week 7 credits

**EMS 120 - Emergency Medical Technician - Basic Clinical**
Observes in a program approved clinical/field setting. Includes topics for both EMS 111 and EMS 113, dependent upon the program in which the student is participating and is a co-requisite to both EMS 111 and EMS 113. Lab 2 hours; 2 hours per week 1 credits

**EMS 151 - Introduction to Advanced Life Support**
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. 4 credits

**EMS 152 - Advanced EMT Completion**
Continues the Virginia Office of Emergency Medical Services Advanced, Intermediate and/or Paramedic curricula. Includes patient assessment, differential diagnosis and management of multiple complaints. Includes, but are not limited to conditions relating to diabetic, neurological, abdominal pain, environmental, behavioral, gynecology, and toxicological disease conditions. Also includes Advanced EMT level cardiac, trauma and special population topics.
Credits 2. Lecture 1 hour. Lab 2 hours. Total 3 hours per week.
Prerequisite - Current EMT Certification and EMS 151. Co-requisite - EMS 151
2 credits

EMS 153 - Basic ECG Recognition
Focuses on the interpretation of basic electrocardiograms (ECG) and their significance. Includes an overview of anatomy and physiology of the cardiovascular system including structure, function and electrical conduction in the heart. Covers advanced concepts that build on the knowledge and skills of basic dysrhythmia determination and introduction to 12 lead ECG. Lecture 2 hours per week.
2 credits

EMS 154 - ALS Cardiac Care
Continues the Virginia Office of Emergency Medical Services Intermediate and/or Paramedic curricula. Includes Advanced Life Support (ALS) airway management, electrical therapy, pharmacology, drug and fluid administration with emphasis on patient assessment, differential diagnosis and management of cardiovascular emergencies. It will incorporate the current American Heart Association (AHA) - ACLS guidelines and curriculum including stroke management.
Credits 2. Lecture 1 hour. Lab 2 hours. Total 3 hours per week.
Pre/Co-requisites: EMS 153.
2 credits

EMS 157 - ALS - Trauma Care
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.
3 credits

EMS 159 - ALS - Special Populations
Continues the Virginia office of Emergency Medical Services Intermediate and/or Paramedic curricula. Focuses on the assessment and management of specialty patients including obstetrical, pediatric, and neonates.
2 lecture hours; 2 lab hours; 4 Hours per week
Pre reqs. EMS 151 and EMS 153; Pre or Co-reqs EMS 155
3 credits

EMS 170 - ALS Internship I
Begins the first in a series of clinical experiences providing supervised direct patient contact in appropriate patient care facilities in and out of hospitals. Includes but not limited to patient care units such as the Emergency Department, Critical Care units, Pediatric, Labor and Delivery, Operating Room, Trauma centers and various advanced life support units.
Laboratory 3-6 hours per week.
1-2 credits
1 credit at PDCCC

EMS 172 - ALS Clinical Internship II
Continues with the second in a series of clinical experiences providing supervised direct patient contact in appropriate patient care facilities in and out of hospitals. Includes but not limited to patient care units such as the Emergency Department, Critical Care units, Pediatric, Labor and Delivery, Operating Room and Trauma Centers. Co-requisite: EMS 151.
Laboratory 3-6 hours per week.
1-2 credits
1 credit at PDCCC

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

**EMT 109 - CPR for Healthcare Providers**
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.
1 credits

Energy Technology

**ENE 104 - Energy Industry Fundamentals**
Provides a broad understanding of the electric and natural gas utility industry and the energy generation, transmission, and distribution infrastructure. Covers business models, regulations, types of energy and their conversion to useable energy such as electric power, how generated power is transmitted and distributed to the point of use, emerging technologies, and the connection to careers in the energy industry.
Lecture 4-5 hours. Total 4-5 hours per week.
4-5 credits
3 credits at PDCCC

English Fundamentals

**ENF 1 - Preparing for College English I**
Provides integrated reading and writing instruction for students who require extensive preparation to succeed in college-level English courses. Students will place into this course based on placement test score. Upon successful completion and faculty recommendation, students will move into Preparing for College Level III (if they require additional preparation) or into college-level English (if they require no additional preparation). Credit is not applicable toward graduation.
Lecture 8 hours per week.
Credits 8, Lecture 8, Contact Hours 8
Qualifying placement test score.
8 credits

**ENF 2 - Preparing for College English II**
Provides integrated reading and writing instruction for students who require intermediate preparation to succeed in college-level English courses. Students will place into this course based on placement test score. Upon successful completion and faculty recommendation, students will move into Preparing for College Level III (if they require additional preparation) or into college-level English (if they require no additional preparation). Credit is not applicable toward graduation.
4 Credits, 4 Lecture, 4 Contact Hours
Qualifying placement test score.
4 credits

**ENF 3 - Preparing for College English III**
Provides integrated reading and writing instruction for students who require minimal preparation for college-level English but still need some preparation to succeed. Students in this course will be co-enrolled in college-level English. Students will place into this course based on placement test score. Credit is not applicable toward graduation.
Credits 2, Lecture 2, Contact Hours 2
Qualifying placement score. Co-Enrollment in a college-level English course.
2 credits

English

**ENG 111 - College Composition I**
Introduces students to critical thinking and the fundamentals of academic writing. Through the writing process, students refine topics: develop and support ideas; investigate, evaluate, and incorporate appropriate resources; edit for effective style and usage; and determine appropriate approaches for a variety of contexts, audiences, and purposes. Writing activities will include exposition and argumentation with at least one researched essay.
Lecture 3 hours per week.
3 credits
**ENG 112 - College Composition II**
Continues to develop college writing with increased emphasis on critical essays, argumentation, and research, developing these competencies through the examination of a range of texts about the human experience. Requires students to locate, evaluate, integrate, and document sources and effectively edit for style and usage. Prerequisite: Students must successfully complete ENG 111 or its equivalent, and must be able to use word processing software. Lecture 3 hours per week. 3 credits

**ENG 125 - Introduction to Literature**
Introduces students to a range of literary genres that may include poetry, fiction, drama, creative nonfiction, and other cultural texts, as it continues to develop college writing. Prerequisite: ENG 111. Lecture 3 hours per week. 3 credits

**ENG 131 - Technical Report Writing I**
Offers a review of organizational skills including paragraph writing and basic forms of technical communications, various forms of business correspondence, and basic procedures for research writing. Includes instruction and practice in oral communication skills. Lecture 3 hours per week. 3 credits

**ENG 241 - Survey of American Literature I**
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. Part I of II. Lecture 3 hours per week. 3 credits

**ENG 242 - Survey of American Literature II**
Examines American literary works from colonial times to the present, emphasizing the ideas and characteristics of our national literature. Involves critical reading and writing. Prerequisite ENG 112 or divisional approval. Part II of II. Lecture 3 hours per week. 3 credits

**ENG 267 - The Modern Novel**
Studies the modern novel. Emphasizes appreciation and interpretation of selected novels. Requires critical reading and writing. Prerequisite ENG 112 or divisional approval. Lecture 3 hours per week. 3 credits

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

**Environmental Science**

**ENV 195 - Topics In**
Provides an opportunity to explore topical areas of interest to or needed by students. May be used also for special honors courses. May be repeated for credit. Variable hours. 1-5 credits

**Electronics Technology**

**ETR 113 - D.C. and A.C. Fundamentals I**
Studies D.C. and A.C. circuits, basic electrical components, instruments, network theorems, and techniques used to predict, analyze and measure electrical quantities. Part I of II. Lecture 2-3 hours. Laboratory 3 hours. Total 5-6 hours per week. 3-4 credits

**ETR 114 - D.C. and A.C. Fundamentals II**
Studies D.C. and A.C. circuits, basic electrical components, instruments, network theorems, and techniques used to predict, analyze and measure electrical quantities. Part II of II. Lecture 2-3 hours. Laboratory 3 hours. Total 5-6 hours per week.
3-4 credits
4 credits at PDCCC

ETR 193 - Studies In
Covers new content not covered in existing courses in the discipline. Allows instructor to explore content and instructional methods to assess the course's viability as a permanent offering.
Variable hours per week.
1-5 credits

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

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

ETR 221 - Electronic Controls I
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. Part I of II.
Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week.
4 credits

ETR 222 - Electronic Controls II
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. Part II of II.
Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week.
4 credits

ETR 273 - Computer Electronics I
Teaches principles of digital electronics and microprocessors to familiarize the student with typical circuits and methods used to interface computer and/or controllers with various I/O devices. Includes exposure to high level programming as well as assembly language routines. Part I of II.
Lecture 2-3 hours. Laboratory 2-3 hours. Total 4-5 hours per week.
3-4 credits
3 credits at PDCCC

ETR 273 - Computer Electronics II
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. Part II of II.
Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week.
4 credits

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

ETR 293 - Mini-Computers
Provides fundamentals of mini-computers and a study of mini-computer circuits, troubleshooting and repair.
Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week.
4 credits

Financial Services

FIN 107 - Personal Finance
Presents a framework of personal money management concepts, including establishing values and goals, determining sources of
income, managing income, preparing a budget, developing consumer buying ability, using credit, understanding savings and insurance, providing for adequate retirement, and estate planning. Lecture 3 hours per week. 3 credits

French

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

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

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

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

Geography

GEO 210 - People and the Land: Intro to Cultural Geography
Focuses on the relationship between culture and geography. Presents a survey of modern demographics, landscape modification, material and non-material culture, language, race and ethnicity, religion, politics, and economic activities. Introduces the student to types and uses of maps. Lecture 3 hours per week. 3 credits

GEO 220 - World Regional Geography
Studies physical and cultural characteristics of selected geographical regions of the world. Focuses upon significant problems within each of the regions, and examines the geographical background of those problems. Introduces the student to types and uses of maps. Lecture 3 hours per week. 3 credits

German

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

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

Geographic Information Systems

GIS 101 - Introduction to Geospatial Technology I
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. 3 credits

GIS 102 - Introduction to Geospatial Technology II
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. 3 credits

GIS 200 - Geographical Information Systems I
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 2 - 3 hours. Laboratory 2 hours. Total 4 - 5 hours per week. 3 - 4 Credits. 3-4 credits 3 credits at PDCCC

GOL 110 - Earth Science
Examines the dynamics of the earth and its relation to the solar system. Applies the principles of geology, oceanography, meteorology, and astronomy in a multi-disciplinary science environment. Stresses the effects of geologic processes on the environment. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week. 4 credits

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

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

Health Care Technology

HCT 101 - Health Care Technician I
Teaches basic care skills with emphasis on physical, social, emotional, and spiritual needs of patients. Covers procedures, communications and interpersonal relations; observation, charting and reporting; care planning, safety and infection control; anatomy and physiology, nutrition and patient feeding; ethics, death and dying. Prepares multi-skilled health care workers to care for patients of various ages with special emphasis on geriatric nursing, home health, long and short term care facilities. Lecture 3-4 hours per week. 3-4 credits 4 credits at PDCCC

HCT 102 - Health Care Technician II
Applies theory through laboratory experience for health care technicians to work in home health, long and short term facilities. Prerequisite: HCT 101. Lecture 1-2 hours. Laboratory 2-6 hours. Total 3-8 hours per week. 3-4 credits 4 credits at PDCCC
HCT 115 - Medication Administration Training
Prepares students 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.
Lecture 1-2 hours. Laboratory 2-6 hours. Total 4-8 hours per week.
2-3 credits
3 credits at PDCCC

HCT 190 - Coordinated Internship
Supervises on-the-job training in selected business, industrial or service firms coordinated by the college. Credit/practice ratio not to exceed 1:5 hours. May be repeated for credit. Variable hours.
1-5 credits
1 credit at PDCCC

Health Information Management

HIM 106 - International Classification of Diseases I
Introduces International Classification of Diseases Clinical Modification Coding I (ICD-9-CM) coding classification system and provides actual coding exercises. NOT INTENDED FOR HIT MAJORS. Prerequisite: HLT 143.
Lecture 2 hours per week.
2 credits

HIM 107 - International Classification of Diseases II
Stresses advanced International Classification of Diseases Clinical Modification Coding II (ICD-9-CM) coding skills through practical exercises. NOT INTENDED FOR HIT MAJORS. Prerequisite: HIT 106 or HIM 106.
Lecture 2-3 hours per week.
2-3 credits
2 credits at PDCCC

HIM 110 - Introduction to Human Pathology
Introduces the basic concepts, terminology, etiology, and characteristics of pathological processes.
Lecture 3 hours per week.
3 credits

HIM 141 - Fundamentals of Health Information Systems I
Focuses on health data collection, storage, retrieval and reporting systems, with emphasis on the role of the computer in accomplishing these functions. Part I of II.
Lecture 3 hours per week.
3 credits

HIM 142 - Fundamentals of Health Information System II
Continues focus of health data collection, storage, retrieval and reporting systems, with emphasis on the role of the computer in accomplishing these functions. Part II of II.
Lecture 3 hours per week.
3 credits

HIM 151 - Reimbursement Issues in Medical Practice Management
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.
2 credits

HIM 195 - Topics In
Provides an opportunity to explore topical areas of interest to or needed by students. May be used also for special honors courses. May be repeated for credit.
Variable hours per week.
1-5 credits

HIM 254 - Advanced Coding and Reimbursement
Focuses on the applications and evaluation of advanced coding skills through practical exercises using actual healthcare data; while examining the components of DRGs, APCs and APGs and other prospective payment in the healthcare environment. Utilizes current coding standards in identifying payment
methodologies, revenue cycle management and reimbursement.
Lecture 3-4 hours per week.
3-4 credits
3 credits at PDCCC

**History**

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

**HIS 102 - History of Western Civilization II**
Examines the development of western civilization from ancient times to the present.
Part II of II.
Lecture 3 hours per week.
3 credits

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

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

**HIS 121 - United States History I**
Surveys United States history from its beginning to the present.
Part I of II.
Lecture 3 hours per week.
3 credits

**HIS 122 - United States History II**
Surveys United States history from its beginning to the present.
Part II of II.
Lecture 3 hours per week.
3 credits

**HIS 125 - History of the American Indian**
Examines the history and culture of the native peoples of the Americas.
Lecture 3 hours per week.
3 credits

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

**HIS 135 - History of the Contemporary World**
Analyzes world developments since World War II.
Lecture 3 hours per week.
3 credits

**HIS 181 - History and Theory of Historic Preservation**
Provides a foundation and introduction to historic preservation practices and issues in Virginia and the United States. Emphasizes legislation, policies, and methodologies that form our present national, state, and local preservation systems.
Lecture 3 hours per week.
3 credits

**Health**

**HLT 105 - Cardiopulmonary Resuscitation**
Provides training in coordinated mouth-to-mouth artificial ventilation and chest compression, choking, life-threatening emergencies, and sudden illness. Equivalent to EMS 100.
Lecture 1 hour per week.
1 credits

**HLT 109 - CPR Recertification**
Provides training in coordinated mouth-to-mouth artificial ventilation and chest compression, choking, life-threatening emergencies, and sudden illness.
Lecture 1 hour per week.
1 credits
HLT 110 - Concepts of Personal and Community Health
Studies the concepts related to the maintenance of health, safety, and the prevention of illness at the personal and community level.
Lecture 2-3 hours per week.
2-3 credits

HLT 116 - Introduction to Personal Wellness Concepts
Introduces students to the dimensions of wellness including the physical, emotional, environmental, spiritual, occupational, and social components.
Lecture 2-3 hours per week.
2-3 credits

HLT 122 - Introduction to Alcohol Abuse and Control
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.
1 credits

HLT 130 - Nutrition and Diet Therapy
Studies nutrients, sources, functions, and requirements with an introduction to diet therapy.
Lecture 0-1 hours. Laboratory 0-2 hours. Total 1-2 hours per week.
1-2 credits

HLT 135 - Child Health and Nutrition
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.
3 credits

HLT 140 - Orientation to Health Related Professions
Explores the interrelated roles and functions of various members of the health team.
Lecture 1-2 hours per week.
2 credits at PDCCC

HLT 141 - Introduction to Medical Terminology
Focuses on medical terminology for students preparing for careers in the health professions.
Lecture 1-2 hours per week.
1-2 credits
2 credits at PDCCC

HLT 143 - Medical Terminology I
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. Part I of II.
Lecture 3 hours per week.
3 credits

HLT 144 - Medical Terminology II
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. Part II of II.
Lecture 3 hours per week.
3 credits

HLT 250 - General Pharmacology
Emphasizes general pharmacology for the health related professions covering general principles of drug actions/reactions, major drug classes, specific agent within each class, and routine mathematical calculations needed to determine desired dosages.
Lecture 2-3 hours per week.
2-3 credits
3 credits at PDCCC
HLT 261 - Basic Pharmacy I
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.
3 credits

HLT 262 - Basic Pharmacy II
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.
3 credits

HLT 263 - Basic Pharmacy I Lab
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 3 hours per week.
1 credits

HLT 264 - Basic Pharmacy II Lab
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 II of II.
Laboratory 3 hours per week.
1 credits

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

HLT 295 - Topics In
Provides an opportunity to explore topical areas of interest to or needed by students.
May be used also for special honors courses. May be repeated for credit. Variable hours.
1-5 credits

Humanities

HUM 211 - Survey of American Culture I
Examines elements of our national culture as they evolved from the first European explorations through colonization and independence to the present day. Part I of II.
Lecture 3 hours per week.
3 credits

HUM 212 - Survey of American Culture II
Examines elements of our national culture as they evolved from the first European explorations through colonization and independence to the present day. Part II of II.
Lecture 3 hours per week.
3 credits

HUM 220 - Introduction to African American Studies
Presents an interdisciplinary approach to the study of African-American life, history, and culture. Examines specific events, ideologies, and individuals that have shaped the contours of African-American life. Studies the history, sociology, economics, religion, politics, psychology, creative productions, and culture of African-Americans.
Lecture 3 hours per week.
3 credits

Industrial Engineering Technology

IND 113 - Materials and Processes in Manufacturing I
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. Part I of II.
Lecture 2-3 hours per week.
2-3 credits
3 credits at PDCCC

IND 137 - Team Concepts & Problem Solving
Studies team concepts and problem solving techniques to assist project teams in improving quality and productivity. Provides knowledge of
how to work as a team, plan and conduct good meetings, manage logistics and details, gather useful data, communicate the results and implement changes.
Lecture 3 hours per week.
3 credits

IND 165 - Principles of Industrial Technology I
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.
4 credits

IND 166 - Principles of Industrial Technology II
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.
4 credits

IND 193 - Studies In
Covers new content not covered in existing courses in the discipline. Allows instructor to explore content and instructional methods to assess the course's viability as a permanent offering.
Variable hours per week.
1-5 credits

IND 195 - Topics In
Provides an opportunity to explore topical areas of interest to or needed by students. May be used also for special honors courses. May be repeated for credit. Variable hours.
1-5 credits

IND 265 - Principles of Industrial Technology III
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.
4 credits

IND 266 - Principles of Industrial Technology IV
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.
4 credits

Instrumentation

INS 110 - Principles of Instrumentation
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.
3 credits

Information Technology Essentials

ITE 55 - Certification Preparation
Serves as a review of objectives for a specific Certification. Uses certification test preparation software, when available, in conjunction with a faculty resource person. May be repeated for credit.
Lecture 1 hour per week.
1 credits

ITE 101 - Introduction to Microcomputers
Examines concepts and terminology related to microcomputers and introduces specific uses of microcomputers.
Lecture 1-2 hours per week.
1-2 credits
ITE 115 - Introduction to Computer Applications and Concepts
Covers computer concepts and internet skills, and uses a software suite which includes word processing, spreadsheet, database, and presentation software to demonstrate skills. Recommended prerequisite keyboarding skills. Lecture 3-4 hours per week. 3-4 credits 3 credits at PDCCC

ITE 119 - Information Literacy
Presents the information literacy core competencies focusing on the use of information technology skills. Skills and knowledge will be developed in database searching, computer applications, information security and privacy, and intellectual property issues. Lecture 3 hours per week. 3 credits

ITE 130 - Introduction to Internet Services
Provides students with a working knowledge of Internet terminology and services including e-mail, WWW browsing, search engines, ftp, file compression, and other services using a variety of software packages. Provides instruction for basic web page construction. Lecture 3-4 hours per week. 3-4 credits 3 credits at PDCCC

ITE 140 - Spreadsheet Software
Covers the use of spreadsheet software to create spreadsheets with formatted cells and cell ranges, control pages, multiple sheets, charts, and macros. Topics include type and edit text in a cell, enter data on multiple worksheets, work with formulas and functions, create charts, pivot tables, and styles, insert headers and footers, and filter data. Lecture 3-4 hours per week. 3-4 credits 3 credits at PDCCC

ITE 150 - Desktop Database Software
Incorporates instruction in planning, defining, and using a database; performing queries; producing reports; working with multiple files; and concepts of database programming. Includes database concepts, principles of table design and table relationships, entering data, creating and using forms, using data from different sources, filtering, creating mailing labels. Lecture 3-4 hours per week. 3-4 credits 3 credits at PDCCC

ITE 160 - Introduction to E-Commerce
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 per week. 3-4 credits 3 credits at PDCCC

ITE 170 - Multimedia Software
Explores technical fundamentals of creating multimedia projects with related hardware and software. Students will learn to manage resources required for multimedia production and evaluation and techniques for selection of graphics and multimedia software. Lecture 3-4 hours per week. 3-4 credits

ITE 200 - Technology for Teachers (TSIP)
Provides K-12 classroom teachers with the knowledge and skills needed to fulfill the Commonwealth of Virginia's Technology Standards for Instructional Personnel. Students will finish the course with a solid understanding of educational technology, including how to use computers, now to access information on the World Wide Web, and how to integrate computers and educational technology into classroom curriculum. Students will learn how to
base technology integration decisions on contemporary learning theories.
Lecture 3-4 hours per week.
3-4 credits

ITE 215 - Advanced Computer Applications and Integration
Incorporates advanced computer concepts including the integration of a software suite.
Lecture 3-4 hours per week.
3-4 credits
3 credits at PDCCC

ITE 293 - Studies In
Covers new content not covered in existing courses in the discipline. Allows instructor to explore content and instructional methods to assess the course's viability as a permanent offering.
Variable hours per week.
1-5 credits

Information Technology Networking

ITN 101 - Introduction to Network Concepts
Provides instruction in networking media, physical and logical topologies, common networking standards and popular networking protocols. Emphasizes the TCP/IP protocol suite and related IP addressing schemes, including CIDR. Includes selected topics in network implementation, support and LAN/WAN connectivity.
Lecture 3-4 hours per week.
3-4 credits
3 credits at PDCCC

ITN 106 - Microcomputer Operating Systems
Teaches use of operating system utilities and multiple-level directory structures, creation of batch files, and configuration of microcomputer environments. May include a study of graphical user interfaces.
Lecture 3-4 hours per week.
3-4 credits
3 credits at PDCCC

ITN 107 - Personal Computer Hardware and Troubleshooting
Includes specially designed instruction to give a student a basic knowledge of hardware and software configurations. Includes the installation of various peripheral devices as well as basic system hardware components.
Lecture 3-4 hours per week.
3-4 credits
3 credits at PDCCC

ITN 115 - Windows 2003 Server (SER)
Consists of instruction that teaches students how to manage and maintain a Microsoft Windows Server 2003 environment.
Lecture 3-4 hours per week.
3-4 credits
3 credits at PDCCC

ITN 150 - Networking Fundamentals and Introductory Routing-Cisco
Contains an introduction to the functions of layer of the OSI reference model, data link and network addresses, data encapsulation, different classes of IP addresses and subletting, and the functions of the TCP/IP network-layer protocols. Includes features of the Cisco IOS software, including login, content-sensitive help, command history and editing, loading software, configuring and verifying IP addresses, preparing the initial configuration of a router, and adding routing protocols to the router configuration.
Lecture 3-4 hours per week.
3-4 credits
3 credits at PDCCC

ITN 195 - Topics In
Provides an opportunity to explore topical areas of interest to or needed by students. May be used also for special honors courses. May be repeated for credit. Variable hours.
1-5 credits

Information Technology Programming

ITP 100 - Software Design
Introduces principles and practices of software development. Includes instruction in critical
thinking, problem solving skills, and essential programming logic in structured and object-oriented design using contemporary tools. Lecture 3-4 hours per week. 3-4 credits

**ITP 165 - Gaming and Simulation**
Introduces students to the concepts and applications of gaming and simulation through the use of gaming and simulation tools, as well as through basic programming skills. 3-4 credits

**ITP 297 - Cooperative Education**
Supervises in on-the-job training for pay in approved business, industrial and service firms, coordinated by the college’s cooperative education office. Is applicable to all occupational-technical curricula at the discretion of the college. Credit/work ratio not to exceed 1:5 hours. May be repeated for credit. Variable hours. 1-5 credits

**Japanese**

**JPN 101 - Beginning Japanese I**
Develops the understanding, speaking, reading, and writing of Japanese, and emphasizes the structure of the language. Part I of II. Lecture 4-5 hours per week. May include one additional hour of oral practice per week. 4-5 credits

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

**Medical Assisting**

**MDA 207 - Medical Law and Ethics**
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. 2 credits

**MDA 208 - Medical Office Coding**
Introduces the students to ICD-9 and CPT-4 classification coding systems used in physician offices, hospitals and ambulatory care settings. Lecture 1 hour. Laboratory 3 hours. Total 4 hours per week. 2 credits

**MDA 209 - Medical Office Insurance**
Focuses on various medical insurance policies with in-depth study of health insurance and managed care including capitation versus fee for service in the HMO area. Discusses managed care companies in this area and their requirements. Lecture 1 hour. Laboratory 3 hours. Total 4 hours per week. 2 credits

**MDA 210 - Medical Office Software Applications**
Instructs the students in the use of software in the medical office including billing, scheduling appointment and patient records. Laboratory 2 hours per week. 1 credit

**MDA 296 - On-Site Training**
Specializes in career orientation and training program without pay in selected businesses and industry, supervised and coordinated by the college. Credit/work ratio not to exceed 1:5 hours. May be repeated for credit. Variable hours. 1-5 credits

1 credit at PDCCC

**MDA 297 - Cooperative Education**
Supervises in on-the-job training for pay in approved business, industrial and service firms, coordinated by the college’s cooperative education office. Is applicable to all
occupational- technical curricula at the discretion of the college.
Credit/work ratio not to exceed 1:5 hours. May be repeated for credit. Variable hours.
1-5 credits

Medical Laboratory

**MDL 101 - Introduction to Medical Laboratory Techniques**
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.
3 credits

**MDL 105 - Phlebotomy**
Introduces basic medical terminology, anatomy, physiology, components of health care delivery and clinical laboratory structure. Teaches techniques of specimen collection, specimen handling, and patient interactions.
Lecture 2 hours. Laboratory 3-6 hours. Total 5-8 hours per week.
3-4 credits
4 credits at PDCCC

**MDL 106 - Clinical Phlebotomy**
Focuses on obtaining blood specimens, processing specimens, managing assignments, assisting with and/or performing specified tests, performing clerical duties and maintaining professional communication. Provides supervised learning in college laboratory/and or cooperating agencies.
Lecture 2 hours. Laboratory 6 hours. Total 8 hours per week.
4 credits

Mechanical Engineering Technology

**MEC 126 - Computer Programming for Technologists**
Introduces computer software and programming. Covers programming for the microcomputer using high level languages.
Teaches computer solutions of mathematical problems in applications such as circuit analysis and static equilibrium.
Lecture 1-2 hours. Laboratory 2 hours. Total 3-4 hours per week.
2-3 credits
3 credits at PDCCC

**MEC 140 - Introduction to Mechatronics**
Presents foundational concepts in mechatronics including analog and digital electronics, sensors, actuators, microprocessors, and microprocessor interfacing to electromechanical systems. Surveys components and measurement equipment used in the design, installation, and repair of mechatronic equipment and circuits.
Prerequisite: divisional approval.
Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.
3 credits

**MEC 161 - Basic Fluid Mechanics - Hydraulics/Pneumatics**
Introduces theory, operation and maintenance of hydraulic/ pneumatics devices and systems. Emphasizes the properties of fluids, fluid flow, fluid statics, and the application of Bernoulli’s equation.
Lecture 2-3 hours. Laboratory 2-3 hours. Total 4-6 hours per week.
3-4 credits
4 credits at PDCCC

**MEC 230 - Mechatronic Process Control**
Studies systems integrating mechanical components with electrical components and logic devices used to control manufacturing operations. Surveys electromechanical actuators, sensors, digital to analog conversion, and methods of computer control as related to the managing and monitoring of manufacturing processes. Prerequisite: MEC 140 or divisional approval.
Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.
3 credits
Marketing

MKT 100 - Principles of Marketing
Presents principles, methods, and problems involved in marketing to consumers and organizational buyers. Discusses problems and policies connected with distribution and sale of products, pricing, promotion, and buyer motivation. Examines variations of marketing research, legal, social, ethical, e-commerce, and international considerations in marketing. Lecture 3 hours per week.
3 credits

MKT 170 - Customer Service
Introduces students to the concepts of marketing as they relate to customer service. Teaches development of customer service training and implementation of strategies to improve customer relations and service. Includes lecture, role-playing, and case studies. Lecture 1-2 hours per week.
1-2 credits
2 credits at PDCCC

MKT 215 - Sales and Marketing Management
Emphasizes the relationship of professional sales skills and marketing management techniques. Demonstrates the use of the Internet to enhance marketing. Studies legal and ethical considerations. Lecture 3 hours per week.
3 credits

MKT 216 - Retail Organization and Management
Examines the organization of the retail establishment to accomplish its goals in an effective and efficient manner. Includes study of site location, internal layout, store operations, and security. Examines the retailing mix, the buying or procurement process, pricing, and selling. Studies retail advertising, promotion, and publicity as a coordinated effort to increase store traffic. Lecture 3 hours per week.
3 credits

MKT 220 - Principles of Advertising
Emphasizes the role of advertising in the marketing of goods, services, and ideas. Discusses the different uses of advertising; types of media; how advertising is created; agency functions; and legal, social, and economic aspects of the industry. Introduces advertising display, copy and art work preparation, printing and selection of media. Lecture 3 hours per week.
3 credits

MKT 260 - Customer Service Management
Examines the role of customer service in achieving a firm's long-term goals; discusses the basic principles of effective customer service; explores the tasks and responsibilities of a customer service manager. Includes such topics as purpose of customer service; establishment of customer service goals and policies; recruitment, selection and training of customer service employees motivation techniques; empowering employees for better decision making; and evaluation of customer service employees and program. Lecture 3 hours per week.
3 credits

MKT 271 - Consumer Behavior
Examines the various influences affecting consumer buying behavior before, during, and after product purchases. Describes personal, societal, cultural, environmental, group, and economic determinants on consumer buying. Lecture 3 hours per week.
3 credits

MKT 276 - International Marketing Management
Presents the process of marketing and management and applies it to the marketing of products within the global marketplace. Introduces the student to activities involving the gathering and analyzing of information in the development and implementation of an international marketing plan. Lecture 3 hours per week.
3 credits
**MKT 282 - Principles of E-Commerce**
Studies 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 and execution of marketing strategies.
Lecture 3 hours per week.
3 credits

**MKT 285 - Current Issues in Marketing**
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.
3 credits

**Mathematics**

*NOTE: Effective Fall 2017, new math courses, as well as “old” courses with new numbers, will be implemented. The table below lists the NEW courses/numbers and, where applicable, the equivalent “old” course. At the time of catalog publication, updated course descriptions were pending VCCS publication. Please refer to the crosswalk and descriptions below for MTE and MTH courses.*

<table>
<thead>
<tr>
<th>OLD NUMBER</th>
<th>NEW NUMBER</th>
<th>COURSE NAME</th>
<th>COURSE INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 163</td>
<td>MTH 161</td>
<td>PreCalculus I</td>
<td>(3 cr.) Lecture 3 hours. Total 3 hours per week. Prerequisite: MTE 1-9 Corequisite: MCR 6</td>
</tr>
<tr>
<td>MTH 164</td>
<td>MTH 162</td>
<td>PreCalculus II</td>
<td>(3 cr.) Lecture 3 hours. Total 3 hours per week. Prerequisite: Completion of MTH 161 or equivalent with a grade of C or better</td>
</tr>
<tr>
<td>MTH 166</td>
<td>MTH 167</td>
<td>PreCalculus with Trigonometry</td>
<td>(5 cr.) Lecture 5 hours. Total 5 hours per week. Prerequisite: MTE 1-9 Corequisite: MCR 7</td>
</tr>
<tr>
<td>MTH 240</td>
<td>MTH 245</td>
<td>Statistics I</td>
<td>(3 cr.) Lecture 3 hour. Total 3 hours per week. Prerequisite: MTH 154 or MTH 161 or equivalent with a grade of C or better</td>
</tr>
<tr>
<td>MTH 242</td>
<td>MTH 246</td>
<td>Statistics II</td>
<td>(3 cr.) Lecture 3 hours. Total 3 hours per week. Prerequisite: Completion of MTH 245 or equivalent with a grade of C or better</td>
</tr>
<tr>
<td>MTH 271</td>
<td>MTH 261</td>
<td>Applied Calculus I</td>
<td>(3 cr.) Lecture 3 hours. Total 3 hours per week. Prerequisite: Completion of MTH 161 or equivalent with a grade of C or better</td>
</tr>
<tr>
<td>MTH 272</td>
<td>MTH 262</td>
<td>Applied Calculus II</td>
<td>(3 cr.) Lecture 3 hours. Total 3 hours per week. Prerequisite: MTH 261 or equivalent with a grade of C or better</td>
</tr>
<tr>
<td>MTH 273</td>
<td>MTH 263</td>
<td>Calculus I</td>
<td>(4 cr.) Lecture 4 hours. Total 4 hours per week. Prerequisite: Completion of MTH 167 or MTH 161/162 or equivalent with a grade of C or better Corequisite: MCR 263 (College option)</td>
</tr>
<tr>
<td>MTH 274</td>
<td>MTH 264</td>
<td>Calculus II</td>
<td>(4 cr.) Lecture 4 hours. Total 4 hours per week. Prerequisite: MTH 263 or equivalent with a grade of C or better</td>
</tr>
<tr>
<td>N/A</td>
<td>MTH 265</td>
<td>Calculus III</td>
<td>(4 cr.) Lecture 4 hours. Total 4 hours per week.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
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</tr>
<tr>
<td>MTH 285</td>
<td>MTH 266</td>
<td>Linear Algebra</td>
<td>(3 cr.) Lecture 3 hours. Total 3 hours per week. Prerequisite: MTH 263 or equivalent with a grade of B or better or MTH 264 or equivalent with a grade of C or better</td>
</tr>
<tr>
<td>MTH 291</td>
<td>MTH 267</td>
<td>Differential Equations</td>
<td>(3 cr.) Lecture 3 hours. Total 3 hours per week. Prerequisite: MTH 264 or equivalent with a grade of C or better</td>
</tr>
</tbody>
</table>

MTH 151 & 152 were not redesigned, they are being replaced with MTH 154 (Quantitative Reasoning) and MTH 155 (Statistical Reasoning). MTH 121 has not be redesigned and will remain in the master course file until further notice.
Math Essentials

MTE 1 - Operations with Positive Fractions
Includes operations and problem solving with proper fractions, improper fractions, and mixed numbers without the use of a calculator. Emphasizes applications and includes U. S. customary units of measure. Credit is not applicable toward graduation.
Lecture 1 hour per week. 1 Credit
Prerequisite: Qualifying placement score
1 credits

MTE 2 - Operations with Positive Decimals and Percents
Includes operations and problem solving with positive decimals and percents. Emphasizes applications and includes U. S. customary and metric units of measure. Credit is not applicable toward graduation. Prerequisite(s): MTE 1 or qualifying placement score.
Lecture 1 hour per week.
Prerequisite: MTE 1 or qualifying placement score
1 credits

MTE 3 - Algebra Basics
Includes basic operations with algebraic expressions and solving simple algebraic equations using signed numbers with emphasis on applications. Credit is not applicable toward graduation.
Lecture 1 hour per week. 1 credit
Prerequisite: MTE 2 or qualifying placement score
1 credits

MTE 4 - First Degree Equations and Inequalities in One Variable
Includes solving first degree equations and inequalities containing one variable, and using them to solve application problems. Emphasizes applications and problem solving. Credit is not applicable toward graduation.
Lecture 1 hour per week. 1 credit.
Prerequisite(s): MTE 3 or qualifying placement score.
1 credits

MTE 5 - Linear Equations, Inequalities and Systems of Linear Equations in Two Variables
Includes finding the equation of a line, graphing linear equations and inequalities in two variables and solving systems of two linear equations. Emphasizes writing and graphing equations using the slope of the line and points on the line, and applications. Credit is not applicable toward graduation.
Lecture 1 hour per week. 1 credit.
Prerequisite(s): MTE 4 or qualifying placement score.
1 credits

MTE 6 - Exponents, Factoring and Polynomial Equations
The student will learn to perform operations on exponential expressions and polynomials. Students will also learn techniques to factor polynomials and use these techniques to solve polynomial equations. Emphasis should be on learning all the different factoring methods, and solving application problems using polynomial equations. Credit is not applicable toward graduation.
Lecture 1 hour per week. 1 credit.
Prerequisite(s): MTE 5 or qualifying placement score.
1 credits

MTE 7 - Rational Expressions and Equations
Includes simplifying rational algebraic expressions, solving rational algebraic equations and solving applications that use rational algebraic equations. Credit is not applicable toward graduation.
Lecture 1 hour per week. 1 credit.
Prerequisite(s): MTE 6 or qualifying placement score.
1 credits

MTE 8 - Rational Exponents and Radicals
Includes simplifying radical expressions, using rational exponents, solving radical equations and solving applications using radical equations. Credit is not applicable toward graduation.
Lecture 1 hour per week. 1 credit.
MTH 9 - Functions, Quadratic Equations and Parabolas
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.
Lecture 1 hour per week. 1 Credit.
Prerequisite(s): MTE 8 or qualifying placement score.

Mathematics

MTH 121 - Fundamentals of Mathematics I
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.
3 credits

MTH 126 - Mathematics for Allied Health
Presents scientific notation, precision and accuracy, decimals and percents, ratio and proportion, variation, simple equations, techniques of graphing, use of charts and tables, logarithms, and the metric system.
Lecture 2-3 hours per week. 2-3 credits
Prerequisites: Competency in Math Essentials MTE 1-3 as demonstrated through the placement and diagnostic tests, or by satisfactorily completing the required MTE units or equivalent.
2-3 credits
3 credits at PDCCC

MTH 151 - Mathematics for the Liberal Arts I
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.
3 credits

MTH 152 - Mathematics for the Liberal Arts II
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.
3 credits

MTH 163 - Precalculus I
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.)
3 credits

MTH 164 - Precalculus II
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. 3 credits

MTH 173 - Calculus with Analytic Geometry I
Presents analytic geometry and the calculus of algebraic and transcendental functions including the study of limits, derivatives, differentials, and introduction to integration along with their applications. Designed for mathematical, physical and engineering science programs. Prerequisites: a placement recommendation for MTH 173 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 4-5 hours per week.
4-5 credits
4 credits at PDCCC

MTH 175 - Calculus of One Variable I
Presents differential calculus of one variable including the theory of limits, derivatives, differentials, 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.
3 credits

MTH 176 - Calculus of One Variable II
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.
3 credits

MTH 240 - Statistics
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, or equivalent.
Lecture 3 hours per week.
3 credits

MTH 270 - Applied Calculus
Introduces limits, continuity, differentiation and integration of algebraic and transcendental functions, techniques of integration, and partial differentiation. 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.
3 credits

MTH 271 - Applied Calculus I
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.
3 credits

MTH 272 - Applied Calculus II
Covers techniques of integration, multivariable calculus, and an introduction to differential equations. Prerequisite: MTH 271 or equivalent. Lecture 3 hours per week.
3 credits

MTH 273 - Calculus I
Presents topics in differential calculus of one variable including the theory of limits, derivatives, differentials, 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.)

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MTH 274 - Calculus II  
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.
4 credits

Developmental Mathematics

MTT 1 - Developmental Mathematics (Technology-Based) I  
Covers mathematics topics in a technology-based setting to prepare students for the study of college level mathematics courses and curricula. Designed for the study of one developmental math unit prescribed by the student's placement test results. Credits not applicable toward graduation.
Credit Hours: 1
Placement scores requiring the student to complete one developmental math unit.
1 credits

Music

MUS 121 - Music Appreciation I  
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. Part I of II.
Lecture 3 hours per week.
3 credits

MUS 225 - The History of Jazz  
Studies the underlying elements of jazz, concentrating on its cultural and historical development from earliest stages to the present. No previous knowledge of music is required.
Lecture 3 hours per week.
3 credits

Natural Science

NAS 125 - Meteorology  
Presents a non-technical survey of fundamentals meteorology. Focuses on the effects of weather and climate on humans and their activities. Serves for endorsement or recertification of earth science teachers.
Lecture 3 hours per week. Recitation and laboratory 2 hours per week. Total 5 hours per week.
4 credits

NAS 130 - Elements of Astronomy  
Covers history of astronomy and its recent developments. Stresses the use of astronomical instruments and measuring techniques and includes the study and observation of the solar system, stars, and galaxies.
Lecture 3 hours per week. Recitation and laboratory 3 hours. Total 6 hours per week.
4 credits

Nursing

NUR 111 - Nursing I  
Introduces nursing principles including concepts of health and wellness and the nursing process. Develops nursing skills to meet the biopsychosocial needs of individuals across the lifespan. Includes math 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, fluid and electrolytes, pain control, medication administration, aging
populations and pre/post operative care. Provides supervised learning experiences.
Lecture 1-7 hours. Laboratory 2-21 hours. Total 9-22 hours per week.
7-8 credits
8 credits at PDCCC

NUR 115 - LPN Transition
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 1-18 hours. Total 2-19 hours per week.
2-7 credits
7 credits at PDCCC

NUR 135 - Drug Dosage Calculations
Focuses on apothecary, metric, household conversion in medication dosage calculation for adult and pediatric clients. Provides a practical approach to learning to calculate and prepare medications and solutions. Includes calculating intravenous flow rates.
Lecture 1-2 hours per week.
1-2 credits
2 credits at PDCCC

NUR 136 - Principles of Pharmacology I
Focuses 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 1-2 hours per week.
1-2 credits
2 credits at PDCCC

NUR 137 - Principles of Pharmacology II
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 1-2 hours per week.
1-2 credits
1 credit at PDCCC

NUR 170 - Essentials of Medical/Surgical Nursing
Focuses on the care of individuals/families requiring medical or surgical treatment. Uses all components of the nursing process with increasing degrees of skill. Includes mathematical 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. Prerequisites determined by local college.
Lecture 2 hours. Laboratory 4-6 hours. Total 6-8 hours per week.
4 credits

NUR 180 - Essentials of Maternal/Newborn Nursing
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. Prerequisites determined by local college.
Lecture 2-3 hours. Laboratory 2-6 hours. Total 2-8 hours per week.
3-4 credits
4 credits at PDCCC

NUR 195 - Topics In
Provides an opportunity to explore topical areas of interest to or needed by students. May be used also for special honors courses. May be repeated for credit. Variable hours.
NUR 197 - Cooperative Education
Supervises in on-the-job training for pay in approved business, industrial and service firms, coordinated by the college’s cooperative education office. Is applicable to all occupational-technical curricula at the discretion of the college. Credit/work ratio not to exceed 1:5 hours. May be repeated for credit. Variable hours.
1-5 credits

NUR 201 - Psychiatric Nursing
Focuses on the care of individuals/families requiring clinical treatment. Uses all components of the nursing process with increasing degrees of skill. Includes math computational skills and 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 1-3 hours. Laboratory 2-9 hours. Total 5-10 hours per week.
3-4 credits
4 credits at PDCCC

NUR 202 - Medical/Surgical Nursing I
Focuses on the care of individuals/families requiring complex or surgical treatment. Uses all components of the nursing process with increasing degrees of skill. Includes math computational skills and 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.
Lecture 1-3 hours. Laboratory 2-9 hours. Total 5-10 hours per week.
3-4 credits
4 credits at PDCCC

NUR 203 - Introduction to Mental Health Nursing
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). Co-requisite: NUR 208.
Lecture 1 hour. Laboratory 3 hours. Total 4 hours per week.
2 credits

NUR 211 - Second Level Nursing I
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. Includes math computation skills, basic computer instruction related to the delivery of nursing care; gastrointestinal, hepatic, cardiac/cardiovascular, oncological, and endocrine disorders. Provides supervised learning experience in college nursing laboratories and/or cooperating agencies.
Lecture 1-7 hours. Laboratory 3-21 hours. Total 9-22 hours per week.
7-8 credits

NUR 212 - Second Level Nursing II
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. Includes math computation skills, basic computer instruction related to the delivery of nursing care; neurological cardiovascular; respiratory; eye, ear, nose and throat disorders. May also include: emergency, renal and digestive disorders. Provides supervised learning experience in college nursing and/or cooperating agencies.
Lecture 1-7 hours. Laboratory 3-21 hours. Total 9-22 hours per week.
7-8 credits
8 credits at PDCCC

NUR 246 - Parent/Child Nursing
Develops nursing skills in caring for both well and ill children in a variety of settings. Emphasizes theories of growth and development and the family as a unit.
Lecture 1-3 hours. Laboratory 1-9 hours. Total 3-9 hours per week.
3-4 credits
4 credits at PDCCC

NUR 245 - Dimensions of Professional Nursing
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.
Lecture 1-2 hours per week.
1-2 credits
2 credits at PDCCC

NUR 295 - Topics In
Provides an opportunity to explore topical areas of interest to or needed by students.
May be used also for special honors courses. May be repeated for credit. Variable hours.
1-5 credits

Physical Education and Recreation

PED 103 - Aerobic Fitness I
Develops cardiovascular fitness though activities designed to elevate and sustain heart rates appropriate to age and physical condition. Part I of II.
Lecture 0-1 hours. Laboratory 2-4 hours. Total 2-4 hours per week.
1-2 credits

PED 109 - Yoga

Focuses on the forms of yoga training emphasizing flexibility.
Lecture 0-1 hours. Laboratory 2-4 hours. Total 2-4 hours per week.
1-2 credits

PED 111 - Weight Training I
Focuses on muscular strength and endurance training through individualized workout programs. Teaches appropriate use of weight training equipment. Part I of II.
Lecture 0-1 hours. Laboratory 2-4 hours. Total 2-4 hours per week.
1-2 credits

PED 112 - Weight Training II
Focuses on muscular strength and endurance training through individualized workout programs. Teaches appropriate use of weight training equipment. Part II of II.
Lecture 0-1 hours. Laboratory 2-4 hours. Total 2-4 hours per week.
1-2 credits

Philosophy

PHI 220 - Ethics
Provides a systematic study of representative ethical systems.
Lecture 3 hours per week.
3 credits

PHI 226 - Social Ethics
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.
3 credits
PHI 227 - Bio-Medical Ethics
Examines the ethical implications of specific biomedical issues in the context of major ethical systems.
Lecture 3 hours per week.
3 credits

Photography

PHT 100 - Introduction to Photography
Introduces principles of photography with outside shooting assignments related to lecture topics.
Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.
3 credits

PHT 101 - Photography I
Teaches principles of photography and fundamental camera techniques. Requires outside shooting and lab work. Part I of II.
Lecture 1 hour. Laboratory 4 hours. Total 5 hours per week.
3 credits

PHT 231 - Photojournalism I
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.
3 credits

Physics

PHY 101 - Introduction to Physics I
Surveys general principles of physics. Includes topics such as force and motion, energy, heat, sound, light, electricity and magnetism, and modern physics. Part I of II.
Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week.
4 credits

PHY 102 - Introduction to Physics II

PHY 201 - General College Physics I
Teaches fundamental principles of physics. Covers mechanics, thermodynamics, wave phenomena, electricity and magnetism, and selected topics in modern physics. Part I of II.
Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week.
MTH 163 or MTH 115
4 credits

PHY 202 - General College Physics II
Teaches fundamental principles of physics. Covers mechanics, thermodynamics, wave phenomena, electricity and magnetism, and selected topics in modern physics. Prerequisite: MTH 163. Part II of II.
Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week.
4 credits

PHY 231 - General University Physics I-II
Teaches principles of classical physics. Includes mechanics, wave phenomena, heat, electricity, magnetism, and optics, with extended coverage of selected topics. Includes recitation as part of the lecture. Prerequisite: MTH 173 (for PHY 231) and MTH 174 and PHY 231 (for PHY 232). Part I of II.
Lecture 4 hours. Laboratory 2 hours. Total 6 hours per week.
5 credits

PHY 232 - General University Physics I-II
Teaches principles of classical physics. Includes mechanics, wave phenomena, heat, electricity, magnetism, and optics, with extended coverage of selected topics. Includes recitation as part of the lecture. Prerequisite: MTH 173 (for PHY 231)
and MTH 174 and PHY 231 (for PHY 232). Part II of II.
Lecture 4 hours. Laboratory 2 hours. Total 6 hours per week.
5 credits

Political Science

**PLS 130 - Basics of American Politics**
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 2-3 hours per week.
2-3 credits
3 credits at PDCCC

**PLS 211 - U.S. Government I**
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.
3 credits

**PLS 212 - U.S. Government II**
Teaches structure, operation, and process of national, state, and local governments. Includes in-depth study of the three branches of the government and of public policy. Part II of II.
Lecture 3 hours per week.
3 credits

Practical Nursing

**PNE 116 - Normal Nutrition**
Introduces the basic principles of good nutrition. Studies nutrients, their sources and functions, basic requirements for individuals. Includes a brief introduction to diet therapy.
Lecture 1 hour per week.
1 credits

**PNE 135 - Maternal and Child Health Nursing**
Examines pregnancy, childbirth, postpartum and newborn care from a family centered approach. Covers complications related to childbearing. Emphasizes growth and development and exploration of common childhood disorders at various stages.
Lecture 4 hours. Laboratory 3 hours. Total 7 hours per week.
5 credits

**PNE 145 - Trends in Practical Nursing**
Studies the role of the Licensed Practical Nurse. Covers legal aspects, organizations, and opportunities in practical nursing. Assists students in preparation for employment.
Lecture 1 hour per week.
1 credits

**PNE 146 - Fundamentals of Practical Nursing**
Introduces students to practical nursing history, legal and ethical aspects, and current trends. Teaches nursing knowledge and skills with emphasis on meeting basic patient needs. Utilizes nursing process. Provides learning experiences through classroom instruction, laboratory practices, and supervised clinical experience.
Lecture 2 hours. Laboratory 12 hours. Total 14 hours per week.
6 credits

**PNE 151 - Medical-Surgical Nursing I**
Studies etiology, symptoms, prescribed treatment, and experiences in the nursing care of patients with selected disorders. Selects learning experiences to correlate related patient care with classroom instruction whenever possible. Provides observational experiences when available.
Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week.
4 credits

**PNE 152 - Medical-Surgical Nursing II**
Studies etiology, symptoms, prescribed treatment, and experience in the nursing care of patients with selected disorders.
Lecture 3-4 hours. Laboratory 3-6 hours. Total 6-9 hours per week.
4-5 credits
4 credits at PDCCC
PNE 158 - Mental Health and Psychiatric Nursing
Recognizes emotional needs of patients. Provides knowledge of the role that emotions play. Enables students to understand their own behavior as well as patient behavior. Lecture 1-2 hours per week. 1-2 credits 2 credits at PDCCC

PNE 173 - Pharmacology for Practical Nurses
Studies history, classification, sources, effects, uses and legalities of drugs. Teaches problem solving skills used in medication administrations. Emphasizes major drug classes and specific agents within each class. Lecture 1-2 hours per week. 1-2 credits 2 credits at PDCCC

PNE 174 - Applied Pharmacology for Practical Nurses
Applies problem solving skills in preparing and administering medications. Lecture 0-1 hour. Laboratory 3-6 hours. Total 3-6 hours per week. 1-2 credits 2 credits at PDCCC

Psychology

PSY 201 - Introduction to Psychology I
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. Part I of II. Lecture 3 hours per week. 3 credits

PSY 202 - Introduction to Psychology II
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. Part II of II. Lecture 3 hours per week. 3 credits

PSY 215 - Abnormal Psychology
Explores historical views and current perspectives of abnormal behavior. Emphasizes major diagnostic categories and criteria, individual and social factors of maladaptive behavior, and types of therapy. Includes methods of clinical assessment and research strategies. Prerequisite PSY 200, 201, or 202. Lecture 3 hours per week. 3 credits

PSY 219 - Cross-Cultural Psychology
Investigates psychological principles from a cross-cultural perspective. Examines cultural basics for views of reality. Describes topics such as time, space, values, sex-roles, and human development in relation to culture. Prerequisites: PSY 200, 201 or 202. Lecture 3 hours per week. 3 credits

PSY 230 - Developmental Psychology
Studies the development of the individual from conception to death. Follows a life-span perspective on the development of the person's physical, cognitive, and psychosocial growth. Lecture 3 hours per week. 3 credits

PSY 235 - Child Psychology
Studies development of the child from conception to adolescence. Investigates physical, intellectual, social and emotional factors involved in the child's growth. Lecture 3 hours per week. 3 credits

PSY 270 - Psychology of Human Sexuality
Focuses on scientific investigation of human sexuality and psychological and social implications of such research. Considers socio-cultural influences, the physiology and
psychology of sexual response patterns, sexual dysfunctions, and development of relationships. Prerequisites: PSY 200, PSY 201 or PSY 202. Lecture 3 hours per week. 3 credits

Real Estate

REA 100 - Principles of Real Estate
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. 4 credits

Religion

REL 100 - Introduction to the Study of Religion
Explores various religious perspectives and ways of thinking about religious themes and religious experience. Lecture 3 hours per week. 3 credits

REL 200 - Survey of the Old Testament
Surveys books of the Old Testament, with emphasis on prophetic historical books. Examines the historical and geographical setting and place of the Israelites in the ancient Middle East as background to the writings. Lecture 3 hours per week. 3 credits

REL 210 - Survey of the New Testament
Surveys books of the New Testament, with special attention upon placing the writings within their historical and geographical setting. Lecture 3 hours per week. 3 credits

REL 216 - Life and Teachings of Jesus
Studies the major themes in the teachings of Jesus of Nazareth as recorded in the Gospels, and examines the events of his life in light of modern biblical and historical scholarship.

Lecture 3 hours per week. 3 credits

REL 225 - Selected Topics in Biblical Studies
Examines a selected body of literature, a specific book of the Bible, or a pervasive theme. Lecture 3 hours per week. 3 credits

REL 230 - Religions of the World
Introduces the religions of the world with attention to origin, history, and doctrine. Lecture 3 hours per week. 3 credits

REL 231 - Religions of the World I
Studies religions of the world with attention to origin, history, and doctrine. Part I of II. Lecture 3 hours per week. 3 credits

REL 233 - Introduction to Islam
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. 3 credits

REL 246 - Christianity
Examines the origins and historical development of Christianity, its basic metaphysical and theological assumptions, its essential doctrines, and the present state of the church in the modern world. Lecture 3 hours per week. 3 credits

Safety

SAF 126 - Principles of Industrial Safety
Teaches principles and practices of accident prevention, analysis of accident causes, mechanical safeguards, fire prevention, housekeeping, occupational diseases, first aid, safety organization, protection equipment and general safety principles and promotion.
Lecture 3 hours per week.
3 credits

SAF 130 - Industrial Safety - OSHA 10
Presents an introduction to occupational health and safety and its application in the workplace. Emphasizes safety standards and the Occupational Safety and Health Act (OSHA), its rules and regulations (OSHA 10).
Lecture 1 hour per week.
1 credits

Student Development

SDV 100 - College Success Skills
Assists students in transition to colleges. Provides overviews of college policies, procedures, curricular offerings. Encourages contacts with other students and staff. Assists students toward college success through information regarding effective study habits, career and academic planning, and other college resources available to students. May include English and Math placement testing. Strongly recommended for beginning students. Required for graduation.
Lecture 1-3 hours per week.
1-3 credits
1 credit at PDCCC

SDV 101 - Orientation To (Specify the Discipline)
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.
1-3 credits

SDV 106 - Preparation for Employment
Provides experience in resume writing, preparation of applications, letters of application, and successfully preparing for and completing the job interview. Assists students in identifying their marketable skills and aptitudes. Develops strategies for successful employment search. Assists students in understanding effective human relations techniques and communication skills in job search.
Lecture 1-2 hours per week.
1-2 credits

SDV 107 - Career Education
Surveys career options available to students. Stress career development and assists in the understanding of self in the world of work. Assists students in applying decision-making to career choice.
Lecture 1-3 hours per week.
1-3 credits

SDV 108 - College Survival Skills
Provides an orientation to the college. Introduces study skills, career and life planning. Offers an opportunity to engage in activities aimed at self-discovery. Emphasizes development of "coping skills" such as listening, interpersonal relations, competence, and improved self-concept. Recommended for students enrolled in developmental courses.
Lecture 1-3 hours per week.
1-3 credits
2 credits at PDCCC

SDV 110 - Orientation to Teaching As a Profession
Introduces students to a career in teaching and education by allowing students to experience the components of the learner, the school environment and the classroom teaching environment. Utilizes the Virginia Teachers for Tomorrow/Teacher Cadet curriculum. Students participate in a 15-hour student teaching internship in a classroom at one of the levels between Kindergarten and grade 9.
Lecture 3 hours per week.
3 credits

SDV 195 - Topics In
Provides an opportunity to explore topical areas of interest to or needed by students.
May be used also for special honors courses. May be repeated for credit. Variable hours.
1-5 credits

Sociology

**SOC 201 - Introduction to Sociology I**
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). Part I of II. 
Lecture 3 hours per week.
3 credits

**SOC 202 - Introduction to Sociology II**
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). Part II of II.
Lecture 3 hours per week.
3 credits

**SOC 211 - Principles of Anthropology I**
Inquires into the origins, development, and diversification of human biology and human cultures. Includes fossil records, physical origins of human development, human population genetics, linguistics, cultures' origins and variation, and historical and contemporary analysis of human societies. Part I of II.
Lecture 3 hours per week.
3 credits

**SOC 215 - Sociology of the Family**
Studies topics such as marriage and family in social and cultural context. Addresses the single scene, dating and marriage styles, child-rearing, husband and wife interaction, single parent families, alternative lifestyles.

Spanish

**SPA 101 - Beginning Spanish I**
Introduces understanding, speaking, reading, and writing skills and emphasizes basic Spanish sentence structure. May include an additional hour of oral drill and practice per week. Part I of II.
Lecture 4-5 hours per week. May include one additional hour of oral practice per week.
4-5 credits

**SPA 102 - Beginning Spanish II**
Introduces understanding, speaking, reading, and writing skills and emphasizes basic Spanish sentence structure. May include an additional hour of oral drill and practice per week. Part II of II.
Lecture 4-5 hours per week. May include one additional hour of oral practice per week.
4-5 credits

**SPA 201 - Intermediate Spanish**
Continues to develop understanding, speaking, reading, and writing skills. Prerequisite SPA 102 or equivalent. May include oral drill and practice. Part I of II.
Lecture 3-4 hours per week. May include one additional hour of oral practice per week.
3-4 credits

Welding

**WEL 117 - Oxyfuel Welding and Cutting**
Introduces history of oxyacetylene welding, principles of welding and cutting, nomenclature of the equipment, development of the puddle, running flat beads, and butt welding in different positions. Explains silver brazing, silver and soft soldering, and safety procedures in the use of tools and equipment.
Lecture 2 hours. Laboratory 3-6 hours. Total 5-8 hours per week.
3-4 credits
3 credits at PDCCC
WEL 123 - Shielded Metal Arc Welding (Basic)
Teaches operation of AC and DC power sources, 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 hours. Laboratory 3-6 hours. Total 5-8 hours per week.
3-4 credits
3 credits at PDCCC

WEL 124 - Shielded Metal Arc Welding (Advanced)
Continues instruction on operation of AC and DC power sources, 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 hours. Laboratory 3-6 hours. Total 5-8 hours per week.
3-4 credits
3 credits at PDCCC

WEL 126 - Pipe Welding I
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 2-3 hours. Laboratory 3 hours. Total 5-6 hours per week.
3-4 credits
3 credits at PDCCC

WEL 127 - Pipe Welding II
Provides practice in the welding of pressure piping in the horizontal, vertical, and fixed positions.
Laboratory 9 hours per week.
3 credits

WEL 135 - Inert Gas Welding
Introduces practical operations in use of inert gas shielded arc welding. Studies equipment operation, setup, safety and practice of GMAW (MIG) and GTAW (TIG).

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

WEL 136 - Welding III (Inert Gas)
Studies Tungsten and metallic inert gas procedures and practices including principles of operation, shielding gasses, filler rods, process variations and applications, manual and automatic welding, equipment and safety.
Lecture 1 hour. Laboratory 3 hours. Total 4 hours per week.
2 credits

WEL 141 - Welder Qualification Tests I
Studies techniques and practices of testing welded joints through destructive and non-destructive testing. Part I of II.
Lecture 2 hours. Laboratory 3-6 hours. Total 5-8 hours per week.
3-4 credits
3 credits at PDCCC

WEL 146 - Welding Quality Control
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.
3 credits