

CATALOG 2017-2018 & STUDENT HANDBOOK



GERMANNA
COMMUNITY COLLEGE

YOUR FUTURE. OUR COMMITMENT.



Equal Employment Opportunity/Affirmative Action

It is the policy of the Virginia Community College System to provide equal employment and educational opportunities for all persons without regard to race, color, religion, national origin, political affiliation, veteran status, gender, age, or sexual orientation and for all otherwise qualified persons with disabilities. This policy permits appropriate employment preference for veterans. (VCCS Policy 3.14.0)

VIRGINIA COMMUNITY COLLEGE SYSTEM

Glenn DuBois, Chancellor

STATE BOARD FOR COMMUNITY COLLEGES

James Cuthbertson, Chair
 Eleanor Saslaw, Vice Chair
 Glenn DuBois, Secretary

Carolyn S. Berkowitz	Douglas M. Garcia
Nathaniel Bishop	Susan Tinsley Gooden
Thomas M. Brewster	William C. Hall, Jr.
David E. Broder	Joseph Smiddy, M.D.
Benita Thompson Byas	Senator Walter Stosch
Darren Conner	Robin Sullenberger
Idalia Fernandez	

GERMANNA COMMUNITY COLLEGE

Dr. David A. Sam, President

GERMANNA COMMUNITY COLLEGE BOARD

William Thomas, Chair, Culpeper County
 Dr. Victor Gehman, Jr., Vice Chair, King George County
 Cleo Coleman, Caroline County
 Sarah Berry, Madison County
 Simon Gray, Orange County
 Sam Kessler, Orange County
 Baron Braswell, Spotsylvania County
 Catherine Washington, Stafford County
 Teri McNally, The City of Fredericksburg

GERMANNA COMMUNITY COLLEGE EDUCATIONAL FOUNDATION BOARD

Wendell Anderson, President
 Bruce Davis, Treasurer and Vice President
 Dr. David A. Sam, Secretary, Interim Vice President of Institutional Advancement, Interim Executive Director of GCC Educational Foundation
 Teri McNally, Chair, Corps of Volunteers

Darla K. Burton	Richelle D. Moore
Richard Collawn	Linda J. "L.J." Moyer
Henry "Hap" Connors, Jr.	Carl Gregory "Greg" Napps
Edward C. Dalrymple, Jr.	J. William Price, III, Emeritus
Joseph "Joe" R. Daniel	Douglas Rogers
Kenny L. Dotson	Charlotte Rouse
Georgia M. Fauber, Emeritus	Jack Rowley
Rhonda Fried	William Thomas
Pamela "Pam" Glascock	Ann G. Tidball
Goly Hervey	Anne Truong
Edward "Ted" B. Hontz	Frank S. Turnage, Emeritus
Senator Edd Houck	Brian Whetzel
Brooke Miller	

2017–2018 Catalog and Student Handbook

CAROLINE CENTER

11073 Colonel Armistead Drive
Ruther Glen, Virginia 22546
(540) 891-3012

JOSEPH R. DANIEL TECHNOLOGY CENTER

18121 Technology Drive
Culpeper, Virginia 22701
(540) 937-2900

FREDERICKSBURG AREA CAMPUS

10000 Germanna Point Drive
Fredericksburg, Virginia 22408
(540) 891-3000

LOCUST GROVE CAMPUS

2130 Germanna Highway
Locust Grove, Virginia 22508
(540) 423-9000

STAFFORD COUNTY CENTER

2761 Jefferson Davis Highway, Suite 107
Stafford, Virginia 22554
(540) 288-8830

AUTOMOTIVE TECHNOLOGY CENTER

42 BlackJack Road
Fredericksburg, Virginia 22405
(540) 834-1978

The statements and provisions in this catalog are not to be regarded as a contract between the student and the College. The College reserves the right to change, when warranted, any provisions, schedules, programs, courses, or fees. This catalog has been revised to reflect curriculum changes as of January 2017.

Germanna Community College does not discriminate on the basis of race, color, national origin, sex, age, (except when age is a bona fide occupational qualification), religion, marital status, political affiliation, sexual orientation, or other non-merit factors, or disability in its education programs, recruitment efforts, employment opportunities, programs or activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Associate Vice President for Human Resources, Locust Grove Campus, Room 102B, (540) 423-9055.

This catalog becomes effective Fall 2017.

This publication becomes dated upon printing; therefore, it may not contain the most current data available.

To view current information for Germanna Community College, please visit www.germanna.edu.

Germanna Community College provides its website, catalog, handbooks, and any other printed materials or electronic media for your general guidance. The college does not guarantee that the information contained within them, including, but not limited to, the contents of any page that resides under the DNS registrations of www.germanna.edu is up-to-date, complete and accurate, and individuals assume any risks associated with relying upon such information without checking other credible sources, such as a student's academic advisor. In addition, a student's or prospective student's reliance upon information contained within these sources, or individual program catalogs or handbooks, when making academic decisions does not constitute, and should not be construed as, a contract with the College. Further, the College reserves the right to make changes to any provision or requirement within these sources, as well as changes to any curriculum or program, whether during a student's enrollment or otherwise. Links or references to other materials and websites provided in the above referenced sources are also for information purposes only and do not constitute the college's endorsement of products or services referenced.

www.germanna.edu

Letter from the President

Welcome to Germanna Community College, where our dedicated faculty and staff are committed to your success.

For over four decades, Germanna's caring faculty and staff have provided quality education, training and services to the citizens of Caroline, Culpeper, King George, Madison, Orange, Spotsylvania, Stafford counties and the city of Fredericksburg.

We have grown along with the area, but we remain committed to providing a personal experience, to helping you be and to feel connected and valued as a person. Our highly qualified faculty care about you enough to both expect great things from you and to do everything they can to meet those expectations.

We all measure our success through your success. Toward that end, we will help you to develop clear goals in your career and for your life--and we are ready to help you achieve them with a plan for your academic success. We want you to leave with the knowledge, skills and credentials to be successful in the global economy.

Not sure where to start? Visit the Welcome Center located conveniently near the entrance to our four largest locations, and they can help you figure out how Germanna can help you get on a path to your success.

Germanna's Career and Transfer Center will help you define or refine the path you should take. The Career and Transfer Center offers career assessment and counseling as well as providing workshops in résumé writing and successful job interview. Here you can identify career paths you may not even know exist, look for internships or jobs, and/or manage your successful transition to a four-year institution. Germanna also offers many entering students a Student Success Coach. If you are assigned a coach, he or she will stay with you all the way through your time at Germanna, giving you the guidance you need to succeed in college and in life. For more information, stop by the Welcome Center and ask about the program.

Germanna offers over 30 programs that transfer to universities and/or in career and technical areas that lead to a well-paying job. A wide variety of programs and services are offered at our Fredericksburg Area Campus in Spotsylvania, our Locust Grove Campus in Orange, our Culpeper Daniel Technology Center, at our two centers in Stafford County, at our Caroline Workforce Center and now at our new Fredericksburg Center for Advanced Technology at Central Park. Full programs and services are also available online delivery and at extension sites throughout our region.

We are grateful you have chosen Germanna and we promise to be your partner in helping on your way to a bright future. Your future is our commitment. Thank you for choosing Germanna as your partner in success.

Sincerely,



David A. Sam



Dr. David A. Sam

Academic Calendar 2017-2018

Fall 2017

	16 Wk	14 Wk	1st 8 Wk	2nd 8 Wk	1st 4 Wk	2nd 4 Wk	3rd 4 Wk	4th 4 Wk
Classes Begin	Aug 21	Sep 5	Aug 21	Oct 18	Aug 21	Sep 20	Oct 18	Nov 15
Last Day to Add*	Aug 20	Sep 4	Aug 20	Oct 17	Aug 20	Sep 19	Oct 17	Nov 14
Labor Day (College Closed)	Sep 4	-	Sep 4	-	Sep 4	-	-	-
Last day to Drop with a Refund	Sep 7	Sep 20	Aug 29	Oct 26	Aug 28	Sep 25	Oct 23	Nov 20
Learning Day (College closed)	Sep 19	Sep 19	Sep 19	-	-	-	-	-
Last Day to Withdraw without Academic Penalty	Oct 26	Nov 1	Sep 23	Nov 19	Sep 6	Oct 5	Nov 2	Dec 5
Thanksgiving (College closed)	Nov 22- 26	Nov 22-26	-	Nov 22-26	-	-	-	Nov 22-26
Classes End	Dec 9	Dec 9	Oct 17	Dec 16	Sep 18	Oct 17	Nov 14	Dec 16
Final Examinations	Dec 10-16	Dec 10-16	Last Class	Last Class	Last Class	Last Class	Last Class	Last Class

Spring 2018

	15 Wk	14 Wk	1st 8 Wk	2nd 8 Wk	1st 4 Wk	2nd 4 Wk	3rd 4 Wk	4th 4 Wk
Classes Begin	Jan 8	Jan 23	Jan 8	Mar 7	Jan 8	Feb 7	Mar 7	Apr 11
Last Day to Add*	Jan 7	Jan 22	Jan 7	Mar 6	Jan 7	Feb 6	Mar 6	Apr 10
MLK Day (College Closed)	Jan 15		Jan 15	-	Jan 15	-	-	-
Last Day to Drop with a Refund	Jan 26	Feb 8	Jan 16	Mar 20	Jan 16	Feb 12	Mar 12	Apr 16
Learning Day (College Closed)	Feb 6	Feb 6	Feb 6	-	-	-	-	-
Last Day to Withdraw without Academic Penalty	Mar 24	Mar 30	Feb 10	Apr 15	Jan 24	Feb 22	Mar 28	Apr 27
Spring Break (No Classes)	Mar 12-18	Mar 12-18	-	Mar 12-18	-	-	Mar 12-18	-
Student Success Day	Apr 18	Apr 18	-	Apr 18	-	-	-	Apr 18
Classes End	May 2	May 2	Mar 6	May 9	Feb 5	Mar 6	Apr 10	May 9
Final Examinations	May 3-9	May 3-9	Last Class	Last Class	Last Class	Last Class	Last Class	Last Class

Summer 2018

	10 Wk	8 Wk	1st 5 Wk	2nd 5 Wk	1st 4 Wk	2nd 4 Wk
Classes Begin	May 21	Jun 5	May 21	Jun 26	Jun 1	Jul 5
Last day to add	May 20	Jun 4	May 20	Jun 25	May 31	Jul 4
Last day to drop with refund	May 31	Jun 13	May 29	Jul 2	Jun 5	Jul 9
Memorial Day (College Closed)	May 28	-	May 28	-	-	-
No classes scheduled	Jul 3-4	Jul 3-4	Jul 3-4	Jul 3-4	-	-
Independence Day Holiday (College Closed)	Jul 4	Jul 4	Jul 4	Jul 4	-	-
Last day to withdraw without academic penalty	Jul 2	Jul 8	Jun 10	Jul 17	Jun 16	Jul 20
Classes End	Aug 1	Aug 1	Jun 25	Aug 1	Jun 28	Aug 1
Final Examinations	Last Class	Last Class	Last Class	Last Class	Last Class	Last Class

Programs of Study

TRANSFER PROGRAMS

Associate of Arts & Sciences (AA&S) Degrees are awarded to students who plan to transfer to four-year colleges after completing their community college programs.

- Business Administration
- Education
- Education (K-8)
- General Studies
- General Studies - Psychology Specialization
- General Studies - Health and Physical Education Specialization
- Liberal Arts
- Science

Associate of Science (AS) Degree is awarded to students who complete requirements in Engineering. This degree is appropriate for those students who plan to transfer to four-year institutions after completing the Engineering program.

- Engineering – Mechanical
- Engineering – Electrical

OCCUPATIONAL-TECHNICAL PROGRAMS

Associate of Applied Science (AAS) Degrees are awarded to students majoring in one of the occupational-technical curricula who may plan to obtain full-time employment after graduation.

- Administration of Justice
- Business Management
- Early Childhood Development
- Fire Science Technology
- Information System Technology - Information Management or Network Security
- Information System Technology - Networking
- Nursing
- Licensed Practical Nurses for Advanced Standing
- Physical Therapist Assistant
- Technical Studies Industrial Maintenance

Certificates are awarded to students who complete one of the approved non-degree curricula which are usually less than 2 years in length.

- Administration of Justice
- Dental Assisting
- Early Childhood Development
- Fine Arts
- Fire Science Technology
- General Education
- Graphic Communications
- Practical Nursing

Career Studies Certificates are awarded to students who complete one of the career studies programs. Career studies programs are developed and implemented in response to community needs.

- Accounting
- Advanced Networking
- Administration of Justice
- Allied Health Preparation
- American Sign Language
- Automotive Diagnostician
- Automotive Technician
- Business Core
- Cybersecurity
- E-Commerce
- Early Childhood Development
- Engineering Technology
- Entrepreneurship
- Industrial Maintenance Technology
- Legal Assistant
- Microcomputer Applications for Business
- Networking
- Nurse Aide
- Paraprofessional Counseling
- Personal Training
- Pharmacy Technician
- Supervision
- Surgical Scrub Nurse

ODU On Campus & Online: The Germanna Fredericksburg campus serves as host to an Old Dominion University office (Dickinson Bldg, room 206) with staff that can answer questions about attending ODU main campus or finishing your degree with ODU online. ODU Online offers over 100 degree programs where students can earn the same undergraduate, graduate, and doctoral degrees from a fully-accredited University with the same faculty who teach on campus.

Dental Hygiene Program: Germanna Community College and Northern Virginia Community College jointly offer the Associate of Applied Science Degree in Dental Hygiene through a distance learning partnership. Students may complete general education courses at Germanna. Dental hygiene courses are offered through NVCC utilizing distance learning technology. This program is an expansion of the Northern Virginia Community College Dental Hygiene Program located in Springfield, Virginia. The program consists of a combination of traditional and distance learning modalities. The curriculum is designed to prepare selected students to serve in a dynamic and growing health profession as valuable members of the Dental Health team. The program is also designed to accommodate those students who wish to transfer to a four-year college or university to complete the baccalaureate degree in a health-related field.

CENTER FOR WORKFORCE & COMMUNITY EDUCATION

Offers a wide range of noncredit professional development courses, apprenticeship training, and credential programs, as well as adult career coaching and custom training services.

Contents

Who We Are	7	Domicile Appeal	30	Curriculum Changes/Transfer	
Mission, Vision, Values.....	7	Changing Status.....	30	Between Curricula.....	39
Accreditation.....	7	Paying Tuition	30	Developmental Studies.....	39
Diversity and Inclusion		Deferred Payment	30	Distance Learning	39
Administration.....	7	Student Payment Plan	30	Examinations	40
Alumni Association	8	Refunds.....	30	Recognition (Academic)	40
Educational Foundation	8	Past Due Balances, Returned Checks		Repeating a Course	40
History of the College.....	8	& Late Charges	30	Standards of Satisfactory Academic Progress	40
Location & Facilities	9	Repayment Upon Withdrawing from College	30	Academic Standing	40
General Information		Fees.....	30	Good Academic Standing.....	40
Access for Persons with Disabilities	10	Student Activity Fee	30	Academic Warning	40
Services for Students with Disabilities.....	10	Parking Maintenance Auxiliary Fee	30	Academic Probation	40
Service Animals.....	10	Facilities Auxiliary Fee	30	Academic Suspension.....	40
Campus Safety and Crime Awareness.....	10	Technology Fee	30	Reinstatement after Academic Suspension	40
Children on Campus	11	Capital Fee	31	Academic Dismissal.....	40
Community Use of College Facilities	11	Fees for Copies of Records	31	Academic Renewal.....	41
Human Rights	11	Books and Supplies	31	Attendance Standard	41
Sexual Violence, Domestic Violence		Financial Aid	31	Classification of Students	41
Dating Violence and Stalking.....	11	What is Financial Aid?	31	Curricular Students.....	41
Inclement Weather.....	21	Who is Eligible for Financial Aid?.....	31	Non-curricular Students.....	41
Information Technology Ethics	21	Local Scholarship Aid	31	Computer Competency Requirements.....	41
Parking Regulations	22	Satisfactory Academic Progress Standards		General Education	42
Smoking.....	22	for Financial Aid Recipients	31	General Education Goals and	
Substance Abuse.....	22	Loss and Reinstatement of Eligibility	32	Student Learning Outcomes.....	42
Admissions		Refunds and Repayments for Title IV		Grading System.....	43
Welcome to Germanna.....	24	Financial Aid Recipients	32	Grade Appeals.....	43
Prior to Admission	24	Types of Financial Aid at Germanna.....	32	Grade Point Average.....	43
Assessment/Placement Testing.....	24	State Tuition Assistance Programs	32	Grade Reports	43
General Admission to the College.....	24	Registration Information.....	33	Graduation Requirements/Procedures	
Readmission.....	25	Academic Advising.....	33	and Academic Requirements.....	44
General Admission Denial	25	Academic Load.....	33	Transfer Credit and Advanced Standing.....	45
Admission to Specific Curricula.....	25	Auditing a Course.....	33	Credit by Exam	45
Admission of High School		Adding a Course	34	Credit for Other Courses.....	48
& Home-Schooled Students	25	Withdrawing from a Course	34	Transfer Opportunities	49
Admission of International Students	27	Dropping a Course with Refund.....	34	Guaranteed Admission	
Admission of Transfer Students	27	On-Time Registration	34	and Articulation Agreements	49
Admission of Senior Citizens	28	Veterans Information	34	Programs of Study	
Student Services		Learning Support Services		Academic Programs	51
Orientation.....	29	Academic Computing Centers	36	Germanna Community College	
Student Development Course Requirement	29	GED® Testing Center	36	Programs of Instruction.....	51
Student Success Coaches.....	29	High Tech Testing Services.....	36	Old Dominion University Campus & Online in	
Great Expectations	29	Library Services.....	36	Partnership with GCC	51
Counseling Services.....	29	Student Technical Help Desk.....	37	Associate of Arts & Sciences (AA&S)	
Career and Transfer Center.....	29	Testing Services.....	37	Transfer Programs	52
Career Services.....	29	Tutoring Services.....	37	Business Administration.....	53
Transfer Services	29	Academic Information		Education	54
Internships.....	29	Academic Calendar.....	38	Education Specialization K-8	55
Tuition and Fees	29	Academic Degrees and Certificates.....	38	General Studies	56
Eligibility for In-State Tuition Rates	29	Academic Honesty.....	38	General Studies - Health &	
		Credits.....	39	Physical Education Specialization.....	57

General Studies - Psychology Specialization.....	58
Liberal Arts.....	60
Science.....	61

Associate of Science

Engineering - Mechanical Concentration.....	63
Engineering - Electrical Concentration	64

Associate of Applied Science (AAS)

Administration of Justice.....	65
Business Management.....	66
Early Childhood Development	67
Fire Science Technology.....	68
Information System Technology, Information Management or Network Security	70
Information System Technology, Networking.....	72
Nursing	74
Licensed Practical Nurses for Ad. Standing	77
Physical Therapist Assistant	78
Technical Studies - Industrial Maintenance	81

Certificate Programs

Administration of Justice.....	83
Dental Assisting	84
Early Childhood Development.....	87
Fine Arts.....	88
Fire Science Technology.....	89
General Education	90
Graphic Communications	91
Practical Nursing	92
Practical Nursing Program Site Option	94

Career Studies Certificate Programs

Accounting.....	95
Advanced Networking.....	96
Administration of Justice.....	97
Allied Health Preparation	98
American Sign Language	99
Automotive Technology Auto. Diagnostician	100
Automotive Technology Auto. Technician	101
Business Core	102
Cybersecurity	103
E-Commerce.....	104
Early Childhood Development.....	105
Engineering Technology	106
Entrepreneurship	107
Industrial Maintenance Technology.....	108
Legal Assistant.....	109
Microcomputer Applications for Business.....	110
Networking	111
Nurse Aide.....	112
Paraprofessional Counseling	113
Personal Training.....	114

Pharmacy Technician.....	115
Supervision	116
Surgical Scrub Nursing	117

Continuing Education

Center for Workforce & Community Education..	118
Registering for Noncred	
Community Education Courses.....	118
Continuing Education Units (CEUs)	118
Students under Age 18	
Taking Noncredit Classes	118
Event Management.....	118
Senior Citizens.....	118

Course Descriptions

Course Numbers	119
Course Hours	119
Course Prerequisites/Co-requisites	119
Repeating a Course	119
Specific Course Descriptions	119

Student Handbook

Academic Honesty.....	150
Bookstores	151
Bulletin Boards.....	151
Expressive Activity.....	151
Counseling Services.....	151
Academic and Career Planning.....	151
Career Development Services.....	152
Disability Services	152
Personal	152
Early Alert/Academic Intervention	152
Support Groups	152
Assessments, Inventories and Tests	153
Lockers.....	153
Safety, Security and Emergencies.....	153
Auto Accidents	153
Children on Campus	153
Fire Emergencies	153
Inclement Weather.....	153
Lost and Found.....	153
Medical Needs.....	154
Motorist Assistance Program.....	154
Registered Sex Offender	154
Reporting Suspicious Activity.....	154
TIPS.....	154
Responsible Computing	154
Sexual Assault and Sexual Misconduct.....	155
Student E-Mail Accounts	155
Statement of Student Rights & Responsibilities	156
Standards of Conduct.....	156
Sanctions	156

Student Academic Grievance Procedure	158
Non-Academic Complaint	159
Student Activities.....	159
Off-Campus Activities.....	160
Student Clubs and Organizations	160
Fund-Raising by Students or Student Organizations	160
Student Activity Planning Procedures	161
Student Athletic Clubs Participation.....	161
Student Clubs/Approval of New or Reestablished	161
Student/Faculty Project Funding.....	161
Student Lounges	161
Student Participation in College Governance ...	161
Recreation Sports Equipment.....	161
Student Records/Transcripts.....	161
Access to Student Records/Transcripts.....	161
Student Records Retention.....	161
Changes to Official Student Record	161
The Family Educational Rights & Privacy Act (FERPA).....	162
Types, Locations, and Custodians of Educational Records	162
Referral Services.....	163

Appendix – Selected College Wide Policies

Academic Load, Statement of.....	164
Access Policy for Students with Disabilities	164
Contagious Disease	165
Change of Curriculum.....	166
Domicile Appeal Policy.....	167
Expressive Activity Policy-Students.....	167
Financial Aid Bookstore.....	169
General Admission to the College.....	169
Human Rights, Title IX - Sexual Violence, Domestic Violence, Dating Violence, and Stalking.....	170
New Student Required Orientation	180
On-Time Registration	180
Service Animals.....	180
Student Activities, Requirements for.....	182
Student Development Course Requirement	182
Student Discrimination Grievance	182
Weapons Policy	185
Personnel	188
Advisory Committees	195
Index	198

Who We Are

Germanna Community College is one of the twenty-three community colleges in Virginia that comprise the Virginia Community College System. It is a two year public institution of higher education established in 1970. As a comprehensive community college, Germanna provides quality, accessible, and affordable educational opportunities for the residents of the City of Fredericksburg and the counties of Caroline, Culpeper, King George, Madison, Orange, Spotsylvania and Stafford. The College is governed by policies set by the State Board for Community Colleges with support and advice from the Germanna Community College Board. Primary funding for the College is provided by the state, supplemented by contributions from seven counties and one city and by student tuition.

Mission

As a public, comprehensive community college, Germanna provides accessible, high quality educational and training opportunities that address our communities' diverse and changing learning needs.

This Mission is achieved through:

courses, programs, and services that enable students to gain access to and succeed in higher education; associate degrees and courses that prepare students to advance and to succeed in four year colleges and universities; training and services to develop successful employees who meet employers' specific needs; training, associate degrees, and certificates for students to enter and succeed in the workplace; and services and support for community and economic development.

Vision

Germanna Community College is recognized as the region's leader and preferred partner providing excellence in accessible educational opportunities and related services to our communities. Our quality learning experiences enable students to participate effectively in the social, economic, political, intellectual, and cultural life of their communities. Germanna, a dynamic learning organization, is the premiere gateway to personal and community development.

Values

Our values influence our thoughts, guide our decisions, mold our policies, and help determine our course of action. Student learning and success are at the heart of all that we do and are demonstrated by:

Passion for learning and teaching: We demonstrate our commitment to the belief that everyone can learn. Although at different rates and in different ways, all learners can learn if we challenge, support, and believe in them through everything we do and in every decision we make.

Integrity: We are true to our mission, to our values, to our learners, to our communities, and to each other. We say what we mean and we do what we say. We admit our mistakes and take responsibility for our actions.

Culture of service: We are dedicated to serving the educational and training needs of our students and communities. Our individual wants are secondary to the mission we serve.

Excellence: We seek to achieve excellence and to foster and develop excellence in our learners. We continuously improve our teaching and organizational systems and processes. We embody a culture of evidence and make decisions using that evidence.

Professionalism: We exhibit the skill, competence, and character expected of educational professionals.

Stewardship: We practice servant leadership. We effectively manage and maintain the resources in our care. We uphold the responsibility placed on us as teachers and supporters of teachers of the current and future citizens of our service area, our commonwealth, and our nation.

Respect: We treat our students, our stakeholders, our resources and each other with courtesy and respect. We respect each other enough to speak truths and have courageous conversations, and we do so with civility.

Accreditation

Germanna Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award an Associate degree. Curricula of the College are approved by the College Board and by the State Board for Community Colleges. Its two-year associate degree programs are also approved by the State Council of Higher Education for Virginia (SCHEV).

Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call (404) 679-4500 for questions about the accreditation of Germanna Community College. In addition, the AAS nursing program is accredited by the Accreditation Commission for Education in Nursing (ACEN) (3343 Peachtree Road N.E., Suite 850, Atlanta, GA, 30326 (404) 975-5000) and both the AAS nursing and the practical nursing certificate programs are approved by the Virginia Board of Nursing (Perimeter Center, 9960 Mayland Drive, Suite 300, Richmond, VA 23233-1463, (804) 367-4473).

Diversity and Inclusion - "Promoting a Community of Diversity, Equity, Inclusion for All"

Diversity and Inclusion Vision:

The vision of the Diversity and Inclusion Council of Germanna Community College is to actively promote demographic diversity of faculty, staff, and students to reflect the community that we serve promoting a culture of inclusiveness. This supports the College's mission statement "As a public, comprehensive community college, Germanna provides accessible, quality educational and training opportunities that meet our communities' changing learning needs."

Virginia Community College System Policy on Diversity and Inclusion:

A major issue that the Chancellor's Task Force grappled with is the meaning of "diversity." Historically, definitions of diversity have centered on race and ethnicity, what some have termed "inherent diversity." Current definitions of diversity are broader and include gender, sexual orientation, economic background, nationality, disability, and other factors. The meaning of "inclusion" is also challenging. While definitions of inclusion are not as prevalent as those for diversity, an inclusive environment can be defined

as, “one in which the diverse backgrounds of individuals are leveraged to drive value and results by creating an environment in which employees feel involved, respected, valued and connected.” The members of the task force agreed to adopt broad definitions of diversity and inclusion in its work. The Virginia Community College System is committed to fostering, cultivating, and sustaining a culture of diversity and inclusion. The VCCS acknowledges the vital impact of a diverse and inclusive community on academic programs, on workforce development and other training, and on the larger communities served by our colleges. Students from diverse backgrounds, taught by faculty and assisted by staff from similarly diverse backgrounds, benefit from an abundant educational experience that prepares them for success in an increasingly interconnected and multicultural world. Therefore, it is the policy of the Virginia Community College System to employ and retain individuals that reflect our diverse society. A culture of diversity and inclusion shall be manifest in all dimensions of Virginia’s Community Colleges.

Administration

The President is responsible for the administration of the College and is subject to the Chancellor of the Virginia Community College System and the State Board of Community Colleges.

It is the President’s duty to administer the laws of the Commonwealth of Virginia as they are applicable to the College and to fairly implement the policies, rules, and regulations of the State Board for Community Colleges, the Chancellor of the Virginia Community College System, and the Germanna College Board.

Any authority or responsibility or duty granted to or imposed upon the College President may be delegated to another person or persons on the faculty or staff of the College. The President or an appropriate delegate may take whatever legal or institutional action is necessary to activate this authority.

Alumni Association

The Alumni Association supports the mission of Germanna Community College by promoting positive and lasting relationships among alumni, students, faculty and staff, and by encouraging partnerships within the community. All Germanna graduates are welcome to be a part of the Association. Persons interested in serving on an Alumni committee, organizing events or helping with social activities, should contact the Foundation Office at (540) 423-9060.

Educational Foundation

The Germanna Community College Educational Foundation, Inc. was established in 1983 to promote the growth and progress of the College. The Educational Foundation raises, invests and administers private funds in support of the mission of Germanna Community College. Subject to the provisions of the Internal Revenue Code, the Foundation is tax exempt and donors may deduct contributions as provided by the Code. The Germanna Community College Educational Foundation is registered with the State Corporation Commission of Virginia.

While State funding supports the basic mission of the College, there are many enrichments for educational excellence that Germanna needs to offer students. The Educational Foundation supports the College’s programs and initiatives

within the policies of the State Board for Community Colleges and the by-laws of the Germanna Educational Foundation.

Individuals, businesses, and industries can help the College provide student scholarships, state-of-the-art instructional resources, faculty and staff professional development, and other enhancements. Cash gifts, securities, wills, trusts, insurance policies, and property are among the means through which donors can contribute. Unrestricted gifts are managed and administered by the Foundation Board of Directors; and restricted gifts are designated by the donor, subject to the policies of the Board.

For additional information or assistance in planning a gift, please contact the Foundation Office at (540) 423-9060.

History of the College

Germanna Community College takes its name from a group of settlers at Germanna Ford on the Rapidan River, where in 1714, Governor Alexander Spotswood established a frontier fort and settlement for the German miners and their families.

In 1956, descendants of the original settlers at Germanna Ford organized the Memorial Foundation of Germanna Colonies in Virginia, Inc. In 1966, the Virginia legislature created a community college system. A site selection committee recommended that the College be located in the center of its service region. In 1969, the Memorial Foundation of Germanna Colonies donated 100 acres of property along the Rapidan to the state for a community college. The College Board unanimously chose the name Germanna Community College to recognize the gift and the history associated with it.

Germanna held its first classes on October 13, 1970, in its partially completed building.

The opening of the Fredericksburg Area Campus in January, 1997 was a major undertaking for the College. The 70-acre site, donated by the John T. Hazel Family, was selected by the Germanna Board on September 12, 1989. State funding for Phase I was acquired mainly through the efforts of Delegate V. Earl Dickinson for whom the first building is named. Additional support was received from the local governments in the Germanna service region and from private donations.

Phase II, The Workforce Development and Technology Center, opened in October 2004.

On September 9, 1998, the College’s Educational Foundation received its largest single gift to date: 100 acres of land in Culpeper. The land was generously donated by Rose Bente Lee, Kaye and Marie Andrus, Nicholas and Flora Tomasetti, and Philip and Susan DeSiato. The Joseph R. Daniel Technology Center opened in 2006.

In July 2009, Germanna opened a fourth facility with the support of the Stafford Economic Development Authority. Germanna’s Stafford County Center has served over 1,000 students since opening and enrollment continues to increase.

The Science and Engineering Building and Information Commons opened in May 2012. This is the Fredericksburg Area Campuses third building and the facility provides laboratories, instructional resources, student services and

more. Additionally, Germanna opened a parking garage on this campus in August 2012.

In September 2012, the College opened a new Automotive Center with the help of a Stafford EDA award of \$75,000 towards the construction of the facility. In addition to serving area residents, the facility supports local high schools with instructional opportunities and facilities.

Finally, Germanna's Center for Workforce & Community Education opened the Caroline Center in 2015, bringing noncredit workforce training to residents of Caroline County.

The College needs resources to continue to serve its communities well in the face of growing challenges – please contact the Germanna Educational Foundation to learn more about the leadership investment opportunities available (540) 423-9060.

Location & Facilities

Fredericksburg Area Campus in Spotsylvania

10000 Germanna Point Drive, Fredericksburg, Virginia 22408
Telephone: 540-891-3000

The Fredericksburg Area Campus in Spotsylvania is located at Lee's Hill near the intersection of Interstate 95 at Routes 1 and 17 South, about five miles south of the city. The Dickinson Building, which was Phase I of the Fredericksburg Area Campus, is a 76,000 square-foot building that includes classrooms, laboratories, student lounge, bookstore, and offices for faculty and administrative staff.

The Workforce Development and Technology Center, which was Phase II of the Fredericksburg Campus, is a 40,000 square-foot building devoted to the use of technology for the delivery of instruction and advanced training programs.

The Science & Engineering Building and Information Commons opened in May 2012. This is the third building for the Fredericksburg Area Campus and the facility provides laboratories, instructional resources, a library, student lounge, and offices for Deans and Faculty. This building is adjacent to a parking garage.

Joseph R. Daniel Technology Center in Culpeper

18121 Technology Drive, Culpeper, Virginia 22701
Telephone: 540-937-2900

Located at the junction of U.S. Route 29 and State Route 3 just east of the town of Culpeper, The Joseph R. Daniel Technology Center occupies 34 acres. Built on two levels, the 39,000 square foot facility is designed primarily for workforce development instruction and technology training. A wide variety of credit classes are also offered.

Some of its features include: conference center that seats 600 theatre-style, banquet seating for 300, manufacturing technology lab, executive conference room, interactive video theatre, computer tech lab, training suite, and a catering kitchen.

Locust Grove Campus

2130 Germanna Highway, Locust Grove, Virginia 22508
Telephone: 540-423-9000

The Locust Grove Campus is located on Route 3 midway between Culpeper and Fredericksburg. The campus consists of 100 acres adjacent to the Rapidan River in Orange County. This campus houses the college's Nursing and Allied Health Programs.

The campus building of approximately 65,000 square feet includes classrooms, laboratories (including a state-of-the-art technologies laboratory), bookstore, administrative and faculty offices, a library, information services, business office, and student lounge. Outdoor facilities include a playing field, as well as nature trails, jogging paths, and a picnic area.

There are plans for expansion of facilities at Locust Grove in an effort to keep pace with growing demand for nurses.

Stafford County Center

2761 Jefferson Davis Highway, Suite 107, Stafford, Virginia 22554
Telephone: 540-288-8830

In 2009, Germanna opened a facility with the support of the Stafford Economic Development Authority. Germanna's Stafford County Center enrollment continues to increase and is now over capacity.

Automotive Technology Center

42 BlackJack Road, Fredericksburg, Virginia 22405
Telephone: 540-834-1978

The Stafford County EDA awarded funds toward the construction of the GCC Automotive Technology Center which opened in September 2012. The facility provides educational opportunities for area residents and local high school students.

Caroline Center

11073 Colonel Armistead Drive, Ruther Glen, VA 22546
Telephone: 540-891-3012

Germanna's Center for Workforce & Community Education opened the Caroline Center in 2015, bringing noncredit workforce training to residents of Caroline County. The facility has spaces for classroom and computer lab training. In addition, classes will be offered using interactive video, broadcasting from other Germanna sites to the new Caroline site.

General Information

Access for Persons with Disabilities

Germanna Community College is committed to the full and total inclusion of all individuals and is dedicated to the principle of individual empowerment. To this end, services are provided to ensure equal access to all aspects of the college experience for students with disabilities through the most appropriate accommodations. Services are provided based on each student's individual needs.

Services are available to students who self-identify and provide appropriate documentation of their disability. Through accommodations and other support services on campus, Germanna Community College strives to provide a quality experience for all qualified students with disabilities. All services are provided at no charge.

Students who feel they have been denied equal access to all programs and services offered by the College may refer to the Access Policy located in the Appendix or <http://www.germanna.edu/policies/>.

Services for Students with Disabilities

Students with disabilities who will need accommodations to fully participate in the programs and services offered by Germanna Community College are encouraged to register with Disability Services at either the Locust Grove or Fredericksburg Area Campus. To be eligible for services, students must submit appropriate documentation of their disability. Services are provided based on each student's individual needs. Services may include, but are not limited to: orientation to campus, academic accommodations, physical barrier removal, liaison with faculty and staff, and/or information and referral. In the event that an accommodation request is denied, students may refer to the grievance procedures for students with disabilities. This grievance procedure is outlined in the Germanna Community College Access Policy found in the Appendix section of this catalog.

Service Animals

This policy applies to students, employees, and the public who utilize Germanna Community College's programs and services.

It sets forth the College's requirements for use of service animals by qualified individuals with a disability or disabilities for access to facilities and programs or as a reasonable accommodation in compliance with State and Federal legislation regarding persons with disabilities. It is the College's intention to ensure that persons with disabilities who have a legitimate and/or documented basis for utilizing service animals on College premises are permitted to do so (as listed on the college web site). For additional information, please see the Service Animal Policy located in the Appendix or at <http://www.germanna.edu/germanna-policies/>.

Campus Safety and Crime Awareness

The safety of all our students, staff, and visitors is a primary concern at Germanna. It is a partnership in which everyone plays an important role. The more you know about where you are; about what is happening around you; and if an emergency happens knowing how to respond will affect all of us at Germanna. Any life threatening emergencies such as a fire or medical problem should be reported immediately to the campus police.

Germanna Community College Police Department officers provided uniform patrols 24 hours a day. College facilities are open Monday through Friday from 6:30 AM until 10:00 PM, Saturday 6:30 AM till 4:00 PM. With the exception of Sunday classes or other special events the college closes from 4:00 PM on Saturday until 6:30 AM on Monday.

Telephone numbers for the College Police Department are posted on every class room phone instrument and at the main entrances to the buildings.

The most important person involving your safety is you. Observe these safety suggestions to keep yourself safe:

- Secure your personal property; do not leave purses, backpacks, computers unattended.
- Lock your vehicle; keep objects in your passenger section out of sight, put them in the trunk of the vehicle, or if you have a large open back area cover the items with a blanket. The potential thief will not be tempted to steal or break into your vehicle if he does not have something to see laying on the seat.
- Use the "buddy system" or walk with a group; especially when it is dark. Have your car key ready and in your hand, and always inspect and look in your vehicle before getting behind the wheel. Leave with the group as there is greater safety in numbers.
- Upon request campus police or security officers can escort you to your vehicle in the parking lot.
- Exit the buildings from the main doors if possible during the evening hours.
- Be alert and drive slow in the parking lots to avoid striking a pedestrian or other vehicle

Report any theft or lost property, accidents, damage to property, or need for emergency services to the campus police.

As required by the federal Clery Act this college maintains annual crime statistics concerning the occurrences of reported criminal offenses and the number of arrests for particular violations on or near campus during the preceding three years. This report is available prominently on the college police website not later than 1 October annually. As required by law, this report, which is available free of charge in printed or electronic format. These statistics are available at the campus police office. You may also contact the Germanna Community College Chief of Police for this information at 1-540-891-3007, or go directly to the College Police website at <http://www.germanna.edu/college-police-department/>.

Germanna Community College will not tolerate sexual misconduct inclusive of sexual assault, sexual harassment and verbal misconduct, in any form, including acquaintance rape by any student toward another student, members of the faculty or staff, other employee/non-employee, or college visitors.

These charges are a serious violation of Germanna Community College policy on Sexual Violence, Domestic Violence, Dating Violence, and Stalking and is punishable through sanctions. Moreover, it is a crime subject to both criminal and civil legal actions. Students who violate this policy will have college charges processed against them in the normal manner of due process provided by college rules. Violations of college policies and various State Laws pertaining

to these matters will be strictly enforced. The College Police Department will work with the victim, appropriate college authorities, and local/state jurisdictions to help maintain a safe workplace and learning environment.

In the event of a sexual assault or any sexual misconduct, the victim should first seek safety. The college strongly urges that a student who has been sexually assaulted to immediately contact the College Police. However, they may also choose to contact a College Counselor or Dean of Students.

Students can choose to pursue criminal proceedings and also file a complaint with the College, or the student can choose to just do the latter.

Counselors and Police/Security personnel on duty can be found:

College Police Emergency Number: (540) 727-2911 or 2911 from any college IP phone.

Fredericksburg Area Campus

Earl Dickinson Building, Counseling Center Room 201, (540) 891-3021 V. Earl Dickinson Building, College Police Dispatch, Room 121, (540) 891-3079 or (540) 834-1079

Locust Grove Campus

French Slaughter Building, Counseling Center, Room 205, (540) 423-9123 and College Police Office, Room 112, (540) 423-9044

Learning Cottage 900, College Police Administration Offices, Room 904 (540) 423-9183 or (540) 423-1984

Joseph R. Daniel Technology Center - Culpeper

Daniel Technology Center, Counseling Office, Room 121, (540) 937-2910 and College Police Office, Room 125, (540) 937-2920

Stafford County Center

2761 Jefferson Davis Highway, Suite 107, Stafford, VA 22554, (540) 288-8830

It is the intent of Germanna Community College to provide a safe and secure environment for College employees, students, and visitors by establishing preventative measures, holding perpetrators accountable, and providing assistance and support to victims. The college has policies that specifically addresses the College's position on prevention, reduction, and management of violence to provide a safe working and learning environment for our students, employees, and visitors at all College owned, controlled, or leased properties, including off-campus locations. These policies can be found in the Appendix or at <http://www.germanna.edu/policies/>.

If You See Something Say Something; If you observe any behavior which you feel could be suspicious or life threatening to others at Germanna please report it promptly to the College Police, a counselor, faculty member, or college staff. Students see more than anyone else on campus. It is not snitching, but rather a response which could save someone from grave harm. Safety is Everyone's Responsibility.

Children on Campus

Children should not be brought to the campus in lieu of appropriate child care. College facilities cannot accommodate the care of children while parents are working or attending class. The College and its staff cannot be responsible for the safety and welfare of children. Children cannot be brought into classrooms, laboratories, the Testing Center, the Tutoring Center, or the Academic Computing Center because of disruption of instruction or study, exposure to material unsuitable for children, and possible danger to the children. Children

on campus must be supervised by a parent or guardian at all times, and the parent or guardian is responsible for seeing that the children are mindful of others using College facilities. This applies to all children under the age of 18 years who have not been admitted to the College.

Community Use of College Facilities

Germanna Community College provides limited use of its facilities for community groups and educational and governmental agencies. Approval of requests will be contingent on the appropriateness of the proposed activity, space availability, and budget considerations. Inquiries about community use of Germanna Community College facilities should be directed to the office of the Vice President for Workforce and Community Education.

Human Rights

Policy 10560: Title IX-Sexual Violence, Domestic Violence, Dating Violence, and Stalking

A. Notice of Nondiscrimination.

As a recipient of federal funds, Germanna Community College is required to comply with Title IX of the Higher Education Amendments of 1972, 20 U.S.C. § 1681 et seq. ("Title IX"), which prohibits discrimination on the basis of sex in educational programs or activities, admission and employment. Under certain circumstances, sexual misconduct, sexual harassment, and similar conduct constitute sexual discrimination prohibited by Title IX. Inquiries concerning the application of Title IX may be referred to the College's Title IX Coordinator or to the U.S. Department of Education's Office for Civil Rights. The Title IX Coordinator is Assistant Dean Mark Haines whose office is located in Room 201F of the Dickinson Building at the Fredericksburg Area Campus and may be contacted by phone at 540-891-3026 or by email at MHaines@germanna.edu. The Deputy Title IX Coordinator is Associate Vice President of Human Resources Ms. Laurie Bourne whose office is located in Room 102B at the Locust Grove Campus and may be contacted by phone at 540-423-9055 or by email at LBourne@germanna.edu.

B. Policy.

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

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

C. Purpose.

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

D. Applicability.

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

E. Definitions[1].

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 member, staff member, student, or third party.

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. [Any employee with supervisory authority is a responsible employee. Alternatively, the College may name responsible employees by title, or name employees who are CSAs as responsible employees.]

A responsible employee shall not be an employee who, in his position at the College, provides services to the campus community as a licensed healthcare professional, (or the administrative staff of a licensed health care professional), professional counselor, victim support personnel, clergy, or attorney.

Review Committee: Review committee refers to the committee consisting of three or more persons, including the Title IX Coordinator or his designee, a representative of campus police or campus security, and a student affairs representative, that is responsible for reviewing information related to acts of sexual violence.

Sex Discrimination: Sex discrimination is the unlawful treatment of another based on the individual’s sex that excludes an individual from participation in, separates, 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 physical 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 rape, 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 a crime should immediately report the incident to campus or local police. All emergencies or any incident where someone is in imminent danger should be reported immediately to campus police/security or local police by dialing 2911 from any college VoIP College Phone or 540-727-2911 from any external or cellular phone.

In non-emergency situations, members of the College community may also report violations via the TIPS reporting system located on the Germanna homepage. Reports submitted in TIPS automatically notify members of the College Threat Assessment Team that includes College Police, Title IX Coordinator and Deputy Title IX Coordinator.

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 if the violation involves students only or the Deputy Title IX Coordinator if the violation involves employees, during normal business hours. The Title IX Coordinator and Deputy Title IX Coordinator are 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 if the violation involves students or the Deputy Title IX Coordinator if the violation involves an employee of the College. Although strongly encouraged, a complainant is not required to submit a complaint on the Complaint Form or in writing.

Germanna Community College Title IX Campus Resources

Title IX Coordinator: Mr. Mark Haines

201E, Dickinson Building
10000 Germanna Point Drive
Fredericksburg, VA 22408
40-891-3026
MHaines@germanna.edu

Deputy Title IX Coordinator: Ms. Laurie Bourne
102B, French Slaughter Building
2130 Germanna Highway
Locust Grove, VA 22508
540-423-9055
LBourne@germanna.edu

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

College Police Department
540-727-2911

Members of the College community may also report violations by submitting a report via the TIPS reporting system located on the Germanna Community College website. This will notify members of the College Threat Assessment team including the College Police, Title IX Coordinator and Deputy Title IX Coordinator.

3. There is no time limit for filing a complaint with the College. However, complainants should report possible violations of this Policy as soon as possible to maximize the College's ability to respond effectively. Failure to report promptly could result in the loss of relevant evidence and impair the College's ability to adequately respond to the allegations.

H. Handling of Reports and Investigations.

The Title IX Coordinator and/or Deputy Title IX Coordinator will assist members of the campus community in reporting incidents to law enforcement authorities upon request. The Title IX Coordinator and/or Deputy 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 and/or Deputy Title IX Coordinator to notify law enforcement if they wish. The College will comply with all requests for cooperation by the campus police or local law enforcement in investigations. The College may be required to suspend the Title IX investigation while the campus police or the local law enforcement agency gathers evidence. The College will resume its Title IX investigation as soon as the campus police or local law enforcement agency has completed 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 obtained in the course of his or her employment to the Title IX Coordinator (students) and/or Deputy Title IX Coordinator (employees) as soon as practicable after addressing the immediate needs of the complainant.

Other campus employees have a duty to report sexual assault, domestic violence, dating violence, and stalking for federal statistical reporting purposes (Campus Security Authority (CSA) under the Clery Act). CSAs include student/conduct affairs personnel, campus law enforcement, 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 also may contact the Employee Assistance Program. If the complainant requests that the complainant's identity is not released to anyone else, the College's 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 and/or Deputy 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 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 and/or Deputy Title IX Coordinator shall convene the College's review committee within 72 hours to review the information reported and any information obtained through law-enforcement records, criminal history record information, health records, conduct or personnel records, and any other facts and circumstances, including personally identifiable information, related to the alleged incident known to the review committee. The review committee may try to reach a consensus, but it is the law enforcement representative of the review committee that ultimately determines whether the disclosure of the information, including the personally identifiable information, is necessary to protect the health or safety of the alleged victim or other individuals. The College shall disclose such information to the law enforcement agency that would be responsible for investigating the alleged incident immediately. The Title IX Coordinator and/or Deputy Title IX Coordinator will notify the alleged victim in writing that such disclosure is being made. 5. If the report of an alleged act of 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 and/or Deputy Title IX Coordinator will notify the alleged victim in writing that such disclosure is being made. In addition, law enforcement[2] will notify the local Commonwealth's Attorney within 48 hours of beginning an investigation involving a felony sexual assault.

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 safety in light of the potential danger.

L. Interim Measures.

1. Prior to the resolution of a complaint, the College may suspend or place on disciplinary or administrative leave the respondent when it is determined that the respondent's continued presence on campus threatens the safety of an individual or of the campus community generally; may hamper the investigation into the alleged misconduct; or is necessary to stop threatening or retaliatory contact against the complainant or complainant's witnesses. The College shall provide advance notice of such measures, except in cases where the individual's presence constitutes a threat. In all cases, however, the College shall notify individuals subject to these interim measure(s) in writing of the

specific facts and circumstances that make such interim measure(s) necessary and reasonable. Individuals subject to proposed interim measures shall have the opportunity to show why such measure(s) should not be implemented.

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

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

M. Sexual and Domestic Violence Procedures.

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

- Safely find a place away from harm.
- Call 911 or if on campus, contact campus police/security at 2911 or 540-727-2911.
- 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 Rappahannock council Against Sexual Assault at 540-371-1666, Virginia Family Violence & Sexual Assault Hotline at 800-838-8238, Services to Abused Families, Inc. (SAFE) at 800-825-8876, or Empowerhouse Hotline at 877-734-7238. Help is available 24 hours a day.[3]

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.[4]

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 resolution 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.[5]

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.germanna.edu/catalog/student-handbook/referral-services.asp>

P. Education and Awareness.

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

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

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

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

Q. Resolution of Complaints.

1. The College has an obligation to provide prompt, fair, and impartial

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

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

R. Formal Resolution Process.

1. Complainant's Initial Meeting with the Title IX Coordinator or Deputy Title IX Coordinator.[6] As soon as is practicable, the Title IX Coordinator or Deputy Title IX Coordinator will contact the complainant to schedule an initial meeting. If the complainant is not the alleged victim, the Title IX Coordinator or Deputy Title IX Coordinator also will contact the alleged victim as soon as possible to schedule an initial meeting. The Title IX Coordinator or Deputy Title IX Coordinator shall inform the complainant that he or she may be accompanied by an advisor of his or her choosing at the meeting.

At this initial meeting, the Title IX Coordinator or Deputy 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 prompt, fair, and impartial resolution of the complaint; and
- 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 or Deputy Title IX Coordinator.[7] As soon as is practicable, the Title IX Coordinator or Deputy Title IX Coordinator will schedule an initial meeting with the respondent. The Title IX Coordinator or Deputy Title IX Coordinator shall inform the respondent that he or she may be accompanied by an advisor of his or her choosing at the meeting. During the initial meeting with the respondent, the Title IX Coordinator or Deputy 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 right to due process and a prompt, 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 if the respondent withdraws while under investigation, that the investigation may continue in the respondent's absence, if possible, 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 or Deputy 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 or Deputy 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 or Deputy 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 or Deputy Title IX Coordinator shall provide specific and clear written reason(s) why an investigation should not be conducted. The Title IX Coordinator or Deputy 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 or Deputy 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 or Deputy 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 or Deputy 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 Title IX Coordinator or Deputy Title IX Coordinator will notify the parties in writing and give 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

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 in most cases, should not end the College's investigation and resolution of the

complaint. The College shall continue the investigation if possible as set forth under this Policy. The College shall notify the student in writing of the investigation and afford the student the opportunity to provide evidence, to 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 [name of 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 reflect either a suspension or dismissal for a violation of the Policy if either was imposed. The College shall end the investigation and resolution of the complaint if the College cannot locate the respondent and provide him or her notice and the opportunity to respond. In such cases, the College shall maintain the withdrawal notation on the student's academic transcript. Upon a final determination, the Title IX Coordinator immediately shall notify the registrar and direct that the appropriate notation is made.

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

1. The Title IX Coordinator or Deputy 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 or Deputy 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 or Deputy 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 or Deputy Title IX Coordinator finds by a preponderance of the evidence that a violation of this Policy did occur, the Title IX Coordinator or Deputy 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 or Deputy 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 or Deputy 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 or Deputy Title IX Coordinator also shall provide the written investigative report and the written corrective action report to the appropriate College official, as described below.

5. If the respondent is a student, the Title IX Coordinator will forward the reports to the Dean of Student Development. Within ten (10) workdays, the Dean of Student Development shall determine and impose appropriate sanctions, as described below. The respondent and the Title IX Coordinator shall receive written notification of sanction(s). When the respondent is a student, within five (5) workdays of receipt, the Title IX Coordinator may disclose to the complainant the sanctions imposed on the respondent that directly relate to the complainant as permitted by state and federal law, including the Federal Educational Rights and Privacy Act (FERPA) and the Virginia Freedom of Information Act, 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 Deputy Title IX Coordinator will forward the reports to Vice President of the respective area that brought the third party into Germanna Community college, College Chief or Police, or any other college official. Within ten (10) workdays, the College Chief of Police (in consultation with the Vice President of Financial and Administrative Services and the Associate Vice President of Human Resources) shall determine and impose appropriate sanctions, as described below. The respondent and the Deputy Title IX Coordinator shall receive written notification of sanction(s).^[8]

7. If the respondent is a third party, the Title IX Coordinator or Deputy Title IX Coordinator will forward the reports to Vice President of the respective area that brought the third party into Germanna Community college, College Chief of Police, or any other college official. Within ten (10) workdays, the College Chief of Police (in consultation with the Vice President for Financial and Administrative Services and the Associate Vice President of Human Resources) shall determine and impose appropriate sanctions, as described below. The respondent and the Title IX Coordinator shall receive written notification of sanction(s). The Title IX Coordinator may disclose to the complainant information as described above.

8. The Title IX Coordinator or Deputy Title IX Coordinator will advise the complainant and the respondent of their right to appeal any finding or sanction in writing. The written notification also shall provide information on the appeals process. If the complainant or respondent does not contest the finding or recommended sanction(s), he or she 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 or Deputy 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 or Deputy Title IX Coordinator in writing any potential conflict of interest posed by assigning such official to the matter. The Title IX Coordinator or Deputy 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 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 Germanna 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 a violation of Germanna Community College’s sexual misconduct policy.”* Students are strongly encouraged not to withdraw from the College.

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 or Deputy 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. *(Please note that appeals are not required by Title IX or the Campus SaVE Act. However, an appeals process that provides a formal hearing is recommended. Colleges may use procedures already in existence or develop a separate appeals process if they provide the opportunity for an appeal.)*^[9]

1. The complainant and the respondent have the opportunity to appeal the outcome of the written investigative report or the sanction(s) recommended. Individuals must submit a written request for appeal to Title IX Coordinator or Deputy Title IX Coordinator within ten (10) workdays of the outcome of the investigation or imposition of sanction(s), whichever is later. The appeal request must cite the reason(s) for the appeal and provide evidence to support those reason(s).

2. Appeals shall be granted for the following reasons only:^[10]

The investigator exhibited unfair bias which influenced the results of the investigation;

- New evidence, unavailable at the time of the investigation that could substantially impact the investigator’s finding. The appeal should explain why the evidence was unavailable previously and why such evidence may substantially impact the investigator’s finding;
- Error in the conduct of the investigation that is of such magnitude as to deny fundamental fairness;
- The sanction(s) are unjustified by the evidence and/or mitigating factors warrant a lesser sanction or aggravating factors warrant a greater sanction.]

3. Within five (5) workdays of receipt of the written request for appeal, the Vice President for Academic Affairs (for students) and the Associate Vice President of Human Resources (for employees) shall notify the parties whether the

appeal is granted. This decision is final and may not be appealed. If the appeal is granted, the parties shall be notified in writing. The Hearing Committee Chair will be notified to schedule a hearing when the parties are notified that the appeal has been granted. The Hearing Committee Chair will notify the parties of the time and place of hearing before the Hearing Committee^[11] concurrently. Within three (3) workdays, the complainant or the respondent may identify to the Title IX Coordinator in writing any potential conflict of interest with the Hearing Committee Chair or Committee members. The Title IX Coordinator will consider such statements and will assign a different individual if it is determined that a material conflict of interest exists. Such hearing typically will be scheduled within fifteen (15) workdays of the decision to grant the appeal. If an extension beyond fifteen (15) workdays is necessary for good cause, both parties will be notified of the expected time frame concurrently.

4. Within five (5) workdays of scheduling the hearing, parties must submit a written statement to the Hearing Committee Chair that (i) identifies the names and addresses of witnesses that are requested to be called at the hearing; (ii) identifies and includes copies of any documents that will be used as evidence at the hearing; and (iii) requests a specific remedy. A party not appealing the findings or sanction(s) may choose not to submit information. If a non-appealing party elects not to participate in the hearing, the Hearing Committee shall use evidence and statements from the record.

5. The Hearing Committee Chair shall provide the witness list and copies of any documents that will be used as evidence at the hearing to each party no later than five (5) workdays prior to the hearing.

6. The Title IX Coordinator or Deputy Title IX Coordinator shall forward the written investigative report and the written corrective actions report to the Chair of the Hearing Committee as soon as possible, but no later than ten (10) workdays prior to the hearing.

7. Each party may retain an attorney at his or her own expense or designate a non-attorney advisor to accompany him or her at the hearing. If either party has retained legal counsel or a non-attorney advisor, the party must immediately notify the Hearing Committee Chair of such and provide contact information. The role of the attorney or advisor for the parties shall be limited to advice and consultation with the parties or the parties’ witnesses. Attorneys and advisors may not question witnesses, raise objections, or make statements or arguments to the Hearing Committee at the hearing. If either party is represented by an attorney, the College may receive assistance from the Office of System Counsel.

8. The Hearing Committee Chair shall preside over the hearing. The rules of evidence shall not be strictly applied. All evidence and testimony relevant to whether a violation of this Policy occurred and whether the grounds for appeal are met by a preponderance of evidence shall be considered. The hearing shall be conducted in a fair and impartial manner. The Hearing Committee Chair and its members will question the parties and witnesses. The parties may not question one another, but may submit questions to be asked by the Hearing Committee, no later than five (5) workdays prior to the hearing. The Hearing Committee Chair will be the final decision-maker on all matters of procedure during the hearing. All hearings will be closed to the public.

9. The past sexual history of either party with anyone other than each other is not admissible. Either party may call character witnesses, however.

10. The Hearing Committee Chair will arrange for the hearing to be recorded. Each party will receive a copy of the recorded hearing upon request. Parties may prepare a transcript of the recording at their own expense.

11. Within ten (10) workdays of the hearing, the Hearing Committee Chair

will submit a written decision to the parties, the Title IX Coordinator or Deputy Title IX Coordinator, and the president of the College, concurrently. The decision shall include: (i) a description of the grounds for appeal; (ii) whether such grounds are accepted or rejected and the rationale for such determination; (iii) the Committee's decision to uphold or reject the findings of the written investigative report and/or the sanction(s) and the rationale for such determination; (iv) if the written investigative report's findings and/or sanction(s) are rejected, the findings of the Committee and resolution.

12. Either party may appeal the Hearing Committee's decision to the president of the College. The president's decision is final.

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 and/or Deputy 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 by College 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 the recurrence of any harassing incident(s), including any written documentation.

AA. All community colleges of the Virginia Community College System shall use this template.

Approval and Revision Dates

College Council: September 19, 2014; June 15, 2015

President's Council: September 15, 2014

College Board: First Reading – November 20, 2014; Approved - January 15, 2015; Revised March 19, 2015; Revised July 16, 2015.

[1] Colleges must use the definitions set out in this Policy.

[2] Either campus police, the local law enforcement agency, or the State Police will notify the Commonwealth's Attorney pursuant to an MAA/MOU.

[3] Colleges may use the local area's domestic violence/sexual assault hotline number.

[4] This is required to be addressed in the policy under the Campus SaVE Act and Virginia law.

[5] The information required by the Campus SaVE Act is included in this Policy: (a) possible sanctions or protective measures that the College may impose following a final determination of a disciplinary procedure regarding sexual violence, domestic or dating violence, or stalking (b) procedures individuals should follow if sexual violence, domestic or dating violence, or stalking has occurred; (c) procedures for disciplinary action in cases involving sexual violence, domestic or dating violence, or stalking, including a clear statement that the College's proceedings shall provide a prompt, fair, and impartial investigation and resolution; (d) information about how the College will protect the confidentiality complainants; (e) written notification of students and employees about existing counseling, health, mental health, victim advocacy, legal assistance, and other services available for victims both on-campus and in the community; and (f) written notification about options for, and available assistance in, changing academic, living, transportation, and working situations, if so requested and if such accommodations are reasonably available, regardless of whether the complainant chooses to report the crime to campus police or local law enforcement. Therefore, Colleges may fulfill this requirement by providing anyone who makes a report a copy of this Policy.

[6] The College may request a meeting with a third party respondent, but it may not be able to require his or her attendance.

[7] The College may request a meeting with a third party respondent, but it may not be able to require his or her attendance.

[8] 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.

[9] Colleges may not deny the procedural rights afforded by law to classified employees. The procedural rights afforded to faculty under the VCCS Policy Manual still apply unless and until the VCCS Policy Manual is revised by the State Board. Therefore, if a college's process includes a formal hearing under this Policy, it still must provide staff and faculty the right to grieve any disciplinary sanction imposed against them under the applicable grievance process. With respect to students, colleges should clearly indicate whether the complaint resolution procedures outlined in its sexual misconduct policy supersede the regular student grievance procedures.

[10] This is optional. Colleges may confer a right to an appeal in all cases.

[11] Colleges may choose the composition of the hearing committee and the selection thereof. All members of the committee must receive training on how to conduct a hearing.

Inclement Weather

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

Announcements will be made as follows:

Announcements: Closing announcements will be posted on www.germannna.edu. Announcements will be broadcast on local radio and television stations, and an E2Campus message will be sent.

Day Class Closings: When an individual campus is closed, all classes are canceled at that particular campus. No faculty, staff or students involved at that particular campus are to report to that campus except essential personnel who are to report as soon as possible. Closings occurring during the day will be announced by the Deans of Instruction on each campus and communicated to any other appropriate locations through site administrators.

Evening Class Closings: If a decision is not made by 6:00 a.m., an announcement regarding the cancellation of evening classes will be made as soon as possible but not later than 4:00 p.m. If there is no announcement, classes will be held.

Late Openings: Classes will begin when the college officially opens and any remaining time for instruction will be utilized. For example, if the class is scheduled to begin at 9:30 a.m. and the College opens at 10:00 a.m., instruction for that class will commence at 10:00 a.m.

Safety Notice: If classes are held, each individual must assess conditions at the point from which that person is traveling since conditions can vary greatly throughout the service region. No one is expected to place attendance above personal safety. However, if a student does miss a class, it will be the student's responsibility to contact the professor as soon as possible to make arrangements for completing class work. Additional information regarding this policy may be found at <http://www.germannna.edu/policies/safety-and-security/>.

Information Technology Ethics

Users of the Virginia Community College System wide and local area computer systems must abide by the following terms. These terms govern access to and use of the information technology applications, services and resources of the VCCS and the information they generate.

The College grants access as a necessary privilege in order to perform authorized functions at the College. Users must not knowingly permit use of entrusted access control mechanisms for any purposes other than those required to perform authorized functions. These include log-on identification, password, workstation identification, user identification, file protection keys, or production read or write keys.

Users will not disclose information concerning any access control mechanism unless properly authorized to do so by the College. Users will not use any access mechanism that the VCCS has not expressly assigned to them.

Users will treat all information maintained on the VCCS computer systems as strictly confidential and will not release information to any unauthorized person. Users agree to abide by all applicable State, federal, VCCS, and College computer security and ethics guidelines. Users will follow all the VCCS computer

ethics guidelines and protect the data contained therein. If users observe any incidents of noncompliance with the terms set forth herein, they are responsible for reporting them to the Technical Services Manager.

Users acknowledge that the VCCS's network administration or appropriate, designated College officials reserve the right, without notice, to limit or restrict any individual's access and to inspect, remove or otherwise alter any data, file, or system resource that may undermine the authorized use of any network computing facilities.

Users are responsible for adhering to the terms and provisions of this policy. Any user found to be in violation of these terms and provisions will be subject to disciplinary action.

VCCS Computer Ethics Guideline

Thousands of users share VCCS computing resources. Every user 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, users must exercise ethical behavior when using VCCS computing resources.

State Law classifies damage to computer hardware or software, unauthorized examination, or unauthorized use of computer systems as misdemeanor crimes. Computer fraud and use of a computer as an instrument of forgery can be felonies. The VCCS's internal procedures for enforcement of its policy are independent of possible prosecution under the law.

Definition: VCCS computing resources include mainframe computers, minicomputers, microcomputers, networks, software, data, facilities and related computer peripherals.

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

Users must use only those computer resources that they have the authority to operate.

Users 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. Users must not use VCCS computing resources to gain unauthorized access to computing resources of other institutions, organizations or individuals.

Users must not authorize anyone to use their computer accounts for any reason. Users are responsible for all use of their accounts. Users must take all reasonable precautions, including password maintenance and file protection measures, to prevent use of their accounts by unauthorized persons. Users must not, for example, share their password with anyone.

Users must use their computer resources only for authorized purposes. Students or staff, for example, may not use their accounts for private consulting. Users must not use their computer resources for unlawful purposes, such as the installation of fraudulently or illegally obtained software.

Use of external networks connected to the VCCS computing network must comply with the policies of acceptable use promulgated by the organizations responsible for those networks.

Other than material known to be in the public domain, users must not access, alter, copy, move or remove information, proprietary software or other files (including programs, members of subroutine libraries, data and electronic mail) without prior authorization. The College or VCCS computer network data trustee, security officer, appropriate College official or other responsible party may grant authorization to use electronically stored materials in accordance with policies, copyright laws and procedures. Users must not install proprietary

software on systems not properly licensed for its use.

Users 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 the user. 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 from the Technical Services Manager (TSM).

Users 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 Officer or the Internal Audit department.

Enforcement Procedure: Faculty, staff and students at the College or VCCS computing network facility should immediately report violations of information security policies to the TSM.

If the accused is an employee, the TSM will collect the facts of the case and identify the offender. If, in the opinion of the TSM, the alleged violation is of a serious nature, the TSM will notify the offender's supervisor. The supervisor, in conjunction with the College or System Office Human Resources Office and the TSM, will determine the appropriate disciplinary action. Disciplinary actions may include but are not limited to:

- Temporary restriction of the violator's computing resource access for a fixed period of time, generally not more than six months.
- Restitution for damages, materials consumed, machine time, etc., on an actual cost basis. Such restitution may include the costs associated with determining the case facts.

Disciplinary action for faculty and classified staff in accordance with the guidelines established in the State Standards of Conduct Policy. In the event that a student is the offender, the accuser should notify the Dean of Student Development. The Dean, in cooperation with the TSM, will determine the appropriate disciplinary actions which may include but are not limited to:

- Temporary restrictions of the violator's computing resource access for a fixed period of time, generally not more than six months.
- Restitution for damages, materials consumed, machine time, etc., on an actual cost basis. Such restitution may include the costs associated with determining the case facts.
- Disciplinary action for student offenders shall be in accordance with the College's Student Standards of Conduct. The College President will report any violations of State and federal law to the appropriate authorities. All formal disciplinary actions taken under this policy are grievable and the accused may pursue findings through the appropriate grievance procedure.

Parking Regulations

The main parking lots are available for all students, employees and visitors; however, parking is restricted in areas designated with reserved or disabled parking signs. Unauthorized parking in these spaces is a violation and is subject to action by the College. Parking on the roadway (bordering the parking lane) is a violation per State law and the vehicle may be towed by the college police department or an agent of the local/state law enforcement authority, with substantial cost for recovery. Parking in unmarked areas or on the lawn is also prohibited and subject to the above sanctions.

Smoking

Since the Surgeon General has determined that cigarette smoking is the largest preventable cause of illness and premature death in the United States and research indicates that nonsmokers who are exposed to tobacco smoke are also at risk, a safe and healthful environment is one which is as smoke-free as possible. Germanna has a smoke-free environment in all interior areas of the College buildings. This policy is adopted in compliance with the Virginia Clean Air Act and in the interest of the College to maintain a safe and healthy environment. Smoking is only allowed in designated smoking areas outside of college facilities at each campus. These designated areas will have signage that distinguishes them. In order to maintain a clean campus, receptacles for cigarette disposal will be placed in these designated areas for use by smokers. Receptacles for cigarette disposal will be placed in these designated areas for use by smokers.

All Germanna Community College employees should help ensure that buildings remain smoke free by tactfully directing smokers to the nearest designated smoking areas outside the building.

An employee's failure to abide by "no smoking" designations may result in disciplinary action, as determined by the appropriate Standards of Conduct. A student's failure to abide by "no smoking" designations may result in disciplinary action as determined by the Dean of Student Development and Student Code of Conduct.

The Germanna Community College Police Department will be responsible for the enforcement of this policy by administrative or criminal action in accordance with state statute. Additional information regarding this policy may be found in the Appendix.

Substance Abuse

The possession, use, manufacture, or distribution of illegal drugs or other controlled substances by students, faculty, or staff at Germanna Community College is prohibited. Germanna is committed to taking all actions consistent with the law and individual rights to eliminate illegal drugs on its campuses and to deal firmly and fairly with individuals found in violation of Virginia and/or federal laws pertaining to such substances. Germanna addresses this issue with a program of enforcement, education, prevention, counseling, and referral.

Education and learning are especially impaired by alcohol abuse and illicit drug use. Misuse of alcohol and other drugs among college students inhibits their educational development and is a growing concern among our nation's institutions of higher education. Germanna Community College shares this concern and is committed to creating an environment that promotes and reinforces healthy, responsible living; respect for community laws and campus standards and regulations; the individual's responsibility within the community; and the intellectual, social, emotional, spiritual or ethical, and physical well-being of its community members.

Health Risks: Many physical and psychological health risks are associated with abuse of alcohol and other substances. Such behavior may result in problems in school, work, or relationships. Listed below are some health risks associated with substance abuse.

- Difficulty with attention and learning.
- Physical and psychological dependence.
- Blackouts/Coma
- Depression
- Fatigue

- Damage to the brain, liver, heart, digestive and immune systems.
- Accidents/unwanted sexual activity due to impaired judgment and coordination.
- Increased risk of hypertension, heart disease, cancer, mental illness, other diseases and death.

Resources Available:

Referral options are available through Counseling Services for students who think they, or a family member or a friend are at risk of drug or alcohol abuse. An environment which allows students to openly discuss substance abuse problems without fear of reprisal will be maintained. The College maintains a close working association with local community agencies that provide counseling and treatment of substance abuse.

Memorandums of Agreement have been signed to coordinate services between Germanna and local Community Services Boards. Information about these agencies and their services is available in Counseling Services.

Sanctions and Penalties:

The Germanna Community College Police Department will strictly enforce violations of these statutes. The department also maintains a collaborative working relationship with local and state law enforcement authorities to assist with enforcing violations of these statutes.

Students, faculty, and staff are hereby notified that illegal involvement with drugs will result in disciplinary action by the College and referral for prosecution.

Disciplinary sanctions for students are enumerated in the Statement of Student Rights and Responsibilities and include suspension or dismissal from the institution. Sanctions for faculty and staff range from referral to counseling and/or reprimands to suspension and termination of employment. Criminal penalties for violations of local, State and federal statutes regarding the unlawful possession or distribution of illegal drugs and alcohol include fines and/or imprisonment terms, depending upon the classification of the offense.

Admissions

Welcome to Germanna

The Welcome Center provides information and resources for new, prospective, and continuing students, as well as members of the community, regarding credit and noncredit course offerings at the college. Students visiting the Welcome Center are *guided through the enrollment process in one central location*. Our goal is to provide new and continuing students a supportive environment with assistance for admissions, financial aid applications, scholarship resources, information regarding student support services and general campus information. Our staff is dedicated to providing the highest quality of customer service while ensuring that each person visiting the Welcome Center receives thorough and accurate information. Currently there are Welcome Centers available at the Fredericksburg and Locust Grove campuses as well as the Daniel Technology Center in Culpeper and the Stafford County Center in Stafford.

Prior to Admission

New students are required to complete New Student Orientation before meeting with an advisor/counselor to review program requirements, determine an appropriate course load, and clarify educational goals and objectives and to plan for the enrollment process. Students may choose to either attend an in-person Orientation session, or complete the online Orientation module. For more information please visit the New Student Orientation page located at: www.germanna.edu/orientation.

Assessment/Placement Testing

Assessment or credential review of college readiness is mandatory for all new students. Placement testing and/or transcript review may be required as part of that assessment. To ensure appropriate placement in beginning classes, new students must demonstrate that they possess the necessary skills in reading, writing and mathematics before registering for classes that require proficiency in these skills. This may be accomplished in one of the following ways:

- Take Germanna's placement tests: VPT English or Accuplacer (for English as a second language students) and VPT Math, OR submit VPT scores that are within five years from other VCCS institutions.
- Earn an associate degree or higher or who have earned a C or better in college-level courses in math and/or English at a regionally accredited institution.
- Submit proof of successful completion of developmental courses from another VCCS institution, OR submit proof of successful completion of developmental courses from a non-VCCS institution for evaluation.
- Submit a high school/home school transcript or an approved test for score (ACT, SAT, GED) for evaluation. 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.

To determine if placement tests are required, contact the Counseling Center for information on the placement testing policy. Students should prepare for and take placement tests or submit appropriate documentation prior to the beginning of the term in which they plan to start classes. An Application for Admission must be on file in the Admissions and Records Office before taking the tests. Taking placement tests early is extremely important. Placement testing is done through Testing Services. Students must present an approved photo ID and their Germanna student ID number.

Students should consult the Testing Services webpage for Testing Center

hours of operation and testing procedures at the various locations at: www.germanna.edu/testing/. Students with learning or physical disabilities may request accommodations through the Disabilities Services Coordinator.

General Admission to the College

Germanna Community College is an equal opportunity institution with an "open door" admission policy. Individuals who are 18 years of age and have earned their high school diploma or the equivalent are welcome to explore our academic opportunities. The Admission process varies slightly for different types of students, but all students apply for admission with our free online application for admission. This application includes the Virginia application for in-state tuition rates.

- Visit the College web site at www.germanna.edu and click the Apply Now box to complete the online application or download a paper version to be completed and faxed to (540) 891-3092 or mailed to Germanna Community College, 10000 Germanna Point Drive, Fredericksburg, VA 22408. Alternatively, you may stop by any of our locations and visit the Welcome Center for assistance.
- While completing your application, please use the upper and lower case format and your full first and last name, but only your middle initial.
- Germanna assigns a student identification number (EMPLID) at the time of application. Students must use this number to access services on campus or through myGCC. Students may not use EMPL IDs that have been assigned by other colleges unless Germanna has adopted the same number.
- Disclosure of your social security number is not required at the point of application, but it is highly recommended. Applicants for financial aid are required to submit Social Security numbers. Pell Grant program applicants are advised the U.S. Department of Education requires Social Security numbers when processing applications. The Internal Revenue Service also requires valid Social Security numbers.
- To be considered for In-State tuition rates, a student must have been legally domiciled in Virginia for a period of at least one full year prior to the first day of classes for the planned semester of enrollment. Documentation generally required to establish domicile may include, but is not limited to: a valid Virginia driver's license, voter registration card, and a copy of the student's Virginia income tax return. For additional information please reference this catalog under Eligibility for In-State Tuition Rates.
- Follow-up your application for admission with any required official documentation. This includes official transcripts for coursework taken at previous colleges. Transfer students, please submit a request for an evaluation of your transfer credits to the Office of Admissions and Records.
- Our Welcome Center team is happy to assist you in your transition to Germanna.

In accordance with VCCS Policy 6.0.0, individuals are eligible for admission to Germanna Community College 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 a program at the College as demonstrated by assessment or demonstrated proficiency in reading, writing and mathematics.

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

= 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.

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

For additional information regarding this policy please see the Appendix or <http://www.germanna.edu/policies/>.

Readmission

A student who interrupts his/her enrollment at the College for more than three years is required to submit new Application for Admission and Application for Virginia Domicile. This application must be submitted before registering for classes. Welcome Center staff are available to assist with this process.

General Admission Denial

In accordance with VCCS Policy 6.0.1, the College reserves the right to evaluate and document special cases and to refuse or revoke admission if the College determines that the applicant or student poses a threat, is a potential danger, is significantly disruptive to the College community, or if such refusal or revocation is considered to be in the best interest of the College. The College also reserves the right to refuse admission for applicants that have been expelled or suspended from, or determined to be a threat, potential danger or significantly disruptive by, another college. Students whose admission is revoked after enrollment must be given due process. By accepting an offer of

admission, the student agrees to adhere to the statement of student rights and responsibilities included in the Student Handbook portion of this catalog. Individuals may be admitted as curricular or non-curricular students.

Admission to Specific Curricula

In order to be eligible for Financial Aid, student must request and be placed in an approved program plan. Applicants will be placed in the plan they select on their Application for Admission.

In addition to the general admission requirements, specific requirements are prescribed for each curriculum of the College. The specific requirements for each curriculum are listed in the Programs of Study section of this catalog. Students applying for admission to an Associate Degree program (Associate of Arts & Sciences, Associate of Science, or Associate of Applied Science) must be a high school graduate or the equivalent, or otherwise be considered eligible by the College. Nursing and Health Science Admissions: Requirements for admission into the nursing programs are specific, and admission is selective and competitive. Residents of Germanna's service region in Caroline, Culpeper, King George, Madison, Orange, Spotsylvania, Stafford and the City of Fredericksburg will be offered priority consideration for admission.

Admission of High School and Home School Students

Germanna Community College offers a variety of opportunities for students to take college coursework concurrently with their high school program. Courses may be offered in the high school or at one of our Germanna locations. Please review the section on Admission of Dual Enrollment Students in this catalog and see your high school counselor for information about enrolling. Staff at our Welcome Centers are available to assist students with their planning.

Dual Enrollment: Dual Enrollment is an enriching program where high school students take college courses and earn college credit in their own high school. Students earn college and high school credits simultaneously. College credits transfer to Virginia Community Colleges, and most four-year colleges and universities. Individual colleges and universities make final determinations of transfer of credits. Students should check with the institution they are planning to attend regarding transferability of credits.

Germanna Community College and the high school determine which courses are offered each semester as Dual Enrollment courses. Typically, the Dual Enrollment courses offered are courses, which would be taken during a student's first year of college. Dual Enrollment courses are listed in each high school's Program of Studies. Dual Enrollment students are considered Germanna Community College students. All Germanna students have access to Student Resources that can facilitate their academic success in college courses: GCC Email and Blackboard Learning Tool, Tutoring Services, Library Services and Technical Support.

You can take dual enrolled classes on-campus, online or in your high school if your high school offers the college course you desire. In partnership with individual high schools, Germanna determines the courses offered each semester as dual enrollment. Course commonly taken in the first year of college are typically, the same courses Germanna offers through dual enrollment. Dual enrollment courses become part of your permanent college transcript, so it is important that you commit to the extra work a college course may require. Interested students can find a list of dual enrollment courses offered, in their high school's Program of Studies. Like on campus students, dual enrollment students are also part of the Germanna Community College study body and, have access to student resources that can facilitate their academic success in college courses: GCC Email, and Blackboard Learning Tool, Tutoring Services, Library Services, and Technical Support.

Homeschool Students: Homeschool students often enroll in courses at the College to enrich their secondary school curriculum. Courses are available face-to-face, online, hybrid and through video conference. Prospective students should be at the junior or senior level of high school, but exceptions can be made by the College president.

All Dual Enrollment and Home School students admitted under this section must demonstrate readiness for college by meeting the criteria below.

Admission Criteria for Transfer Courses

Virginia Placement

	Test (VPT)	Compass	Asset	PSAT	SAT	ACT	SOL
English/Writing	ENG 111	76	43	28	480	18	NA
Reading	ENG 111	81	42	27	480	18	NA
Mathematics	MTE 1	25	33	27	530	22	Algebra 1 - Pass

Admission Criteria for Non-Transfer Courses

Virginia Placement

	Test (VPT)	Compass	Asset	PSAT	SAT	ACT	SOL
English/Writing	ENF 1	32	35	28	480	18	NA
Reading	ENF 1	62	35	27	480	18	NA
Mathematics	MTE 1	25	3	27	530	22	Algebra 1 - Pass

Germanna has developed the following admission and registration procedures to assist students in meeting their educational goals.

High School Students taking courses at a Germanna facility must:

- Complete a GCC Application for Admission and application for Virginia Domicile (for students requesting in-state tuition rate).
- Provide documentation of attainment of eleventh grade level or above unless seeking a special approval from the College president.
- Provide a completed High School Student Permission to Enroll form signed by a high school counselor or principal each semester.
- Demonstrate that they possess specific skills by taking Germanna's placement tests, submitting their high school transcripts for evaluation after the completion of their first semester of their senior year, or submitting ACT or SAT scores. All students who take the placement tests are required to take the reading and writing tests. Students wishing to register for a class in mathematics must also complete the VPT-Math placement test.
- Submit all required documentation to a counselor in Student Services at Germanna prior to admission. Following counselor assessment and approval, high school students will be eligible for admission to the College, receive academic advising, and register for classes. Prospective students may be required to meet with the Dean of Enrollment Services prior to admission.
- See the College counselor prior to each subsequent registration for course approval.

High School Students taking Dual Enrollment courses at their high school must:

- Discuss Dual Enrollment opportunities with your high school counselor, and obtain permission to enroll in Dual Enrollment courses.
- Complete a GCC Application for Admission and application for Virginia Domicile (for students requesting in-state tuition rate) by your high school's deadline.
- Take the placement test at your high school or submit qualifying ACT or SAT scores for review to your high school counselor, by the high school's

deadline.

- Register for classes at your high school by the high school deadline. Submit the GCC registration form to your high school counselor.
- Pay tuition to your high school by the high school's deadline. Check with your high school counselor for current tuition rates and due dates for your high school.

Home School Students taking courses at a Germanna facility must:

- Complete a GCC Application for Admission and application for Virginia Domicile (for students requesting in-state tuition rate).
- Provide evidence of advanced academic achievement to justify approval of special admission to the College. Documentation of attainment of eleventh grade level or above through a nationally normed standardized test is preferred evidence. One example is the Stanford 10 achievement test. Other documentation of advanced academic achievement provided by the home school will be considered.
- Provide a current copy of a signed home school agreement between the appropriate school system and the authorizing parent or guardian.
- Provide a completed Home School Student Permission to Enroll form each semester. Provide a written recommendation from the homeschool teacher or tutor.
- Demonstrate that they possess specific skills by taking Germanna's placement tests, submitting homeschool transcripts for evaluation at the completion of the equivalent of their first semester of their senior year, or submitting ACT or SAT scores. All students who take the placement tests are required to take the reading and writing tests. Students wishing to register for a class in mathematics must also complete the VPT-Math placement test.
- Submit all required documentation to a counselor prior to admission. Following counselor assessment and approval, home-school students will be eligible for admission to the College, receive academic advising, and register for classes. Prospective students may be required to meet with the Dean of Student Development prior to admission.
- The President of Germanna Community College must approve any student who is unable to document attainment of eleventh grade level or above.
- See the College counselor prior to each subsequent registration for course approval.

The College reserves the right to evaluate special cases and to refuse admission to an applicant when such action is in the best interest of the College and/or the applicant. The College also reserves the right to limit the number and type of courses a student may take if they do not possess a high school diploma or equivalent. High school/home school students are not permitted to enroll in developmental studies courses at the College, as this level of instruction should be available in the high school or home school program. Because Germanna strives to maintain a mature academic environment, high school/home school students admitted under the special provisions will be subject to all rules, policies, procedures, and standards of conduct described in the Germanna Community College Catalog & Student Handbook. High school students must be in good academic and behavioral standing in high school in order to be considered for admission to the College.

How do Dual Enrollment Credits Transfer?

Credits earned through dual enrollment are transferable to many colleges and universities across the commonwealth including all Virginia Community Colleges. Ultimately, each individual college and university makes final determination as to which courses will transfer. Depending on where you want to transfer, you should consult with an admissions or transfer counselor at the school to determine the transferability of their coursework. Not all courses at Germanna are transferable, especially some in the occupational/technical

programs. If you would like more information on which courses are more transferable, please check out the list of transfer electives found on the college website: <http://www.germanna.edu/transfer-services/transfer-electives/>.

Germanna has partnered with Parchment Inc. to provide secure online ordering and delivery of academic credentials, including transcripts. If you plan to attend a college or university other than Germanna, after high school, you must authorize the release of your transcript by submitting a request and providing consent through the Parchment ordering form. Students are responsible for the costs associated with ordering the transcript through Parchment. Students can view their unofficial transcripts by using the MyGCC Student Resources portal online. Those students in dual enrollment planning to enroll at Germanna full time after high school must submit a Change Form to indicate a change in curriculum, i.e. from dual enrollment to their intended major/degree program.

The following school systems have partnered with Germanna Community College to offer Dual Enrollment courses: Caroline County Public Schools, the Commonwealth Governor's School, Culpeper County Public Schools, Fredericksburg City Public Schools, Fredericksburg Christian High School, Madison County Public Schools, Orange County Public Schools, Spotsylvania County Public Schools, and Stafford County Public Schools. To find out what Dual Enrollment courses your high school currently offers, please check your school's Program of Studies or schedule an appointment to meet with your high school guidance counselor.

Early College Pathways: High school students can earn an Associate of Arts and Sciences degree (62 credits) or a General Education Certificate (33 credits) while, concurrently satisfying the requirements of a high school diploma. Many of the courses in the Early College Pathways curriculum satisfy the core course requirements of baccalaureate degree programs. To satisfy the requirements of an Associate Degree or General Education Certificate, students can combine any and or all of the following course models: dual enrollment, joint enrollment, qualifying Advanced Placement or International Baccalaureate courses. Like other Dual Enrollment students, those in Early College Pathway programs have access to student resources that can facilitate their academic success in college courses: GCC Email and Blackboard Learning Tool, Tutoring Services, Library Services and Technical Support.

Early College Program

Early College programs are rigorous, full-time academic programs that allow students to pursue college coursework leading to an Associate Degree, while concurrently completing high school graduation requirements. Students may earn up to 62 transferable credits in these programs. Students interested in Early College programs are encouraged to speak with a guidance counselor at their high school or contact an academic counselor at GCC for additional information. Students must follow the Steps for Admission for GCC's Early College Programs and are required to complete an Early College Orientation session on campus at GCC prior to enrollment. Germanna strongly urges prospective Early College students, to make themselves familiar with the admission requirements of the college or university to which they would like to transfer. Please consult with an advisor or admissions representative at the four year institution to which you hope to apply, for further assistance prior to entering the Early College Pathway. Each four year college or university makes its own determination regarding the transfer status of Early College students.

Germanna Scholars Program: This program is a partnership between Culpeper County Public Schools and Germanna Community College. Students in Culpeper County Public Schools have the opportunity to concurrently work towards their high school diploma and Associate of Arts and Sciences degree in General Studies (62 credits), with Germanna Community College. Participating

students take their college courses at the Daniel Technology Center (DTC) for half the day and return to their respective high schools for the second half.

Local community members support this program with their generous financial contributions.

Gladys P. Todd Academy: The Germanna Gladys P. Todd Academy is a dual enrollment program designed for *underserved* high school students in the City of Fredericksburg and the county of Spotsylvania to increase college preparation and completion at least through an associate degree at Germanna Community College, concurrent with a high school diploma. The program will also provide support for selected middle school students to succeed in their precollege performance in middle and high schools through mentoring, coaching, and academic and cultural enrichment activities.

Admission of International Students

The College admits qualified foreign students already residing in the service area. Germanna Community College admits applicants who are immigrants residing in Virginia who have graduated from a Virginia high school with a high school diploma or equivalent, even if they are not able to document their legal presence. Applicants who are undocumented will pay tuition at the out-of-state rate. Students attending on certain Visa types may not be eligible for the in-state tuition rate unless they qualify under Federal and State legislation for Deferred Action for Childhood Arrivals (DACA) to establish domicile in Virginia.

For further information, contact the Admissions and Records Office.

In addition to the general admission requirements of the College, all international student applicants must demonstrate proficiency in both written and oral English through standardized or local assessments. All students applying for admission under an F-1 visa can obtain the necessary forms and instructions on how to apply for an I-20 from the Admissions and Records office.

Admission of Transfer Students

In accordance with VCCS Policy 6.0.6, normally, transfer students who are eligible for re-entrance at the last college of attendance are also eligible for admission to Germanna Community College. 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 in the community college until one semester elapses or until an approved program at the college is completed. The admissions committee of the college shall decide on each case and can impose special conditions for the admittance of such students. Students transferring from another college or university should consult the Admissions and Records Office for an evaluation of transfer credit in order to determine their standing before registering for classes. Official transfer credit evaluations will be completed when all official transcripts and a Request for Evaluation of Transfer Credit form are received by the Admissions and Records Office. Coursework transferred to Germanna Community College must represent collegiate coursework applicable to the student's curriculum, with course content and level of instruction resulting in student competencies at least equivalent to those of students enrolled in Germanna's curricula. Collegiate coursework from regionally accredited institutions typically meets the above criteria. No credit will be given for courses with grades lower than "C." Any VCCS course in which a student received a grade of "C" or better will transfer as the same course at any other college in the VCCS. Grade point averages from prior institutions will not be transferred. Transfer students may be advised to repeat courses if it would clearly be advantageous to their curriculum advancement. For more information about transfer credit and advanced standing, please refer to "Transfer Credit and Advanced Standing" found in the Academic Information

section of this catalog or contact the Registrar.

Admission of Senior Citizens

Senior citizens may apply for free tuition and fees provided for by the Senior Citizens Higher Education Act of 1974. Students at least 60 years of age who have been domiciled in Virginia for at least one year are eligible to audit credit courses tuition-free. Additionally, if their Virginia taxable individual income did not exceed \$23,850 for the year preceding enrollment, they may take courses for credit without cost on a space-available basis. Regardless of income, eligible senior citizens may take up to three non-credit courses free of charge each semester on a space-available basis. Students are responsible for fees associated with course materials. Please contact the Admissions and Records Office for details and assistance.

Student Services

Student Engagement

Orientation: New students are required to complete an Orientation session before registering for classes. Orientation sessions are designed to introduce students to the College, provide essential information on programs and course selection, and present available support services necessary for student success. Students may complete Orientation in person or online. Dual Enrollment students are not required to complete Orientation until after they complete their secondary program. Students who intend to enroll for 15 credits or less are not required to complete Orientation. Students who have already completed an Associate Degree or Bachelor's degree are not required to complete Orientation. Transfer students who can demonstrate that they transferred in academic good standing from their previous institution are not required to complete Orientation. Information regarding online and in-person orientation can be found at www.germannna.edu/orientation.

Student Development Course Requirement

Effective fall 2014, all curricular students, except those in career studies certificate programs, must take **College Success Skills – SDV 100** or other approved Student Development course in their first semester of enrollment at Germanna Community College. Student development courses are designed primarily to foster student success. The courses assist students in developing and practicing skills and strategies which promote a successful college experience. The requirement may be met through course substitution for students who hold an Associate Degree or Bachelor's Degree from a regionally accredited institution. Transfer students who have completed a minimum of 24 credit hours may gain credit for SDV 100 by taking the SDV Assessment by Local Examination (ABLE) test. Additional information regarding this policy may be found in the Appendix or at <http://www.germannna.edu/policies/>.

Student Success Coaches

Student Success Coaches work with an assigned caseload of students. They serve as mentors and connect students to necessary support services such as Tutoring, Financial Aid, Counseling, and Disability Services. They follow up with students as needed on enrollment, attendance, time management, and other success related issues. Student Success Coaches guide students with strategies that will help them achieve academically and graduate. Additionally, Success Coaches coordinate New Student Orientation and other Student Success programs including Welcome Day and Student Success Day.

Great Expectations

The Great Expectations (GE) program at Germanna Community College assists students currently or previously affiliated with the Virginia Foster Care System with their transition to independent living and college. The GE program participants learn about programs of study, support services and financial aid resources. Participants receive direct guidance with their college and professional aspirations while also being exposed to free monthly social events. Participants receive support from GE Mentors to ensure their success and college completion.

Counseling Services

A professional counseling staff is available to assist students with new student academic advising and in solving problems which may interfere with their academic progress at Germanna. Contact the Counseling Center at Germanna's locations for availability and hours of operation. Students may make appointments with a specific counselor or walk in and be seen by the

first available counselor. Online counseling is accessible from the home page on Germanna's website by clicking on the "Online Chat" link. Please visit the Counseling Center web site at <http://www.germannna.edu/counseling-center/> for additional information.

Career & Transfer Center

Career and Transfer services are available to students interested in obtaining career information for transfer options. The Center provides information, tools, and resources that students need to make informed decisions about their educational and career goals now and in the future. The Center is located on the Fredericksburg Campus in the V. Earl Dickinson Building on the second floor. <http://www.germannna.edu/career-and-transfer/>

Career Services

Career Services provides students, alumni, and employers with viable resources needed for a successful transition to the workplace through assistance with advising, career exploration, career assessment, job preparation, career action plan and employment opportunities. Programs and activities seek to assist and support students and alumni in learning about appropriate and satisfying careers, enabling them to participate more fully in a global society. Career and Service learning fairs are held at various times throughout the year.

Transfer Services

Transfer Services provides interaction with four year institutions for those students who wish to continue their education. College representatives visit on a regular basis and workshops are offered to help students stay on track to transfer. An Annual College Transfer Fair is held in the Fall. In addition, the Transfer webpage provides many resources to assist students including transfer guides, Guaranteed Admission Agreements (GAA) and transfer timelines.

Internships

Participation in internships allows students to become engaged with the workplace and/or community which enhances career exploration and development. The Career and Transfer Center will assist students, faculty members and employers in creating unique engaged learning experiences for both credit and non-credit.

Tuition and Fees

Tuition: Tuition charges are set by the State Board for Community Colleges and are subject to change. If a tuition and fee increase does occur after payment has occurred, the student will be responsible for the difference. Please visit the Business Office website for more information <http://www.germannna.edu/business-office/tuition-fees.asp>.

Eligibility for In-State Tuition Rates

The College makes an initial determination of a student's eligibility for in-state tuition rates based on the information provided by the applicant and/or the applicant's parent, legal guardian or spouse on the Application for Virginia Domicile. Eligibility is determined by using State Council of Higher Education guidelines pertaining to Section 23-7.4 of the Code of Virginia.

Generally, in order to be eligible for in-state tuition rates, the student must have been legally domiciled in Virginia for a period of at least one full year prior to the beginning of the planned term of enrollment at the College. Domicile is a technical, legal concept which means more than simple residency in the Commonwealth of Virginia. In order to be considered a Virginia domiciliary, a student must demonstrate through clear and convincing evidence his/her

intention of remaining in Virginia indefinitely.

Demonstration of intent is usually accomplished through objective evidence. A student under the age of 24 generally assumes the domicile of the parent(s) or legal guardian(s), unless the student has been legally emancipated or meets criteria for independent student status. A student who has been classified as out-of-state for tuition purposes will be notified in writing of the domicile determination. Additional information about eligibility may be obtained from the Admissions and Records Office.

Domicile Appeal:

A student who disagrees with the initial tuition classification may make a written appeal to an Associate/Assistant Registrar within ten business days of the initial notification. The student may be asked to provide additional domicile information to supplement the Application for Virginia Domicile. An Associate/Assistant Registrar will respond to the appeal via email notification within fifteen business days.

If the student disagrees with the tuition classification, the student may file a final written appeal with the Registrar for consideration by the Domicile Appeals Committee. The Domicile Appeals Committee shall consist of two members of the Student Success committee and the Registrar. No person who serves at one level of this appeals process shall be eligible to serve at any other level of this review. This written appeal must be made within five business days of the student's notification of the first appeal. The Domicile Appeals Committee will review the domicile determination to ensure the decision is in compliance with relevant state legislation and state guidelines.

A student who is not satisfied with the outcome of the review by the Domicile Appeals Committee may appeal to the appropriate circuit court. The student must file a petition for review with the court within thirty business days of receipt of the decision made by the Domicile Appeals Committee.

Note: The Guidelines for Determining Domicile and Eligibility for In-State Tuition Rates set forth in Section 23-7.4 of the Code of Virginia will be followed by Germanna Community College throughout the domicile appeals process.

Changing Status: If the student initially enters the College as an out-of-state student and believes subsequently to have achieved Virginia domiciliary status, an Application for Virginia Domicile must be submitted to the Admissions and Records Office. If a determination is made in the student's favor, the student will become eligible for in-state tuition rates for the next semester in which the student enrolls.

Paying Tuition

Tuition payments may be made by cash, check, money order, or by one of the following payment cards: Visa, MasterCard, or American Express. The payment may be made in person or on web at www.germanna.edu.

Deferred Payment: The College may offer deferred payment dates during specified registration periods. Refer to the Academic Calendar on the college's homepage for payment deadlines.

Student Payment Plan: Automatic Payment Plans are available for tuition and fees. These plans are offered through a payment plan service provider that has contracted with the college. Enrollment in the Automatic Payment Plan must be completed on-line through the student MyGCC Portal. For further information, refer to <http://www.germanna.edu/business-office/automatic-payment-plans/>.

Refunds

Students may drop courses and receive a full refund through the Last Day to Drop with a Refund for the session and term the course is associated with.

These dates can be found on the Germanna Webpage on the Academic Calendar. Students must drop courses by using the MyGCC link on the Germanna homepage or by submitting a Drop/Add Form to any Welcome Center in order to receive a refund.

Students may choose to have refunds credited by direct deposit to their bank account or to a prepaid debit card. If no choice is made, refunds will be in the form of a check issued to the student and mailed to the address on file in the Student Information System. Whenever possible, payments made online using the QuikPay online payment system will be applied to the payment card used to make the payment.

Refunds are typically processed within 2 weeks of the "Last Day to Drop with Refund" and take approximately 15 business days to be received by mail.

Students seeking an exception to the tuition refund policy due to mitigating circumstances must contact the Admissions and Records office. Refunds will not be authorized after the refund deadline unless extraordinary circumstances are documented and approved by the Registrar. Refunds will be approved in accordance with VCCS policy.

Note: If a student eligible for a refund has an outstanding debt to another State agency, the Commonwealth Treasurer's Office may apply the refund to the outstanding debt.

Past Due Balances, Returned Checks & Late Charges

Failure to make payment in full (either by cash or in the form of anticipated financial aid sufficient to cover any balance due) by the payment deadline may result in the student being dropped. If the matter is referred for collection to an attorney or to a collection agency, then the student will be liable for attorney's fees or additional collection fees of up to 25% (subject to change) of the then unpaid balance. Registering for classes will be deemed to be acceptance of these terms.

Repayment Upon Withdrawing from College

If a student withdraws (or stops attending classes) from college at any time during the semester, the student may be required to repay a portion of the grant aid received. The amount of repayment due is calculated based on the student's withdrawal date. Repayments from students shall be returned to the programs from which the student received funds, as specified in Federal Regulations. Work Study earnings are not included in the repayment calculation. Students who stop attending class and receive grades of F, U, W, I or X may be required to repay a portion of the total federal aid received.

Fees

Student Activity Fee: A student activity fee is charged per credit hour to all student categories except Out-of-State, E-rate, and high school dual enrollment. This fee supports student activity operating budgets.

Parking Maintenance Auxiliary Fee: A parking maintenance auxiliary fee is charged per credit hour to all student categories except Out-of-State, E-rate, and high school dual enrollment. The fee supports the maintenance costs of the parking lots, which are not allowed to be funded with state appropriations.

Facilities Auxiliary Fee:

A facilities auxiliary fee is charged per credit hour to all student categories except Out-of-State E-rate and high school dual enrollment. The fee supports the facility costs that cannot be funded with state appropriations, such as student centers and parking garages.

Technology Fee: A technology fee is charged per credit hour to all students. Revenue from this fee is used to update and improve instructional tools such as computer hardware, software, networks, and peripherals.

Capital Fee: A capital fee is charged per credit hour to all out-of-state students, including out-of-state contract students. This fee is to offset bond expenses for capital construction. The college collects this fee but does not retain it.

Fees for Copies of Records: Germanna Community College has partnered with Parchment Inc. to provide secure online ordering and delivery of academic credentials, including transcripts. Students are responsible for the fees associated with requesting their transcripts through Parchment. There is no charge for requested records beyond the transcript fee.

Books and Supplies:

Students are expected to obtain their own books, supplies and consumable materials needed in their studies. The estimated costs of these items is \$700 per semester, depending on the program of study and number of credits taken by the student.

Tuition and fees are subject to change with the approval of the Virginia State Board for Community Colleges. The current tuition and fees are posted on the College's website at <http://www.germanna.edu/business-office/tuition-fees.asp>. All fees are due with payment of tuition

Financial Aid

The Financial Aid Office is happy to assist with applying for grants, loans, scholarships, and the work-study program. The first step to apply for those program is the Free Application for Federal Student Aid (FAFSA). You must apply online through FAFSA on the web at fafsa.gov each year. April 1st is the FAFSA Priority Filing Date for the College each year. Students should file their FAFSA as early as possible and respond to requests for information promptly. When completing a FAFSA each year, you must list Germanna Community College in order for us to receive your information electronically. The school code for Germanna Community College is **008660**. You and your parent(s) (if applicable) must obtain a Federal Student Aid ID at fsaid.ed.gov prior to completing the FAFSA.

Types of Financial Aid that Germanna offers are: Federal Pell Grant, Federal Direct Loans, Federal Supplemental Educational Opportunity Grants, Commonwealth Award, Virginia Community College System Grant, Virginia Guaranteed Assistance Program, Part-Time Assistance Program, President's Tuition Offset Grant, Federal Work-Study, Germanna Work Study Program, and the Germanna Guarantee Scholarship Program.

Aid eligibility is determined on the "Last Day of Drop with Refund" date each semester (for the 16 week session for Fall and Spring and 10 week term for Summer) and is based on the number of enrolled credit hours. Any changes to your enrollment may cause your financial aid to be adjusted accordingly.

For those students receiving financial aid: the "Bookstore Charging Period" is open for four weeks each semester, starting the week prior to classes.

Payment for classes is due upon registration. Students need to plan ahead by reviewing payment options and available resources.

What is Financial Aid?

Student financial aid is money received from an outside source to assist the student in paying for the costs of higher education. Financial aid is available from the state and federal governments, the Germanna Educational Foundation, and private organizations.

Financial Aid - Staff members at both campuses are available to provide information and assistance with financial aid programs. Financial Aid is awarded based on Federal and State guidelines. Rarely are there circumstances

that permit colleges to award students that do not meet these guidelines. If you feel that your circumstances are mitigating and should warrant a special consideration, please contact the Financial Aid Office. Any circumstances must be documented before special consideration will be given.

Students who have received a financial aid award notice may use their financial aid for payment of tuition. Tuition and fee charges not fully covered by financial aid must be paid prior to the deferred payment deadline. Financial aid refunds for students who have financial aid in excess of tuition, fees and books will be processed approximately during the sixth to eighth week of classes. More information on the financial aid programs are available on the Financial Aid section of the Germanna Community College web site.

Who is Eligible for Financial Aid?

Federal and State Aid: Students must apply for financial aid by completing the FAFSA. The results of the FAFSA must be released to Germanna Community College and must indicate that you have financial need. To qualify for federal or state financial aid at Germanna Community College, students must be accepted for admission as a regular student in an eligible program of study, must maintain satisfactory academic progress, and must not be in default on a student loan or owe a repayment to a federal grant. Students must be a U.S. citizen or eligible non-citizens. Students who have not graduated from high school or received a GED equivalent will not be eligible for federal assistance beginning July 1, 2012. State funds are only available for students domiciled in Virginia. All other federal and state requirements must be met.

Local Scholarship Aid: Qualifications for each local scholarship are determined by the donating organization or business. Current scholarship announcements are available in the Financial Aid Office on each campus and on the Germanna Community College web site.

Satisfactory Academic Progress Standards for Financial Aid Recipients

Students must maintain satisfactory progress in order to receive any federal, state, or institutional financial aid. Satisfactory academic progress will be evaluated at the end of each term. The Satisfactory Academic Progress Standards is available at germanna.edu/financial-aid/academic-progress.

AA, AS and AAS Degree seeking students will have a maximum of approximately 96 attempted credit hours during which time they may qualify for financial aid. (Actual maximum credit hours are 150% of the number of credit hours required to complete the program. This may be slightly more or slightly less than 96 credit hours.) Once a student has reached this maximum credit hour limit, their eligibility for aid will be exhausted. Changes of programs do not extend these time limits. All enrollments at the school are counted toward the maximum limit whether or not the student received aid. Certificate programs are limited to 150% of the number of credit hours required to complete that program.

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. All repeated courses are counted toward the maximum credit hour limit. Transfer credits are counted as credits attempted.

Loss and Reinstatement of Eligibility

Students who do not meet these standards will be notified of the reason(s) for the loss of eligibility. A student may appeal the loss of their eligibility, in

writing, to the Financial Aid Office by completing a Satisfactory Academic Progress Appeal Form. The Satisfactory Academic Progress Appeal Committee will consider appeals and the Financial Aid Office will notify the student of the decision, via your student email account. All appeals must be supported by documentation or they will not be considered. A student who chooses not to appeal or whose appeal is denied may return at his/her own expense and complete the classes necessary to meet the required standards to reinstate their aid. Refunds and Repayments for Title IV Financial Aid Recipients. For more information on the impact of drops and withdraws please see the Financial Aid website.

Change in Enrollment Status during the Full Refund Period

If a student fails to attend class, officially drops a class during the full refund period, or has a class canceled, his/her eligibility for Financial Aid funds will be reduced accordingly. If the student receives funds based on the higher enrollment level, the student must repay the difference between the grant for the higher enrollment level and the grant for the lower enrollment level. Students who fail to begin attendance in all classes are not eligible for financial aid and will be required to repay all financial aid funds received.

After the Refund Period

Students who stop attending class and receive Grades of F, R, U, W, I, or X may be required to repay a portion of the total federal aid received. Students who receive grades of F, R, U, W, I or X may lose eligibility for further financial aid funds too. Students may have to repay financial aid funds under the following circumstances:

1. If a student withdraws from all classes after the refund period, or
2. If a student fails to begin attendance in one or more classes, or
3. If a student stops attending all classes for the semester.

Types of Financial Aid at Germanna

Federal Pell Grant: Pell Grants are awarded to undergraduate students who have not earned a bachelor's or professional degree.

Iraq and Afghanistan Service Grant: A student who is not eligible for a Pell Grant, but whose parent or guardian was a member of the U.S. Armed Forces and died as a result of service performed in Iraq or Afghanistan after September 11, 2001 may be eligible to receive the Iraq and Afghanistan Service Grant.

Eligible students must be under 24 years old or enrolled in college at least part-time at the time of the parent's or guardian's death. The grant award is equal to the amount of a maximum Pell Grant for the award year – not to exceed the cost of attendance for that award year..

Federal Supplemental Educational Opportunity Grants: This is a federal grant for undergraduates with exceptional need. Since these funds are limited, only Pell Grant recipients with the lowest Estimated Family Contribution will receive these grants which typically range from \$1,500 to \$3,000 at GCC. Recipients must be enrolled at least half-time (six semester credits).

Federal Direct Stafford Loan: Direct Stafford Loans, from the William D. Ford Federal Direct Loan Program, are low-interest loans for eligible students to help cover the cost of higher education. Eligible students borrow directly from the U.S. Department of Education. A minimum of six credit hours per semester is required. Annual limits are based on class level and dependency status and range from \$5,500 to \$10,500 per year at community colleges.

Federal Direct PLUS Loan: Parents of dependent students may apply for a Federal Direct PLUS Loan to help pay their child's education expenses as long as certain eligibility requirements are met. The annual limit on a PLUS Loan is equal to the student's cost of attendance minus any other financial aid the

student receives.

Commonwealth Awards: The Commonwealth grant provides grants to qualified students who are domiciled residents of Virginia. Students must be enrolled at least half-time (six semester credits) in a qualified degree program. The Commonwealth Awards must not exceed the cost of tuition and fee charges. Awards typically range from \$400 to \$1,800.

Virginia Guaranteed Assistance Program (VGAP): Full-time Virginia domiciled dependent student who graduated from a Virginia high school with at least a 2.5 grade point average may apply for this state grant program. Students must be a first-time freshman, dependent status, and may qualify for renewal awards.

Part-time Tuition Assistance Program: The Virginia Part-Time Assistance Program is to assist undergraduate, part-time students with financial need to pay part of their college costs. In order for an undergraduate student to be eligible for an award, a student must be a domiciled resident of Virginia and be enrolled for one to eight credits in an approved degree, certificate, or diploma program.

Federal Work-Study: This program provides part-time jobs for students who demonstrate financial need and are enrolled at least half-time (six credits per semester). Student class schedules, curriculum and job skills are considered in assessing jobs. Most employment is on-campus; however, additional employment opportunities have been established for off-campus community service employment. Students are paid bi-weekly.

Germanna Work Study Program: The Germanna Wage Program provides employment opportunities to students who do not qualify for need based work study. Students must complete a Free Application for Federal Student Aid to apply for the Germanna Work Program. Students must meet the same academic standards as Federal work-study students and have special qualifications which may be used to further the aims and philosophy of the institution. Students are paid bi-weekly.

Germanna Guarantee Scholarship Program: The Germanna Community College Educational Foundation may award scholarships to students who demonstrate financial need. Scholarships provide assistance for tuition, books or other educational expenses. Applications are available in the Financial Aid Office.

The Rich Gossweiler Student Emergency Fund: This fund provides students with emergency financial assistance above and beyond normal grants and aid, while removing some of the barriers for students who may be in financial need. The intended purpose of these funds is to pay for something that falls outside of tuition, fees, or required supplies for college. Students will apply in person for the Rich Gossweiler Student Emergency Fund. There is a maximum amount allowed per student application of \$500 providing there are funds accessible for disbursement. Applications can be found in any of the Financial Aid offices at Germanna locations. This fund has been established to aid students in case of emergency and can only be utilized one time per student per academic year. Recipients must be enrolled at Germanna Community College.

State Tuition Assistance Programs

Virginia Military Survivors and Dependents Education Program: Children ages 16 to 25 of certain wounded, disabled, or deceased Virginia veterans or armed services personnel may be eligible for educational assistance.

Children of Law Enforcement Officers and Firefighters: Children ages 16 to 25 of Virginia law enforcement officers, firefighters, or rescue squad members who have been killed in the line of duty may be eligible for full tuition and fees.

Registration Information

Students may register in person at any Germanna campus or center or ONLINE via myGCC. All students are encouraged to register for classes as early as possible. Registration dates and current class schedules can be found at www.germanna.edu. Registration is not complete until tuition is paid.

New/Readmit Students: A new/readmit student is one who has not enrolled in credit courses at GCC in the last three years.

1. New students must submit an Application for Admission. Students can complete the free application by going to www.germanna.edu. Paper applications are also available in the Admissions and Records Office. At the end of the application process, you will be issued a student ID number.
2. All GCC students must be assessed before starting classes. New students may need to take placement tests. Students should have a current application for admission to Germanna Community College on file, and present a valid state issued ID and Germanna Community College student ID number when coming to test. Students who have successfully completed a previous college level English and/or math course with a grade of C or better may not be required to complete placement tests. Also, students who have SAT or ACT scores which meet Germanna's requirements, may not need to take placement tests. For current score requirements, contact Counseling Services. All test scores are valid for 5 years.
3. Students must have official copies of scores and/or college transcripts sent to Germanna for their official records. However, unofficial copies of scores can be used for advising and registering purposes and should be brought with students to advising and registration appointments.
4. Make arrangements so that your official high school, GED, and/or college transcripts are sent to the Admissions and Records Office at Germanna. To officially transfer college credit, you will need to submit a Request for Evaluation of Transfer Credit form to Germanna's Admissions and Records Office.
5. After completing the required New Student Orientation new students are encouraged to meet with an advisor/counselor prior to registering for the first time to review program requirements, determine an appropriate course load, and clarify educational goals and objectives. If you are under the age of 18 and/or do not possess a high school degree or GED, you will need to meet with a counselor/advisor. Students that select a program of study will be assigned a faculty advisor during their first semester.
6. After meeting with an advisor/counselor students may register online through myGCC SIS. Students needing assistance with registration may also submit a registration form to Admissions and Records or register in-person with an advisor/counselor.
7. All students must pay tuition by the posted deadline. Payments can be made in-person at each campus location or electronically via myGCC. Additional payment options include a payment plan, financial aid, and student loans.

Continuing Students: A continuing student is one who has enrolled for credit courses at GCC within the last three years.

1. Continuing students are encouraged to meet with an advisor regarding your program of study on a regular basis. Students that have been assigned a faculty advisor may make an appointment with their advisor during their posted office hours.
2. Students may register online via myGCC, in person with an advisor/counselor, drop-off (a drop box is provided outside the Admissions & Records Office at each campus) or by mail.

3. Pay tuition. Payment can be made in-person at each campus location or electronically via your myGCC student account. Germanna also has an Automatic Payment Plan that the Business Office can assist you with. In addition, the Financial Aid Office at each campus can assist with the financial aid application process.

NOTE: ALL STUDENTS MUST MEET COURSE PREREQUISITES

Academic Advising

Academic advising is designed to assist students in developing and following an educational plan that will enable them to meet their educational and career goals. Such assistance includes: selecting a program, developing a plan or timetable for completing the program, developing student- and semester specific course schedules, monitoring and following students' academic progress, and identifying/referring students to appropriate learning assistance opportunities as necessary.

All students are expected to see a counselor for new student academic advising prior to their first enrollment in the College. During this initial advising session, the student's educational and career goals are discussed in relationship to their academic preparation. During the first semester, all curricular students are assigned a faculty advisor. Curricular students should consult with their faculty advisor each semester for help with course selection and with all developments relating to their educational and career objectives. Students who have not selected a curriculum may continue to see a counselor for academic advising.

Students who skip a semester may continue to be advised by their previously assigned faculty advisor. All students are responsible for consulting the College Catalog and Student Handbook for course co-requisites and prerequisites before registering for a class.

After meeting with their faculty advisor and completing all developmental coursework, students in good academic standing may choose to continue meeting with a faculty advisor for advising each semester or may choose to self-advise. Students who self-advise agree to accept full responsibility for their course selection decisions and for following curriculum requirements for graduation.

Students who are pursuing a course of study in nursing should go to the Welcome Center and Counseling for initial admission information. At the Welcome Center, (1) officially select the Allied Health Preparation major and have it recorded in SIS. (2) complete registration and enrollment for classes; and (3) have transcripts from all other colleges officially evaluated with the result recorded in SIS. After students have their new student advising session (in Counseling), and have declared Allied Health Preparation as their program of study, all further advising is provided by the Nursing and Health Technology Department..

Academic Load

The normal academic load for students is 15-17 credits. The minimum full-time load is 12 credits and the normal maximum full-time load 18 credits excluding Orientation (SDV 100). Students wishing to carry an academic load of more than 18 credits must have the approval of a Dean of Instruction. Students placed on academic warning or academic probation may be required to take less than the normal course load. No curriculum may officially list in any publication more than 18 credits per semester plus orientation.

Auditing a Course

Students who wish to attend a course without taking examinations or receiving credit may do so by registering to audit that course. Students may register to audit a course, with permission from the appropriate Dean of Instruction. The regular tuition rates apply for audited courses. Audited courses carry no credit

and do not count as part of the student's course load. Changes from audit to credit or from credit to audit must be made by the official last day to drop with a refund. Students who later wish to earn credit for an previously audited course must re-enroll in the course for credit and pay normal tuition fees. (Financial aid will not pay for audited courses).

Adding a Course

Students may enter a new class or change sections through the published "Last Day to Add a Class." Students may add a class via myGCC or by completing a registration form available online or at the Welcome Center. For more information, please see the section entitled "On-Time Registration."

Withdrawing from a Course

A student may withdraw from a course without academic penalty and receive a grade of "W" during the first 60% of the semester or session. The date identified as the "Last Day to Withdraw without Academic Penalty" for each semester or session is published in the current catalog and is available on our website. Appropriate paperwork must be received and processed by the Admissions and Records Office on or before the published deadline. Students using financial aid are encouraged speak with the Financial Aid Office prior to withdrawing from a course.

After that time, if a student withdraws or is withdrawn from a course, a grade of "F" shall be assigned. Exceptions to this policy may be considered under mitigating circumstances if the student was making satisfactory academic progress in the course when their attendance or participation ceased. Mitigating circumstances must be documented by the student in a formal written petition and submitted with the appropriate withdrawal form to the appropriate Dean of Instruction for review and consideration. A copy of this documentation will be placed in the student's academic file.

Note: Mitigating circumstances are defined as instances in which the student was unable to complete the course due to serious illness, death in the immediate family, full time employment or shift change, or move from the area.

Dropping a Course with Refund

Students may drop a course with refund through the published "Last Day to Drop with Refund" date. Classes dropped by this date will be removed from the student's academic record. Students may submit course drops online via myGCC. Registration Forms may be obtained at any Welcome Center or our website. For more information, see Refunds" under "Tuition and Fees".

On-Time Registration

On-Time Registration policy prohibits students from adding or swapping courses after the posted deadline except under special circumstances. Documentation to support the mitigating circumstance as well the permission of an authorized designee is required. Please visit the Welcome Center for more information. Additional information on this policy, can be found at <http://www.germannacommunitycollege.edu/germanna-policies/instruction/> or in the Appendix at <http://www.germannacommunitycollege.edu/policies/>.

Veterans Information

The Germanna Community College Veterans Center provides military-affiliated, tailored services including enrollment, academic counseling, advocacy, education benefit processing, and social engagement. We provide support to students who are eligible for education benefits under the Montgomery *GI Bill*®, Post 9/11 *GI Bill*®, and Vocational Rehabilitation, MYCAA scholarship program, Tuition Assistance and Virginia Military Survivors and Dependents Education program. The Germanna Veterans Center provides information to veteran and reservist students and their families, helps them apply for benefits, and serves as a liaison with the VA Regional Processing Office.

Through programming and direct services, we provide veterans, reservists, and their families with a coordinated system of service delivery to insure a meaningful transition to civilian life and a positive educational experience. New students utilizing their benefits for the first time must: Submit a Germanna Admissions application at: www.germannacommunitycollege.edu Meet with an academic counselor and review a degree plan checklist. Please provide copies of military transcripts for evaluation of transfer experience.

Veteran students must complete the VA form 22-1990 (VONAPP) and provide a certified copy of their discharge papers (DD-214). For dependents, VA form 22-1990E must be completed. Students who believe they are eligible for survivor and dependent benefits should complete the Survivors' and Dependents' Educational Assistance applications, VA form 22-5490. Students who have utilized their benefits at another college or university must complete a Request for Change of Program or Place of Training VA form 22-1995. All of the VA forms and documents may be completed online at www.benefits.va.gov/gibill. Please provide copies of these documents to the GCC veterans' representative.

Enrollment Changes - All enrollment and curriculum changes must be promptly reported to the GCC veterans' representative. Changes include: Increase/decrease in course load, withdrawal, suspension, dismissal, and a change in degree plan. If you change your degree plan, please meet with an Academic Counselor and receive a new degree plan checklist and complete a degree plan change form. Educational benefits will not be given for audited courses or courses from which the eligible student withdraws, is administratively withdrawn, or receives a final grade of "W", unless VA finds mitigating circumstances involved in the withdrawal. Educational benefits are only available for courses required in the eligible student's degree plan or developmental courses required in preparation for meeting degree requirements. Online developmental courses are not eligible for funding.

Note: Enrollment changes may adjust a student's entitlement to benefits

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <http://www.benefits.va.gov/gibill>.

Standards of Satisfactory Progress - The Veterans Administration requires that students receiving veteran's benefits must maintain satisfactory academic progress. Any student receiving benefits who falls under academic warning, suspension or dismissal will be reported to VA.

Work-study for Veterans and Dependents - Eligible students may qualify for the Veterans' Work-Study Program if they are enrolled in at a three-quarter time rate. More information can be obtained at the Veterans Center.

Military Service Mobilization/Deployment Policy -

Students in military service (whether voluntary or involuntary) on active duty in the Armed Forces, including such service by a member of the National Guard or Reserve, when mobilized or deployed for a period of more than 30 days are eligible for special consideration with regard to tuition refunds, credits and reinstatement.

Dependents of military members may also be given consideration under this policy. Dependents are defined as any civilian qualifying as a military dependent under 37 USC 401 currently or as otherwise amended.

Should a student request to be withdrawn from the College after the census date, the student may elect to be either deleted from the registration file and be awarded a full refund of tuition and fees or be administratively withdrawn with no refund and assigned a grade of "W".

The student may elect to receive a refund, or request that refund may be retained and applied toward tuition and fees charged in the semester or term in which the student returns to study.

Students have the opportunity to receive an incomplete grade "I" for courses in progress when mobilized or deployed. In such cases, all course requirements shall be completed within one year from the date of release from active duty or mobilization.

Additionally, students may be given the option of taking their examinations prior to the regular exam schedule.

Students should consult the Veterans Center with any questions about their eligibility prior to seeking approval from the Registrar.

Learning Support Services

Academic Computing Centers

The Academic Computing Centers (ACC) provides computer support for academic instructional and research needs to GCC faculty, staff and students. The Academic Computing Centers are located at the Locust Grove campus and at the Daniel Technology Center in Culpeper. The primary goal of the Academic Computing Centers is to provide GCC faculty, staff, and students with an academic environment that enables the completion of course assignments, review of computer based tutorials, access and sending of email, and document scanning. ACC users have access to the Germanna website to apply for registration, enroll in classes, complete new student orientation online, and look-up their student information. The computers in the Academic Computing Centers are equipped with the Windows Operating System, Microsoft Office Suite, web browsing, virus protection, and various curriculum based software that allows students to access resources outside of the classroom. Equipment available includes computers, scanner and ePRINTit printing kiosks at designated areas. Information for location and hours of operation can be accessed via the college website at <http://www.germanna.edu/academic-computing-centers/>.

GED® Testing Center

The General Educational Development test provides an opportunity to enable individuals who have not graduated from high school to demonstrate the attainment of abilities normally associated with completion of a high school program of study. By achieving satisfactory scores on the GED® test, individuals will be awarded a General Educational Development Certificate by the Commonwealth of Virginia and may qualify for admission to college or for more advanced educational opportunities.

The new 2014 computer-based GED® test consists of four content areas: reasoning through language arts, mathematical reasoning, science and social studies. These tests are designed to measure the concepts and intellectual skills normally acquired during high school. The full test administration (four tests) takes approximately 7 3/4 hours; however, you are not required to take the test in one full sitting.

To register to take the GED® test at Germanna, individuals must meet the following guidelines:

- Germanna's GED® test center serves residents of Stafford, Spotsylvania, Caroline, King George, and the city of Fredericksburg. Test candidates outside the region can register to test if seats are available.
- An applicant normally must be at least 18 years of age.
- To take the computer-based GED test, each applicant must register online using their previously created MyGED® account at www.GED.com.
- There is a registration fee for the computer-based GED® test that must be paid at the time of registration. The current registration fee in Virginia, effective January 1, 2014, is \$30.00 per subject area or \$120 for the full test. Only credit and debit cards are acceptable forms of payment. The test fee amount is subject to change annually.
- A current government-issued Photo ID must be presented before a candidate can take the test.
- Upon request, special accommodations may be available for individuals with physical, emotional, or learning disabilities and should be applied for prior to test registration.

Effective January 1, 2014, a completely new GED® test was implemented nationwide. Only test scores achieved since January 1, 2014 will now count toward earning a GED® certificate in Virginia. Germanna Community College currently operates a Regional GED® Testing Center for the Fredericksburg area at the Fredericksburg Area Campus and conducts Pearson VUE GED® testing for residents of Fredericksburg, Stafford, Spotsylvania, Caroline, and King George.

GED® testing is also available for residents of Culpeper and Orange at the Daniel Technology Center. For more information, call (540) 937-2932.

All individuals must register through their previously created MyGED® account at www.GED.com.

The Germanna Regional GED® Test Center for the Fredericksburg area is located at the Fredericksburg Area Campus of Germanna Community College.

Interested individuals, who would like additional GED® test information, may call Germanna at (540) 834-1035 or call the Rappahannock Area Regional Adult Education Office at (540) 898-8165.

More detailed GED® testing information is available on Germanna's web site at www.germanna.edu/ged_testing.

GED® and the GED Testing Service® are registered trademarks of the American Council on Education (ACE). They may not be used or reproduced without the express written permission of ACE or GED® Testing Service. The GED® and GED Testing Service® brands are administered by GED® Testing Service LLC under license from the American Council on Education.

High Tech Testing Services

High Tech Testing is administered by appointment at the Fredericksburg Area Campus and Daniel Technology Center in Culpeper. Many Pearson VUE, CompTIA and Certiport Microsoft certification tests are available. Also available is the Career Readiness Certificate (CRC) assessment. For more information, you may visit our web site www.germanna.edu, call 540-834-1022, or email: HighTechTesting@germanna.edu.

Library Services

The library is one of the central hubs of college life at Germanna. Students have access to computers with Internet connections, printing capabilities, and software that supports coursework. Additionally, Germanna's Wi-Fi network can be accessed in the library on laptops, tablets, and cellphones. Students also have access to technology-enhanced group study rooms, and quiet study spaces. Library staff are available to provide research assistance.

The library also provides access to a comprehensive collection of print and electronic books, as well as thousands of magazines, newspapers, and journals, most of which are easily accessible via online databases. Students can locate and access library materials by visiting the library's homepage at <http://www.germanna.edu/library>. From the library's homepage, students can also access research guides and tutorials for help identifying, finding, evaluating, and using information ethically and effectively. The library's online resources are accessible on or off campus. When accessing online resources off campus, students are prompted to log in using their Blackboard username and password.

Student Technical Help Desk

The Student Technical Help Desk at Germanna Community College fields student inquiries about online services and technology. The Student Technical Help Desk offers: phone assistance, email assistance, and an online request form for students to submit questions regarding various computer-related tasks and applications. For more information, you may visit our web site www.germanna.edu/help-desk/, call 540-891-3077, or email StudentHelpDesk@germanna.edu.

This team is dedicated to providing timely, quality service to students to ensure they have the technology assistance necessary to be successful during their academic careers. It provides technical support for students trying to access online services or those using other technologies provided by the institution for success during their coursework. Provide assistance to learners in the following areas:

- Reset passwords for myGCC
- Troubleshoot Blackboard issues
- Answer general SIS questions
- Answers to general computer-related questions

Testing Services

Testing services are provided at the Fredericksburg Area and Locust Grove campuses. Testing centers may be used for faculty assigned make-up tests, proctored tests/activities for distance education, English and Math placement, TEAS, HESI, and computer competency testing. Testing Services provides proctoring for students participating in classes at other Virginia Community College System (VCCS) institutions at our Fredericksburg and Locust Grove campuses. Information for location and hours of operation can be accessed via Germanna's web site at <http://www.germanna.edu/testing/>.

Tutoring Services

Germanna students have access to free tutoring as well as numerous academic enrichment programs and resources through Tutoring Services. Students may schedule individual or group tutoring appointments by calling the Locust Grove Tutoring Center at (540) 423-9148 or the Fredericksburg Tutoring Center at (540) 891-3017. Students can also submit online requests for tutoring appointments directly from the Tutoring Services' website.

Walk-in Math tutoring is available to students on a daily basis within Tutoring Services' Math Centers at the Fredericksburg and Locust Grove Campuses.

Students who wish to obtain assistance with writing assignments can visit Tutoring Services' Writing Center or attend one of the daily writing lab sessions at the Locust Grove Tutoring Center. The specific hours and locations are listed on the Tutoring Services' website.

Students enrolled in classes at the Daniel Technology Center or the Stafford County Center are welcome to seek tutoring at either the Fredericksburg or Locust Grove Tutoring Center; however, they also have the option to engage in "live" video chat tutoring sessions via Blackboard Collaborate. Students may call either Tutoring Center to schedule an appointment.

Registered students also have access to online tutoring during day, evening, and weekend hours by logging in to Smarthinking from the Tutoring Services' website. Students have the option of engaging in "live" online sessions, pre-scheduled sessions, or they may submit writing assignments to the Writing Center for review by online tutors. Numerous academic resources and study skill guides are also available within Smarthinking.

Students may contact either Tutoring Center to learn about how to establish study groups or to register for a variety of academic tutorials and study skills workshops throughout the year. To access online workshops, helpful academic handouts, Virginia Placement Test (VPT) preparation resources, and links to reputable educational resources, please visit the Tutoring Services' website at www.germanna.edu/tutoring/.

Academic Information

Academic Calendar

The College operates on a semester system with a Fall and Spring semester and Summer terms. The College calendar is published in the Catalog and Student Handbook and is available on the college's web site: www.germannacollege.edu.

Academic Degrees and Certificates

The following academic degrees or certificates are offered upon successful completion of approved programs at the College.

An Associate of Arts & Sciences Degree (AA&S) is awarded to students who complete requirements in specialized curricula such as: Business Administration, Education, General Studies, Liberal Arts, and Science. This degree is appropriate for those students who plan to transfer to four-year institutions after completing a program of study at Germanna.

An Associate of Science (AS) is awarded to students who complete requirements in Engineering. This degree is appropriate for those students who plan to transfer to four-year institutions after completing the Engineering program at Germanna.

An Associate of Applied Science Degree (AAS) is awarded to students who complete major requirements in one of the occupational-technical curricula and may plan to obtain full-time employment upon graduation from Germanna.

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

A Career Studies Certificate (CSC) is awarded to students who complete one of the career studies programs. Career studies programs are developed and implemented in response to community needs when institutional resources permit. The College reserves the right to withdraw program offerings if there is not sufficient demand or for other appropriate reason.

Academic Honesty

The faculty of Germanna Community College recognizes that academic honesty is an integral factor in developing and sharing knowledge. We practice academic honesty in our classes and require academic honesty from our students. GCC students are expected to demonstrate complete honesty and integrity in the completion and presentation of all academic assignments and examinations. Students found guilty of cheating, plagiarism, or other dishonorable acts in academic work are subject to College disciplinary action. Academic penalty in the course is determined by the instructor.

Academic Dishonesty: Academic dishonesty is cheating and plagiarism.

Academic dishonesty includes, but is not limited to:

- Intentionally using material verbatim from a source without giving credit. Copying verbatim from an Internet source is plagiarism.
- Rewriting material from a source without giving credit.
- Using information from an Internet source without giving credit.
- Submitting the work of another person as your own work.
- Using/copying work from another student or that student's electronic storage device and submitting it for a grade.
- Copying from another person's paper, test or homework.
- Allowing someone else to copy/use your work (paper, homework, quiz, or test) and submitting it or a grade.
- Violating VCCS Computer Ethics Guidelines in the pursuit of academic studies.

For additional information please see Academic Honesty in the Student Handbook.

Intellectual Property Policy 80410: Intellectual Property

1. Purpose

Germanna Community College supports creativity, innovation and invention among its students, faculty, and staff. The intent of this policy is to assure that any intellectual property produced by an employee and/or a student at Germanna Community College will be protected for the benefit of the creators and the College. This policy is subject to applicable law and is consistent with the State Council of Higher Education for Virginia (SCHEV) Draft Guidelines for the Development of Patent and Copyright Policies and Procedures by State Supported Institutions of Higher Education of May 6, 1987.

2. Policy

2.1 Germanna Community College adheres to the policies of the Virginia Community College System (VCCS) relative to intellectual property, copyright issues, and revenue derived from the creation of intellectual property. The VCCS policy determines ownership rights and responsibilities regarding intellectual property produced by a student and/or an employee. Detailed descriptions of the VCCS Intellectual Property Policy are in Section 12 of the VCCS Policy Manual.

2.2 Ownership of Intellectual Property

VCCS claims ownership of intellectual property produced by any VCCS employee or student as follows:

When produced as a result of assigned duty except as otherwise provided by a separate written agreement or waiver which is executed by a duly authorized officer of a college or the VCCS.

Which was developed with the substantial use of college resources except as otherwise provided by separate written agreement or waiver which is executed by a duly authorized officer of a college or the VCCS.

Development or delivery of a distance learning course is considered a substantial use of college resources whether the faculty member is compensated or not.

Faculty and staff are strongly encouraged to address any concerns about ownership interests through a separate written agreement prior to the development of intellectual property.

3. Procedures

3.1 A creator may file an intellectual property dispute regarding, but not limited to, ownership, royalty payments and publication of intellectual property by submitting a dispute in writing to the Vice President for Academic Affairs. The dispute must be filed within 3 months of the occurrence.

3.2 The Vice President for Academic Affairs shall assemble an ad hoc review committee to review the dispute and make a recommendation to the Vice President for Academic Affairs, who will render a decision in writing. The process will take no longer than 60 days after the dispute is filed.

3.3 A creator may appeal a decision to the President. The President's decision is final.

3.4 The Vice President for Academic Affairs will submit an annual report as needed

in accordance with guidelines in Section 12.1.11 of the VCCS Policy Manual.

4. Definitions

VCCS Intellectual Property Section 12.0.1

A. Intellectual Property includes but is not limited to any material defined within one or more of the following categories:

A potentially patentable machine, product, composition of matter, process, or improvement, in any of these:

- An issued patent;
- A legal right which is part of a patent; or
- Anything that is copyrightable. Some examples of copyrightable intellectual property include:

Written Materials – literary, dramatic, and musical materials or works, published or unpublished;

Coursework – lectures, printed materials, images and other items used in the delivery of a course, regardless of the physical medium of expression;

Visual and/or Recorded Materials – sound, visual, audio-visual, and other television films or tapes, video tapes, motion pictures or other recordings or transcriptions, published or unpublished; and

Computer-Related Materials – computer programs, procedures and other documents involved in the operation and maintenance of a data processing system, including program listings, compiler tapes, a library of sub-routines, user and programmer manuals, specifications, and databases.”

B. Substantial Use of College Resources involves 1) more than 10% of the normal duty time of an administrator or classified employee in any semester 2) released or reassigned time from the creator’s normal duties 3) more than 20% of the work hours of assisting college employees in any semester or 4) procurement of special supplies, services, equipment, or other support by the College. The total value of identifiable resources shall not exceed \$10,000 for a specific intellectual property

5. References

VCCS Policy Section 12 – <http://cdn.vccs.edu/wp-content/uploads/2013/07/sec12.pdf>

6. Point of Contact

Vice President for Academic Affairs

7. Approval and Revision Dates

College Council: February 27, 2015

President’s Council: February 20, 2015

College Board: May 21, 2015

Credits

College-level Course Credits: The credit for each course is indicated after the title in the course description. One credit is equivalent to one collegiate semester hour credit. Each semester hour of credit given for a course is based on the “academic hour,” which is equivalent of 50 minutes of formalized, structured instructional time in a particular course weekly for fifteen weeks plus the exam or evaluation.

Curriculum Changes/Transfer Between Curricula

Students who want to change their program or course of study while at Germanna Community College should discuss their intentions with an academic advisor. Once a decision to transfer to another curriculum has been finalized, the student should submit a Request for a Change of Curriculum or Advisor form

to the Welcome Center of their nearest Germanna location. The change will be effective during the current term if submitted prior to the census date. All requests received after this identified date will be effective for the next term.

Transfer students must also request a reevaluation of their transcripts based on the requirements of the new curriculum. Graduation requirements will be determined by the catalog in effect at the time of the curriculum change.

Please see “Catalog Used for Graduation” under “Graduation Requirements and Procedures” later in this section of the catalog.

Developmental Studies

Developmental courses are designed to provide the basic skills and knowledge necessary for success in college-level classes. These courses, which are numbered 01-09, are available in writing, reading, arithmetic, and algebra. All students will be required to demonstrate college readiness through assessment and/or transcript review and may be required to take placement tests in math, writing, and reading to aid in placing students in the appropriate courses. Students who do not meet required placement levels must enroll in developmental studies courses. The scores from these tests provide counselors and faculty advisors with objective information to place students in the most appropriate classes.

Developmental classes do not satisfy graduation requirements and do not transfer to four-year institutions. Developmental courses carry one to eight credits for the purpose of tuition payment, calculation of course load, and enrollment status (full-time/part-time).

Students who experience difficulty with an entry-level class for which there is a preparatory developmental course may add the developmental course that is better suited to their skills. However, course changes after the beginning of the term require the approval of the appropriate Dean of Instruction or designee.

Grades in developmental courses are S (Satisfactory), R (Re-enroll), or U (Unsatisfactory). A grade of S (Satisfactory) means that the student has satisfactorily completed the course objectives. Students making satisfactory progress but not completing all of the objectives for a developmental course will receive an R (Re-enroll) and must re-enroll and repeat the entire course. Students not making satisfactory progress will receive a U (Unsatisfactory) and cannot progress until a grade of S is achieved. Any questions concerning developmental studies or student placement in developmental classes should be directed to the appropriate Dean.

Developmental Course Credits: Courses numbered 01-09 do not satisfy graduation requirements and do not transfer to four-year institutions. Developmental courses carry 1 to 8 credits for the purpose of tuition payment, calculation of course load, and enrollment status (full-time/part-time). For more information visit the “Are You Germanna Ready” website at <http://www.germanna.edu/are-you-germanna-ready/>.

Distance Learning

Germanna Community College’s Distance Learning Department is committed to provide quality accessible learning opportunities that extend beyond the traditional classroom and that serve a diverse community population. To serve that commitment, we offer online, hybrid, and interactive video courses.

All online course instruction is delivered via the Internet. Hybrid courses are a combination of campus lecture and online instruction. Finally, we offer interactive video courses which are available simultaneously at multiple campuses using a live interactive video system.

The Distance Learning Department provides the Orientation to Online Learning and a self-assessment test through Smarter Measures for students who are new

to online courses. These resources are available online through the distance learning webpage and Orientation to Online Learning via the college website at <http://www.germanna.edu/distance-learning/orientation-to-online-learning/>.

Examinations

VCCS (section 5.6.1) policy: Examinations (SB): Students shall be expected to take examinations at the regularly scheduled times. No exceptions shall be made without the permission of the Chief Academic Officer, or another appropriate academic administrator, and the instructor of the course.

Final Exams (or any meaningful activity such as individual student conferences) will be held according to the posted Germanna schedule. Final examination (day, time and location) must be included in the course outline.

Recognition (Academic)

Academic Honors: Any student whose semester GPA is 3.20 or above will be placed on the Academic Honors List for that semester. The statement "Academic Honors" will be printed on the transcript.

President's List: Any student who has completed a minimum of 24 credits at Germanna Community College and whose cumulative GPA is 3.8 or higher, earned a semester GPA of 3.5 or higher, and earned no grades of D, F, I or U for the semester will be placed on the President's List. The statement "President's List" will be printed on the transcript.

Dean's List: Any student, who has completed at least 12 credits per semester OR completed at least 6 non-developmental credit hours for the semester and earned a semester GPA of at least a 3.5, will be placed on the Dean's List. The statement "Dean's List" will be printed on the transcript.

Repeating a Course

Students are limited to two enrollments in the same credit course. Requests to enroll in the same course for a third time must be documented on a Request to Repeat Course form and approved by the Vice President of Academic Affairs or designee prior to registration. Repeating a course will affect a student's grade point average and may negatively affect financial eligibility.

When courses are repeated, only the last course grade attained is counted in the computation of the cumulative grade point average and for satisfying graduation requirements. However, all prior attempts will remain on the student's permanent academic record. This policy applies only to courses taken and repeated since summer 1994, and also courses taken since Summer 1988 and repeated since Fall 1996. Implementation of this policy does not revise any GPA calculations for prior terms or any academic, financial, or administrative events that have occurred in the past. Questions should be directed to the Registrar.

Standards of Satisfactory Academic Progress

Students must meet all of the following conditions in order to make satisfactory academic progress. Total credits attempted must be less than 150% of the program length. Students must earn a grade of A, B, C, D, or S in at least 67% of all credits attempted on a cumulative basis. Grades of F, I, U, R, W and X are not considered satisfactory grades. Students who have attempted 1-15 credits must have a minimum cumulative GPA of 1.50. Students who have attempted 16-30 credits must have a minimum cumulative GPA of 1.75. Students who have attempted more than 30 credits must have a minimum cumulative GPA of 2.00. Students are limited to a total of 30 semester hours in developmental courses.

Academic Standing

The College keeps students informed of their academic standing. A statement

is printed on the student's record to indicate academic warning, probation, suspension, or dismissal. Similarly, a statement will indicate when acceptable academic standing has been achieved. 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 2.00 "C" grade point average and to make normal academic progress toward graduation.

Good Academic Standing: Students are considered to be in "good academic standing" if they maintain a minimum Grade Point Average (GPA) of 2.00 per semester, are eligible to re-enroll at the College, and are not on academic suspension or dismissal status. Students should maintain a cumulative GPA of 2.00 in order to take online classes.

Academic Warning: Students who fail to attain a minimum GPA of 2.00 for any semester shall receive an academic warning. The statement "Academic Warning" will be printed on the student's record. Students on academic warning are encouraged to meet with their academic advisor and are not eligible to take online classes if their cumulative GPA is below 2.00, unless approved by the appropriate Dean of Instruction.

Academic Probation: Students who fail to maintain a cumulative GPA of 1.50 will be on academic probation until such time as their cumulative average is 1.75 or better. The statement "Academic Probation" will be printed on their permanent records. Students on academic probation are ineligible to take online classes. Students on academic probation are ineligible to hold office in student organizations unless the Dean of Student Development grants special permission. Students usually will be required to carry a lighter course load the following semester. Students will be subject to academic probation only after they have attempted 12 semester credit hours.

Academic Suspension:

Students on academic probation who fail to attain a GPA of 1.50 for the next semester of attendance will be subject to academic suspension. Students may be suspended only after attempting 24 credit hours. The statement "Academic Suspension" will be printed on the student's permanent records. Students who have been informed that they are on academic suspension but wish to be considered for reinstatement may submit a written appeal to the Registrar for consideration by the Admissions Committee.

Reinstatement after Academic Suspension: Reinstatement after the suspension period is not automatic. The suspended student must submit a written petition for readmission/reinstatement to the Registrar for consideration by the Admissions Committee. The petition may be hand delivered to a campus Welcome Center or sent via email to: admissions@germanna.edu. The petition should address the student's academic goals, explain the academic difficulties that led to suspension, and describe what has been done to enhance the student's chance for success. The Admissions Committee will review the petition within sixty business days. The Registrar will contact the student regarding the outcome of the petition for reinstatement. Students approved for reinstatement will be subject to special provisions. The decision of the Admissions Committee is final and not subject to appeal.

Academic Dismissal:

Students who do not maintain at least a 2.0 GPA for the semester of reinstatement to the College following academic suspension will be academically dismissed. Students who have been placed on academic suspension and achieve a 2.0 GPA for the semester of their reinstatement must maintain at least a 1.75 GPA in each subsequent semester of enrollment.

Students remain subject to dismissal until their cumulative GPA is raised to a

minimum of 1.75. Failure to attain a 1.75 GPA in each subsequent semester until cumulative GPA reaches 1.75 will result in academic dismissal. The statement "Academic Dismissal" will be printed on the transcript. Academic dismissal normally is permanent unless, with good cause, the student reapplies and is accepted under special consideration for readmission. Dismissed students should direct a written petition for readmission to the Registrar for consideration by the Admissions Committee.

Academic Renewal

Currently enrolled students who return to the College after a separation of 5 years (60 months) or more may petition for academic renewal. The request must be made on the Academic Renewal Petition form and submitted to the Welcome Center. If a student is determined to be eligible for academic renewal, "D" and "F" grades earned prior to re-enrollment will remain on the permanent record, but will be deleted from the cumulative and curriculum GPA, subject to the following conditions:

- Prior to petitioning for academic renewal, the student must demonstrate a renewed academic interest and effort by earning at least a 2.5 GPA in the first 12 semester hours completed after re-enrollment.
- All grades received at the College will be a part of the student's official transcript.
- Students will receive degree credit only for courses in which grades of "C" or better were earned prior to academic renewal, providing that such courses meet current curriculum requirements.
- Total hours for graduation will be based on all course-work taken at the College after readmission, as well as former course work for which a grade of "C" or better was earned, and credits transferred from other colleges or universities.
- The academic renewal petition may be used only once and cannot be revoked once approved. Contact the Registrar for further information.

Attendance Standard

Class attendance is an integral part of a sound academic program for most classes at Germanna. However, alternate teaching techniques, which may not require class attendance, may also be a part of a sound academic program. Class attendance requirements are found in the course outline, which the instructor provides to students in each course. Germanna students are expected to be present and on time at all regularly scheduled classes and laboratory meetings.

In accordance with VCCS Policy 5.6.0 regarding credit courses, ". . . In order to receive any letter grade, a student must have attended a minimum of one class meeting or the equivalent in the case of a distance learning course. . . . Students who enroll in a course but do not attend a minimum of one class meeting or the distance learning equivalent by the census date or earlier date as defined and published by the institution must be administratively deleted from the course by the college."

When a faculty member determines that a student has not met the class attendance requirements in the course outline, the faculty member may submit a Registration Form, showing the last date of attendance by the student, to the Admissions and Records Office. A grade of "W" will be recorded for all withdrawals, whether initiated by the student or by the faculty member through the published "Last Day to Withdraw without Academic Penalty." Students withdrawn after the withdrawal deadline will receive a grade of "F" except under mitigating circumstances, which must be documented by the student and approved by the Dean of Instruction or designee. Please see "Withdrawing from a Course" under "Registration Information" in the Academic Information section of this catalog for additional information.

Attendance Standard Recommendation:

If class meeting times during the week are:	Absences permitted are:
1	2
2	4
3	6
4	8

This is based on 16-week course.

Frequent absences may result in the termination of Veterans Benefits and other programs of financial assistance.

Classification of Students

All students are classified according to the following categories: Curricular/ Non-curricular, Freshman/Sophomore, Full-time/Part-time.

Curricular Students

Curricular students are those who wish to pursue, on a full- or part-time basis, the completion of a degree or certificate offered by the College. For curricular students, the following items are required for official admission:

- A completed College Application for Admission with social security number requested.
- A completed Application for Virginia Domicile (for students requesting in-state tuition rates).
- An official high school or GED transcript.
- Official transcripts from all colleges and universities attended.

High school transcripts may not be required if the record is more than ten years old or the student has completed 20 semester hours (or equivalent) at a regionally-accredited college or university. However, admission to the selective admissions programs may require submission of high school and college transcripts.

Noncurricular Students

A student who is not formally admitted to one of the curricula but who is classified according to one of the following student goals or conditions:

- updating employment skills for present job
- developing skills for a new job
- career exploration
- personal satisfaction and general knowledge
- transient student (may take up to 15 credit hours before being required to change status)
- non-degree transfer student
- high school student (with College & high school approval only)
- general or curricular requirements pending (with College approval only)
- restricted enrollment (with College approval only)
- auditing a course (with College approval only)

Freshman: Fewer than 30 credits completed in the designated curriculum.

Sophomore: 30 or more credits completed in the designated curriculum, including relevant transfer credits.

Full-time: Enrolled in 12 or more credits per semester.

Part-time: Enrolled in fewer than 12 credits per semester.

Computer Competency Requirements

Germanna Community College supports the Virginia Community College System (VCCS) belief that all students should experience a teaching-learning environment that espouses computer and information literacy in accessing electronic resources and applying knowledge through technology. The

College endorses the principle of computer competency for all students' intent on completing a curriculum in excess of 45 semester credits. Germanna Community College ensures that students graduating in programs in excess of 45 semester credits will be able to:

- demonstrate a working knowledge of computing concepts, components, and operations to accomplish educational and career tasks;
- use appropriate components of an integrated productivity software package involving word processing, spreadsheet, database, presentation, and/or communication applications;
- access, retrieve, assess, and apply networked information resources (for ex., on-line catalog, virtual libraries, the Internet and World Wide Web); and
- use telecommunication software (for example, electronic mail, learning management systems, blog, etc.) to communicate with faculty students, and information providers.

Students may satisfy the computer competency requirement at Germanna Community College by passing ITE 115 or an equivalent competency test. The computer competency exam can only be taken once. No credit will be awarded. Student must score 70% on each area of the exam. For more information about the competency exam, please contact Testing Services. There may be a fee to take the computer competency test.

General Education

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. VCCS degree graduates will demonstrate competency in the following general education areas: communication, critical thinking, cultural and social understanding, information literacy, personal development, quantitative reasoning, and scientific reasoning. The associate degree programs within the Virginia Community College System support a collegiate experience that focuses on the above definition and attendant areas. The general education outcomes shall be included in the catalog of each college. (VCCS Policy Manual Sections 5.2.0, May 2006).

General Education Goals and Student Learning Outcomes

VCCS degree graduates will demonstrate competency in the following general education areas:

- 1. Communication:** A competent communicator can interact with others using all forms of communication, resulting in understanding and being understood. Degree graduates will demonstrate the ability to:
 - a. understand and interpret complex materials;
 - b. assimilate, organize, develop, and present an idea formally and informally;
 - c. use standard English;
 - d. use appropriate verbal and non-verbal responses in interpersonal relations and group discussions;
 - e. use listening skills;
 - f. recognize the role of culture in communication.
- 2. Critical Thinking:** A competent critical thinker evaluates evidence carefully and applies reasoning to decide what to believe and how to act. Degree graduates will demonstrate the ability to:
 - a. discriminate among degrees of credibility, accuracy, and reliability of inferences drawn from given data;
 - b. recognize parallels, assumptions, or presuppositions in any given source of information;
 - c. evaluate the strengths and relevance of arguments on a particular question

- or issue;
- d. weigh evidence and decide if generalizations or conclusions based on the given data are warranted;
- e. determine whether certain conclusions or consequences are supported by the information provided,
- f. use problem solving skills.

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

- a. assess the impact that social institutions have on individuals and culture—past, present, and future;
- b. describe their own as well as others' personal ethical systems and values within social institutions;
- c. recognize the impact that arts and humanities have upon individuals and cultures;
- d. recognize the role of language in social and cultural contexts;
- e. recognize the interdependence of distinctive world-wide social, economic, geopolitical, and cultural systems.

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

- a. determine the nature and extent of the information needed;
- b. access needed information effectively and efficiently;
- c. evaluate information and its sources critically and incorporate selected information into his or her knowledge base;
- d. use information effectively, individually or as a member of a group, to accomplish a specific purpose;
- e. understand many of the economic, legal, and social issues surrounding the use of information and access and use information ethically and legally.

5. Personal Development: An individual engaged in personal development strives for physical well-being and emotional maturity. Degree graduates will demonstrate the ability to:

- a. develop and/or refine personal wellness goals;
- b. develop and/or enhance the knowledge, skills, and understanding to make informed academic, social, personal, career, and interpersonal decisions.

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

- a. use logical and mathematical reasoning within the context of various disciplines;
- b. interpret and use mathematical formulas;
- c. interpret mathematical models such as graphs, tables and schematics and draw inferences from them;
- d. use graphical, symbolic, and numerical methods to analyze, organize, and interpret data;
- e. estimate and consider answers to mathematical problems in order to determine reasonableness;
- f. represent mathematical information numerically, symbolically, and

Figure 1 - How to Figure Grade Point Average

A = 4 Grade Points B = 3 Grade Points C = 2 Grade Points D = 1 Grade Point F = 0 Grade Points

Dept.	No.	Sec.	Course Title	Credits Attempted	Credits Completed	Grade	Quality Pts
BIO	102	01	General Biology II	4	4	B	12
MTH	120	01	Introduction to Mathematics	3	3	A	12
ENG	111	03	College Composition I	3	3	B	9
IST	114	01	Fundamentals of Computer Info. Sys.	3	3	B	9
PED	126	01	Archery	1	1	B	3
BUS	200	01	Principles of Management	3	3	B	9
Semester Totals:				17	17		54

Semester GPA: 3.18

Quality points are computed by multiplying the number of credits completed by the grades earned. For example, for BIO 102--1 (4 credits), the student earned a B grade (3 points): 4 credits X 3 points = 12 quality points. Semester grade point average is computed by dividing the total quality points earned by the total credits attempted. For example, 54 divided by 17 = 3.18 semester GPA. Only seven credit hours of "P" grades may be applied toward graduation.

"P", "U", "W", "R", "S", and "X" grades do not count towards the grade point average.

visually, using graphs and charts.

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

- generate an empirically evidenced and logical argument;
- distinguish a scientific argument from a non-scientific argument;
- reason by deduction, induction and analogy;
- distinguish between causal and correlational relationships;
- recognize methods of inquiry that lead to scientific knowledge. (VCCS Policy Manual Section 5.0.2.2, May 2006)

Grading System

In order to receive any letter grade, a student must have attended a minimum of one class meeting or the equivalent in the case of a distance learning course. In a distance learning course, initial student attendance is determined by course participation as measured by accessing and using course materials, completion of a class assignment, participation in a course discussion, or other evidence of participation. Students who enroll in a course but do not attend a minimum of one class meeting or the distance learning equivalent by the census date or earlier date as defined and published by the institution must be administratively deleted from the course by the college. Existing college policies regarding tuition refund shall remain in effect.

The grades of A, B, C, D, P, and S are passing grades. Grades of F and U are failing grades. R and I are interim grades. Grades of W and X are final grades carrying no credit.

The quality of performance in any academic course is reported by a 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 points per credit

Grade Appeals

A change of grade can only be authorized by the faculty member who awarded the grade. Students are encouraged to resolve disputes regarding a grade

through an informal appeal to the instructor. If the dispute is not resolved informally, grade appeals are handled according to procedures outlined in the Student Grievance Procedure. It is important to note that a formal grievance must be filed within 30 business days of the student's knowledge of the grade being disputed. Grades changes initiated by College personnel other than the original faculty member and grades changes for classes taken that are over one year old shall be reviewed and approved by the Vice President of Academic Affairs. (VCCS Policy Manual Section 5.6.0.6)

Grade Point Average

The grade point average (GPA) is determined by dividing the number of grade points earned in courses by the total number of credits attempted. Courses that do not generate grade points are not included in credits attempted.

Developmental credits are not included in the GPA computation.

Semester Grade Point Average: The 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 (see Figure 1, How to Figure Grade Point Average).

Cumulative Grade Point Average: 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 will be counted in the computation.

Curriculum Grade Point Average: A curriculum GPA, which includes only those courses applicable to the student's curriculum, is computed in order to ensure that the student satisfies the graduation requirement for that curriculum. When students repeat a course, only the last grade earned is counted in the computation of the curriculum GPA.

Grade Reports

Final grade reports are available to students via the Student Information System on MyGCC at the end of each semester. No grades will be mailed. Final grades are a part of the student's permanent academic record and are recorded on the student's official transcript.

I Incomplete: No grade point credit. Used for verifiable unavoidable reasons. 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 will be established through student/faculty consultation. 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. A “W” grade will be awarded only under documented mitigating circumstances which must be documented by the student and approved by the Chief Academic Officer of the campus.

P Pass: No grade point credit. Applies only to selected non-developmental courses which have College approval for the pass/unsatisfactory grading option.

U Unsatisfactory: No credit. Applies to Developmental Studies, noncredit courses, and selected credit courses which have College approval for the pass/unsatisfactory grading option.

W Withdrawal: No credit or academic penalty. A grade of “W” is awarded to students who withdraw or are withdrawn from a course after the add/drop period but prior to the completion of 60% of the session. See “Withdrawing from a Course” under “Registration Information” earlier in this section.

R Re-enroll: No credit. Student must re-enroll to satisfactorily meet course objectives. To be used only for Developmental Studies (numbered 01 through 09).

S Satisfactory: No grade point credit. Used only for satisfactory completion of a Developmental Studies course (numbered 01 through 09).

X Audit: No credit. Permission of the Dean of Instruction is required to audit a course. After the last day to drop with a refund, students may not change from credit to audit.

Pass/Unsatisfactory Grading Option:

Grades available under the Pass/Unsatisfactory option are “P” and “U”. A student enrolled in a class under this option receives one or the other of these two grades, except where an “R,” “I,” or “W” is appropriate. Permission of the Dean of Instruction is required for utilizing the Pass/Unsatisfactory option. The “P” grade is not included in GPA calculations. A maximum 7 semester credit hours from courses for which the “P” grade has been awarded may be applied toward completion of a degree or certificate.

Note: The grades of A, B, C, D, P, and S are passing grades. Grades F and U are failing grades. R and I are interim grades. Grades of W and X are final grades carrying no credit.

Graduation Requirements/Procedures and Academic Requirements

To be eligible for a degree, certificate or career studies certificate from the College, a student must have:

- Been admitted to the curriculum in which he/she expects to receive a degree or certificate.
- Fulfilled all of the course and credit hour requirements of the curriculum with 25 percent of the credits completed at GCC.
- Earned a GPA of at least 2.0 on all work attempted which is applicable toward graduation in his/her particular curriculum.
- Satisfied the College’s computer competency requirement for programs of

more than 45 semester hours.

- Fulfilled all exit assessment requirements (including completion of general education assessment instruments for Associate degree candidates).
- Resolved all financial obligations to the College and returned all materials, including library books.
- Been certified for graduation by the Registrar and the Vice President for Academic Affairs.

Final responsibility for meeting all degree requirements rests with the student. Upon recommendation of the Dean of Instruction and the Vice President for Academic Affairs, students who pursue a degree program but are unable to complete the degree requirements may be issued a certificate if the portion of study completed is equivalent to an approved certificate program offered at the College. If an approved certificate in the student’s area of study is not offered at the College, an award of completion may be granted which specifies instructional hours completed.

Catalog Used for Graduation:

Each new catalog becomes effective with the Fall semester of the year in which it is published. The catalog used to determine graduation requirements may be either of the following at the student’s request:

The catalog in effect at the time a student was formally admitted into a curriculum. —OR—

Any subsequent catalog which came into effect while the student was enrolled in that curriculum at GCC.

Note: The catalog used in certifying graduation requirements will have been in effect no more than seven years prior to the time of graduation.

Application for Commencement: Students should apply to attend commencement according to the following schedule:

Semester final course will be completed:	Apply for graduation by:
Fall 2017	September 30, 2017
Spring 2018	December 31, 2017
Summer 2018	May 31, 2018

Applications are available in the Admissions and Records Office and online via myGCC. The College has two formal commencement ceremonies. Students who complete degree requirements during the Summer and Fall semesters will attend commencement following the Fall semester. Students who complete degree requirements during the Spring semester will attend the Spring commencement ceremony. Students will not be permitted to participate in the commencement ceremony prior to the completion of a program of study without administration approval.

Graduation Honors: Students who have fulfilled all requirements applicable to their program are eligible for graduation honors. Graduation honors are determined by the student’s cumulative grade point average and are only applicable to Associate Degrees. Appropriate honors based upon scholastic achievement are recorded on the student’s permanent record as follows:

- 3.2 GPA Cum Laude (with honor)
- 3.5 GPA Magna Cum Laude (with high honor)
- 3.8 GPA Summa Cum Laude (with highest honor)

Second Degree or Certificate: In awarding students an additional certificate or degree, the College may grant credit for all previously completed applicable courses which are requirements of an additional certificate or degree. However, the College reserves the right to determine the appropriateness of awarding additional degrees in order to maintain the academic integrity of the College. A General Studies Degree will not be conferred in addition to another AA&S Degree unless the programs vary by 25% of required credit hours for the second

degree.

Credit for Prior Learning Policy

Germanna Community College believes that a student's prior college-level learning and experience can be recognized and applied to their program of study, potentially saving time and money. Credit for Prior Learning is only applicable towards curriculum requirements at Germanna Community College and does not fulfill the College's residency requirement. If a student plans to transfer, it is critical that the student work with a faculty advisor and/or counselor with regard to the transfer policies at the destination school.

Credit for prior learning may be obtained in the following ways:

Transfer Credit:

Coursework transferred to Germanna Community College must represent collegiate coursework applicable to the student's curriculum, with course content and level of instruction resulting in student competencies at least equivalent to those of students enrolled in Germanna's curricula. Collegiate coursework from regionally accredited institutions typically meets the above criteria. No credit will be given for courses with grades lower than 70% or "C." Technical and computer classes taken more than five years ago will not be accepted for transfer credits.

A student enrolling at Germanna Community College who has been awarded a bachelor's degree from a regionally accredited American institution may be granted transfer credit for ENG 111 and ENG 112. The student must be in a curricular program and must submit official transcripts showing the confer date of the bachelor's degree. A waiver consisting of 6 credits will then be posted by Admissions and Records thereby negating the need to complete ENG 111 and ENG 112. These students will be expected to learn different bibliographic writing styles that they may or may not have experience with prior to attending Germanna.

Regarding transfer credit options for students who are applying with previous course work completed at an accredited college or university in a foreign nation whose language of instruction is English (ex. Canada, England, Australia, etc.), full credit should be given to course work with course equivalency to ENG 111 and/or ENG 112 where applicable.

Regarding transfer credit options for students who are applying with previous course work completed at an accredited college or university in a foreign nation whose language of instruction is a language other than English, credit disbursement will be dependent upon the student's ability to pass the VPT or other equivalent placement testing used by Germanna and the recommendation of three to five full-time English faculty members based upon a writing selection submission. If the student places into ENG 111 after successfully completing the college placement test, the student will be given the option to submit a selection of no less than three collegiate-level writing examples. These writing examples are to be scholarly essays, at least one of which must include academic-level research and adhere to one of the primary formatting models (ex. MLA, APA, Chicago, etc.). Credit can be awarded to the student for either ENG 111 alone or ENG 111 and 112 together based upon the recommendation of the panel of full-time English faculty members. The student is responsible for providing Germanna with a transcript which has been evaluated by an international credentialing service (such as World Education Services/WES or Global Credential Evaluators/GCE).

In order to transfer credit to another college or university, please review their policy for advanced standing/credit for prior learning. Every school has a different standard for accepting transfer credit, credit by exam, and portfolio credit.

Credit by Exam: Credit may be awarded for the successful completion of certain nationally recognized exams such as Advanced Placement (AP), College Level Examination Program (CLEP), DANTES Subject Standardized Tests (DSST) and International Baccalaureate (IB) as well as approved institutionally developed challenge exams known as ABLE exams (Assessment by Local Examination).

Advanced Placement (AP) Examinations

Germanna Community College recognizes the rigor of the College Board AP exams, adheres to the policy established by the VCCS and awards credit in line with the American Council on Education (ACE) guidelines. Course credit is awarded for specific AP exams with a score of 3, 4 or 5. Students should request an official score report be sent from the College Board (<https://apscore.collegeboard.org/scores>) to: Office of Admissions & Records, Germanna Community College, 2130 Germanna Highway, Locust Grove, VA 22508. Please direct inquiries for evaluation of credit to 540-423-9137. Please see the table below for a listing of specific exams and course equivalencies.

AP Examination	GCC Course(s)	Credit	Min. Score
Art History	ART 101-102	6	3
Biology	BIO 101-102	8	3
Chemistry	CHM 111-112	8	3
Calculus AB	MTH 173	5	3
Calculus BC	MTH 173-174	10	3
Comparative Government and Politics	PLS 140	3	3
Computer Science A	CSC 201	4	3
Economics (Macro)	ECO 201	3	3
Economics (Micro)	ECO 202	3	3
English Language & Composition	ENG 111-112	6	3
English Literature & Composition	ENG 111-112	6	3
Environmental Science	ENV 136	3	3
European History	HIS 101-102	6	3
Foreign Language	201-202	6	3
Government & Politics: US	PLS 211	3	3
Human Geography	GEO 210	3	3
Physics 1	PHY 201	4	3
Physics 2	PHY 202	4	3
Physics B**	PHY 201-202	8	3
Psychology	PSY 200	3	3
Statistics	MTH 245	3	3
US History	HIS 121-122	6	3
World History	HIS 111-112	6	3

**** Test titles are no longer available, but credit will still be awarded.**

University of Cambridge Advanced Examinations

Germanna Community College recognizes the rigor of the University of Cambridge Advanced Examinations and adheres to the policy established by the VCCS and awards credit in line with the American Council on Education (ACE) guidelines. Course credit is awarded for specific Cambridge Advanced exams. Students should forward an official score report to: Office of Admissions & Records, Germanna Community College, 2130 Germanna Highway, Locust Grove, VA 22508. Please direct inquiries for evaluation of credit to 540-423-9137. Please see the table below for a listing of specific exams and course equivalencies.

Cambridge Advanced Exam	Grade	GCC Course(s)	Credit
Accounting	A-C	ACC 211-212	7
Biology	A-C	BIO 101-102	8
Business Studies	A-C	BUS 100	3
Chemistry	A-B	CHM 111-112	8
Economics	A-C	ECO 201-202	6
English	A-C	ENG 111-112	6
Foreign Language	A-B	202	3
Mathematics	A-C	Course(s) to be determined based on the combination of completed tests (papers) by student	
Physics	A-B	PHY 201-202	8
Sociology	A-B	SOC 200	3

College Level Examination Program (CLEP)

Germanna Community College accepts many of the College Board's CLEP tests and follows the policy established by the VCCS and awards credit in line with the American Council on Education (ACE) guidelines. Germanna is an official CLEP testing site. To schedule a CLEP test, you may go to www.germanna.edu/testing/clep-testing.asp. For additional information, please contact the Fredericksburg Area Campus High Tech Testing Center at 540-834-1035 or cleptesting@germanna.edu. After test completion, students should request an official score report be sent from the College Board (<http://clep.collegeboard.org/>) to: Office of Admissions & Records, Germanna Community College, 2130 Germanna Highway, Locust Grove, VA 22508. Please direct inquiries for evaluation of credit to 540-423-9137. Please see the table below for a listing of specific CLEP tests and course equivalencies accepted by Germanna Community College.

Business

CLEP Test Title	Required Score	GCC Course	Credit
Financial Accounting	50	ACC 211	4
Introductory Business Law	50	BUS 241	3
Principles of Management	50	BUS 200	3
Principles of Marketing	50	MKT 100	3

College Composition and Literature

CLEP Test Title	Required Score	GCC Course(s)	Credit
American Literature	50	ENG 241-242	6
College Composition	50	ENG 111	3
College Composition Modular	Not Accepted	No Equivalent	0
English Composition with Essay**	50	ENG 111	3
English Literature	50	ENG 243-244	6
Freshman College Composition**	50	ENG 111	3
Humanities	50	HUM 201-202	6

** Test titles are no longer available, but credit will still be awarded.

History and Social Sciences

CLEP Test Title	Required Score	GCC Course	Credit
American Government	50	PLS 211	3
American History I**	50	HIS 121	3
American History II**	50	HIS 122	3
History of the US I: Early Colonization to 1877	50	HIS 121	3
History of the US II: 1865 to Present	50	HIS 122	3
Human Growth and Development	50	PSY 230	3

Intro to Psychology	50	PSY 200	3
Intro to Sociology	50	SOC 200	3
Principles of Macroeconomics	50	ECO 201	3
Principles of Microeconomics	50	ECO 202	3
Western Civilization I	50	HIS 101	3
Western Civilization II	50	HIS 102	3

** Test titles are no longer available, but credit will still be awarded.

Sciences and Mathematics

CLEP Test Title	Required Score	GCC Course(s)	Credit
Biology	50	BIO 101-102	8
Calculus	50	MTH 173	5
Chemistry	50	CHM 111-112	8
College Algebra	50	MTH 161	3
College Mathematics	50	MTH 154	3
Precalculus	50	MTH 162	3

World Languages

CLEP Test Title	Required Score by Level		Credits Awarded by Level		Equivalent Courses by Level	
	1	2	1	2	1	2
French Language	50	59	8	14	FRE 101-102	FRE 101, 102, 201, 202
German Language	50	60	8	14	GER 101-102	GER 101, 102, 201, 202
Spanish Language	50	63	8	14	SPA 101-102	SPA 101, 102, 201, 202

DANTES Subject Standardized Tests (DSST)

Germanna Community College accepts many of Prometric's DSSTs and follows the policy established by the VCCS and awards credit in line with the American Council on Education (ACE) guidelines. Students should request an official score report be sent from Prometric's website (<http://getcollegedcredit.com/>) to Office of Admissions & Records, Germanna Community College, 2130 Germanna Highway, Locust Grove, VA 22508. Please direct inquiries for evaluation of credit to 540-423-9137. Please see the table below for a listing of specific DSST tests and course equivalencies.

Business

DSST Test Title	Required Score prior to 2008	Required Score after 2008	GCC Course(s)	Credit
Business Mathematics	48	400	BUS 121	3
Human Resource Mgmt	46	400	BUS 205	3
Introduction to Business	46	400	BUS 100	3
Personal Finance	46	400	FIN 107	3
Principles of Finance	46	400	FIN 215	3
Principles of Supervision	46	400	BUS 211	3

Health

DSST Test Title	Required Score prior to 2008	Required Score after 2008	GCC Course(s)	Credit
Health and Human Development	48	400	HLT 110	3

Humanities

DSST Test Title	Required Score prior to 2008	Required Score after 2008	GCC Course(s)	Credit
Art of the Western World	48	400	ART 100	3
Ethics in America	46	400	PHI 226	3
Introduction to World Religions	48	400	REL 230	3

Math

DSST Test Title	Required Score prior to 2008	Required Score after 2008	GCC Course(s)	Credit
Principles of Statistics	48	400	MTH 245	3

Physical Science

DSST Test Title	Required Score prior to 2008	Required Score after 2008	GCC Course(s)	Credit
Environment & Humanity	46	400	ENV EEE	3
Principles of Physical Sci. I	47	400	PHY EEE	3

Social Sciences

DSST Test Title	Required Score prior to 2008	Required Score after 2008	GCC Course(s)	Credit
A History of the Vietnam War	44	400	HIS EEE	3
Criminal Justice	49	400	ADJ 100	3
Human/Cultural Geography	48	400	GEO 210	3
Intro. to Law Enforcement	45	400	ADJ 110	3
Lifespan Devel. Psychology	46	400	PSY 230	3
A History of the Soviet Union	45	400	HIS EEE	3

Technology

DSST Test Title	Required Score after 2008	GCC Course(s)	Credit
Computing and Information Technology	400	ITE 100	3

(Note: test results over 5 years old will not be accepted)

International Baccalaureate (IB) Examinations

Germanna Community College recognizes the quality of the International Baccalaureate Program and follows the policy established by the VCCS and awards credit on a course-by-course basis. Course credit will be given for scores of 5, 6, or 7 on the higher level (HL) examinations. No credit will be awarded solely for earning a Diploma, for the results of any standard level examinations, or for scores below 5 on higher-level examinations. Students should request an official score report be sent from the IBO (<http://www.ibo.org/iba/transcripts/>) to: Office of Admissions & Records, Germanna Community College, 2130 Germanna Highway, Locust Grove, VA 22508. Please direct inquiries for evaluation of credit to 540-423-9137. Please see the table below for the specific IB exams and course equivalencies.

IB HL Exam	GCC Course(s)	Credits	Minimum Score
Biology	BIO 101-102	8	5
Chemistry	CHM 111-112	8	5
Economics	ECO 120	3	5
English A1 or B	ENG 111	3	5
French A1 or B	FRE 201-202	6	5

History	HIS 101	3	5
Mathematics	MTH 173	5	5
Physics	PHY 201-202	8	5
Psychology	PSY 200	3	5
Spanish A1 or B	SPA 201-202	6	5
Visual Arts	ART 131	4	5

Assessment by Local Exam (ABLE)

Using exams prepared by GCC faculty, Assessment by Local Exam (ABLE) allows students to receive credit for courses by demonstrating they have acquired the competencies through prior education or other experiences. In most cases, students must contact the department offering the exam to determine if they are qualified to take the exam; they may have to meet certain background requirements in order to qualify.

There is no charge for ABLE exams or for having credit recorded on the student's permanent record. Credits earned through ABLE exams do not count toward the College residency requirement and may or may not transfer to other institutions of higher education.

Currently GCC has one ABLE exam. The Student Development Assessment by Local Exam (SDV ABLE) allows students to receive one credit for the SDV course requirement by demonstrating they have acquired the competencies through prior education or other experiences. The Credit for Prior Learning option includes two parts: (1) the SDV ABLE EXAM on content covered in the SDV 100 course; and (2) the completion of a receipt form with signature acknowledging the student has received a copy of the College's Student Handbook. To be eligible to take the SDV ABLE Exam option, students must be transferring into Germanna from another accredited institution of higher education with a minimum of 24 credits but with no completed degree. Students must meet additional criteria as well, so students should contact the Assistant Dean of Student Development in order to determine eligibility for this option.

ABLE Exam	GCC Course	Credits
SDV ABLE	SDV 100: College Success Skills	1

IC3 Computer Competency Test

GCC requires many degree-seeking students to demonstrate proficiency in computer operations and software applications. Students have the option of taking the three credit hour ITE 115 course or taking and passing the IC3 Computer Competency Test with a **score of 700 or better**. No credit is awarded for successful completion of the IC3 Test. Students can only take the test ONCE, so you are strongly encouraged to study for this test. You are not allowed to retake if you do not pass on the first attempt. If you do not pass the exam, you will be required to take ITE 115. The IC3 Computer Competency Test is available by appointment with the Testing Center.

Credit for Military Training:

Credit may be awarded for military training and experience as recommended by the American Council on Education (ACE) as those credits fit into the specific curriculum selected by the student (<http://www.acenet.edu/news-room/Pages/Military-Guide-Online.aspx>).

Students with experience in the Army, Coast Guard, Marines, National Guard, and Navy must request a review of their military training and experience be transcribed through the Joint Services Transcript (<https://jst.doded.mil/smart/>), while students with experience in the Air Force must request their Community College of the Air Force transcript. Two physical education credits may be awarded to a student who can provide their DD214, if they are unable to retrieve transcripts any other way. Transcripts may be sent to: Office of Admissions & Records, Germanna Community College, 2130 Germanna

Highway, Locust Grove, VA 22508. Please direct inquiries for evaluation of credit to 540-423-9137.

Credit for Other Courses

Credit may be awarded for courses that do not meet the College's normal criteria for transfer in accordance with established articulation agreements or as recommended by the ACE typically in the applied degree programs. See below for specific guidelines on articulated credit for particular programs. To obtain transfer credit for advanced standing, students must request that official documentation be forwarded directly from the issuing institution to: Office of Admissions & Records, Germanna Community College, 2130 Germanna Highway, Locust Grove, VA 22508. Please direct inquiries for evaluation of credit to 540-423-9137.

Experiential Learning Portfolio Credit

Students with a range of significant life experiences may already possess learning equivalent to college-level coursework. These experiences may be converted into one or more Germanna Community College courses, up to 15 credit hours, through the creation and evaluation of portfolios documenting the experience and how it meets course learning outcomes. One option for portfolio review is administered externally using the LearningCounts program run by the Council for Adult and Experiential Learning (CAEL). Possible learning experiences meriting college credit include work, military service, volunteering, travel, and independent study.

NOTE: Students should be aware that experiential learning credit from Learning Counts will not transfer to all four-year institutions. Those planning to transfer should verify the policies of their desired four-year institution BEFORE pursuing portfolio credit.

Students interested in gaining credit for experiential learning should take the following steps:

1. Review the course content summary at <http://applications.germanna.edu/course-content-summaries/> for each course for which you would like to gain credit and verify that your experience meets all course outcomes listed. The Credit for Prior Learning Specialist can assist you in making this determination.
2. There are currently two options for taking a portfolio writing class and submitting that portfolio for evaluation. One is a self-paced, no-instructor, online course through LearningCounts. The other option is an instructor-led, online course from another VCCS College. Contact the Credit for Prior Learning Specialist for more information about cost, enrollment process, and to learn which option may be better for you.

Virginia Criminal Justice Academies

Virginia State Police Academy (American Council on Education evaluation in 2013)

ACE Recommendations	Credit Hours	GCC Course Equivalent
Introduction to Law Enforcement	3	ADJ 110
Criminal Law	3	ADJ 211
Basic Firearms	3	ADJ 127
Health and Physical Fitness Training	2	PED 116
Professional Ethics	3	ADJ 133
Principles of Criminal Investigation	3	ADJ 212
Crime Scene Investigations	3	ADJ 236
Police Communications and Records	3	ADJ 111
Emergency and Crisis Management	3	ADJ 160
TOTAL CREDITS	26	

Rappahannock Regional Criminal Justice Academy

(Articulation Agreement dated April 18, 2003 with 2008 note that GCC Curriculum approved awarding 20 credits rather than the signed 11.) Students must provide an official transcript from the Academy to: the Office of Admissions and Records Germanna Community College, 2130 Germanna Highway, Locust Grove, VA 22508, and credit will be awarded after the student satisfactorily completes all other program requirements.

Law Enforcement Officer

	Course	Credits
ADJ 110	Introduction to Law Enforcement	3
ADJ 211-212	Criminal Law, Evidence and Procedure I & II	6
ADJ 236	Principles of Investigation	3
ADJ EEE	ADJ Electives	6
PED 116	Lifetime Fitness and Wellness	2
Total		20

Corrections Officer

ADJ 100	Survey of Criminal Justice	3
PED 116	Lifetime Fitness and Wellness	2
Total		5

Jailors

ADJ 140	Introduction to Corrections	3
PED 116	Lifetime Fitness and Wellness	2
Total		5

Federal Law Enforcement Training Center (FLETC)

	Course	Credits
ADJ 110	Introduction to Law Enforcement	3
ADJ 211-212	Criminal Law, Evidence and Procedure I & II	6
ADJ 236	Principles of Investigation	3
ADJ EEE	ADJ Electives	6
PED 116	Lifetime Fitness and Wellness	2
Total		20

Fire Science Technology

Virginia Department of Fire Programs, The National Board on Fire Service Professional Qualifications, or The National Fire Academy

Two credits of physical education credit will be awarded for the Fire Science Technology associate degree to holders of an EMT Basic or higher level certification. Current fire department employees that can document the completion of physical fitness requirements for the job or military veterans with documentation of completing physical fitness requirements of basic training will also be awarded credit. Send documentation to: Office of Admissions & Records, Germanna Community College, 2130 Germanna Highway, Locust Grove, VA 22508. Please direct inquiries for evaluation of credit to 540-423-9137.

Credit for prior learning may be awarded to Germanna Community College students presenting proof of appropriate certification by the Virginia Department of Fire Programs (VDFP), the National Board on Fire Service Professional Qualifications (NBFSPQ), or the National Fire Academy (NFA) as shown in the table below. GCC awards for credentials that are within 5 years (60 months) of issue with the original certificate and/or verification from a national

registry. Any certifications beyond 60 months may be valid if the student has remained an active volunteer or career firefighter. These will be reviewed by the Chair of the Fire Science Department and approved by the Registrar. Credits will be granted upon completion of all other FST curriculum requirements and applied as necessary toward graduation requirements.

Effective July 1, 2009, the VCCS approved credit for prior learning for VDFP programs. This policy states that not all FST courses are available at all VCCS colleges, so the “determination of which of the courses apply to the Fire Science Technology degree program will be made by the college offering the program.” The courses that apply at GCC are those in the chart below.

VDFP, NBFSPQ, or NFA Certification	GCC Courses	Credits
Firefighter I and Firefighter II	FST 100 Principles of Emergency Services	3
Hazardous Materials Technician	FST 112 Hazardous Materials Chemistry	3
Hazardous Materials Operations and department chair approval	FST 112 Hazardous Materials Chemistry	3
Fire Inspector	FST 115 Fire Prevention	3
Fire Instructor I and II	FST 135 Fire Instructor I	3
Fire Officer I	FST 140 Fire Officer I	3
Fire Officer II	FST 250 Fire Officer II	3
NFA Leadership I, II, and III	FST 237 Emergency Service Supervision	3

Nursing

Students passing the first attempt at HESI with an 850 or greater will be awarded credit for NUR 100. A faculty-developed drug dosage calculation test may be administered on the same day as HESI. Students passing this test with a score of 90 or better will be awarded credit for NUR 135. Students interested in challenging HLT 250 (Pharmacology) may take the ATI pharmacology proctored test and must pass at proficiency level 3 in order to be awarded credit for HLT 250. Students have the opportunity to test out of up to 5 credits: NUR 100-1 credit; NUR 135-1 credit; HLT 250-3 credits.

Exam	Required Score	GCC Course	Credits
HESI	850	NUR 100	1
Drug Dosage Calculation Test	90	NUR 135	1
ATI Pharmacology	Proficiency Level 3	HLT 250	3

First Aid and/or CPR Certifications

1. Students must first provide documentation of a current certification card from an acceptable organization. The certification(s) must be current throughout the completion of each step listed in this process.
2. Students will make arrangements with the Department Chair by calling 540-423-9853 to take an industry standard written exam related to the class they are interested in obtaining credit for. The class should be reflective of their current certification(s). The American Red Cross test will be used for the first aid testing and depending on the certification held, either the American Red Cross or American Heart Association tests will be used for the CPR and AED testing. Students will need to obtain at least an 80% for each section in the American Red Cross tests and/or at least an 84% in the American Heart Association tests in order to be successful. Students may only take the exam once.
3. Students will make arrangements with an appropriate faculty member to demonstrate relative skills tests. These tests may include: Adult/Child/Infant CPR and AED, conscious and unconscious choking, glove

removal, controlling external bleeding, using a manufactured tourniquet, splinting, using an epinephrine auto injector. Skills will not be retaught. It is the expectation that the students be competent in each of the skills being tested. Students must be successful in demonstrating all of the skills relative to the class they desire to obtain credit for.

If one of the above steps is not successful, the process is complete and credit cannot be awarded. A new CPR and/or first aid certification card is not awarded as a part of this process. Students who successfully complete the above steps will be awarded credit for one of the following:

- 3 credits for HLT 100 – both first aid and CPR
- 2 credits for HLT 106 – first aid only
- 1 credit for HLT 105 – CPR only

Licensed Practical Nurse (LPN)

LPNs meeting the minimum prerequisites for admission will be awarded 13 credits when admitted to Germanna’s RN Nursing Program at the discretion of the Dean of Nursing and Health Technologies. These credits will be awarded at the completion of the RN program.

Guaranteed Admission and Articulation Agreements

The purpose of a Guaranteed Admission Agreement is to insure acceptance of Germanna graduates with an Associate of Arts and Sciences degree, Associate of Science degree and in some cases an Associate of Applied Science Degree who have earned a GPA as specified by the transfer institution. Most colleges will consider students to have met lower division requirements. Admission to a particular academic program may still be competitive.

Transfer Option 1: Guaranteed Admission Agreements

If you graduate with an AA&S or AS transfer degree (and in some cases an AAS) and meet GPA requirements set by each 4-year school, you are guaranteed acceptance at selected public and private 4-year institutions.

You will generally enter with junior status and meet general education or core requirements. However, some 4-year colleges have additional requirements that you must meet. Review these requirements on our Transfer webpage on our website www.germanna.edu/transfer-services/.

Some academic programs or majors within an institution have their own GPA and prerequisite requirements. Further acceptance by the department offering the program is necessary.

Transfer Option 2: Transferring Without an Associate Degree

Most 4-year schools prefer that you complete a minimum of 24-30 credits at GCC before you transfer. If you have fewer than 30 credits when you apply, you will probably have to submit high school transcripts and SAT/ACT scores. You also run the risk of losing credits because your GCC coursework will be evaluated on a course-by-course basis. Be sure to choose courses at GCC that will transfer to the college of your choice!

Transfer Option 3: Transferring to a College that Does Not Have a Guaranteed Admission Agreement with Germanna

Maximize the number of credits that will transfer by completing an AA&S or AS degree. Many colleges accept the AA&S or AS degree in its entirety. Access the college websites and link to Admissions. There, you will be able to find information for prospective transfer students including policies regarding course transferability and VCCS courses that will be accepted.

Transfer Option 4: Transferring to a College Even Though You are Missing Some of the Requirements for Guaranteed Admission

The Guaranteed Admission Agreement is just one way to transfer! If you meet most of the 4-year school’s requirements, then apply as a “regular” transfer student. Admission will not be guaranteed, but chances are you will be a

strong candidate for admission.

State Policy on Transfer: The State Policy on Transfer was developed to facilitate transfer between State-supported community colleges and senior colleges and universities. This policy includes the following provisions:

- Each student who satisfactorily completes a transfer degree program at a community college in Virginia should be assured the opportunity to transfer to a state supported baccalaureate institution.
- Transfer admissions priority should be given to students who have completed a transfer degree over those who have not.
- Admission to a given institution does not guarantee admission to particular degree-granting programs, majors, minors, and fields of concentration.
- Admission to specific programs, majors, minors, and fields of concentration may require, for example, a minimum grade point average and specific prerequisite courses.
- Students who have earned an associate degree based upon a baccalaureate-oriented sequence of courses should be considered to have met lower-division general- education requirements of senior institutions.

A list of Institutions with Guaranteed Admission Agreements for Germanna Graduates is available on our website at <http://www.germannacollege.edu/career-and-transfer/guaranteed-admission-agreements/>

Programs of Study

Academic Programs

Germanna Community College is a comprehensive institution of higher education offering programs of instruction generally extending no more than two years beyond the high school level. The College provides residents of the area with opportunities to pursue many educational goals. In addition, the College offers a strong counseling program and other services to students, all designed to assist students in making decisions regarding occupational, educational, and personal goals.

Germanna Community College Programs of Instruction:

Occupational/Technical: Programs designed for students to enter the workforce after completion. Some occupational/technical programs are accepted for transfer by four-year institutions. Please contact counseling or your advisor for more information.

College Transfer: Programs designed for transfer to baccalaureate degree programs in four-year colleges and universities.

General Interest: Courses designed to be meaningful to an individual in his/her development as a person, as a family member, and as a citizen. These courses may be taken as part of a program or separately for personal interest.

Developmental Studies: Courses numbered 01-09 which help individuals obtain the knowledge and skills necessary to succeed in courses in occupational-technical or college transfer programs, to meet current and future job requirements, or to meet personal goals.

Distance Learning: Germanna Community College is committed to providing access to its programs of study. Through Distance Learning, the College offers the following alternatives to traditional classroom-based instruction (www.germanna.edu/distance-learning/):

- Online Courses can be taken anywhere there is access to the Internet. These courses allow students to participate within a more flexible schedule, twenty-four hours a day, and seven days a week. Students can communicate with their instructor and each other in a variety of ways, such as online discussion groups, virtual chat, e-mail, and telephone. Access to course materials is through the Blackboard course management system. Access to educational resources and support is available through Germanna's Library, Student Services, and the Tutoring Center.
- Hybrid Courses combine face-to-face and online instruction.
- Interactive Courses are live, two-way courses taken in the College's Commonwealth Classrooms via the Virginia Distance Education Network (VDEN). The College has interactive video classrooms at all sites to bring courses simultaneously to students at any location. For more information about distance education at Germanna, students can talk to a counselor or faculty advisor, or they can go to the distance education website at www.germanna.edu/distance-learning/.

International Education:

Since its inception, Germanna Community College has sought to globalize its curriculum through cross-cultural travel, faculty and student exchange, and international programs and activities. Germanna has encouraged students and faculty to participate in regularly offered extracurricular discussion groups and in credit and noncredit travel programs. Students and faculty have benefited from travel abroad to such places as India, Mexico, Central America, and

Europe. Germanna Community College remains committed to increasing global awareness within its learning community.

Courses for Teacher Recertification: Some courses offered at Germanna Community College may be appropriate for persons seeking teacher recertification. All proposed course work taken to comply with the Commonwealth of Virginia's Certification Requirements for Teachers and for professional development must be approved by the teacher's employer (school district principal or superintendent, as appropriate) prior to enrolling in these courses.

Special Training: Provided where specific employment opportunities are available for new or expanding industries; coordinated with Virginia's economic expansion efforts and with the needs of employers.

Specialized Regional and Community Services: Noncredit programs, cultural events, workshops, meetings, lectures, conferences, seminars, and special community projects which are designed to provide needed cultural and educational opportunities to the citizens of the area.

Old Dominion University On Campus & Online: The Germanna Fredericksburg campus serves as host to an Old Dominion University office (Dickinson Bldg, room 206) with staff that can answer questions about attending ODU main campus or finishing your degree with ODU online. ODU Online offers over 100 degree programs where students can earn the same undergraduate, graduate, and doctoral degrees from a fully-accredited University with the same faculty who teach on campus. ODU is accredited by the Southern Association of Colleges and Schools (SACS). Students complete the first two years of coursework through the Virginia Community College System, and then complete the remaining required coursework for the undergraduate degree through ODU's distance learning program. Courses are offered in a variety of delivery technologies, including synchronous (live) web-based conferencing and asynchronous online formats. Students interested in ODU admission or course registration should contact ODU Online at (800) 968-2638 or <https://online.odu.edu/inquiries> to speak to an enrollment coordinator. The site office for Germanna Community College is located in Fredericksburg, Dickinson Building, room 206.

Associate of Arts & Sciences (AA&S)

Transfer Programs

Degree: Associate of Arts & Sciences (AA&S)

Purpose: Each of the transfer programs listed is intended for the student who wishes to pursue a baccalaureate degree at a four-year college or university. Required courses in written and oral communication, humanities, natural sciences, mathematics, history, social sciences, and health and physical education will meet most of the general education requirements of the first two years at a four-year college or university.

Students who intend to transfer should acquaint themselves with the requirements of their prospective college or university. Germanna maintains a collection of current catalogs for Virginia Colleges in the Counseling offices. Faculty advisors and counselors can also provide advice. However, it is the responsibility of each student to determine the specific courses that he or she will need to transfer into specific departments or programs at specific four-year colleges or universities.

Admission Requirements: In addition to the admission requirements established for the College, students who intend to pursue a transfer degree program should have completed in high school as a minimum: 4 units of English, 2 units of college preparatory mathematics, 1 unit of laboratory science, and 1 unit of social studies or history. All students will be required to demonstrate college readiness through assessment and/or transcript review and may be required to take placement tests in math, writing, and reading to aid in placing students in the appropriate courses. Students who do not meet required placement levels must enroll in developmental studies courses.

Transfer Program Core Curriculum: Each transfer program has its own specific requirements. Students should study the requirements listed for their degree and work with their advisors to complete a chosen field of study. Before registering for classes, students should check the prerequisites listed with course descriptions in this catalog. Please note that prerequisites may change. Admissions and Records maintain the most up-to-date prerequisite list. Upon completion of all of the requirements in a specific program, the student will be awarded the Associate of Arts and Sciences degree. Under the State Transfer Agreement, a student should be able to transfer as a junior to most four-year institutions in Virginia.

MINIMUM REQUIREMENTS		Credits
Student Development	SDV 100 or any approved SDV course	1
English	ENG 111-112 and any ENG (Literature)	9
Math	See majors for specific MTH courses	6
History	Any two HIS courses	6
Health/Physical Education	Any HLT or PED course(s) ¹ <i>Note: HLT 143, 250, 261, 262, 263, and 290 DO NOT meet HLT/PE requirement</i>	2
Humanities	ART 101, ART 102, ART 106, any REL, or HUM 100 <u>AND</u> any course from ART, ENG (Literature), HUM, MUS, PHI, REL, or Foreign Language	6
Social Sciences	Any course from ECO ² , PLS, PSY ³ , or SOC <u>AND</u> any course from ECO ² , GEO, HIS, PLS, PSY ³ , SOC	6
Lab Sciences	Any two-semester sequence in BIO, CHM, GOL, or PHY <i>Note: BIO 141 and BIO 142 do not meet the science requirement</i>	8
Communication	CST 100, CST 110, or CST 126	3
Transfer Elective(s):	Any course which has been approved as a transfer elective ⁴	Varies

Students graduating from a transfer program must demonstrate proficiency in specific computer competencies by passing ITE 115 (transfer elective) or an equivalent competency test. Students are encouraged not to wait until the final semester to complete this requirement.

1. Veterans may be awarded credit for military experience to meet this requirement.
2. ECO 120 and ECO 201-202 contain similar course content. Students who take ECO 120 cannot receive credit for either ECO 201 or ECO 202. Students who take either ECO 201 or ECO 202 cannot receive credit for ECO 120.
3. Students cannot receive credit for both PSY 235 and PSY 230.
4. Transfer elective credits must be selected from the Approved Transfer Electives List. See a counselor, a faculty advisor, or <http://www.germanna.edu/counselingcenter/transfer-electives.asp>.

Students graduating from a transfer program may be called upon to participate in a general education outcomes assessment during their last semester.

Associate of Arts & Sciences (AA&S)

Business Administration

Purpose: The Business Administration program is designed for the student who plans to transfer to a four-year institution to complete a baccalaureate degree in business administration. Students who wish to pursue careers in accounting, management, marketing, economics, public administration, finance, banking, or human resource management should select this program.

Admission Requirements: All students will be required to demonstrate college readiness through assessment and/or transcript review and may be required to take placement tests in math, writing, and reading to aid in placing students in the appropriate courses. Students who do not meet required placement levels must enroll in developmental studies courses.

BUSINESS ADMINISTRATION CURRICULUM:

Degree Requirements		Credits
Student Development	SDV 100 or any approved SDV course	1
English	ENG 111-112 and any ENG (Literature)	9
Mathematics ¹	MTH 161 and MTH 245 or MTH 161 and MTH 261	6
History	Any two HIS courses	6
Health/Physical Education	Any HLT or PED course(s) ² <i>Note: HLT 143, 250, 261, 262, 263, and 290 DO NOT meet HLT/PE requirement</i>	2
Humanities	ART 101, ART 102, ART 106, any REL, or HUM 100 AND any course from ART (approved transfer elective courses), ENG (Literature), HUM, MUS, PHI, REL, or Foreign Language	6
Social Sciences	ECO 201-202	6
Lab Sciences	Any two-semester sequence in BIO, CHM, GOL, or PHY <i>Note: BIO 141 and BIO 142 do not meet the science requirement</i>	8
Communication	CST 100, CST 110, or CST 126	3
Transfer Elective(s)	Any course which has been approved as a transfer elective ³	6
Accounting	ACC 211-212	7
Introduction to Business	BUS 100	3
Total Minimum Credits		63

Students graduating from this program must demonstrate proficiency in specific computer competencies by passing ITE 115 (transfer elective) or an equivalent competency test. Students are encouraged not to wait until the final semester to complete this requirement.

SUGGESTED SCHEDULING:

FIRST YEAR				SECOND YEAR			
Fall		Spring		Fall		Spring	
SDV	1	Transfer Elective(s)	6	ENG (Literature)	3	ACC 212	3
ENG 111	3	ENG 112	3	History (I)	3	History (II)	3
MTH (see above)	3	MTH (see above)	3	Health/Physical Education	1	CST 100, 110, or 126	3
Health/Physical Education	1	Lab Science (II)	4	Humanities Elective (I)	3	Humanities Elective (II)	3
Lab Science (I)	4			ECO 201	3	ECO 202	3
BUS 100	3			ACC 211	4		
Total Credits	15	Total Credits	16	Total Credits	17	Total Credits	15

- ¹ Students should check with institutions to which they are considering transferring to determine appropriate MTH courses and/or sequences.
- ² Veterans may be awarded credit for military experience to meet this requirement.
- ³ Transfer elective credits must be selected from the Approved Transfer Electives List. See a counselor, a faculty advisor or <http://www.germannna.edu/counselingcenter/transfer-electives.asp>.

Students graduating from this program may be called upon to participate in a general education outcomes assessment during their last semester

Associate of Arts & Sciences (AA&S)

Education

Purpose: The Education program is designed to provide the courses in general education for the student who plans to complete a baccalaureate degree program in teacher education at a four-year institution. Students who plan to enter this program should be aware of the opportunities for professional employment in the several specialized areas of teaching and counseling. Students must complete a Division of Professional and Technical Studies approved background check prior to enrollment in EDU 200 course.

Admission Requirements: All students will be required to demonstrate college readiness through assessment and/or transcript review and may be required to take placement tests in math, writing, and reading to aid in placing students in the appropriate courses. Students who do not meet required placement levels must enroll in developmental studies courses.

EDUCATION CURRICULUM:

Degree Requirements		Credits
Student Development	SDV 100 or any approved SDV course	1
English	ENG 111-112 and any ENG (Literature) course	9
Mathematics ¹	MTH 154 and MTH 155 or MTH 154 and MTH 245 or MTH 161 and MTH 261 or MTH 167 and MTH 173	6
History	Any two HIS courses	6
Health/Physical Education	Any HLT or PED course(s) ² <i>Note: HLT 143, 250, 261, 262, 263, and 290 DO NOT meet HLT/PE requirement</i>	2
Humanities	ART 101, ART 102, ART 106, any REL, or HUM 100 AND any two courses from ART (approved transfer elective courses), ENG (Literature), HUM, MUS, PHI, REL, or Foreign Language	9
Social Sciences	PSY 200, SOC 200, and any course from ECO ⁴ , GEO, HIS, PLS, PSY ³ , or SOC	9
Lab Sciences	Any two-semester sequence from BIO, CHM, GOL, or PHY <i>(Note: BIO 141 and BIO 142 do not meet this requirement)</i>	8
Communication	CST 100, CST 110, or CST 126	3
Education	EDU 200	3
Transfer Elective(s)	Any course which has been approved as a transfer elective ⁵	6
Total Minimum Credits		62

Students graduating from this program must demonstrate proficiency in specific computer competencies by passing ITE 115 (transfer elective) or an equivalent competency test. Students are encouraged not to wait until the final semester to complete this requirement.

SUGGESTED SCHEDULING:

FIRST YEAR				SECOND YEAR			
Fall		Spring		Fall		Spring	
SDV	1	Lab Science (II)	4	ENG (Literature)	3	EDU 200	3
ENG 111	3	ENG 112	3	Health/Physical Education	1	Transfer Elective(s)	3
MTH	3	MTH	3	Humanities Elective (I)	3	Humanities Elective (II)	3
HIS (I)	3	HIS (II)	3	PSY 200	3	Humanities Elective (III)	3
Health/Physical Education	1	CST 100, 110, or 126	3	SOC 200	3	Social Science Elective	3
Lab Science (I)	4			Transfer Elective(s)	3		
Total Credits	15	Total Credits	16	Total Credits	16	Total Credits	15

- 1 Students should check with institutions to which they are considering transferring to determine appropriate MTH courses and/or sequences.
- 2 Veterans may be awarded credit for military experience to meet this requirement
- 3 Students cannot receive credit for both PSY 230 and PSY 235.
- 4 ECO 120 and ECO 201-202 contain similar course content. Students who take ECO 120 cannot receive credit for either ECO 201 or ECO 202. Students who take either ECO 201 or ECO 202 cannot receive credit for ECO 120.
- 5 Transfer elective credits must be selected from the Approved Transfer Electives List. See a counselor, a faculty advisor, or <http://www.germannacollege.edu/counselingcenter/transfer-electives.asp>.

Students graduating from this program may be called upon to participate in a general education outcomes assessment during their last semester.

Associate of Arts & Sciences (AA&S)

Education Specialization K-8

Purpose: The Education K-8 Specialization program is designed to provide the courses in general education for the student who plans to complete a baccalaureate degree program in elementary education at a four-year institution. Students who plan to enter this program should be aware of the opportunities for professional employment in the several specialized areas of teaching and counseling. Students must complete a Division of Professional and Technical Studies approved background check prior to enrollment in EDU 200 course.

Admission Requirements: All students will be required to demonstrate college readiness through assessment and/or transcript review and may be required to take placement tests in math, writing, and reading to aid in placing students in the appropriate courses. Students who do not meet required placement levels must enroll in developmental studies courses.

EDUCATION SPECIALIZATION K-8 CURRICULUM:

Degree Requirements		Credits
Student Development	SDV 100 or SDV 101 ¹	1
English	ENG 111-112 and any one Literature course from the following: ENG 241, ENG 242, ENG 243, ENG 244, ENG 251, ENG 252	9
Mathematics ²	MTH 154 and 155 or MTH 154 and 245 MTH 161 and 245	6
History	HIS 121-122 and HIS 101 or HIS 102	9
Health/Physical Education	Any HLT or PED course(s) ³ <i>Note: HLT 143, 250, 261, 262, 263, and 290 DO NOT meet HLT/PE requirement</i>	2
Humanities	One of the following: ART 101, ART 102, ART 106, MUS 121, or MUS 122	3
Social Sciences	GEO 210, PLS 135, and ECO 201 or ECO 202	9
Lab Sciences	BIO 101-102	8
Communication	CST 110	3
Computer Competency	ITE 115 ⁴	3
Education	EDU 200	3
Transfer Elective(s)	Any course which has been approved as a transfer elective ⁵	6
Total Minimum Credits		62

SUGGESTED SCHEDULING:

FIRST YEAR			SECOND YEAR				
Fall		Spring	Fall		Spring		
SDV 101	1	BIO 102	4	ENG (Literature)	3	PLS	3
ENG 111	3	ENG 112	3	HIS 101 or HIS 102	3	ECO 201 or 202	3
MTH	3	MTH	3	GEO 210	3	Humanities Elective	3
BIO 101	4	HIS 122	3	ITE 115	3	EDU 200	3
HIS 121	3	CST 110	3	Transfer Elective(s)	3	Transfer Elective	3
HLT	2						
Total Credits	16	Total Credits	16	Total Credits	15	Total Credits	15

- 1 Students are strongly encouraged to take SDV 101.
- 2 Students should check with institutions to which they are considering transferring to determine appropriate MTH courses and/or sequences.
- 3 Veterans may be awarded credit for military experience to meet this requirement.
- 4 Students passing the computer competency exam will need to take an additional transfer elective course in place of ITE 115.
- 5 Transfer elective credits must be selected from the Approved Transfer Electives List. See a counselor, a faculty advisor, or <http://www.germanna.edu/counselingcenter/transfer-electives.asp>. It is recommended that students select electives based on the requirements of the education program to which they wish to transfer.

Students graduating from this program may be called upon to participate in a general education outcomes assessment during their last semester.

Associate of Arts & Sciences (AA&S)

General Studies

Purpose: The General Studies program is intended for students who wish to transfer to a four-year college or university. For students who are uncertain about their educational goals, this curriculum offers sufficient flexibility so that students may take courses that are accepted at most public four-year institutions in a wide variety of baccalaureate degree programs. It also provides greater opportunity than that offered in other college-transfer programs for the student to take courses that emphasize areas of academic strength and interest. Students are urged to acquaint themselves with the requirements of the major department in planning their programs.

Admission Requirements: All students will be required to demonstrate college readiness through assessment and/or transcript review and may be required to take placement tests in math, writing, and reading to aid in placing students in the appropriate courses. Students who do not meet required placement levels must enroll in developmental studies courses.

GENERAL STUDIES CURRICULUM:

Degree Requirements		Credits
Student Development	SDV 100 or any approved SDV course	1
English	ENG 111-112 and any ENG (Literature) course	9
Mathematics ¹	MTH 154 and MTH 155 or MTH 154 and 245 or MTH 161 and 261 or MTH 167 and 173	6
History	Any two HIS courses	6
Health/Physical Education	Any HLT or PED course(s) ²	2
	<i>Note: HLT 143, 250, 261, 262, 263, and 290 DO NOT meet HLT/PE requirement</i>	
Humanities	ART 101, ART 102, ART 106, any REL, or HUM 100 <u>AND</u> any course from ART (approved transfer elective courses), ENG (Literature), HUM, MUS, PHI, REL, or Foreign Language	6
Social Sciences	Any course from ECO ³ , PLS, PSY ⁴ , or SOC ⁵ <u>AND</u> any course from ECO ³ , GEO, HIS, PLS, PSY ⁴ , SOC	6
Lab Sciences	Any two-semester sequence in BIO, CHM, ENV, GOL, or PHY <i>(Note: BIO 141 and BIO 142 do not meet this requirement)</i>	8
Communication	CST 100, CST 110, or CST 126	3
Transfer Elective(s)	Any course which has been approved as a transfer elective ⁵	15
Total Minimum Credits		62

Students graduating from this program must demonstrate proficiency in specific computer competencies by passing ITE 115 (transfer elective) or an equivalent competency test.

SUGGESTED SCHEDULING:

FIRST YEAR				SECOND YEAR			
Fall		Spring		Fall		Spring	
SDV	1	CST 100, 110, or 126	3	Humanities Elective (I)	3	Humanities Elective (II)	3
ENG 111	3	ENG 112	3	Social Sciences Elective (I)	3	Social Sciences Elective (II)	3
MTH	3	MTH	3	ENG (Literature)	3	Transfer Elective(s)	3-9
History (I)	3	History (II)	3	Transfer Elective(s)	3-6		
Health/Physical Education	1	Lab Science (II)	4	Health/Physical Education	1		
Lab Science (I)	4						
Total Credits	15-17	Total Credits	16-17	Total Credits	13-16	Total Credits	15

- 1 Students should check with institutions to which they are considering transferring to determine appropriate MTH courses and/or sequences.
- 2 Veterans may be awarded credit for military experience to meet this requirement.
- 3 ECO 120 and ECO 201-202 contain similar course content. Students who take ECO 120 cannot receive credit for either ECO 201 or ECO 202. Students who take either ECO 201 or ECO 202 cannot receive credit for ECO 120.
- 4 Students cannot receive credit for both PSY 235 and PSY 230.
- 5 Transfer elective credits must be selected from the Approved Transfer Electives List. See a counselor, a faculty advisor, or <http://www.germannna.edu/counselingcenter/transfer-electives.asp>.

Students graduating from this program may be called upon to participate in a general education outcomes assessment during their last semester.

Associate of Arts & Sciences (AA&S)

General Studies : Health and Physical Education Specialization

Purpose: The Health and Physical Education Specialization of the General Studies Transfer Degree Program is designed for students who plan to pursue a Bachelor's degree in Health, Physical Education, or Kinesiology at a four-year college or university. Career paths include teacher education, athletic training, exercise science, or health science.

Students who complete this program of study may be eligible to earn junior-class standing at a four-year college or university and will have completed courses that generally serve as prerequisites for advanced undergraduate coursework in Health and/or Physical Education.

Like other transfer degree programs, students pursuing the Health and Physical Education Specialization take courses that are accepted at most public four year institutions in a wide variety of baccalaureate degree programs. However, departments of Physical Education, Health, and Kinesiology differ greatly in their approaches to the undergraduate major and students are urged to acquaint themselves with the degree requirements of potential college or university transfer destinations.

Admission Requirements: All students will be required to demonstrate college readiness through assessment and/or transcript review and may be required to take placement tests in math, writing, and reading to aid in placing students in the appropriate courses. Students who do not meet required placement levels must enroll in developmental studies courses.

PHYSICAL EDUCATION CURRICULUM:

Degree Requirements		Credits
Student Development	SDV 100 or any approved SDV course	1
English	ENG 111-112 and any ENG (Literature) course	9
Mathematics ¹	MTH 154 and MTH 155 or MTH 154 and MTH 245 or MTH 161 and MTH 261 or MTH 167 and MTH 173 ¹	6
History	Any two HIS courses	6
Humanities	Any two courses from ART, ENG (literature), HUM, MUS, PHI, REL, or Foreign Language (Any student desiring to take Literature must have taken ENG 112.)	6
Social Sciences	PSY 230 and one course from ECO, GEO, HIS, PLS, PSY ³ , or SOC	6
Lab Sciences	CHM 111 and 112 ²	8
Communication	CST 110 or CST 126	3
Major Requirements	PED 116 – Lifetime Fitness and Wellness HLT 110 - Concepts of Personal and Community Health HLT 230 – Principles of Nutrition and Human Development BIO 141 and 142 – Human Anatomy and Physiology I and II	16
Total Minimum Credits		61

Students graduating from this program must demonstrate proficiency in specific computer competencies by passing ITE 115 (transfer elective) or an equivalent competency test. Students are encouraged not to wait until the final semester to complete this requirement.

SUGGESTED SCHEDULING:

FIRST YEAR		SECOND YEAR					
Fall	Spring	Fall	Spring	Fall	Spring		
SDV	1	ENG 112	3	CHM 111	4	CHM 112	4
ENG 111	3	MTH	3	ENG (Literature)	3	HLT 230	3
MTH	3	History	3	Humanities Elective	3	Humanities Elective	3
HIS	3	BIO 142	4	HLT 110	3	Social Science Elective	3
PED 116	2	PSY 230	3	CST 110 or 126	3		
BIO 141	4						
Total Credits	16	Total Credits	16	Total Credits	16	Total Credits	13

1. Students should check with institutions to which they are considering transferring to determine if additional or alternate MTH courses and/or sequences are necessary for transfer.
 2. Students should check with institutions to which they are considering transferring to determine if additional or alternate lab sciences are required as part of their intended program.
 3. Students cannot receive credit for both Psy 230 and 235
- Students graduating from this program may be called upon to participate in a general education outcomes assessment during their last semester.

Associate of Arts & Sciences (AA&S)

General Studies - Psychology Specialization

Purpose: The Psychology Specialization of the General Studies Transfer Degree Program is designed for students who plan to pursue a Bachelor's degree in Psychology at a four-year college or university. While the standard General Studies curriculum provides flexibility for students who are uncertain about their educational goals, the Psychology Specialization is designed to provide a solid academic foundation in Psychology.

Students who complete this program of study can earn junior-class standing at a four-year college or university and will have completed courses that generally serve as prerequisites for advanced undergraduate coursework in Psychology. Additionally, the Psychology Specialization is designed to accommodate the needs of students pursuing or who have completed the Career Studies Certificate in Paraprofessional Counseling (CSCPC).

Like other transfer degree programs, students pursuing the Psychology Specialization take courses that are accepted at most public four year institutions in a wide variety of baccalaureate degree programs. However, departments of Psychology differ greatly in their approaches to the undergraduate major in Psychology and students are urged to acquaint themselves with the degree requirements of potential college or university transfer destinations.

Admission Requirements: All students will be required to demonstrate college readiness through assessment and/or transcript review and may be required to take placement tests in math, writing, and reading to aid in placing students in the appropriate courses. Students who do not meet required placement levels must enroll in developmental studies courses.

PSYCHOLOGY SPECIALIZATION CURRICULUM:

Degree Requirements		Credits
Student Development	SDV 100 or any approved SDV	1
English	ENG 111-112 and any ENG (Literature) course	9
Mathematics ¹	MTH 154 and MTH 155 or MTH 154 and MTH 245 or MTH 161 and MTH 261 or MTH 167 and MTH 173	6
History	Any two HIS courses	6
Health/Physical Education	Any HLT or PED course(s) ²	2
	<i>Note: HLT 143, 250, 261, 262, 263, and 290 DO NOT meet HLT/PE requirement</i>	
Humanities	ART 101, ART 102, ART 106, any REL, or HUM 100 <u>AND</u> any course from ART (approved transfer elective courses), ENG (Literature), HUM, MUS, PHI, REL, or Foreign Language ³	6
Social Sciences	Any course from ECO ⁴ , PLS, PSY, or SOC <u>AND</u> any course from ECO ⁴ , GEO, HIS, PLS, PSY, SOC (<i>Note on next page</i> ⁵)	6
Lab Sciences	BIO 101-102	8
Communication	CST 100, CST 110, or CST 126	3
Psychology Transfer Electives:	Foundation: PSY 200	3
	Human Development: PSY 235 or PSY 230 ⁶	3
	Psychology Electives: Any three from PSY 105, PSY 120, PSY 126, PSY 215, PSY 216, PSY 225, PSY 226, PSY 240, PSY 255, PSY 290 or PSY 293, PSY 298 ⁷	9
Total Minimum Credits		62

Students graduating from this program must demonstrate proficiency in specific computer competencies by passing ITE 115 (transfer elective) or an equivalent competency test. Students are encouraged not to wait until the final semester to complete this requirement.

SUGGESTED SCHEDULING:

FIRST YEAR			SECOND YEAR		
Fall		Spring	Fall		Spring
PSY 200	3	PSY Elective	3	PSY Elective	3
SDV 100	1	PSY 230 or PSY 235	3	SOC Elective	3
MTH	3	MTH	3	Humanities Elective	3
ENG 111	3	ENG 112	3	ENG (Literature)	3
Health/Physical Education	1	BIO 102	4	Health/Physical Education	1
BIO 101	4			HIS	3
Total Credits	15	Total Credits	16	Total Credits	15

- 1 *Students should check with institutions to which they are considering transfer to determine appropriate MTH courses and/or sequences.*
- 2 *Veterans may be awarded credit for military experience to meet this requirement.*
- 3 *Coursework in PHI or SPA is recommended for satisfaction of this requirement.*
- 4 *ECO 120 and ECO 201-202 contain similar course content. Students who take ECO 120 cannot receive credit for either ECO 201 or ECO 202. Students who take either ECO 201 or ECO 202 cannot receive credit for ECO 120.*
- 5 *Students pursuing the Career Studies Certificate in Paraprofessional Counseling complete the Social Sciences requirement using PSY courses required by that curriculum. Students not pursuing that curriculum should complete the Social Sciences requirement by taking any other Social Science course (ECO, GEO, HIS, PLS, or SOC) that transfer destinations might require for completion of the Bachelor's degree.*
- 6 *Students pursuing the Career Studies Certificate in Paraprofessional Counseling must take PSY 230. Students cannot earn credit for both PSY 235 and PSY 230. Students should contact the four-year institution(s) to which they may transfer to determine how credit might be awarded for PSY 235 and PSY 230.*
- 7 *Students pursuing the Career Studies Certificate in Paraprofessional Counseling must fulfill this requirement using PSY courses required by that curriculum, including PSY 226 and PSY 290. Students must complete PSY 226, 12 credit hours and gain the approval of the Paraprofessional Counseling Program Head prior to registering for PSY 290. Students should contact the four-year institution(s) to which they may transfer to determine how credit might be awarded for any PSY elective.*

Students graduating from this program may be called upon to participate in a general education outcomes assessment during their last semester.

Associate of Arts & Sciences (AA&S)

Liberal Arts

Purpose: The Liberal Arts program is designed for students who plan to transfer to a four-year institution to complete a baccalaureate degree, usually the Bachelor of Arts degree, in the liberal arts or social sciences. Students are urged to acquaint themselves with the requirements of the major department in planning their programs. Students should select this curriculum if they intend to major in one of the following disciplines: Economics, English, Foreign Language, Pre-Law, History, Humanities, Journalism, Library Science, Literature, Philosophy, Political Science, Government, Religion, or Sociology.

Admission Requirements: All students will be required to demonstrate college readiness through assessment and/or transcript review and may be required to take placement tests in math, writing, and reading to aid in placing students in the appropriate courses. Students who do not meet required placement levels must enroll in developmental studies courses.

LIBERAL ARTS CURRICULUM:

Degree Requirements		Credits
Student Development	SDV 100 or any approved SDV course	1
English	ENG 111-112 and any course from ENG (Literature)	9
Mathematics ¹	MTH 154 and MTH 155 or MTH 154 and MTH 245 or MTH 161 and MTH 261 or MTH 167 and MTH 173	6
History	Any two HIS courses	6
Health/Physical Education	Any HLT or PED course(s) ² <i>Note: HLT 143, 250, 261, 262, 263, and 290 DO NOT meet HLT/PE requirement</i>	2
Humanities	ART 101, ART 102, ART 106, any REL, or HUM 100 AND any course from ART (approved transfer elective courses), ENG (Literature), HUM, MUS, PHI, or REL	6
Social Sciences	Any course from ECO ³ , PLS, PSY ⁴ , or SOC AND any course from ECO ³ , GEO, HIS, PLS, PSY ⁴ , SOC	6
Lab Sciences	Any two-semester sequence in BIO, CHM, GOL, or PHY <i>Note: BIO 141 and BIO 142 do not meet the science requirement</i>	8
Communication	CST 100, CST 110, or CST 126	3
Transfer Elective(s)	Any course which has been approved as a transfer elective ⁵	1-12
Program requirements	Students must complete through 202 in a foreign language. Those who have successfully completed foreign language in high school may take a CLEP test in order to begin foreign language study at a level beyond 101. See advisor for additional information. Students who do not require the full two years of a foreign language must substitute transfer elective courses for the remaining credits.	3-14
Total Minimum Credits		62

Students graduating from this program must demonstrate proficiency in specific computer competencies by passing ITE 115 (transfer elective) or an equivalent competency test. Students are encouraged not to wait until the final semester to complete this requirement.

SUGGESTED SCHEDULING:

FIRST YEAR				SECOND YEAR			
Fall		Spring		Fall		Spring	
SDV	1	ENG 112	3	ENG (Literature)	3	CST 100, 110, or 126	3
ENG 111	3	MTH (see above)	3	Health/Physical Education	1	Health/Physical Education	1
MTH (see above)	3	History (II)	3	Humanities Elective (I)	3	Humanities Elective (II)	3
History (I)	3	Social Science Elective (II)	3	Lab Science (I)	4	Lab Science (II)	4
Social Science Elective (I)	3	Foreign Language II or		Foreign Language (III)	3	Foreign Language (IV)	3
Foreign Language (I) or		Transfer Elective	3-4	Transfer Elective	1-3		
Transfer Elective	3-4						
Total Credits	16-17	Total Credits	15-16	Total Credits	15-17	Total Credits	14

- Students should check with institutions to which they are considering transferring to determine appropriate MTH courses and/or sequences.
- Veterans may be awarded credit for military experience to meet this requirement.
- ECO 120 and ECO 201-202 contain similar course content. Students who take ECO 120 cannot receive credit for either ECO 201 or ECO 202. Students who take either ECO 201 or ECO 202 cannot receive credit for ECO 120.
- Students cannot receive credit for both PSY 235 and PSY 230.
- Transfer elective credits must be selected from the Approved Transfer Electives List. See a counselor, a faculty advisor, or <http://www.germannacommunitycollege.edu/counselingcenter/transfer-electives.asp>.

Students graduating from this program may be called upon to participate in a general education outcomes assessment during their last semester.

Associate of Arts & Sciences (AA&S)

Science

Purpose: The Science program is designed for students who plan to transfer to a four-year institution to complete a baccalaureate degree in a pre-professional or scientific program. It is appropriate for students who plan to major in one of the biological or physical sciences, pharmacy, agriculture, forestry, science education, pre-medicine, pre-dentistry, pre-veterinary, nursing, or one of the many allied health professions.

Admission Requirements: All students will be required to demonstrate college readiness through assessment and/or transcript review and may be required to take placement tests in math, writing, and reading to aid in placing students in the appropriate courses. Students who do not meet required placement levels must enroll in developmental studies courses.

SCIENCE CURRICULUM:

Degree Requirements		Credits
Student Development	SDV 100 or any approved SDV course	1
English	ENG 111-112	6
History	HIS 101	3
Health/Physical Education	Any HLT or PED course(s) ¹	2
<i>Note: HLT 143, 250, 261, 262, 263, and 290 DO NOT meet HLT/PE requirement</i>		
Humanities	One course from PHI AND one course from ART 101, ART 102, ART 106, any REL, any PHI, or HUM 100	6
Social Sciences	One course from ECO ² , PLS, PSY ³ , or SOC AND one course from ECO ² , GEO, HIS, PLS, PSY ³ , SOC	6
Communication	Science Capstone Presentation ⁴	1
Minimum Core Credits		25
Track	Selected Track requirements	38
Total Credits		63

Students graduating from this program must demonstrate proficiency in specific computer competencies by passing ITE 115 (transfer elective) or an equivalent competency test. Students are encouraged not to wait until the final semester to complete this requirement.

SUGGESTED SCHEDULING:

FIRST YEAR				SECOND YEAR			
Fall		Spring		Fall		Spring	
SDV	1	ENG 112	3	Humanities (II)	3	Science Elective	3-5
ENG 111	3	MTH (II)	3-5	Social Sciences Elective (I)	3	Capstone	1
MTH (I)	3-5	Humanities (I)	3	Lab Science (III)	4	Social Sciences Elective (II)	3
History (I)	3	Lab Science (II)	4	MTH (III)/Transfer Elective	3-5	Lab Science (IV)	4
Lab Science (I)	4	Health/Physical Education	1	Health/Physical Education	1	Transfer Elective(s)	3-5
Total Credits	15	Total Credits	15	Total Credits	15	Total Credits	16

- 1 Veterans may be awarded credit for military experience to meet this requirement.
- 2 ECO 120 and ECO 201-202 contain similar course content. Students who take ECO 120 cannot receive credit for either ECO 201 or ECO 202. Students who take either ECO 201 or ECO 202 cannot receive credit for ECO 120.
- 3 Students cannot receive credit for both PSY 235 and PSY 230.
- 4 Independent Study and Presentation that is completed in collaboration with ENV 122 or any 200 level science course. Must have advisor approval to enter course.
- 5 The same PHY course may not be used to fulfill both the Lab Science and Science Elective.
- 6 MTH 277 is required for chemistry majors at most universities. Check with your intended transfer institution for transfer requirements.

Students graduating from this program may be called upon to participate in a general education outcomes assessment during their last semester.

Science Degree Tracks

Biology Track Requirements

Lab Sciences	BIO 101-102 AND CHM 111-112 or PHY 201-202	16
Science Elective	Any 200 level course from BIO, CHM, or PHY5	3-4
Mathematics	MTH 173 AND MTH 174 or MTH 245	8-10
Transfer Elective(s)	ITE 115, MTH 167, MTH 161/162 (Dual Enrollment or Transfer Students Only), or any course approved as a transfer elective after the Pre-Calculus requirement is satisfied through placement or completion.	8-10

Minimum Track Credits	38
Total Minimum Degree Credits	63

Chemistry Track Requirements

Lab Science I	CHM 111-112	8
Lab Science II	CHM 241, 242, 245, & 246 or PHY 241-242	8-10
Science Elective	Any 200 level course from CHM or PHY5	3-5
Mathematics	MTH 173 & MTH 174	10
Transfer Elective(s)	ITE 115, MTH 167, MTH 277 ⁶ , MTH 161/162 (Dual Enrollment or Transfer Students Only), or any course approved as a transfer elective after the Pre-Calculus requirement is satisfied through placement or completion.	6-9

Minimum Track Credits	38
Total Minimum Degree Credits	63

Environmental Science Track Requirements

Lab Science I	ENV 121-122	8
Lab Science II	BIO 101-102 or GOL 105-106	8
Science Elective	BIO 101, BIO 270, BIO 271, or any other course from ENV or GOL (except ENV 136)	3-4
Mathematics	MTH 173 AND MTH 174 or MTH 245	8-10
Transfer Electives	ITE 115, MTH 167, MTH 161/162 (Dual Enrollment or Transfer Students Only), or any course approved as a transfer elective after the Pre-Calculus requirement is satisfied through placement or completion	8-10

Minimum Track Credits	38
Total Minimum Degree Credits	63

Geology Track Requirements

Lab Sciences	GOL 105-106 AND CHM 111-112	16
Science Elective	Any 200 level course from GOL, CHM, or PHY	3-5
Mathematics	MTH 173 AND MTH 174 or MTH 245	8-10
Transfer Electives	ITE 115, MTH 167, MTH 161/162 (Dual Enrollment or Transfer Students Only), or any course approved as a transfer elective after the Pre-Calculus requirement is satisfied through placement or completion	7-10

Minimum Track Requirements	38
Total Minimum Degree Credits	63

Physics Track Requirements

Lab Sciences	PHY 241-242 AND CHM 111-112	16
Science/Math Elective	Any other 200 level course from PHY, MTH 279, or MTH 285	3-4
Mathematics	MTH 173 and MTH 174	10
Transfer Electives	ITE 115, MTH 167, MTH 277 ⁶ , MTH 161/162 (Dual Enrollment or Transfer Students Only), or any course approved as a transfer elective after the Pre-Calculus requirement is satisfied through placement or completion	8-9

Minimum Track Credits	38
Total Minimum Degree Credits	63

Associate of Science

Engineering - Mechanical Concentration

Purpose: The associate of science curriculum in engineering is designed for those who plan to transfer to a four-year college or university to complete a baccalaureate degree program in engineering. The student is responsible for determining transferability to the transfer institution.

Admission Requirements: All students will be required to demonstrate college readiness through assessment and/or transcript review and may be required to take placement tests in math, writing, and reading to aid in placing students in the appropriate courses. Students who do not meet required placement levels must enroll in developmental studies courses.

ENGINEERING CURRICULUM: (MECHANICAL CONCENTRATION)

Degree Requirements		Credits
Student Development	SDV 100 or any approved SDV course	1
English	ENG 111-112	6
Health/Physical Education	Any HLT or PED course(s) ¹ <i>Note: HLT 143, 250, 261, 262, 263, and 290 DO NOT meet HLT/PE requirement</i>	1
Humanities	ART 101, ART 102, ART 106, any REL, or HUM 100 AND any course from ART (approved transfer elective courses), ENG (Literature), HUM, MUS, PHI, REL, or Foreign Language	6
Social Sciences	Any course from ECO ² , PLS, PSY ³ , or SOC AND any course from ECO ² , GEO, HIS, PLS, PSY ³ , SOC	6
Technical Elective	EGR 110 Engineering Graphics OR EGR 295 Topics in Engineering ⁴	3
EGR 120	Introduction to Engineering	2
EGR 126	Computer Programming for Engineers	3
EGR 140	Engineering Mechanics-Statics	3
EGR 245	Engineering Mechanics-Dynamics	3
EGR 246	Mechanics of Materials	3
EGR 248	Thermodynamics for Engineers	3
MTH 173	Calculus with Analytic Geometry I	5
MTH 174	Calculus with Analytic Geometry II	5
MTH 277	Vector Calculus	4
MTH 279	Ordinary Differential Equations	4
CHM 111	College Chemistry I	4
PHY 241	University Physics I	4
PHY 242	University Physics II	4
Total Minimum Credits		70

Students graduating from this program must demonstrate proficiency in specific computer competencies by passing ITE 115 or an equivalent competency exam. Before registering for classes, students should check prerequisites listed with the course descriptions in the back of the catalog.

SUGGESTED SCHEDULING:

FIRST YEAR				SECOND YEAR			
Fall		Spring		Fall		Spring	
CHM 111	4	Technical Elective	3	PHY 242	4	EGR 246	3
EGR 120	2	PHY 241	4	EGR 248	3	Humanities Elective	3
ENG 111	3	EGR 126	3	MTH 277	4	MTH 279	4
MTH 173	5	ENG 112	3	EGR 140	3	EGR 245	3
SDV 100	1	MTH 174	5	Social Science Elective	3	HLT/PED	1
Humanities Elective	3					Social Science Elective	3
Total Credits	18	Total Credits	18	Total Credits	17	Total Credits	17

¹ Veterans may be awarded credit for military experience to meet this requirement.

² ECO 120 and ECO 201-202 contain similar course content. Students who take ECO 120 cannot receive credit for either ECO 201 or ECO 202. Students who take either ECO 201 or ECO 202 cannot receive credit for ECO 120.

³ Students cannot receive credit for both PSY 235 and PSY 230.

⁴ EGR 295 is recommended for students planning to transfer to Virginia Tech. Students transferring to other universities should consult the universities for guidance on choosing a technical elective.

Students graduating from this program may be called upon to participate in a general education outcomes assessment during their last semester.

Associate of Science

Engineering- Electrical Concentration

Purpose: The associate of science curriculum in engineering is designed for those who plan to transfer to a four-year college or university to complete a baccalaureate degree program in engineering. The student is responsible for determining transferability to the transfer institution.

Admission Requirements: All students will be required to demonstrate college readiness through assessment and/or transcript review and may be required to take placement tests in math, writing, and reading to aid in placing students in the appropriate courses. Students who do not meet required placement levels must enroll in developmental studies courses.

ENGINEERING CURRICULUM: (ELECTRICAL CONCENTRATION)

Degree Requirements		Credits
Student Development	SDV 100 or any approved SDV course	1
English	ENG 111-112	6
Health/Physical Education	Any HLT or PED course(s) ¹ <i>Note: HLT 143, 250, 261, 262, 263, and 290 DO NOT meet HLT/PE requirement</i>	1
Humanities	ART 101, ART 102, ART 106, any REL, or HUM 100 AND any course from ART (approved transfer elective courses), ENG (Literature), HUM, MUS, PHI, REL, or Foreign Language	6
Social Sciences	Any course from ECO ² , PLS, PSY ³ , or SOC AND any course from ECO ² , GEO, HIS, PLS, PSY ³ , SOC ⁴	6
Technical Elective	EGR 110 Engineering Graphics OR EGR 295 Topics in Engineering ⁵	3
EGR 120	Introduction to Engineering	2
EGR 126	Computer Programming for Engineers	3
EGR 140	Engineering Mechanics-Statics	3
EGR 251, EGR 255	Basic Electrical Circuits I and Lab	4
EGR 252	Basic Electrical Circuits II	3
EGR 261	Signals and Systems	3
MTH 173	Calculus with Analytic Geometry I	5
MTH 174	Calculus with Analytic Geometry II	5
MTH 277	Vector Calculus	4
MTH 279	Ordinary Differential Equations	4
CHM 111	College Chemistry I	4
PHY 241	University Physics I	4
PHY 242	University Physics II	4
Total Minimum Credits		71

Students graduating from this program must demonstrate proficiency in specific computer competencies by passing ITE 115 or an equivalent competency exam. Before registering for classes, students should check prerequisites listed with the course descriptions in the back of the catalog.

SUGGESTED SCHEDULING:⁵

FIRST YEAR			SECOND YEAR				
Fall		Spring	Fall		Spring		
CHM 111	4	Technical Elective	3	PHY 242	4	EGR 252	3
EGR 120	2	PHY 241	4	EGR 251 * EGR 255	4	Humanities Elective	3
ENG 111	3	EGR 126	3	MTH 279	4	MTH 277	4
MTH 173	5	ENG 112	3	EGR 140	3	EGR 261	3
SDV 100	1	MTH 174	5	Social Science Elective	3	HLT/PED	1
Humanities Elective	3					Social Science Elective	3
Total Credits	18	Total Credits	18	Total Credits	18	Total Credits	17

- ¹ Veterans may be awarded credit for military experience to meet this requirement.
- ² ECO 120 and ECO 201-202 contain similar course content. Students who take ECO 120 cannot receive credit for either ECO 201 or ECO 202. Students who take either ECO 201 or ECO 202 cannot receive credit for ECO 120.
- ³ Students cannot receive credit for both PSY 235 and PSY 230.
- ⁴ EGR 295 is recommended for students planning to transfer to Virginia Tech,. Students transferring to other universities should consult the universities for guidance on choosing a technical elective

Students graduating from this program may be called upon to participate in a general education outcomes assessment during their last semester.

Associate of Applied Science (AAS)

Administration of Justice

Purpose: The Associate of Applied Science in Administration of Justice prepares individuals for careers in the criminal justice field and for advanced study in the Administration of Justice or related programs. Courses within this program may be of interest to individuals seeking professional and/or personal development in subjects related to the criminal justice system.

Occupational Objectives: Municipal, County, State, and Federal Law Enforcement Personnel; Private or Government Investigator; Commercial and Industrial Security Officer.

Admission Requirements: All students will be required to demonstrate college readiness through assessment and/or transcript review and may be required to take placement tests in math, writing, and reading to aid in placing students in the appropriate courses. Students who do not meet required placement levels must enroll in developmental studies courses.

POLICE SCIENCE CURRICULUM:

Degree Requirements		Credits
Student Development	SDV 100 or any approved SDV course	1
English	ENG 111-112	6
Mathematics	Any 100 level or higher MTH course ¹	3
Health/Physical Education	Any HLT or PED course(s) ²	2
Humanities	Any two courses from ART, ENG (Literature), HUM, MUS, PHI, REL, or Foreign Language	6
Social Sciences	PLS 135 or 136 and any PSY or SOC course	6
Communication	BUS 236, CST 100, CST 110, or CST 126	3
Program requirements	ADJ 100, 105, 110, 111, 133, 201, 211-212, 236, 243	30
Elective Course Options	Any two ADJ courses (not listed above) or PSY 255 (if not used for PSY/SOC elective) and one ADJ course (not listed above)	6
Computer Applications & Concepts	ITE 115 ³	3
Total Minimum Credits		66

SUGGESTED SCHEDULING:

FIRST YEAR				SECOND YEAR			
Fall		Spring		Fall		Spring	
ADJ 100	3	ADJ 111	3	ADJ 243	3	ADJ 212	3
ADJ 105	3	ADJ 133	3	ADJ 211	3	ADJ Elective	3
ADJ 110	3	ENG 112	3	ADJ 201	3	ADJ 236	3
ENG 111	3	PLS 136 or PLS 135	3	SOC/PSY elective	3	BUS 236, CST 100, CST 110, or CST 126	3
Math	3	ITE 115	3	ADJ Elective	3	Health/Physical Education	1
SDV course	1	Health/Physical Education	1	Humanities Elective	3	Humanities Elective	3
Total Credits	16	Total Credits	16	Total Credits	18	Total Credits	16

Students successfully completing requirements from the Rappahannock Regional Criminal Justice Academy will be awarded credit for ADJ 110, ADJ 211, ADJ 212, ADJ 236, HLT/PE and two ADJ electives for a total of 20 credits. Students must provide appropriate documentation and credit will be awarded after students satisfactorily complete all other program requirements. Graduates of the Virginia State Police Basic Training Course and Law Enforcement Officers may receive academic credit.

- 1 Students considering transfer should check with anticipated four-year institution to determine appropriate MTH courses and/or sequences.
- 2 Veterans may be awarded credit for military experience to meet this requirement.
- 3 Students passing the computer competency exam will need to take an additional 100 level course in place of ITE 115.

Students graduating from this program may be called upon to participate in a general education outcomes assessment during their last semester.

Associate of Applied Science (AAS)

Business Management

Purpose: The major in Business Management is designed for individuals who are seeking full-time employment in business management or management-related fields upon completion of the program. Persons who are seeking their first employment in these fields and those who are presently employed and seeking promotion may benefit from the program. **This program is not designed for the student who plans to transfer to a four-year institution.**

Occupational Objectives: Management Trainee, Branch Manager, Supervisor, Administrative Assistant, Department Head, Office Manager, Account Manager, Manager of a Small Business

Admission Requirements: All students will be required to demonstrate college readiness through assessment and/or transcript review and may be required to take placement tests in math, writing, and reading to aid in placing students in the appropriate courses. Students who do not meet required placement levels must enroll in developmental studies courses.

Program Requirements: The curriculum includes general education courses and business-related courses. Instruction includes both theoretical concepts and practical applications needed for success in the business and management field. The student is urged to consult with a counselor and his/her faculty advisor in planning a program. Upon satisfactory completion of the program, the graduate will be awarded the Associate of Applied Science degree.

BUSINESS MANAGEMENT CURRICULUM:

Degree Requirements		Credits
Student Development	SDV 100 or any approved SDV course	1
English	ENG 111	3
Mathematics/Natural Sciences	Any MTH, BIO, CHM, ENV, NAS, GOL, or PHY	3/4
Health/Physical Education	Any HLT or PED course(s) ¹	2
Humanities	Any course from ART, ENG (Literature), HUM, MUS, PHI, REL or Foreign Language	3
Social Sciences	ECO 120 or ECO 201, and any course from ECO ² , GEO, HIS, PLS, PSY or SOC	6
Communication	BUS 236	3
Major Requirements	ACC 211-212	7
	BUS 100, 121-122, 200, 201, 205, and 241	21
	BUS 220 or FIN 215	3
	MKT 100	3
Business Related Electives	Any two additional courses from ACC, BUS, ECO ² , FIN, or MKT	6
Other Requirement	ITE 115 ³	3
General Elective	Any course 100 level or higher	3
Total Minimum Credits		67/68

SUGGESTED SCHEDULING:

FIRST YEAR				SECOND YEAR			
Fall		Spring		Fall		Spring	
SDV 100	1	BUS 122	3	ACC 211	4	ACC 212	3
BUS 100	3	BUS 200	3	ECO 120 or ECO 201	3	BUS 205	3
BUS 121	3	General Elective	3	BUS 201	3	Business Related Elective	3
ENG 111	3	Humanities Elective	3	Business Related Elective	3	Social Science Elective	3
MKT 100	3	ITE 115	3	BUS 241	3	Health/Physical Education	1
MTH/Science Elective	3/4	BUS 236	3	Health/Physical Education	1	BUS 220 or FIN 215	3
Total Credits	16/17	Total Credits	18	Total Credits	17	Total Credits	16

¹ Veterans may be awarded credit for military experience to meet this requirement.

² ECO 120 and ECO 201-202 contain similar course content. Students who take ECO 120 cannot receive credit for either ECO 201 or ECO 202. Students who take either ECO 201 or ECO 202 cannot receive credit for ECO 120.

³ Students who pass the Computer Competency Test must select another course from either ACC, BUS, ECO, FIN, or MKT.

Students graduating from this program may be called upon to participate in a general education outcomes assessment during their last semester.

Associate of Applied Science (AAS)

Early Childhood Development

Purpose: The curriculum is designed for persons who seek employment involving the care and education of young children, or for those persons presently employed in these situations who wish to update and enhance their competencies. Occupational opportunities include program leaders, supervisors, and/or directors in child development programs.

Admission Requirements: All students will be required to demonstrate college readiness through assessment and/or transcript review and may be required to take placement tests in math, writing, and reading to aid in placing students in the appropriate courses. Students who do not meet required placement levels must enroll in developmental studies courses. Students must complete a Division of Professional and Technical Studies approved background check.

EARLY CHILDHOOD DEVELOPMENT CURRICULUM:

Degree Requirements		Credits	
Student Development	SDV100 or any approved SDV Course	1	
English	ENG 111-112	6	
Mathematics	Any 100 level or higher MTH course ¹	3	
Health/Physical Education	HLT 135 or EDU 235	3	
Humanities	Any course from ART, ENG (Literature), HUM, MUS, PHI, REL, or Foreign Language	3	
Social Sciences	PSY 235 and any course from ECO, GEO, HIS, PLS, PSY ² , or SOC	6	
Communication	CST 100	3	
Total		25	
CHD 118	Language Arts for Young Children	3	
CHD 119	Introduction to Reading Methods	3	
CHD 120	Introduction to Early Childhood Education	3	
CHD 145	Teaching Art, Music and Movement to Children	3	
CHD 146	Math, Science and Social Studies for Children	3	
CHD 165	Observation and Participation in Early Childhood/Primary Settings	3	
CHD 166	Infant and Toddler Programs	3	
CHD 205	Guiding the Behavior of Children	3	
CHD 210	Introduction to Exceptional Children	3	
CHD 215	Models of Early Childhood Education Programs	3	
CHD 216	Early Childhood Programs, School, and Social Change	3	
CHD 265	Advanced Observation and Participation in Early Childhood/Primary Settings	3	
CHD 270	Administration of Childcare Programs	3	
CHD 298	Seminar and Project	1	
Total		40	
Total Minimum Credits		65	
SUGGESTED SCHEDULING:			
FIRST YEAR		SECOND YEAR	
Fall	Spring	Fall	
		Spring	
CHD 118	3 CHD 119	3 CHD 146	3 CHD 265
CHD 120	3 CHD 165	3 CHD 210	3 CHD 270
CHD 145	3 CHD 166	3 CHD 215	3 CHD 298
ENG 111	3 CHD 205	3 CHD 216	3 CST 100
PSY 235	3 ENG 112	3 HLT 135 or EDU 235	3 Humanities ³
SDV 100	1	3 SOC ELE	3 Math
Total Credits	16	Total Credits	18
	Total Credits	15	Total Credits
			16

¹ Students considering transfer should check with anticipated four-year institution to determine appropriate MTH courses and/or sequences.

² Students cannot receive credit for both PSY 235 and PSY 230.

³ Humanities Elective: Any course from ART, ENG (Literature), HUM, MUS, PHI, REL, or Foreign Language

Students graduating from this program may be called upon to participate in a general education outcomes assessment during their last semester.

Students graduating from this program must demonstrate proficiency in specific computer competencies by passing ITE 115 or an equivalent competency exam.

Students are encouraged to not wait until their final semester to complete this requirement

Associate of Applied Science (AAS)

Fire Science Technology

Purpose: The Fire Science program is designed to provide a broad-based knowledge of current and future advances in the fire and emergency services occupation. It will prepare students to enter the exciting and rewarding field of fire and emergency services as a volunteer or career member. It will also prepare fire service personnel for promotional advancement opportunities in career departments or other related fields. Additionally, these classes are aligned to the Fire and Emergency Service Higher Education national standards that are critical in the development of community fire departments.

Occupational Objectives: Personal development of interested personnel for occupations such as: firefighter (structural and aircraft), fire officer, fire protection specialist, apparatus driver, emergency dispatcher, fire/emergency service instructor, fire/building inspector, fire/arson investigator, wildland firefighter, rescue technician, emergency service provider, hazardous materials technician, fire safety specialist, emergency manager, occupational safety and risk management, fire insurance appraiser, fire equipment sales representatives or other related positions.

Admission Requirements: All students will be required to demonstrate college readiness through assessment and/or transcript review and may be required to take placement tests in math, writing, and reading to aid in placing students in the appropriate courses. Students who do not meet required placement levels must enroll in developmental studies courses.

Program Requirements: The curriculum includes general education courses, six core fire science courses and six elective courses. Instruction includes both theoretical concepts and practical applications needed for success in the occupations related to this degree. The student is urged to consult with a counselor and the faculty advisor in planning a roadmap for this program. Upon satisfactory completion of the program, the graduate will be awarded the Associate of Applied Science degree in Fire Science Technology.

FIRE SCIENCE TECHNOLOGY CURRICULUM:

Degree Requirements		Credits
Student Development	SDV 100 Student Orientation or any approved SDV course	1
English	ENG 111, ENG 112	6
Mathematics	MTH 154	3
Natural Sciences	Any BIO, CHM, ENV, NAS, GOL, or PHY	4
Health/Physical Education	Any HLT or PED course(s) ¹	2
Humanities	Any course from ART, ENG (Literature), HUM, MUS, PHI, REL or Foreign Language	3
Social Sciences	ECO 120 or ECO 201, and any course from ECO ² , GEO, HIS, PLS, PSY or SOC	6
Communication	CST 100	3
Other Requirement	ITE 115 ³	3
Major Requirements	FST 100, 110, 115, 121 ⁴ , 215, 220	18
Total Minimum Credits		31

SUGGESTED SCHEDULING:

FIRST YEAR

Fall

SDV 100
FST 100
ITE 115
ENG 111
FST 110
Social Science
Total Credits

1
3
3
3
3
3
16

Spring

MTH 154
ENG
Humanities
FST Elective
FST 115
FST 121
Total Credits

3
3
3
3
3
3
18

SECOND YEAR

Fall

Social Science
PE/Health
CST 100
FST Elective
FST 220
FST Elective
Total Credits

3
2
3
3
3
3
17

Spring

Natural Science
FST Elective
FST 215
FST Elective
FST Elective
Total Credits

4
3
3
3
3
16

1 Veterans may be awarded credit for military experience to meet this requirement.

2 ECO 120 and ECO 201-202 contain similar course content. Students who take ECO 120 cannot receive credit for either ECO 201 or ECO 202. Students who take either ECO 201 or ECO 202 cannot receive credit for ECO 120.

3 Students who pass the Computer Competency Test must select another course in FST or other disciplines

4 Students who present certification as both Fire Instructor I and II may be granted credit for FST 121 "Principles of Fire & Emergency Services Safety."

5 Students who present certification as both Fire Officer I and II may be granted credit for FST 235 "Strategy & Tactics."

6 Students who present certification from the National Fire Academy in Leadership I, II & III may be granted credit for FST 240 "Fire Administration." Students graduating from this program will be required to participate in a general education outcomes assessment during their last semester

Students graduating from this program may be called upon to participate in a general education outcomes assessment during their last semester.

Fire Science Roadmap: The following road map provided guidance on courses based on student interest and career progression.

A total of 6 elective courses must be completed from the list below equaling a **total 18 credits**.

ADMINISTRATION	CREDITS	OPERATIONS	CREDITS	OFFICER	CREDITS
FST 1112	3	FST 112	3	FST 135	3
FST 210	3	FST 205	3	FST 140	3
FST 237	3	FST 235 ⁵	3	FST 210	3
FST 235 ⁵	3	FST 240 ⁶	3	FST 235 ⁵	3
FST 245	3	HLT 100 & FST 245	6	FST 237	3
FST 240 ⁶	3	OR EMS 111 & EMS120	8	FST 250	3

Total credits required to complete the Fire Science Technology Associate Degree is 67.

* Note: Veterans and First Responders may be awarded credits for certification that meet the crosswalk conversion and health/physical education if they successfully completed Military Basic Training or Fire Academy Training (Fire Academy Training must be evaluated to determine if physical training was considered part of the curriculum).

Associate of Applied Science (AAS)

Information System Technology

Information Management or Network Security

Purpose: The Information Systems Technology (IST) curriculum has been designed to prepare students for employment in the information and computer technology fields. The program's required classes will introduce the student to areas in information systems management or network security.

Occupational Objectives: Web Page Designer and JAVA Programming, Network Security Technician, Database Administrator, Systems Analyst, Business (E-commerce) Application Specialist.

Admission Requirements: All students will be required to demonstrate college readiness through assessment and/or transcript review and may be required to take placement tests in math, writing, and reading to aid in placing students in the appropriate courses. Students who do not meet required placement levels must enroll in developmental studies courses.

Program Requirements: The curriculum includes required technical courses in information systems and general education courses. Instruction includes theoretical concepts along with hands-on experience required to master the skills needed for successful preparation for employment. Students are urged to consult with a curriculum advisor in planning the program and selecting areas for concentrated study. Technical/computer classes over five years old cannot be used as transfer credits. In addition, students who have been readmitted into the college must have computer courses that are over five years old re-evaluated.

INFORMATION SYSTEMS TECHNOLOGY CURRICULUM:

Degree Requirements		Credits
Student Development	SDV 100 or any approved SDV course	1
English	ENG 111-112	6
Mathematics	MTH 161 (recommended) or any math course, MTH 154 or MTH 155 or higher ¹	3
Health/Physical Education	Any HLT or PED course(s) ²	2
Humanities	Any course from ART, ENG (Literature), HUM, MUS, PHI, REL, or Foreign Language	3
Social Sciences	Any two courses from ECO ³ , GEO, HIS, PLS, PSY ⁴ , or SOC ⁵	6
Communication	BUS 236, CST 100, or CST 110	3
General Education Requirements		24

IST Program Core		Credits
ITD 110	Web Design I	3
ITE 100	Introduction to Information Systems	3
ITE 115	Introduction to Computer Applications and Concepts	3
ITN 101 or ITN 154	Intro to Local Area Networking or Fundamentals of Networking	3-4
ITN 260	Security Basics	3
ITP 100	Software Design	3
ITP 120	JAVA Programming	3
ITP 251	System Analysis and Design	3
ITP 258 or ITP 290	Systems Development Project or Coordinated Internship	3
IST Core Total (Minimum)		27-28

The student should choose either the Information Management OR the Network Security study concentration.

Information Management (Choose minimum of 15 credits from courses offered)		Credits
ITD 130	Database Fundamentals	3
ITD 210	Web Design II	3
ITD 220	E-Commerce Administration	3
ITE 160 or MKT 100	Introduction to E-Commerce or Principles of Marketing	3
ITE 180	Help Desk Support Activities	3
ITP 140	Client Scripting	3
ITP 267	Legal Topics in Network Security	3
Information Management Concentration Total Minimum Credits		15

Network Security (Choose a minimum of 15 credits from course offerings)		
ITN 124	Wireless Network Administration	3
ITN 155 or ITN 208	Introduction to Routing or Protocols and	4
OR ITN 262	Communications OR Network Communication, Security, and Authentication	
ITN 261	Network Attacks, Computer Crime and Hacking	4
ITN 263	Intranet/Internet Firewalls and E-Commerce	4
ITN 266	Network Security Layers	4
ITN 267	Legal Topics in Network Security	3
ITN 276	Computer Forensics I	4
ITN 277	Computer Forensics II	4
Network Security Concentration Total Minimum Credits		15
Total Degree Credits		66-67

SUGGESTED SCHEDULING:

FIRST YEAR		SECOND YEAR			
Fall		Info. Management Study Concentration		Network Security Study Concentration	
		Fall		Fall	
SDV 100	1	Social Sciences Elective	3	Social Sciences Elective	3
ITE 115	3	ITP 100	3	ITP 100	3
ITE 100	3	Humanities Elective	3	Humanities Elective	3
ENG 111	3	Information Management Electives	7	Network Security Electives	7
MTH 154 or higher	3	Total Credits	16	Total Credits	16
BUS 236, CST 100 or CST 110	3				
Total Credits	16				
		Spring		Spring	
Social Sciences Elective	3	ITP 251	3	ITP 251	3
ENG 112	3	ITP 120	3	ITP 258 or ITP 290	3
ITN 101 or ITN 154	3/4	ITP 258 or ITP 290	3	ITP 120	3
ITN 260	3	Information Management Electives	8	Network Security Electives	8
ITD 110	3	Total Credits	17	Total Credits	17
HLT or PED	2				
Total Credits	17/18				

Students Wishing to Transfer Credits: Associate of Applied Science in Information Systems Technology is not designed to be a transfer program. Students may, however, substitute some classes to aid in transfer. Students should check with the college to which they plan to transfer for classes that are accepted by that institution.

- 1 Students considering transfer should check with anticipated four-year institution to determine appropriate MTH courses and/or sequences.
- 2 ECO 120 and ECO 201-202 contain similar course content. Students who take ECO 120 cannot receive credit for either ECO 201 or ECO 202. Students who take either ECO 201 or ECO 202 cannot receive credit for ECO 120.
- 3 Students cannot receive credit for both PSY 235 and PSY 230. Veterans may be awarded credit for military experience to meet this requirement.

Students graduating from this program may be called upon to participate in a general education outcomes assessment during their last semester.

Associate of Applied Science (AAS)

Information System Technology

Networking

Purpose: The IST Networking Curriculum is designed to prepare students to design, maintain, install and secure network system infrastructures to include knowledge of operating systems, problem detection/resolution, fault tracking/management, and network operations. This degree program helps prepare students for a career working with networking hardware and software. A series of lecture and laboratory courses are included from the Cisco Systems Networking Academy Program, which will equip students with detailed instruction in network switching and routing and prepare them for the Cisco Certified Network Associate certification.

Career Opportunities: This associate degree in IST Networking will offer students an opportunity to pursue positions as a Network Engineer, Network Administrator, Network Analyst, or Help Desk Technician. Students will also be able to obtain major industry networking certifications including Cisco CCNA.

Admission Requirements: All students will be required to demonstrate college readiness through assessment and/or transcript review and may be required to take placement tests in math, writing, and reading to aid in placing students in the appropriate courses. Students who do not meet required placement levels must enroll in developmental studies courses.

A familiarity with computer equipment and software is also required. Students may satisfy this requirement by passing an approved computer competency examination or by completing and passing ITE 115.

Program Requirements: The curriculum includes required technical courses in information systems and general education courses. Instruction includes theoretical concepts along with hands-on experience required to master the skills needed for successful preparation for employment. Students are urged to consult with an IST faculty advisor in planning the program. Technical/computer classes over five years old cannot be used as transfer credits. In addition, students who have been readmitted into the college must have computer courses that are over five years old re-evaluated.

INFORMATION SYSTEM TECHNOLOGY: NETWORKING CURRICULUM

Degree Requirements		Credits
Student Development	SDV 100 or any approved course	1
English	ENG 111-112	6
Mathematics	MTH 161 (recommended) or any math course MTH 154 or MTH 155 or higher ¹	3
Health/Physical Education	Any HLT or PED course(s) ²	2
Communications	BUS 236, CST 100, or CST 110	3
Humanities	Any course from ART, ENG (Literature) HUM, MUS, PHI, REL, or foreign language (PHI 111 recommended)	3
Social Sciences	Any two courses from ECO ³ , GEO, HIS, PLS, PSY ⁴ , or SOC	6
General Education Requirements		24
IST Program Core:		
ITE-100	Introduction to Information Systems	3
ITN-260	Security Basics	3
ITP 100	Software Design	3
ITP-120	JAVA Programming	3
ITP-251	System Analysis and Design	3
IST Core Total		15

Networking Requirements:

ITN-154	Networking Fundamentals – Cisco	4
ITN-155	Introductory Routing – Cisco	4
ITN-156	Basic Switching and Routing – Cisco	4
ITN-157	WAN Technologies – Cisco	3
ITN-171	UNIX-I	3
ITN-200	Network Administration	3
ITN-261	Network Attacks, Computer Crime, and Hacking	4
ITN-263	Intranet/Internet Firewalls and E-Commerce	4
Networking Total Minimum Credits		29
Degree Credits		68

Students graduating from this program may be called upon to participate in a general education outcomes assessment. A superior level of performance on these assessments will be recognized by an award and will be noted on a student's transcript.

SUGGESTED SCHEDULING:

FIRST YEAR				SECOND YEAR			
Fall		Spring		Fall		Spring	
SDV 100	1	ENG 112	3	ITN 156	4	ITN 200	3
ENG 111	3	ITN 260	3	ITP 157	3	ITN 120	3
MTH (see above)	3	ITN 155	4	ITP 100	3	ITN 251	3
ITE 100	3	ITN 171	3	ITN 261	4	ITN 263	4
ITN 154	4	BUS 236, CST 100, or CST 110	3	Humanities Elective	3	Social Science Elective	3
Social Science Elective	3	HLT or PED	2				
Total Credits	17	Total Credits	18	Total Credits	17	Total Credits	16

- 1 Students considering transfer should check with anticipated four-year institution to determine appropriate MTH courses and/or sequences.
- 2 Veterans may be awarded credit for military experience to meet this requirement.
- 3 ECO 120 and ECO 201-202 contain similar course content. Students who take ECO 120 cannot receive credit for either ECO 201 or ECO 202. Students who take either ECO 201 or ECO 202 cannot receive credit for ECO 120.
- 4 Students cannot receive credit for both PSY 235 and PSY 230.

Students graduating from this program may be called upon to participate in a general education outcomes assessment during their last semester.

Associate of Applied Science (AAS)

Nursing

Purpose: The two-year Associate in Applied Science degree curriculum in Nursing is designed to prepare selected students to qualify as contributing members of the healthcare team, rendering direct patient care as beginning practitioners of nursing in a variety of health service facilities. Upon successful completion of the curriculum, students will be eligible to take the National Council Licensure Examination leading to licensure as a registered nurse (RN).

It is also designed to provide a base of general education from which the individual student will grow and develop as a person, worker, and citizen of the community. Students who successfully complete the curriculum are awarded the Associate in Applied Science degree with a major in Nursing.

Graduate Learning Outcomes: Student outcomes for the Associate in Applied Science (AAS) degree are guided by the Mission, Vision and Values of the Nursing Department and are expanded on in the supporting key courses. Students completing the AAS degree are expected to be able to incorporate competencies that accomplish outcomes:

1. Provide patient-centered care promoting therapeutic relationships, caring behaviors, and self-determination across the lifespan for diverse populations.
2. Practice safe nursing care that minimizes risk of harm across systems and client populations.
3. Demonstrate nursing judgement through the 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 quality improvement processes, information technology, and fiscal responsibility to meet clients needs and support organizational outcomes.
6. Demonstrate principles of collaborative practice within the nursing and interdisciplinary teams fostering mutual respect and shared decision-making to achieve stated outcomes of care.

To ensure graduates are successful in achieving these program outcomes, the faculty incorporate the *National Council of State Boards of Nursing's current NCLEX-RN Test Plan.

***www.ncsbn.org for NCLEX-RN Test Plan and Licensure.**

Accreditation: The Nursing Program is accredited by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, Georgia 30326 and approved by the Virginia State Board of Nursing, Perimeter Center, 9960 Maryland Drive, Suite 300, Richmond, VA 23233-1463, (804) 367-4515.

Nursing Performance Standards: Students admitted to the Germanna Community College nursing program can be expected to complete course requirements that prepare students to perform essential job functions as a registered professional nurse. Those functions or skills that are deemed essential to the profession must be performed with or without accommodations. Any student who thinks he/she does not possess one or more of these functions should contact the Special Needs Counselor in the Office of Student Development Services. Provisions for accommodations will be made in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

Occupational Objectives: Employment opportunities for the Registered Nurse include staff positions in hospitals, home health care, extended care facilities, health departments, physicians' offices, clinics, day care centers, as well as civil service, military service, and community health services.

Admission Requirements for All Nursing Applicants:

- Applicants must have official high school transcripts validating completion of high school, home school, or official documentation of GED on file in the Office of Admissions and Records. Applicants must have official college transcripts on file in the Office of Admissions and Records if applicable.
- Demonstrated proficiency in Science by a score of 45% or greater on the designated pre-admission test. Demonstrated proficiency in Math – MTE 1-5 and 45% or greater on nursing preadmission test; Equivalent include college BIO 101, CHM 125, and MTE 1, 2, 3, 4 and 5 completed prior to applying to the nursing program.
- All students will be required to demonstrate college readiness through assessment and/or transcript review and may be required to take placement tests in math, writing, and reading to aid in placing students in the appropriate courses. Students who do not meet required placement levels must enroll in developmental studies courses.
- Pre-admission nursing tests of essential academic skills taken at Germanna are required. Scores on the preadmission nursing tests are expected to be a minimum score of 45% or greater in all four areas (Math, Science, English and Reading) for admission to the nursing program. Preadmission nursing test scores are accepted if completed within three years prior to applying to the nursing program. Advanced Standing (LPN to RN) applicants are exempt from preadmission nursing tests if prerequisites of biology, chemistry, and algebra or equivalents have been completed with a minimum grade of "C" within five years prior to applying to the nursing program.
- In order to be considered for the nursing program, 2.5 curricular average in the following academic work is required: BIO141, ENG111, PSY230, SDV100 and General elective.

- The application process includes receipt of a completed College application, official transcripts of all secondary and postsecondary courses attempted or completed, and a completed request for transcript evaluation form by the Office of Admissions and Records. Applicants are to submit the completed Nursing Program application, transcripts, and a copy of their preadmission nursing test scores to any Germanna Welcome Center. Applicants must subscribe to a Division of Nursing and Health Technologies approved online criminal history report. Evidence of a criminal history report must be submitted for review with the nursing application. Applicants are responsible for fees associated with this report. Applicants who have committed a felony/misdemeanor may not be offered admission. The Board of Nursing may deny any application for licensure if the applicant has committed a felony/misdemeanor under laws of the Commonwealth of Virginia or of the United States.
- Applicants must have signed student/advisor worksheets on file in the Nursing Office prior to applying to the nursing program. Copies of the worksheet may be downloaded from <http://www.germanna.edu/academics/nursingandhealthtechnologies/>
- Requirements for admission into the nursing program are specific and admission is selective and competitive.
- Residents of Germanna's service region (Caroline, Culpeper, King George, Madison, Orange, Spotsylvania, Stafford, and the City of Fredericksburg) will be offered priority consideration for offers of admission..
- Applicants are expected to have earned a "C" or better in all courses in the Allied Health Care Preparation Career Study Certificate or equivalent courses. Nursing students must earn at least a "C" in the NUR major courses to remain in the program. The minimum passing grade is 80 (C) in the nursing program.

Applications for the AAS Nursing Program are due by March 1 and October 1. Applicants' transcripts and nursing pre-admission test scores will be evaluated and ranked according to the requirements and priorities noted above. Final decisions regarding admission are made by a Nursing Admissions Committee. Nursing Faculty, Nursing Department Chairs, the Dean of Nursing and Health Technologies, the Registrar, a Counselor, a Disabilities Counselor and a member of the Diversity and Inclusion Council comprise this committee. The Registrar is a non-voting member of the committee.

The number of qualified applicants offered admission to the nursing program is contingent upon the space available in the classrooms and nursing laboratories, the program's access to sufficient clinical spaces in the region's healthcare settings in order to meet the program's learning outcomes, and the number of qualified nursing faculty to teach the students in classrooms, labs, and clinical settings.

An applicant seeking readmission into the nursing program after having left the NUR/NSG major courses for either academic or personal reasons may apply for readmission at the March 1 or October 1 due dates.

A readmission applicant who has been admitted to the nursing program a total of two times and fails to complete the program following the second offer of admission will not be readmitted to the program unless extenuating circumstances can be demonstrated by the applicant and which are deemed valid by the Nursing Program Admission Committee. The offer of admission to a qualified readmission applicant will be contingent upon space available in the classrooms and nursing laboratories, the program's access to sufficient clinical spaces to meet the program's learning outcomes in the region's healthcare settings, and the number of qualified nursing faculty to teach the students in classrooms, labs, and clinical settings.

A transferring nursing student applicant must be currently enrolled in an approved associate degree nursing program or equivalent whose graduates are candidates for licensure. A transferring nursing student must have already successfully completed laboratory and clinical nursing major course(s) and meet the GCC requirements for admission to the nursing program. Transferring nursing students must present copies of the completed nurse major courses' unit outlines to the Dean of Nursing and Health Technologies or designee prior to applying for transfer. Decisions on admission offers to transferring applicants will be determined by the Nursing Program Admissions Committee following official transcript analysis, review of completed nursing course outlines, and space and faculty availability. A transferring student must demonstrate expected level proficiencies by testing. The transferring applicant may have to repeat courses.

A transferring nursing student must present a letter of recommendation from the administrator of the program indicating that they are in good standing from which the student wishes to transfer. Application deadlines for transferring applicants are March 1 or October 1.

The offer of admission to a qualified transferring applicant will be contingent upon space available in the classrooms and nursing laboratories, the program's access to sufficient clinical spaces to meet the program's learning outcomes in the region's healthcare settings, and the number of qualified nursing faculty to teach the students in classrooms, labs, and clinical settings.

If the number of applicants exceeds the number of available qualified faculty and the amount of enrollment space available in the program, some applicants may not be accepted even if the minimum requirements for admission are met.

Program Information: Prospective applicants without previous college courses completed should contact the Welcome Center/ Counseling Office to begin taking pre-nursing courses. Prospective applicants who have already met with a counselor and registered for the first semester of classes at Germanna may then contact the nursing office to meet with a nursing advisor for subsequent semesters.

A current working knowledge of the principles of biology, math, and chemistry is expected for success in human anatomy, physiology, microbiology, pharmacology, and in all nursing courses. Math and science prerequisite courses must have been successfully completed within the previous five years. Deficiencies may be corrected through appropriate courses at Germanna prior to admission to the program.

Students will be responsible for transportation to and from the College and health agencies utilized for clinical experiences. Information on scholarships and financial assistance is available in the Financial Aid Office.

Prior to the onset of the first clinical nursing course, the nursing student must provide documentation of:

- Certification of American Heart Association cardiopulmonary resuscitation for healthcare professionals.
- Tetanus Vaccine
- Rubella/mumps/rubella/varicella vaccines or titer/Seasonal flu vaccine
- Hepatitis B vaccines or waiver.
- PPD or Chest X-ray.
- Current professional liability insurance as nursing student
- Urine drug screen
- Other mandatory clinical facility requirements including professional responsibilities and patient confidentiality.
- Personal Health insurance.
- Physical and Dental Examinations- Students must submit a Physical exam and Dental exam.

When a student progresses from one semester of nursing major courses into another semester of nursing major courses, the student is accountable for providing documentation of completed Hepatitis B series vaccination, current CPR certification, liability insurance, health insurance and PPD skin test result.

A transferring or readmitted student must submit current copies of all credentials using a Division of Nursing and Health Technologies approved background check. In addition, a transferring or readmitted student must complete a new drug screen within 6 months of application submission.

ASSOCIATE DEGREE NURSING CURRICULUM:

Degree Requirements		Credits
Student Development	SDV 100 or SDV 101	1
English	ENG 111-112	6
Humanities	Any course from ART, ENG (Literature), HUM, MUS, PHI, REL, or Foreign Language (Any student desiring to take Literature must have taken ENG 112.) History and speech classes do not meet the humanities elective requirement	3
Elective	Any course from ECO ³ , GEO, HIS, PLS, PSY ⁴ , or SOC ⁵	3
Social Sciences	PSY 230	3
Lab Sciences	BIO 141-142	8
Science	BIO 150	4
Major requirement(s) in sequence	NSG 100, 106, 130, 200, 152, 170, 210, 211, 230, 252, 270	39
Total Minimum Credits		67

SUGGESTED SCHEDULING:

Applicants may complete the general education course requirements prior to applying for admission into the first AAS nursing major laboratory course, NUR 111.

Semester 1	Semester 2	Semester 3	Semester 4	Semester 5
SDV 100 or 101	NSG 100	BIO 150	ENG 112	NSG 252
BIO 141	BIO 142	NSG 152	NSG 210	NSG 230
ENG 111	NSG 106	NSG 170	NSG 211	NSG 270
Elective (College choice)	NSG 130			Humanities Elective
PSY 230	NSG 200			
Total	Total	Total	Total	Total
14	14	13	13	13
Program Total	67			

Students graduating from this program may be called upon to participate in a general education outcomes assessment during their last semester.

Associate of Applied Science (AAS)

Licensed Practical Nurses for Advanced Standing

The Advanced Standing (LPN to RN) applicant must meet the same admission requirements listed under Admission Requirements for All Nursing Applicants. The LPN to RN applicant is not required to take the Pre-admission Tests. However, if the LPN to RN applicant has not successfully completed the prerequisites biology, chemistry, and algebra within five years prior to applying to the nursing program, the LPN to RN applicant may demonstrate competency in these prerequisites by earning a minimum score of 45% or greater on Math, Science, Reading and English of the Nursing Pre-admission Test or by successful completion of BIO, CHM, and MTE 1-5. The LPN to RN applicant must have completed ITE 115 within the last five years or successfully complete a college approved computer competency test prior to applying to the nursing program. The LPN to RN applicant must demonstrate application of knowledge of basic nursing concepts through performance on a standardized nursing achievement test. Applicant is responsible for the cost of the tests. Successful completion of the achievement test does NOT guarantee admission into the 200 level nursing program courses.

The LPN to RN applicant must complete the standardized nursing achievement test (HESI) with a 750 or greater to apply to the program. HESI test dates are scheduled two to three times per year and may not be taken more than two times. Students passing the HESI test with a score of 850 or greater on the first attempt will be awarded credit for NUR 100. In addition, a faculty-developed drug dosage calculation test may be offered on the same day as the standardized nursing achievement test for advanced standing students. Students passing this drug dosage calculations test with a score of 90 or better will be awarded credit for NUR 135. This drug dosage calculation test may be taken one time only. Students interested in challenging HLT 250 may take the ATI pharmacology proctored test, and are responsible for costs associated with this test. Students who pass at proficiency level 3 will be awarded credit for HLT 250. This test may be taken one time only. Prospective advanced standing students have the opportunity to test out of up to 5 credits: NUR 100 – 1 credit; NUR 135 – 1 credit; HLT 250 – 3 credits. Dates for testing will be advertised on the nursing web page. LPN to RN applicants must complete NUR 100, NUR 226, and NUR 115 within eighteen months prior to admission to program. LPN to RN applicants should complete the majority of general education courses in the associate degree prior to applying for admission with advanced standing into 200 level nursing courses.

Applications for LPN to RN AAS nursing program are due by March 1 or October 1. Upon meeting all admission criteria, applicants' transcripts and nursing test scores will be evaluated to determine readiness and priority for admission. The number of qualified LPN to RNs offered admission is contingent upon space available in classroom, nursing laboratory, the program's access to sufficient clinical spaces in the region's healthcare settings, and the number of qualified nursing faculty. LPN to RN applicants offered admission must submit documentation of PN licensure, immunizations and other credentials including drug screen, liability insurance for RN nursing student, and health insurance as listed for students in the Associate in Applied Science: Nursing curriculum.

Admission Requirements: All students will be required to demonstrate college readiness through assessment and/or transcript review and may be required to take placement tests in math, writing, and reading to aid in placing students in the appropriate courses. Students who do not meet required placement levels must enroll in developmental studies courses

LPN FOR ADVANCED STANDING NURSING CURRICULUM (LPN TO RN):

Degree Requirements		Credits
Student Development	SDV 100 or SDV 101	1
English	ENG 111-112	6
Humanities	Any course from ART, ENG (Literature), HUM, MUS, PHI, REL, or Foreign Language (Any student desiring to take Literature must have taken ENG 112.) History and speech classes do not meet the humanities elective requirement	3
Social Sciences	PSY 230	3
Lab Sciences	BIO 141-142	8
Science	BIO 150	4
Major requirements in sequence	NUR 115 ¹ , 100 ¹ , 135 ¹ , 216, 217, 226, 245, and 254 Student will be awarded 13 credits for LPN Licensure and demonstration of proficiency as defined by the nursing faculty on standardized nursing achievement tests	28 13
General Pharmacology	HLT 250	3
Total Minimum Credits		69

SUGGESTED SCHEDULING: Advanced Standing students should complete the majority of general education course requirements prior to applying.

FIRST YEAR		SECOND YEAR					
Semester 1	Semester 2	Semester 3	Semester 4				
BIO 141	4	ENG 112	3	NUR 216	8	NUR 217	8
ENG 111	3	NUR 115	3	NUR 245	3	NUR 254	2
PSY 230	3	NUR 100	1	HLT 250	3		
BIO 150	4	NUR 226	2				
SDV course	1	BIO 142	4				
Humanities Elective	3	NUR 135	1				
Total Credits	18	Total Credits	14	Total Credits	14	Total Credits	10

NUR 100, NUR 135, NUR 226, HLT 250 and NUR 115 may be taken in other semesters. NUR 100, 115, 135, 226 and HLT 250 may be taken by licensed LPNs who anticipate application to the nursing program within 18 months of application to the program. NUR 115 is required to be taken immediately before applying to the program.

Students graduating from this program may be called upon to participate in a general education outcomes assessment during their last semester.

Associate of Applied Science (AAS)

Physical Therapist Assistant

Purpose: The mission of the Physical Therapist Assistant Program at Germanna Community College is to prepare successful graduates of a comprehensive and contemporary program of study who have the knowledge, skills and attitudes expected of entry-level physical therapist assistants, and who are able to meet the employment needs of the surrounding communities.

Admission Requirements: All students will be required to demonstrate college readiness through assessment and/or transcript review and may be required to take placement tests in math, writing, and reading to aid in placing students in the appropriate courses. Students who do not meet required placement levels must enroll in developmental studies courses.

Student Learning Outcomes:

1. Students will demonstrate the ability to collect and review data and to administer evidence-based interventions within the limits of the PTA scope of work and as outlined by the physical therapist in the plan of care.
2. Students will demonstrate written and verbal communication related to the practice of physical therapy that is effective, professional, and presented in a manner appropriate to the intended audience.
3. Students will apply critical thinking and decision-making skills to the provision of physical therapy care to ensure patient safety and appropriate progression of the physical therapist - developed plan of care.
4. Students will adhere to federal and state regulations, facility policies and procedures, and will meet standards of performance-based and values-based behaviors expected of the entry-level physical therapist assistant.

Accreditation Status of the Physical Therapist Assistant Program: Graduation from a physical therapist assistant education program accredited by the Commission on Accreditation in Physical Therapy Education is necessary for eligibility to sit for the licensure examination, which is required in all states.

Effective April 29, 2015, the physical therapist assistant program at Germanna Community College has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA 22314; phone: 703-706-3245; accreditation@apta.org. Candidate for Accreditation is a pre-accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates that the program is progressing toward accreditation and may matriculate students in technical/professional courses. Candidate for Accreditation is not an accreditation status nor does it assure eventual accreditation.

Essential Functions of the PTA: In the course of the PTA curriculum, students are required to demonstrate certain physical, behavioral and cognitive functions related to those expected in physical therapy practice, as well as specific factors related to the classroom experience. Germanna Community College has adopted standards that students of the program are expected to possess. A list of the Essential Functions is available in the complete PTA Application Packet found online. Qualified individuals with a disability who can perform these essential functions with reasonable accommodations may be considered for admission to the program; however, they must contact a college disabilities counselor to determine what reasonable accommodations are appropriate to this setting. Provisions for accommodations will be made in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

Occupational Objectives: Employment opportunities for the PTA include jobs in hospitals, nursing home/extended care facilities, assisted living facilities, outpatient clinics, home health, Veteran's Administration clinics, sports facilities, and school systems. Experienced physical therapist assistants are also utilized as clinic directors. The physical therapist assistant works under the supervision of a licensed physical therapist to administer components of the plan of care.

Admission Requirements for All Applicants: Prospective students must complete the following as part of the program application and admissions process:

1. Apply for and be granted admission to Germanna Community College.
2. Have official High School and College Transcripts mailed to Germanna Community College Admissions and Records. Assure that transcripts from all other colleges attended are on file with the GCC Admissions and Records office prior to the program application deadline date. Any transfer credits must be evaluated before any transfer credit is granted. Transfer Counselors are available; please ask the Welcome Center staff for assistance.
3. Attend a Physical Therapist Assistant Information Session (dates are posted on the PTA Program website).
4. Complete the prerequisite general education courses with a grade of "C" or better. Points earned for "A's" and "B's" will contribute to application priority points.
5. Achieve a minimum cumulative GPA of 2.5 or better for all prerequisites and/or required general education courses.
6. Complete two (2) distinct volunteer/observation experiences of 20 hours each under the supervision of a Physical Therapist or Physical Therapist Assistant. One experience must be in a hospital or long-term care facility. Supervisor evaluation forms and instructions for submission are available in the Application Packet online.
7. Meet with the PTA Program Director or Clinical Director (ACCE) within the 6 months prior to the application deadline to review the transcript and to identify remaining criteria to be met. County/city of residency will be reviewed in the Student Information System and recorded in the student's file for awarding of residency points.

8. Submit a current background check and drug screen through a Division of Nursing and Health Technologies approved vendor.
9. Submit all components of the PTA Program Application by the application deadline, including:
 - a. Personal Statement essay explaining the student's reasoning for choosing the field of PTA
 - b. Current class schedule, if enrolled in any pre- or co-requisite courses.

Basic Requirements and Competencies

Applicants will meet the following basic requirements:

- Valid High School or Home School diploma or GED
- Acceptance as a student at Germanna Community College
- Competency in MTE 1-5 as a pre-admission qualification
- Successful challenge of GCC computer competency test or completion of ITE 115, prior to admission

Students transferring from another college or university will consult with the Admissions and Records Office for an evaluation of transfer credit. Official transfer credit evaluations will be completed when all official transcripts and a Request for Evaluation of Transfer Credit form are received by the Admissions and Records Office.

Applications will be accepted between April 15 and May 15 each year.

Admission to the PTA program is competitive; class size is limited and not all qualified applicants can be accepted. Targeted class size is twelve (12) students. A standardized system of evaluation criteria is in place, and interested students are advised of these criteria during attendance at a mandatory information session, and through material available online and through college advisors. Applications are evaluated based on the following components: points earned for A's and B's in selected prerequisite and **recommended** co-requisite courses, volunteer/observation supervisor ratings, the applicant's Personal Statement, and priority points for residency in the service area. In order to be considered for admission, the applicant must submit all required materials during the open application period, and no later than the posted deadline. Applications will be reviewed by Admissions and Records staff who calculate total points and the top 20 scores will be forwarded to PTA faculty. The 20 applicants are invited to interview in Phase II of the application process. Interview scores are based on a standardized rubric and an average score is calculated by Admissions and Records staff. In the second phase of the application process, 20 applicants are invited to interview with an interview committee, consisting of two full-time PTA faculty and a representative from the College Diversity and Inclusion Council. Interview scores are based on a standardized rubric, and an average score is calculated with other application materials by Admissions and Records staff to identify the top 12 candidates to be reviewed by the Admissions Panel. The Admissions Panel consists of the Dean of Nursing and Health Technologies, the PTA program faculty, counselors, and a member of the College Diversity and Inclusion Council.

It is recommended that all General Education requirements are complete and math and computer competencies must be completed within five years prior to application to the program. It is **mandatory** that science courses be completed within the five years prior to admission. In instances where a student has been involved in continued study or employment utilizing the prerequisite science course content, this time requirement may be waived by the Program Director.

Applications do not carry over from year to year. If a student is not accepted and wishes to re-apply, he/she must resubmit a new application the next annual cycle. Volunteer experiences and evaluation forms completed for the original application will be accepted provided they were completed within two years of the new application deadline.

Students of the PTA program follow a structured curriculum designed to progress from the simple to complex, and from basic understanding to competent performance. Students will develop both cognitive and psychomotor skills through individual reading, traditional lecture, lab, group projects, role-playing, one-on-one guidance, peer mentorship, use of interactive study aids, and off-campus experiences. Students will also complete three distinct clinical education experiences, embedded into the final three semesters of the program. Competence as an entry-level PTA requires hours of hands-on and performance practice, both in the lab and in the clinical environment. Students will develop their skills by learning not only intellectually, but in the psychomotor and behavioral domains as well. In this way, the student will be prepared with the knowledge, skills and attitudes necessary for successful practice as a physical therapist assistant.

A.A.S. IN PHYSICAL THERAPIST ASSISTANT CURRICULUM: (Including prerequisites and required General Education courses):

Degree	Requirements	Credits
Student Development	SDV 100 or 101	1
English	English 111	3
Humanities	Any course from ART, ENG LIT, HUM, MUS, PHI, REL, or Foreign Language (American Sign Language does not qualify)	3
Social Sciences	PSY 230, SOC 200	6
Biology or Natural Sciences	BIO 141-142 (or NAS 161-162)	8
CPR	HLT 105	1
PTA Technical Courses (<i>taken in predetermined sequence</i>)	PTH 105, 110, 115, 121, 122, 131, 151, 210, 225, 226, 251, 252, 255	44
Total Minimum Credits		66

SUGGESTED SCHEDULING

Students are expected to progress sequentially through the PTA curriculum. Progression from one semester to the next is dependent on passing each PTH-prefix course with a "C" or better, and maintaining an overall 2.5 GPA, and meeting additional course-specific requirements. Students will be given opportunity for remediation if they are in danger of not passing a course. Clear guidelines for minimum requirements to pass each course are included in the course syllabi. Students are expected to avail themselves of open lab opportunities if they are experiencing trouble in any PTA program course.

Semester 1	Credits	Semester 4	
BIO 141 (or NAS 161)	4	PTH 225	Rehabilitation Procedures 5
ENG 111	3	PTH 251	Clinical Practicum I (225 Hours) 3
PSY 230	3	PTH 210	Psychological Aspects of Therapy 2
SDV 100 or any approved SDV course	1		Humanities Elective 3
HLT 105	1	Total Credits	13
Total Credits	12		
Semester 2		Semester 5	
BIO 142 (or NAS 162)	4	PTH 226	Therapeutic Exercise 4
PTH 105	2	PTH 252	Clinical Practicum II (240 Hours) 4
PTH 121	5	SOC 200	Principles of Sociology 3
PTH 151	5	PTH 255	Seminar in Physical Therapy 2
Total Credits	16	Total Credits	13
		Total PTH credits	44
Semester 3		Total for degree	66
PTH 115	4		
PTH 122	5		
PTH 110	1		
PTH 131	2		
Total Credits	12		

Associate of Applied Science (AAS)

Technical Studies - Industrial Maintenance

Purpose: The associate degree in Technical Studies-Industrial Maintenance is designed to assist companies through educating students on current industry and manufacturing practices. The degree allows students to have a work-based learning component in addition to the general education and technical foundation classes.

Admission Requirements: All students will be required to demonstrate college readiness through assessment and/or transcript review and may be required to take placement tests in math, writing, and reading to aid in placing students in the appropriate courses. Students who do not meet required placement levels must enroll in developmental studies courses.

TECHNICAL STUDIES CURRICULUM:

Degree Requirements		Credits
SDV 100	College Success Skills	1
ENG 111	College Composition I	3
Humanities	Any course from ART, ENG (Literature), HUM, MUS, PHI, REL, or Foreign Language	3
Social Sciences	Any two courses from ECO ¹ , GEO, HIS, PLS, PSY ² , or SOC	6
Math	Any math course 154 or higher ³	3
HLT/PED	Any HLT or PED course(s) ⁴	2
Total		18
Technical Foundations:		
ITE 115	Introduction to Computer Applications and Concepts	3
ENG 115	Technical Writing	3
IND 101	Quality Assurance Technology I	3
IND 137	Team Concepts and Problem Solving	3
ELECTIVES	Choose from any SAF, ITE, MEC, MAC	3
Total		15
Contents Skills and Knowledge:		
MAC 161	Machine Shop Practices	3
DRF 175	Schematics and Mechanical Diagrams	2
MAC 209	Standards, Measurements, and Calculations	3
MEC 154 or ELE 156	Mechanical Maintenance/Electrical Control Systems	3
MEC 265 or ELE 233	Fluid Mechanics / Programmable Logic Control Systems I	3
MEC 161	Basic Fluid Mechanics – Hydraulics/Pneumatics	3
MEC 162 or MEC 165	Applied Hydraulics and Pneumatics/ Applied Hydraulics, Pneumatics and Hydraulics	3
SAF 126	Principles of Industrial Safety	3
ELE 133	Practical Electricity I	3
Work-based Learning:		26
Work-based Learning ⁵		6
Total Minimum Credits:		65

SUGGESTED SCHEDULING:

FIRST YEAR			SECOND YEAR				
Fall		Spring	Fall		Spring		
SDV 100	1	DRF 175	2	Social Science Elective	3	Humanities Elective	3
ENG 111	3	MEC 154 or ELE 156	3	ENG 115	3	Social Science Elective	3
MAC 161	3	MEC 162 or MEC 165	3	Micro-Computers	3	SAF 126	3
MEC 161	3	MEC 265 or ELE 233	3	MTH 120 or higher	3	HLT or PED	2
MAC 209	3	ITE 115	3	IND 137	3	Work-Based Learning	6
ELE 133	3	IND 101	3				
Total Credits	16	Total Credits	17	Total Credits	15	Total Credits	17

Before registering for classes, students should check the prerequisites listed with the course descriptions in the back of the catalog. Normally, a full-time student would register for courses in the following sequence; however, apprenticeship offerings may alter this sequence.

- 1 *ECO 120 and ECO 201-202 contain similar course content. Students who take ECO 120 cannot receive credit for either ECO 201 or ECO 202. Students who take either ECO 201 or ECO 202 cannot receive credit for ECO 120.*
- 2 *Students cannot receive credit for both PSY 235 and PSY 230.*
- 3 *Students considering transfer should check with anticipated four-year institution to determine appropriate MTH courses and/or sequences.*
- 4 *Veterans may be awarded credit for military experience to meet this requirement*
- 5 *Work-based learning is satisfied by completion of: Journeyman Card or Standard Industry Certification.*

Certificate Programs

Administration of Justice

Purpose: This certificate program is designed for those who want to pursue the study of subjects related to the criminal justice system and to prepare students for entry-level positions in the Administration of Justice field.

Occupational Objectives: Police Officer, Deputy Sheriff, Private Security Officer, Park Police Officer, Transit Police Officer, and other law enforcement related occupations. Enhances knowledge and employability in the Administration of Justice field.

Admission Requirements: All students will be required to demonstrate college readiness through assessment and/or transcript review and may be required to take placement tests in math, writing, and reading to aid in placing students in the appropriate courses. Students who do not meet required placement levels must enroll in developmental studies courses.

Administration of Justice CURRICULUM:

Program Requirements		Credits
SDV 100	College Success Skills	1
ENG 111	College Composition I	3
Any HLT/PED	Health/Physical Education ¹	2
Humanities	One course from ART, ENG (Literature), HUM, MUS, PHI, REL, or Foreign Language	3
ITE 115 ²	Computer Applications and Concepts	3
ADJ 100	Survey of Criminal Justice	3
ADJ 105	The Juvenile Justice System	3
ADJ 110	Introduction to Law Enforcement	3
ADJ 111	Law Enforcement Organization and Administration	3
ADJ 133	Ethics and the Criminal Justice Professional	3
ADJ 211	Criminal Law, Evidence, and Procedures I	3
ADJ 236	Principles of Criminal Investigation	3
Total Minimum Credits		33

SUGGESTED SCHEDULING:

First Year

Fall		Spring	
ADJ 100	3	ADJ 111	3
ADJ 105	3	ADJ 133	3
ADJ 110	3	ADJ 211	3
ENG 111	3	ADJ 236	3
Health/Physical Ed	2	Humanities Elective	3
SDV 100	1	ITE 115	3
Total Credits	15	Total Credits	18

All courses in this program are also program requirements in the Administration of Justice AAS degree.

- 1 Veterans may be awarded credit for military experience to meet this requirement.*
- 2 Students passing an approved computer competency exam will need to take an additional 100 level course in place of ITE 115.*

Certificate Programs

Dental Assisting

Germanna Community College offers a Certificate in Dental Assisting. The program consists of a combination of traditional and clinical learning modalities. The curriculum is designed to prepare selected students to serve in a dynamic and growing health profession as valuable members of the Dental Health team. The program is also designed to accommodate those students who wish to advance to the Dental Assisting II registration and/or matriculate to an Associate of Applied Science in Dental Hygiene at Northern Virginia Community College.

Admission Requirements: All students will be required to demonstrate college readiness through assessment and/or transcript review and may be required to take placement tests in math, writing, and reading to aid in placing students in the appropriate courses. Students who do not meet required placement levels must enroll in developmental studies courses.

Graduates of this Dental Assisting Program will receive a Certificate of Dental Assisting. After successful completion of the program and national dental assisting board examinations, the student will be eligible for entry into the profession or a Dental Assisting II program. The goals of the Dental Assisting Program are:

1. To attract and graduate competent and ethical professionals with the skills and knowledge to practice as chairside dental assistants.
2. To prepare students to pass the Dental Assisting National Board Exam.
3. To prepare students to obtain employment as dental assistants.
4. To prepare students to recognize the need for a commitment toward professional growth through life-long learning and participation in professional activities.

Purpose: The curriculum is designed to prepare selected students to serve in a dynamic and growing health profession as valuable members of the Dental Health team. The student will be eligible to take the Dental Assisting National Board Examination as part of the program.

Transfer Information: Although transfer is not the primary purpose of a certificate program, GCC credits may transfer to other associate degree programs and/or senior institutions. Students interested in transfer should contact a counselor or their faculty advisor early in their program.

Special Accreditation Status: The program in dental assisting is accredited by the Commission on Dental Accreditation and has been granted the accreditation status of "approval without reporting requirements". The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at (312) 440-4653 or at 211 East Chicago Avenue, Chicago, IL 60611. The Commission's web address is: <http://www.ada.org/en/coda>. Germanna's next site visit is scheduled for Fall 2019.

Essential Dental Assisting Functions: To successfully complete all components of the Program, the student must be able to perform all of the essential functions of a dental assistant:

1. Possess front desk and chairside clinical skills including the abilities to see and hear adequately to note slight changes in the client's conditions and to hear adequately to perceive and interpret various equipment signals.
2. Possess a good attitude and dedication toward other members of the health care team and patients.
3. Be a team player, take initiative and be responsible.
4. Maintain patient confidentiality and communicate satisfactorily with clients, physicians, peers, family members, and the health care team
5. Demonstrate sensitivity to patient needs.
6. Show empathy.
7. Demonstrate adequate eye/hand coordination for dexterity in manipulation of hand instruments and other equipment used in clinical practice.
8. Manage the care of a client in a sudden emergency, including one-man CPR when necessary.
9. Possess the visual acuity to correctly read handwritten orders, medication records, chart contents, and provide safety for clients.

Despite the foregoing, a qualified person with a disability who can perform these essential functions with reasonable accommodation will be considered for admission along with other qualified applicants.

Occupational Objectives: This program is designed to provide essential technological and practical knowledge required for a Dental Assistant I to perform efficiently in a dental office. Training experiences in nearby dental clinics and private dental offices are provided.

General Admission Requirements: Applicant selection into the Dental Assisting Program is selective and competitive. Twelve students are admitted annually at the Germanna site. For more information on the application process, students should visit the department website at <http://www.germanna.edu/dental/dental-assisting/> or call the department office at (540) 423- 9823 or (540) 423-9833. To qualify to apply to the Dental Assisting Certificate Program, all interested students must complete the following:

- An application to Germanna Community College
- Have on file with Admissions and Records a High School or Home School Diploma or GED
- Have passed MTE 1-2 within the last 5 years
- Have a GPA of 2.0 or greater
- Have met with a Dental Assisting Advisor or have attended an Information Session
- Have college transcripts on file with Admissions and Records

- Have completed the TEAS
- If there are more qualified applicants than spaces available, student selection will be made in a blinded fashion (as noted above) using the TEAS test, the student's GPA, essay score, letter of recommendation, and the number of credits completed towards completion of the DA certificate. Students with the highest GPA, TEAS and number of credits toward graduation will be selected.
- A two to three paragraph essay is also included along with two letters of recommendation with the application packet. These essays are used in the admissions process when more qualified applicants exist than space available within the program.
- The essays are evaluated by the Director of the DA program, DA faculty and a member of the Diversity Council using a rubric. Students receiving the top mean rubric score from these evaluations are admitted to the Dental Assisting Certificate program.
- No interview is required for admission to this program. (<http://www.germannacollege.edu/dental/dental-assisting/documents/application-for-admission.pdf>)
- Applicants will be expected to have earned a "C" or better in all general education courses in the Certificate program.
- Information sessions for application to the program are held each year.
- Applications for the Certificate in Dental Assisting Program are due by October 1. Applicants' transcripts, answers to essay questions, letters of recommendation, and dental assisting pre-admission test scores will be evaluated and ranked according to the requirements and priorities noted above. Final decisions regarding admission are made by a Dental Assisting Admissions Committee. Dental Assisting Faculty, the Dean of Nursing and Health Technologies, a member of admissions and records, a counselor, a science faculty member, and a member of the Diversity and Inclusion Council comprise this committee.
- The number of qualified applicants offered admission to the dental assisting program is contingent upon the space available in the classrooms and dental laboratories, the program's access to sufficient clinical spaces in the region's healthcare settings in order to meet the program's learning outcomes, and the number of qualified dental assisting faculty to teach the students in classrooms, labs, and clinical settings.

Additional Admission Requirements/Recommendations:

1. It is recommended that students pass NAS 150, Human Biology, 3 credits, with a grade of C or better prior to being admitted to the program, ENG 111, College Composition, and SDV 100 or 100 a "C" or better.
2. Students may be required to repeat courses or to complete evaluative testing for credits earned more than ten years ago.
3. Since the dental assistant program has many applicants and the number of admissions is contingent upon available faculty and classroom and clinical spaces, the expected time it will take a student to earn the degree may exceed 11 months. Applicants are advised to complete the general education courses, especially NAS 150 Human Biology or NAS 161 Natural Science I, prior to entering the first dental assisting major course.

Special Program Requirements: The Commonwealth of Virginia Board of Dentistry reserves the right to deny licensure to any candidate who has been convicted of a crime involving moral turpitude or the use of drugs or alcohol to the extent that such use renders him/her unsafe to practice dental assisting. Any applicant who has been found guilty of a misdemeanor or felony must consult with the Dental Assisting Program Director prior to admission.

Germannacollege.edu complies with all recommendations and requirements issued by the Centers for Disease Control (CDC) and the Occupational Safety & Health Administration (OSHA). Any prospective students interested in receiving a copy of the program's policies on bloodborne pathogens should contact the Program Director at 540-423-9823 or mmesimer@germannacollege.edu.

Responsibilities of Dental Assisting Students:

The following are responsibilities of students in the Dental Assisting Program:

1. To prepare students for the high ethical standards of the health professions, the College expects absolute academic integrity both in the classroom and in clinical practice. Therefore, cheating, attempting to cheat, plagiarizing, lying, stealing academic work which includes secured tests or related materials, submitting papers purchased or written by others, or failing to report an occurrence of academic dishonesty or any violation of this honor code may subject the student to the College's disciplinary procedures as defined in the GCC Student Handbook.
2. Students in dental assisting program incur a variety of expenses in addition to college tuition and fees. These include, but are not limited to, the cost of uniforms, accessories, and travel to clinical assignments. Students are also responsible for testing fees.
3. A strict dress code is required in the clinical setting. Students may be dismissed if they fail to comply with this dress code.
4. The College reserves the right to require students to obtain and maintain at their own expense liability/malpractice insurance with a carrier authorized to transact such business in the Commonwealth of Virginia. Whether or not insurance appropriate to the program is required, students are encouraged to carry such insurance on their own.
5. Students are required to complete learning experiences at local clinics, private offices, and/or other community-based agencies. Students may be required to attend both day and/or evening clinical assignments.
6. Students must provide their own transportation to clinical assignments. Strict attendance is required at clinical sites.
7. Students may utilize the resources of the assigned clinical affiliate, at the discretion of the assigned clinical affiliate, for emergency medical treatment for injuries or illness that may occur during the time period when students are assigned to the health care facility. The student is responsible for any expenses incurred for this treatment.
8. Students must comply with all clinical contract protocols including immunization requirements, drug screening and background checks.
9. Students must keep their CPR certifications current.
10. While enrolled in clinical courses, students may not replace or take the responsibility of "qualified" staff in affiliated facilities. However, after demonstrating proficiency, students may be permitted to perform specified procedures under careful supervision. Students may be employed in clinical facilities outside regular education hours provided that such work does not interfere with academic responsibilities. The work must be non-compulsory and subject to employee regulations. Any exception must have the approval of the Dean of Nursing and Health Technologies. Unless formally employed by the clinical site or the College, students are not covered under OSHA regulations or worker's compensation laws.

11. Students are expected to demonstrate professional behavior consistent with standards associated with health care practitioners.

Continuation Requirements for Dental Assisting Students

The following continuation requirements govern students in the Dental Assisting Program:

1. Each course in the program major must be completed with a grade of "C" or better before taking the next course in the sequence and to satisfy graduation requirements, unless waived by the Division Dean upon the recommendation of the Program Director.
2. All courses in the major must be taken in the sequence prescribed in the GCC Catalog, unless otherwise approved by the Program Director.
3. To pass a course students must successfully complete both the didactic (classroom) and the clinical/lab requirements.
4. Program faculty and clinical affiliates reserve the right to recommend, through appropriate channels, withdrawal of any student who exhibits unsafe performance or non-adherence to prescribed clinical affiliate policies and procedures.
5. Satisfactory physical and mental health must be maintained for continuance in the program. Applicants must be free of any physical and/or mental condition that might adversely affect their acceptance or performances in the program. The College reserves the right to require medical examinations and drug testing to verify continuing compliance. Students with pre-existing physical and/or mental conditions which might adversely affect performance in the program who do not self-disclose this information are subject to dismissal from the program.
6. Students with criminal convictions who do not self-disclose this information are subject to dismissal from the program.

Program Re-Enrollment Requirements for Dental Assisting Students

Any student who has voluntarily withdrawn or who has been withdrawn due to unsatisfactory academic or clinical performance may apply for re-admission the following academic year. Acceptance will be based upon space availability, successful fulfillment of any contingencies agreed to in writing at the time of withdrawal, and Program Director approval. An interview and medical examination may be required.

Prior to entering the first Dental Assisting major course:

ENG 111	3
NAS 150	3
PSY 200	3
SDV 101	1
Total Credits	10

Spring		Summer		Fall	
DNA 103	1	DNA 114	4	DNA 119	1
DNA 108	3	DNA 190	3	DNA 120	1
DNA 110	3			DNA 130	2
DNA 113	3			DNA 140	5
DNA 134	3				
Total	13	Total	7	Total	9

Certificate Programs

Early Childhood Development

Purpose: The Certificate program in Early Childhood Development is designed to provide students with practical skills and theoretical knowledge related to the care, development and guidance of young children. The curriculum addresses the intellectual, social, physical, emotional, and creative growth of young children. Graduates will be prepared to seek employment involving the care and education of young children in settings such as Head Start, day care centers, nursery schools, family day care homes, and other specialized settings.

The Certificate provides greater depth and breadth of knowledge than the Career Studies Certificate and positions students to pursue the Associate Degree Early Childhood Development.

Occupational Objectives: Graduates will be prepared to seek employment involving the care and education of young children in settings such as Head Start, day care centers, nursery schools, family day care homes, and other specialized settings.

Admission Requirements: All students will be required to demonstrate college readiness through assessment and/or transcript review and may be required to take placement tests in math, writing, and reading to aid in placing students in the appropriate courses. Students who do not meet required placement levels must enroll in developmental studies courses.

Program Requirements: The curriculum includes courses in childhood development, health, and general education. Instruction includes both theoretical concepts and practical applications for future success in childcare occupations.

EARLY CHILDHOOD DEVELOPMENT CURRICULUM:

Program Requirements		Credits
SDV 100	Or any approved SDV Course	1
ENG 111	College Composition I	3
CHD 118	Methods and Materials in Language Arts for Children	3
CHD 120	Introduction to Early Childhood Education	3
CHD 145	Teaching Art, Movement, and Music to Children	3
CHD 146	Math, Science, Social Studies for Children	3
CHD 165	Observ. And Parti. In Early Ch/Primary Settings	3
CHD 205	Guiding the Behavior of Young Children	3
CHD 210	Introduction to Exceptional Children	3
HLT 135 or EDU 235	Child Health and Nutrition or Health, Safety and Nutrition	3
PSY 235	Child Psychology	3
Total Minimum Credits		31

Math Requirement: Prior to graduation from the Certificate program, students must complete MTE 1-3.

Suggested Sequence of Courses: The SDV 100 course and any required developmental reading or math coursework should be taken during the first semester of study. Students taking ENF 2 may also take CHD 125. Developmental English coursework may also be required prior to taking ENG 111.

Availability of Courses: The courses required for completion of the Certificate in Early Childhood Development are offered at various times throughout the academic year. Not all required courses are offered every semester. Not all courses are offered at all campus locations. Students interested in completing the Certificate in Early Childhood Development should make an appointment with the Early Childhood Development program coordinator to discuss the variety of options available for completing the required course work.

The Early Childhood Development AAS Degree: All courses in the Early Childhood Development Certificate fulfill requirements for the AAS degree in Early Childhood Development.

Scholarship Opportunities: For eligible students, the Virginia Child Care Provider Scholarship Program, and other scholarship opportunities, as well as financial aid, can provide assistance with the funds necessary to complete the Certificate in Early Childhood Development. Contact the Early Childhood Development program coordinator for more information.

Certificate Programs

Fine Arts

Purpose: The program of Fine Arts at Germanna Community College is designed to develop the basic knowledge and skills leading to a career in the arts, while also serving the needs of individuals seeking personal enrichment of creative abilities. Coursework includes a thorough exploration of two-dimensional concepts, mediums, tools and applications necessary to the creation of quality artwork. The study of historical and contemporary art issues and theory equips the student with the ability to communicate effectively in the language of art and to investigate meaningful concepts of self-expression. Upon completion of the program, graduates will have prepared an artist's statement, resume and a portfolio of visuals beneficial for presentation to potential employers, bachelor programs, gallery representation or other professional art opportunities.

Occupational Objectives: Employment opportunities include positions in museum or gallery settings, studio assistantship or other entry-level careers that require a creative mind. Other possible career paths that may require further education or experience include: Product designer (a wide spectrum from fabric patterns to jewelry making), fashion designer, art historian, interior decorator, set and prop designer, medical illustrator, arts writer or critic, book or publication illustrator, art therapist, museum administrator, furniture designer, photographer, videographer, art educator, or studio artist.

Admission Requirements: All students will be required to demonstrate college readiness through assessment and/or transcript review and may be required to take placement tests in math, writing, and reading to aid in placing students in the appropriate courses. Students who do not meet required placement levels must enroll in developmental studies courses.

Program Requirements: The curriculum includes courses in studio art and art history, general education and electives. Instruction includes both theoretical concepts and practical applications required for future success in art-related occupations. The student is urged to consult with a faculty advisor in selecting electives. The final course, Portfolio and Resume Preparation (ART 287), requires students to develop and submit a portfolio of their artwork for approval by the instructor(s), and suitable for presentation.

FINE ARTS CURRICULUM:

Program Requirements

		Credits
ENG 111-112	College Composition I-II	6
ART 101-102	History and Appreciation of Art I-II	6
ART 106	History of Modern Art	3
ART 121-122	Drawing I-II	8
ART 131	Fundamentals of Design I	4
ART 287	Portfolio and Resume Preparation	1
Elective	Any one ART studio course	4

Total Minimum Credits

32

Fine Arts electives include any studio ART: ART 132, 241, 242, & 275.

SUGGESTED SCHEDULING:

FIRST YEAR

Fall		Spring	
ENG 111	3	ENG 112	3
ART 101	3	ART 102	3
ART 106	3	ART 122	4
ART 121	4	ART Elective	4
ART 131	4	ART 287	1
Total Credits	17	Total Credits	15

Certificate Programs

Fire Science Technology

Purpose: The certificate program in Fire Science Technology is offered to provide students a broad-based knowledge of current and future advances in the fire science field.

Admission Requirements: All students will be required to demonstrate college readiness through assessment and/or transcript review and may be required to take placement tests in math, writing, and reading to aid in placing students in the appropriate courses. Students who do not meet required placement levels must enroll in developmental studies courses.

Occupational Objectives: : Firefighter, Fire Officer, Fire Protection Specialist, Fire/Emergency Instructor, Fire or Building Inspector, Fire Investigator, Rescue Service, Emergency Medical Service, Hazardous Materials Services, Emergency manager, Occupational or Industrial Safety and Risk Management, and related occupations.

FIRE SCIENCE TECHNOLOGY CERTIFICATE CURRICULUM:

Program Requirements		Credits
SDV 100	College Success Skills	1
ENG 111-112	College Composition I-II	6
FST 100	Introduction to Emergency Services	3
FST 110	Fire Behavior and Combustion	3
FST 112	Hazardous Materials Chemistry	3
FST 115	Fire Prevention	3
ITE 115 ¹	Introduction to Computer Applications and Concepts	3
MTH 154	Quantitative Reasoning	3
Social Sciences	Any two courses from ECO ² , GEO, HIS, PLS, PSY ³ , or SOC	6
BIO 101, CHM 101, or CHM 111	Laboratory Science	4
Total Minimum Credits		35

SUGGESTED SCHEDULING:

FIRST YEAR		SECOND YEAR					
Fall		Spring	Fall		Spring		
ENG 111	3	ENG 112	3	Lab Science	4	Math	3
FST 100	3	FST 112	3	ITE 115	3	Social Science Electives	6
FST 110	3	FST 115	3				
SDV 100	1						
Total Credits	10	Total Credits	9	Total Credits	7	Total Credits	9

¹ Students passing an approved computer competency exam will need to take an additional social science course in place of ITE 115.

² ECO 120 and ECO 201-202 contain similar course content. Students who take ECO 120 cannot receive credit for either ECO 201 or ECO 202. Students who take either ECO 201 or ECO 202 cannot receive credit for ECO 120.

³ Students cannot receive credit for both PSY 235 and PSY 230.

Certificate Programs

General Education

Purpose: First-time job seekers who come to their employers with basic writing, analytical reasoning, and computing skills find they can be more competitive in the job market and more valuable in the workplace.

Occupational Objectives: Counter and retail clerks, administrative support, social and human service assistants, and customer service positions, as well as a variety of other fields, allow individuals to apply their entry-level knowledge and skills while exploring the world of work and relevant career opportunities as well as identifying more specific career and educational goals. For those employees who wish to pursue their education, the general education certificate provides foundational courses that allow students to progress toward the associate degree or to transfer to a senior institution.

Admission Requirements: All students will be required to demonstrate college readiness through assessment and/or transcript review and may be required to take placement tests in math, writing, and reading to aid in placing students in the appropriate courses. Students who do not meet required placement levels must enroll in developmental studies courses.

GENERAL EDUCATION CURRICULUM:

Program Requirements		Credits
Student Development	SDV 100	1
English	ENG 111	3
Math	Any MTH 154 or higher	3
Humanities	ART 101, ART 102, ART 106, any REL, or HUM 100 AND any course from ART (approved transfer elective courses), ENG (Literature), HUM, MUS, PHI, REL, or Foreign Language	6
Social Sciences	Any course from ECO ¹ , PLS, PSY ² , or SOC ³ AND any course from ECO ¹ , GEO, HIS, PLS, PSY ² , SOC	6
History	Any HIS course	3
Lab Sciences	Any two-semester sequence in BIO, CHM, GOL, or PHY	8
Communication	CST 100, CST 110, or CST 126	3
Total Minimum Credits		33

SUGGESTED SCHEDULING:

Fall		Spring	
SDV 100	1	CST 100, 110, or 126	3
ENG 111	3	Humanities	3
MTH	3	Social Science	3
History	3	Social Science	3
Humanities	3	Lab Science (II)	4
Lab Science (I)	4		
Total Credits	17	Total Credits	16

1 ECO 120 and ECO 201-202 contain similar course content. Students who take ECO 120 cannot receive credit for either ECO 201 or ECO 202. Students who take either ECO 201 or ECO 202 cannot receive credit for ECO 120.

2 Students cannot receive credit for both PSY 235 and PSY 230.

Certificate Programs

Graphic Communications

Purpose: Germanna Community College's certificate in graphic design will give the student an exposure and overview of the field of graphic design. Studies in drawing, fundamentals of design, color theory and use of the computer as a design tool will be incorporated into the classes. The student will gain knowledge in layout and design, typography, print production and studio procedures. Awareness of the many faceted career options will be explained. The understanding of the field of graphic design and its role in the workplace will help the student to pursue more fully one of these avenues of study. A portfolio of work will help the student enter internships and advanced studies at a 4-year institution.

Occupational Objectives: Graphic design, advertising design, environmental design, illustration, production artist, digital imaging, web design and other related occupations.

Admission Requirements: All students will be required to demonstrate college readiness through assessment and/or transcript review and may be required to take placement tests in math, writing, and reading to aid in placing students in the appropriate courses. Students who do not meet required placement levels must enroll in developmental studies courses.

Program Requirements: The curriculum includes courses in graphic design, art history, general education and electives. Students are urged to consult with a faculty advisor in selecting elective courses. The final course, Portfolio and Resume Preparation (ART 287), requires students to develop and submit a portfolio of their artwork for approval by the instructor(s), and suitable for presentation.

GRAPHIC COMMUNICATIONS CURRICULUM:

Program Requirements		Credits
ENG 111	College Composition I	3
ART 102	History and Appreciation of Art II	3
ART 121-122	Drawing I-II	8
ART 131	Fundamentals of Design I	4
ART 180	Introduction to Computer Graphics	3
ART 283-284	Computer Graphics I-II	8
ART 287	Resume and Portfolio Preparation	1
Elective	Graphics elective ¹	3-4
Total Minimum Credits		33-34

SUGGESTED SCHEDULING:

FIRST YEAR		SECOND YEAR	
Fall	Spring	Fall	
ENG 111	3	ART 102	3
ART 180	3	ART 122	4
ART 121	4	ART 183	4
ART 131	4	Graphics Elective	3-4
Total Credits	14	Total Credits	11
		Total Credits	8-9

¹ Graphics electives could include ART 116, 132, 141, 261, 265, and PHT 164.

Certificate Programs

Practical Nursing Certificate

Purpose: This program is designed to prepare selected students to qualify as contributing members of the healthcare team, rendering direct patient care as beginning practitioners of practical nursing in a variety of health service facilities. Upon successful completion of the curriculum, students will be eligible to take the National Council Licensure Examination leading to licensure as a practical nurse (LPN).

Program Outcomes: At the completion of this certificate program, the graduates will:

Human Flourishing

Manage basic therapeutic, rehabilitative, and preventative care for people of all ages and diverse cultures in various stages of dependency.

Integrate concepts related to culture, ethnicity, and spirituality in the provision of nursing care for varying developmental levels from childbearing to rearing to aging family.

Nursing Judgment

Use cognitive, psychomotor, and affective skills in providing direct and/or indirect care for patients to facilitate optimal wellness of patients and individuals across the lifespan.

Demonstrate the use of critical thinking skills throughout the nursing process in the provision of patient care.

Professional Identity

Demonstrate accountability for personal and professional development and work within their scope of practice and legal boundaries.

Spirit of Inquiry

Evaluate the collaborative role of health care team members to assess, plan, implement and evaluate care for patients and families of varying developmental levels from childbearing and rearing to the aging family, in a variety of community settings using available resources.

Program Approval: The Nursing Program is approved by the Virginia State Board of Nursing, Perimeter Center, 9960 Mayland Drive, Suite 300, Richmond, VA 23233-1463, (804) 367-4515.

Nursing Performance Standards: Students admitted to the Germanna Community College nursing program can be expected to complete course requirements that prepare students to perform essential job functions as a licensed practical nurse. Those functions or skills that are deemed essential to the profession must be performed with or without accommodations. Any student who thinks he/she does not possess one or more of these functions should contact the Special Needs Counselor in the Office of Student Development Services. Provisions for accommodations will be made in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

Occupational Objectives: Through comprehensive educational experiences, students will emerge as motivated health care providers in their field and possess the potential for lifelong learning. Upon licensure graduates of the program will be eligible for employment in nursing homes, clinics, schools, physician's offices, and other community health settings.

Admission Requirements:

- Official high school transcripts validating completion of high school, home school, or official documentation of GED on file in the Office of Admissions and Records.
- Official college transcripts for all secondary and postsecondary courses attempted or completed, and a completed request for transcript analyses form must be on file in the Germanna Community College Office of Admissions and Records.
- Applicants must have completed the following courses or their equivalent with a minimum grade of "C" within 5 years of applying for admission: one unit of high school biology with lab, one unit of high school chemistry with lab, and one unit of high school algebra. Equivalents include college BIO, CHM, and MTE 1-5.
- Applicants must have completed a high school computer literacy skills course or ITE 115 with a minimum grade of "C" within the five years prior to applying to the nursing program. Students completing the high school course must show validation by also successfully passing the college approved computer competency exam.
- All students will be required to demonstrate college readiness through assessment and/or transcript review and may be required to take placement tests in math, writing, and reading to aid in placing students in the appropriate courses. Students who do not meet required placement levels must enroll in developmental studies courses.
- Standardized pre-admission nursing tests are required. Scores on the preadmission nursing tests are expected to earn a minimum score of 45% or greater in all areas of the test for admission to the nursing program. Preadmission nursing test scores are accepted for three years. Applicant is responsible for cost of preadmission nursing tests.
- A 2.5 cumulative average in academic work is required.
- Applicants must subscribe to a Division of Nursing and Health Technologies approved online criminal history report. The summary report results will be com-

municated to the Nursing Office by the report vendor. Applicants convicted of committing a felony/misdemeanor may not be offered admission. The Board of Nursing may deny any applicant licensure if the applicant has willfully committed a felony/misdemeanor under laws of the Commonwealth of Virginia or of the United States.

- Applicants must have a signed student/advisor worksheet on file in the Nursing Office prior to applying to the nursing program. Copies of the worksheet may be downloaded from www.germanna.edu/nursing.
- Applicants are to submit the completed Nursing Program application to any Welcome Center location by the established deadline. A completed application includes the application itself, a copy of their preadmission nursing test scores, evidence of the criminal history report, and a copy of all non-VCCS transcripts.
- Requirements for admission into the nursing program are specific and admission is selective and competitive.
- Residents of Germanna's service region (Caroline, Culpeper, King George, Madison, Orange, Spotsylvania, Stafford, and the City of Fredericksburg) will be offered priority consideration for offers of admission.
- Applicants who have completed NAS 150, Human Biology, or the anatomy, physiology, and microbiology courses in the Allied Health Care Preparation Career Study Certificate or equivalent courses will receive priority consideration for offers of admission.
- Applicants are expected to have earned "C" or better in all general education courses leading to the Certificate in Practical Nursing. Nursing students must earn at least "C" in the PNE major courses to remain in the program. The minimum passing grade is 80 (C) in the nursing program.

Applications for the practical nursing program are due by March 1 for summer admission on the GCC Locust Grove Campus and October 1 for January admission at the Eastern View High School location. Applicants' transcripts and nursing pre-admission test scores will be evaluated and ranked according to the priorities listed above. Final decisions regarding admission are made by a Nursing Admissions Committee. Nursing Faculty, Nursing Department Chairs, the Dean of Nursing and Health Technologies, the Registrar, a counselor, a Disabilities Counselor and a member of the Diversity and Inclusion Council comprise this committee.

The number of qualified applicants offered admission to the nursing program is contingent upon the number of faculty and space availability in the classrooms, nursing laboratories, and clinical sites needed to meet the program's learning outcomes.

An applicant seeking readmission into the nursing program after having left the practical nursing major courses for either academic or personal reasons may apply for readmission at either the March 1 or October 1 dates dependent upon which of the semesters the readmission applicant left the program. If an applicant has been out of the program more than one (1) year, the applicant must demonstrate current proficiencies by testing. A readmission applicant who has been admitted to the nursing program a total of two times and fails to complete the program following the second offer of admission will not be readmitted to the program unless extenuating circumstances can be demonstrated by the applicant and which are deemed valid by the Nursing Program Admission Committee. The offer of admission to a qualified readmission applicant will be contingent upon space available in the classrooms and nursing laboratories, the program's access to sufficient clinical spaces, and the number of nursing faculty.

A transferring nursing student applicant must be currently enrolled in an approved practical nursing program or equivalent whose graduates are candidates for licensure. A transferring nursing student must have already successfully completed laboratory and clinical nursing major course(s) and meet the GCC requirements for admission to the nursing program. Transferring nursing students must present copies of the course syllabi for completed practical nursing major courses to the Dean of Nursing or designee prior to applying for transfer. Decisions on admission offers to transferring applicants will be determined by the Nursing Program Admissions Committee pending official transcript analysis, review of completed nursing course syllabi, and space and faculty availability. The transferring applicant may have to repeat courses.

A transferring nursing student must present a letter of recommendation that indicates good standing from the administrator of the program from which the student wishes to transfer. Application deadlines for transferring applicants are March 1 and October 1 dependent upon when the course into which the applicant is seeking transfer is offered.

If the number of applicants exceeds the number of available faculty and the amount of enrollment space available in the program, some applicants may not be accepted even if the minimum requirements for admission are met.

Program Information:

Prospective applicants without previous college courses completed should contact the Counseling Office to begin taking pre-nursing courses. Prospective applicants who have completed at least one college semester should contact the nursing office to begin taking pre-nursing courses.

A current working knowledge of the principles of biology, math, chemistry, and computer literacy is expected. Math, science, and computer literacy prerequisite courses should have been successfully completed within the previous five years. Equivalent prerequisite courses are available at Germanna and may be taken prior to admission to the program.

Students will be responsible for transportation to and from the College and health agencies utilized for clinical experiences. Information on scholarships and financial assistance is available in the Financial Aid Office.

Prior to the onset of the first clinical nursing course, the nursing student must provide documentation of:

- Certification of American Heart Association cardiopulmonary resuscitation for healthcare professionals.
- Tetanus Vaccine
- Measles/mumps/rubella/varicella vaccines or titer/Seasonal flu vaccine
- Hepatitis B vaccines or waiver.
- PPD or Chest X-ray.
- Current professional liability insurance as nursing student
- Urine drug screen
- Other mandatory clinical facility requirements including professional responsibilities and patient confidentiality.
- Personal Health insurance
- Current Physical and Dental Examinations.

When a student progresses from one semester of nursing major courses into another semester of nursing major courses, the student is accountable for providing documentation of completed Hep B series vaccination, current CPR certification, liability insurance, health insurance and PPD skin test result.

A transferring or readmitted nursing student must provide current copies of all credentials. In addition, a transferring or readmitted student must complete a new drug screen.

PRACTICAL NURSING CURRICULUM:**Program Requirements****Credits**

Student Development	SDV 100 or SDV 101	1
English	ENG 111	3
Social Sciences	PSY 230	3
Natural Sciences	NAS 150 ¹	3
Major Requirements	PNE 145, 161, 158, 162, 164 and 174	32
Total Minimum Credits		42

Applicants are advised to complete the general education courses, especially NAS 150 Human Biology, prior to entering the first nursing major course.

SUGGESTED SCHEDULING:

Summer		Fall		Spring	
PNE 161	6	PNE 162	11	PNE 164	11
SDV 100 or 101	1	PNE 174	2	PNE 145	1
NAS 150 ¹	3	PSY 230	3	PNE 158	1
ENG 111	3				
Total Credits	13	Total Credits	16	Total Credits	13

¹ NAS 150 can be substituted with BIO 141, BIO 142 and BIO 149.

Other courses may be required by high school programs to ensure student graduation from high school.

Career Studies Certificate Programs

Accounting

Purpose: This program is designed to prepare students to perform basic level accounting functions for a business or government agency. The certificate is also appropriate for students seeking credits required to retain or improve their job status.

Occupational Objectives: : Accounting Technician, Full-Charge Bookkeeper, Junior Accountant, Accounting Assistant.

Admission Requirements: All students will be required to demonstrate college readiness through assessment and/or transcript review and may be required to take placement tests in math, writing, and reading to aid in placing students in the appropriate courses. Students who do not meet required placement levels must enroll in developmental studies courses.

Objectives:

- Provide students with an understanding of the mechanics and theory of accounting.
- Provide students with an understanding of the mechanics and theory of computerized techniques in accounting.
- Provide students with a basic understanding of business concepts and principles.

ACCOUNTING CURRICULUM:

Program Requirements		Credits
ACC 211-212	Principles of Accounting I and II	7
ACC 215	Computerized Accounting	3
ENG 111	College Composition I	3
BUS 100	Introduction to Business	3
BUS 121	Business Mathematics I	3
Total Minimum Credits		19

All courses in this program can be used towards an AAS degree in Business Management.

Career Studies Certificate Programs

Administration of Justice

Purpose: This career study certificate program is designed for students who are seeking entry-level jobs in law enforcement occupations.

Occupational Objectives: Police Officer, Deputy Sheriff, Private Security Officer, Park Police Officer, Transit Police Officer, and other law enforcement related occupations.

Admission Requirements: All students will be required to demonstrate college readiness through assessment and/or transcript review and may be required to take placement tests in math, writing, and reading to aid in placing students in the appropriate courses. Students who do not meet required placement levels must enroll in developmental studies courses. Students are urged to consult with counselors or faculty advisors in planning their programs.

Administration of Justice CURRICULUM:

Program Requirements		Credits
ADJ 100	Survey of Criminal Justice	3
ADJ 110	Introduction to Law Enforcement	3
ADJ 111	Law Enforcement Organization and Administration	3
ADJ 133	Ethics and the Criminal Justice Professional	3
ADJ 211	Criminal Law, Evidence, and Procedures I	3
ADJ 236	Principles of Criminal Investigation	3
Total Minimum Credits		18

All courses in this program are also program requirements in the Administration of Justice Certificate and Administration of Justice AAS Degree.

Career Studies Certificate Programs

Advanced Networking

Purpose: The Career Studies Certificate in Advanced Networking is designed for those individuals who are recent high school graduates or for individuals in the labor force who are seeking jobs in networking that require professional certification (Network +/CCNA).

Occupational Objectives: Network Specialist, Network Technician, and Network Administrator.

Admission Requirements: All students will be required to demonstrate college readiness through assessment and/or transcript review and may be required to take placement tests in math, writing, and reading to aid in placing students in the appropriate courses. Students who do not meet required placement levels must enroll in developmental studies courses. Students are urged to consult with counselors or faculty advisors in planning their programs. Students seeking a network certificate should discuss their needs with an IST advisor before registering.

ADVANCED NETWORKING CURRICULUM:

Program Requirements		Credits
ITN 260	Network Security Basics	3
ITN 154	Fundamentals of Networking, Router Basics, and Configuration -- Cisco	4
ITN 155	Switching, Wireless, and WAN Technologies -- Cisco	4
ITN 156	Basic Switching and Routing -- Cisco	4
ITN 157	WAN Technologies -- Cisco	3
Total Minimum Credits		18

Career Studies Certificate Programs

Allied Health Preparation

Purpose: This curriculum is designed to provide educational preparation for individuals who plan to apply to a health career program.

Occupational Objectives: Completion of this certificate will prepare individuals to further their education in a health career program.

Admission Requirements: Admission requirements include a high school or home school diploma or GED. All students will be required to demonstrate college readiness through assessment and/or transcript review and may be required to take placement tests in math, writing, and reading to aid in placing students in the appropriate courses. Students who do not meet required placement levels must enroll in developmental studies courses. A student may complete developmental courses while being in the certificate program. Students intending to apply to the Nursing Programs should be taking the required nursing program prerequisites of algebra, biology, chemistry, and computer literacy in addition to the minimum requirements of the career study certificate.

Graduation from the Allied Health program does not guarantee admission into the GCC Associate in Applied Science Nursing program or the Certificate Program in Practical Nursing or other Health Career Programs.

Objectives:

- Provide part-time students with certification for their educational efforts.
- Provide a feeder path for the Associate of Applied Science Degree in Nursing or the Practical Nursing Certificate Program, the NVCC/GCC Dental Hygiene Program, or other health career programs.

ALLIED HEALTH PREPARATION CURRICULUM:

Program Requirements		Credits
SDV 100	College Success Skills	1
ENG 111	College Composition I	3
ENG 112	College Composition II	3
Humanities	Any course from ART, ENG (Literature), HUM, MUS, PHI, REL, or Foreign Language	3
BIO 141	Human Anatomy and Physiology I	4
BIO 142	Human Anatomy and Physiology II	4
BIO 150	Introductory Microbiology	4
PSY 230	Developmental Psychology	3
Total Minimum Credits		25

SUGGESTED SCHEDULING:

Fall		Spring	
SDV 100	1	ENG 112	3
ENG 111	3	BIO 142	4
PSY 230	3	BIO 150	4
BIO 141	4		
Humanities Elective	3		
Total Credits	14	Total Credits	11

Career Studies Certificate Programs

American Sign Language

Purpose: This program prepares individuals to communicate proficiently in American Sign Language. The focus is on American Sign Language vocabulary, syntax, non-manual signals, and receptive skills.

Occupational Objectives: Provides prerequisites for ASL interpreting programs offered at J. Sargeant Reynolds Community College or Northern Virginia Community College. The ASL interpreting programs would then prepare students for state and national certifying examinations for positions as interpreters with schools, colleges, and universities; local, state and federal agencies as well as medical, legal, mental health, employment and religious service providers.

Admission Requirements: All students will be required to demonstrate college readiness through assessment and/or transcript review and may be required to take placement tests in math, writing, and reading to aid in placing students in the appropriate courses. Students who do not meet required placement levels must enroll in developmental studies courses. An understanding of the English language is important in developing ASL skills.

AMERICAN SIGN LANGUAGE CURRICULUM:

Program Requirements		Credits
SDV 100	College Success Skills	1
ASL 101	American Sign Language I	3
ASL 102	American Sign Language II	3
ASL 201	American Sign Language III	3
ASL 202	American Sign Language IV	3
ASL 125	History and Culture of the Deaf Community	3
Total Minimum Credits		16

Suggested Sequence of Courses: American Sign Language is taught in a four-semester sequence with each semester serving as a prerequisite for the next: ASL 101, ASL 102, ASL 201, and ASL 202. ASL 125 may be taken any time after completing ASL 101 and is offered online.

Career Studies Certificate Programs

Automotive Technology Automotive Diagnostician

Purpose: The curriculum is designed to meet the need for trained automotive diagnosticians. The student will learn skills in the areas of automotive transmission, manual drive train, climate control, and engine performance. This certificate program provides knowledge and skills in four Automotive Service Excellence (ASE) areas of certification recognized by the automotive industry. The student must complete satisfactory work experience and pass the ASE certification examinations to receive the official ASE certification. This program is certified by the National Automotive Technicians Education Foundation, Inc.

Occupational Objectives: Automotive technician, state safety inspector, parts clerk, service writer, and service advisor.

Admission Requirements: All students will be required to demonstrate college readiness through assessment and/or transcript review and may be required to take placement tests in math, writing, and reading to aid in placing students in the appropriate courses. Students who do not meet required placement levels must enroll in developmental studies courses.

Prerequisites: Students must either complete MTE 1-3 prior to enrollment in AUT 100 or enroll in MTH 1 in conjunction with AUT 100 or achieve a satisfactory score on the appropriate proficiency examination. If the student changes course of study, he/she will be given the option to retest or will be required to take MTE 1-3. MTH 1 is open to all automotive students for extra math support; this will help with success in the program.

NOTE: All new students must take AUT 100 in the first semester.

AUTOMOTIVE DIAGNOSTICIAN CURRICULUM:

Program Requirements		Credits
AUT 100	Introduction to Automotive Technology	2
AUT 121	Automotive Fuel Systems I	4
AUT 122	Automotive Fuel Systems II	4
AUT 141	Auto Power Trains I	4
AUT 236	Automotive Climate Control	4
AUT 241 or 290	Automotive Electrical I or Automotive Internship	4
AUT 245	Automotive Electronics	4
Total Minimum Credits		26

Career Studies Certificate Programs

Automotive Technology Automotive Technician

Purpose: The curriculum is designed to meet the need for trained automotive technicians. The student will learn skills in the areas of engine repair, suspension and steering, brakes, and electrical systems. This certificate program provides knowledge and skills in four Automotive Service Excellence (ASE) areas of certification, recognized by the automotive industry. The student must complete satisfactory work experience and pass the ASE certification examinations to receive the official ASE certification. This program is certified by the National Automotive Technicians Education Foundation, Inc.

Occupational Objectives: Automotive technician, state safety inspector, parts clerk, service writer, and service advisor.

Admission Requirements: All students will be required to demonstrate college readiness through assessment and/or transcript review and may be required to take placement tests in math, writing, and reading to aid in placing students in the appropriate courses. Students who do not meet required placement levels must enroll in developmental studies courses.

Prerequisites: Students must either complete MTE 1-3 prior to enrollment in AUT 100 or enroll in MTH 1 in conjunction with AUT 100 or achieve a satisfactory score on the appropriate proficiency examination. If the student changes course of study, he/she will be given the option to retest or will be required to take MTE 1-3. MTH 1 is open to all automotive students for extra math support; this will help with success in the program.

NOTE: All new students must take AUT 100 in the first semester.

AUTOMOTIVE TECHNICIAN CURRICULUM:

Program Requirements		Credits
AUT 100	Introduction to Automotive Technology	2
AUT 111	Automotive Engines I	4
AUT 112	Automotive Engines II	4
AUT 136	Automotive Vehicle Inspection	2
AUT 266	Automotive Steering & Suspensions Systems	4
AUT 267	Automotive Braking Systems	4
AUT 241 or 290	Automotive Electrical I or Automotive Internship	4
Total Minimum Credits		24

Career Studies Certificate Programs

Business Core

Purpose: To satisfy the community needs for individuals seeking a basic knowledge of business skills and to enhance advancement opportunities for the area's workforce at large.

Occupational Objectives: First line supervisors, Entry level managers, Owners/managers of small businesses, Accountant/Bookkeeper.

Admission Requirements: All students will be required to demonstrate college readiness through assessment and/or transcript review and may be required to take placement tests in math, writing, and reading to aid in placing students in the appropriate courses. Students who do not meet required placement levels must enroll in developmental studies courses.

BUSINESS CORE CAREER STUDIES CERTIFICATE CURRICULUM

Program Requirements		Credits
ACC 211	Principles of Accounting I	4
ACC 212	Principles of Accounting II	3
BUS 241	Business Law I	3
ECO 201	Principles of Macroeconomics	3
FIN 215	Financial Management	3
MKT 100	Principles of Marketing	3
MTH 155	Statistical Reasoning	3
Total Minimum Credits		22

Career Studies Certificate Programs

Cybersecurity

Purpose: This career studies certificate in Cybersecurity is designed as an enhanced competency module to provide expertise in security to networking specialists.

Occupational Objectives: Network security specialists or Internet security specialists. This career studies certificate also helps prepare students for the Security+ and the CISSP certification exams.

Admission Requirements: All students will be required to demonstrate college readiness through assessment and/or transcript review and may be required to take placement tests in math, writing, and reading to aid in placing students in the appropriate courses. Students who do not meet required placement levels must enroll in developmental studies courses prior to taking the courses listed below. Students are urged to consult with counselors or faculty advisors in planning their programs. Students seeking a cybersecurity certificate should discuss their needs with an IST advisor before registering.

CYBERSECURITY CURRICULUM

Program Requirements		Credits
ITN 260	Network Security Basics	3
ITN 261	Network Attacks, Computer Crime and Hacking	4
ITN 262	Network Communication, Security and Authentication	4
ITN 263	Internet/Intranet Firewalls and E-Commerce Security	4
ITN 266	Network Security Layers	3
ITN 267	Legal Topics in Network Security	3
ITN 276	Computer Forensics I	4
Total Minimum Credits		25

Career Studies Certificate Programs

E-Commerce

Purpose: The emphasis of the Career Study Certificate is centered on web page design, development and implementation of Internet based web sites for commercial and small business use.

Occupational Objectives: Course work centers on employment options in electronic marketing and sales, electronic commerce site design and implementation, and commercial web site creation and maintenance. Jobs descriptions would include areas in Web site management, Web master, and Web site support.

Admission Requirements: All students will be required to demonstrate college readiness through assessment and/or transcript review and may be required to take placement tests in math, writing, and reading to aid in placing students in the appropriate courses. Students who do not meet required placement levels must enroll in developmental studies courses. Students are urged to consult with counselors or faculty advisors in planning their programs.

E-COMMERCE CURRICULUM

Program Requirements		Credits
ITD 110	Web Page Design	3
ITD 210	Web Page Design II	3
ITD 220	E-Commerce Administration	3
ITE 160 or MKT 100	Introduction to E-Commerce or Principles of Marketing	3
ITP 100	Software Design	3
ITP-140	Client Scripting	3
Total Minimum Credits		18

NOTE: It is recommended that students seeking the E-Commerce certificate have ITE-115 (Introduction to Computer Concepts and Applications) or equivalent knowledge.

Career Studies Certificate Programs

Early Childhood Development

Purpose: The career studies certificate program in Early Childhood Development is designed to provide students with practical skills and theoretical knowledge related to the care, development and guidance of young children. The curriculum addresses the intellectual, social, physical, emotional, and creative growth of young children. Graduates will be prepared to seek entry-level employment in settings such as day care centers, nursery schools, playground programs, foster homes, hospital playrooms, family day care facilities, in-home care, and other facilities offering services for preschool children. This Career Studies Certificate is designed to be an introduction to the field of early childhood education.

Admission Requirements: All students will be required to demonstrate college readiness through assessment and/or transcript review and may be required to take placement tests in math, writing, and reading to aid in placing students in the appropriate courses. Students who do not meet required placement levels must enroll in developmental studies courses.

EARLY CHILDHOOD DEVELOPMENT CURRICULUM:

Program Requirements		Credits
SDV 100	Or any approved SDV Course	1
CHD 120	Introduction to Early Childhood Education	3
CHD 145	Teaching Art, Movement, and Music to Children	3
CHD 205	Guiding the Behavior of Children	3
HLT 135 or EDU 235	Child Health and Nutrition or Health, Safety, and Nutrition Education	3
CHD 165	Observ. And Parti. In Early Ch/Primary Settings	3
Total Minimum Credits		16

Suggested Sequence of Courses: Suggested Sequence of Courses: The SDV 100 course and any required developmental reading coursework should be taken during the first semester of study.

Availability of Courses: The courses required for completion of the Career Studies Certificate in Early Childhood Development are offered at various times throughout the academic year. Not all required courses are offered every semester. Not all courses are offered at all campus locations.

The Early Childhood Development Certificate: All courses in the Early Childhood Development Career Studies Certificate are required courses for the certificate and associate degree programs.

Scholarship Opportunities: For eligible students, the Virginia Child Care Provider Scholarship Program and other scholarship opportunities, as well as financial aid, can provide assistance with the funds necessary to complete the Career Studies Certificate in Early Childhood Development. Contact the Early Childhood Development program coordinator for more information.

Career Studies Certificate Programs

Engineering Technology

Purpose: This program is designed for students who wish to study basic engineering principles; it prepares students for entry-level positions as engineering technicians and technical assistants to the professional engineer in many of the construction fields.

Occupational Objectives: Draftsman, CAD Operator, Technical Assistants, Construction Field Assistants.

Admission Requirements: All students will be required to demonstrate college readiness through assessment and/or transcript review and may be required to take placement tests in math, writing, and reading to aid in placing students in the appropriate courses. Students who do not meet required placement levels must enroll in developmental studies courses. Students are urged to consult with counselors or faculty advisors in planning their programs.

ENGINEERING CURRICULUM:

Program Requirements

		Credits
ENG 111	College Composition I	3
MTH 115 or MTH 162 or MTH 167 ¹	Technical Math I or Precalculus II	3/5
CAD 151	Engineering Drawing Fundamentals I	3
CAD 201	Computer Aided Drafting and Design I	3
CAD 202	Computer Aided Drafting and Design II	3
EGR 120	Introduction to Engineering	2
Total Minimum Credits		17/19

1 MTH 162 has a prerequisite of MTH 161

Career Studies Certificate Programs

Entrepreneurship

Purpose: This program is designed to acquaint present and potential small business owners and employers with the fundamentals essential in starting and operating a small business.

Occupational Objectives: Small Business Entrepreneur, Small Business Owner/Manager, Small Business Employee.

Admission Requirements: All students will be required to demonstrate college readiness through assessment and/or transcript review and may be required to take placement tests in math, writing, and reading to aid in placing students in the appropriate courses. Students who do not meet required placement levels must enroll in developmental studies courses.

Program Requirements: Although the major emphasis in this curriculum is on business courses, a course in basic math competencies is also included.

Articulation: Individuals successfully completing this Career Studies Certificate program may continue their studies and earn an Associate in Applied Science Degree in Business Management.

ENTREPRENEURSHIP CURRICULUM:

Program Requirements		Credits
ACC 211	Principles of Accounting I	4
BUS 121	Business Mathematics I ¹	3
BUS 116	Entrepreneurship	3
BUS 200	Principles of Management	3
BUS 241	Business Law I	3
ITE 115 ²	Introduction to Computer Applications and Concepts	3
Total Minimum Credits		19

All courses in this program can be used towards an AAS degree in Business Management.

1. *It is recommended that students take BUS 121 before ACC 211.*
2. *Students who pass an approved Computer Competency exam may select another course from ACC, BUS, ECO, FIN, or MKT to replace ITE 115.*

Career Studies Certificate Programs

Industrial Maintenance Technology

Purpose: The purpose is designed to meet the need for trained industrial maintenance technicians. This program is intended for those who wish to work as maintenance employees or those who have just been hired as maintenance employees. It may also assist current employees with upgrading the skills necessary to support and maintain high-technology equipment.

Occupational Objective: Industrial Maintenance Technician, Industrial Process Technician, Engineering Technician.

Admission Requirements: All students will be required to demonstrate college readiness through assessment and/or transcript review and may be required to take placement tests in math, writing, and reading to aid in placing students in the appropriate courses. Students who do not meet required placement levels must enroll in developmental studies courses.

INDUSTRIAL MAINTENANCE TECHNOLOGY CURRICULUM:

Program Requirements		Credits
SAF 126	Principles of Industrial Safety	3
ELE 133	Practical Electricity I	3
ELE 156	Electrical Control Systems	3
ELE 233	Programmable Logic Controller Systems I	3
MAC 131	Machine Lab I	3
MAC 132	Machine Lab II	3
MEC 161	Basic Fluid Mechanics-Hydraulics/Pneumatics	3
MEC 165	Applied Hydraulics, Pneumatics and Hydrostatics	3
Total Minimum Credits		24

SUGGESTED SCHEDULING:

Fall		Spring	
SAF 126	3	ELE 156	3
ELE 133	3	MAC 132	3
MAC 131	3	MEC 165	3
MEC 161	3	ELE 233	3
Total Credits	12	Total Credits	12

Career Studies Certificate Programs

Legal Assistant

Purpose: This program is designed to prepare individuals for an entry-level position as a Legal Assistant. In addition, it is designed to enhance the professional qualifications of those persons already employed as Legal Secretaries.

Occupational Objectives: Legal Assistant, Legal Secretary.

Admission Requirements: All students will be required to demonstrate college readiness through assessment and/or transcript review and may be required to take placement tests in math, writing, and reading to aid in placing students in the appropriate courses. Students who do not meet required placement levels must enroll in developmental studies courses.

Articulation: Individuals successfully completing this Career Studies Certificate program may continue their studies and earn an Associate of Applied Science Degree in Legal Assisting at either Northern Virginia Community College or J. Sargeant Reynolds Community College.

LEGAL ASSISTANT CURRICULUM:

Program Requirements		Credits
LGL 110	Introduction to Law and the Legal Assistant	3
LGL 125	Legal Research	3
LGL 126	Legal Writing	3
LGL 200	Ethics	1
Writing Requirement	ENG 111 or BUS 236	3
Elective	Any LGL course or ADJ 211	3
Total Minimum Credits		16

Suggested Sequence of Courses: Students should begin with LGL 110. LGL 125 should be completed before LGL 126. The elective can be taken at any point after completion of LGL 110.

Career Studies Certificate Programs

Microcomputer Applications for Business

Purpose: The Career Studies Certificate in Microcomputer Applications for Business is designed for those individuals who are seeking entry-level jobs in the area of information systems.

Occupational Objectives: Information Systems Manager Trainee, Technician, Automation Specialist

Admission Requirements: All students will be required to demonstrate college readiness through assessment and/or transcript review and may be required to take placement tests in math, writing, and reading to aid in placing students in the appropriate courses. Students who do not meet required placement levels must enroll in developmental studies courses.

MICROCOMPUTER APPLICATIONS FOR BUSINESS CURRICULUM:

Program Requirements		Credits
ITD 110	Web Page Design I	3
ITD 130	Database Fundamentals	3
ITE 100	Introduction to Information Systems	3
ITE 115 ¹	Introduction to Computer Applications and Concepts	3
ITE 160 or MKT 100	Introduction to E-Commerce or Principles of Marketing	3
ITP 100	Software Design	3It
Total Minimum Credits		18

¹ Students who have passed an approved computer competency exam may select any ITD, ITE, ITN, or ITP course in place of ITE 115.

Career Studies Certificate Programs

Networking

Purpose: The Career Studies Certificate in Networking is designed for those individuals who are recent high school graduates or for individuals in the labor force who are seeking entry-level jobs in the area of networking.

Occupational Objectives: Network Specialist, Network Technician, and Network Administrator.

Admission Requirements: All students will be required to demonstrate college readiness through assessment and/or transcript review and may be required to take placement tests in math, writing, and reading to aid in placing students in the appropriate courses. Students who do not meet required placement levels must enroll in developmental studies courses. Students are urged to consult with counselors or faculty advisors in planning their programs. Students seeking a network certificate should discuss their needs with an IST advisor before registering.

NETWORKING CURRICULUM:

Program Requirements		Credits
ITE 100	Introduction to Information Systems	3
ITN 101 or ITN 154	Intro to Local Area Networks or Fundamentals of Networking	3-4
ITN 208 or ITN 155 or ITN 262	Protocols and Communications 2 or Introduction to Routing – Cisco or Network Communication, Security, and Authentication	4
ITN 260	Network Security Basics	3
ITP 100	Software Design	3
ITP 120	JAVA Programming I	3
Total Minimum Credits		19-21

Career Studies Certificate Programs

Nurse Aide

Purpose: This curriculum is designed to provide skills and knowledge to prepare the student to take the certification test for becoming a certified Nurse Aide in Virginia.

Occupational Objective: Upon completion of this curriculum and certification by the Virginia Board of Nursing, individuals will be eligible for employment in a variety of health care settings.

Admission Requirements: All students will be required to demonstrate college readiness through assessment and/or transcript review and may be required to take placement tests in math, writing, and reading to aid in placing students in the appropriate courses. Students who do not meet required placement levels must enroll in developmental studies courses. Admission requirements include high school graduation or GED, an English 111 eligible score on the Virginia Placement Test, and completion of MTE 1-2. Students who desire progression into any other advancing levels of nursing must take MTE 1-5. Students who do not meet required placement levels must enroll in developmental studies courses and must have successfully completed the following courses prior to registering for HCT courses:

- SDV 100 and ITE 115 may be taken while developmental studies are being completed.

A prospective student with a felony/misdemeanor conviction needs to see the HCT course instructor/program advisor. Certain convictions will prevent an individual from being certified as a nurse aide in Virginia and other states. The program requires additional expenditures for the student's health assessment, immunizations, urine drug screen, criminal background check, student liability, uniforms, supplies, and equipment, which are required for clinical assignments in HCT 101 and HCT 102.

NURSE AIDE CURRICULUM:

Program Requirements		Credits
SDV 101	Orientation to Nursing and Healthcare	2
ITE 115	Introduction to Computer Applications and Concepts	3
HCT 101	Health Care Technician I1	4
HCT 102	Health Care Technician II1	3
HCT 119	Advanced Health Care Technician	4
Total Minimum Credits		16

SUGGESTED SCHEDULING:

Fall		Spring	Summer		
SDV 101	2	HCT 101	4	HCT 119	4
ITE 115	3	HCT 102	3		
Total Credits	5	Total Credits	7	Total Credits	4

- ¹ HCT 101 and HCT 102 must be taken during the same semester. A student may choose to take only HCT 101 and HCT 102 and upon completion of these two courses, be a candidate to take the Nurse Aide in Virginia certification test. Students who choose this route will not receive the career studies certificate. However, students who are planning to explore career ladder opportunities to become a LPN or RN are advised to complete the Nurse Aide Career Study Certificate courses.

Career Studies Certificate Programs

Paraprofessional Counseling

Purpose: The Career Studies Certificate in Paraprofessional Counseling is designed to prepare students to work as mental health paraprofessionals. Students will receive a basic background in psychology and theories of counseling. Upon completion of the program, students will be prepared to pursue entry-level positions within the human services field or to continue their education. Graduate work and State licensing is required for the private practice of counseling, which is not within the scope of this program.

Occupational Objectives: Counselor Aides, Gerontology Assistants, Mental Health Technicians, Nursing Home Assistants, Social Services Assistants, Substance Abuse Counselor Aides.

Admission Requirements: Admission Requirements: All students will be required to demonstrate college readiness through assessment and/or transcript review and may be required to take placement tests in math, writing, and reading to aid in placing students in the appropriate courses. Students who do not meet required placement levels must enroll in developmental studies courses. Students are urged to consult with counselors or faculty advisors in planning their programs.

PARAPROFESSIONAL COUNSELING CURRICULUM:

Program Requirements		Credits
PSY 120	Human Relations	3
PSY 200	Principles of Psychology	3
PSY 215	Abnormal Psychology	3
PSY 230	Developmental Psychology	3
PSY 226 ¹	Introduction to Counseling	3
PSY 290 ²	Internship	3
PSY Elective	Any PSY course	3
Total Minimum Credits		21

Suggested Sequence of Courses: Students should begin with PSY 200. PSY 200 is a prerequisite for PSY 215. PSY 290 should be taken last.

1 Students must complete 9 credits in psychology before taking PSY 226. PSY 226 is offered in the Fall semester only.

2 Students must complete PSY 226, 12 credit hours and gain the approval of the Paraprofessional Counseling Program Head prior to registering for PSY 290. PSY 290 is offered in the Spring semester only. Students should contact the four-year institution(s) to which they may transfer to determine how credit might be awarded for any PSY elective.

Career Studies Certificate Programs

Personal Training

Purpose: This career study certificate program is designed for students who are seeking entry-level positions as personal trainers in recreation or fitness centers.

Occupational Objectives: Personal trainer with jobs in fitness and recreation sports centers, civic and social organizations, health care and schools.

Admission Requirements: All students will be required to demonstrate college readiness through assessment and/or transcript review and may be required to take placement tests in math, writing, and reading to aid in placing students in the appropriate courses. Students who do not meet required placement levels must enroll in developmental studies courses. Students are urged to consult with counselors or faculty advisors in planning their programs.

PERSONAL TRAINING CURRICULUM:

Program Requirements		Credits
CST 110 or CST 126	Intro to Communication/Interpersonal Communication	3
HLT 105	Cardiopulmonary Resuscitation	1
HLT 190	Coordinated Internship	3
HLT 208	Fitness and Exercise Training	3
PED 103	Aerobic Fitness 1	2
HLT 230	Principles of Nutrition and Human Development	3
PED 111	Weight Training 1	1
PED 116	Lifetime Fitness and Wellness	2
Total Minimum Credits		18

PROPOSED/RECOMMENDED SEQUENCE

Fall		Spring	
HLT 105	1	PED 103	2
PED 116	2	HLT 230	3
CST 110/126	3	HLT 190	3
PED 111	1	HLT 208	3
Total Credits	7	Total Credits	11

Career Studies Certificate Programs

Pharmacy Technician

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, and package, prepare, and dispense medications under the supervision of a licensed pharmacist. Program graduates will be eligible to take the Virginia Pharmacy Technician Exam and the National Pharmacy Technician Certification Examination.

Occupational Objectives: Pharmacy technicians work in hospital, retail, home health care, nursing home, and 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. An understanding of state and federal pharmacy and drug laws is required. The curriculum includes learning experiences in class and in the laboratory, as well as clinical, retail, institutional, and hospital pharmacies.

Admission Requirements: All students will be required to demonstrate college readiness through assessment and/or transcript review and may be required to take placement tests in math, writing, and reading to aid in placing students in the appropriate courses. Students who do not meet required placement levels must enroll in developmental studies courses. Students need to place out of developmental English and MTE 1-4 on the Virginia Placement Test. They must have successfully completed any required developmental courses before registering for any of the required HLT courses. Upon application to the program, students must have a clean criminal background check. Students must also have a negative drug screening completed within the first four weeks of the admitted semester along with documentation of the required immunizations in order to be in the pharmacy technician clinical experiences. Any charges or costs for drug screening, criminal checks, and immunizations will be the responsibility of the students. The estimated cost of these items is \$140.00. Students who need to acquire additional immunizations will be responsible for those costs. Although the program's courses are scheduled so that students can complete the program in one semester, prospective students are advised to complete HLT 143 Medical Terminology prior to starting HLT 261, Basic Pharmacy I.

PHARMACY TECHNICIAN CURRICULUM:

Program Requirements		Credits
HLT 143	Medical Terminology I	3
HLT 250*	General Pharmacology	3
HLT 261*	Basic Pharmacy I	3
HLT 262*	Basic Pharmacy I Lab	1
HLT 263*	Basic Pharmacy II	3
HLT 290*	Internship for Clinical Practice	4
Total Minimum Credits		17

**These are specific classes and sections for the pharmacy technician students.*

Career Studies Certificate Programs

Supervision

Purpose: This program is designed to enhance the professional qualifications and leadership skills of supervisory personnel through continuing career studies. This program of study is also appropriate for those persons who seek to become supervisors within business or industry.

Occupational Objectives: First Line Supervisor, Mid-level Manager.

Admission Requirements: All students will be required to demonstrate college readiness through assessment and/or transcript review and may be required to take placement tests in math, writing, and reading to aid in placing students in the appropriate courses. Students who do not meet required placement levels must enroll in developmental studies courses. Students are urged to consult with counselors or faculty advisors in planning their programs.

Articulation: Individuals successfully completing this Career Studies Certificate program may continue their studies and earn an Associate of Applied Science Degree in Business Management.

SUPERVISION CURRICULUM:

Program Requirements		Credits
BUS 100	Introduction to Business	3
BUS 200	Principles of Management	3
BUS 111	Principles of Supervision	3
BUS 236	Communication in Management	3
ITE 115 ¹	Introduction to Computer Applications and Concepts	3
Business-Related Elective	Any course from ACC, BUS, ECO, FIN, or MKT	3
Total Minimum Credits		18

All courses in this program can be used towards an AAS degree in Business Management.

¹ Students who pass an approved Computer Competency exam may select another course from ACC, BUS, ECO, FIN, or MKT to replace ITE 115.

Career Studies Certificate Programs

Surgical Scrub Nursing

Purpose: This curriculum is designed to prepare Licensed Practical Nurses to work as surgical scrub nurses, assisting surgeons in performing surgical procedures. Duties of the surgical scrub nurse may be performed in operating rooms, ambulatory centers, central supply, labor and delivery area, catheterization laboratories, private physicians' offices, and other areas where invasive procedures are performed.

Occupational Objective: To obtain employment as a surgical scrub nurse in a variety of area health care agencies.

Admission Requirements: All students will be required to demonstrate college readiness through assessment and/or transcript review and may be required to take placement tests in math, writing, and reading to aid in placing students in the appropriate courses. Students who do not meet required placement levels must enroll in developmental studies courses. Students must be a Licensed Practical Nurse in Virginia. The program requires additional expenditures for the student's health assessment, immunizations, urine drug screen, criminal background report, student liability insurance, lab coat and program ID badges.

SURGICAL SCRUB NURSING CURRICULUM:

Program Requirements		Credits
BIO 149	Microbiology	1
HLT 143	Medical Terminology	3
NUR 142	Fundamentals of Surgical Care II	3
NUR 280	Introduction to Perioperative Nursing	4
NUR 281	Advanced Perioperative Nursing ¹	5
Total Minimum Credits		16

1. This course includes a 90 hour preceptorship requirement.

Continuing Education

Center for Workforce and Community Education

The Center for Workforce & Community Education serves as the community's resource for career and professional development training. It promotes workforce and community education through comprehensive training programs, educational services and participation in economic development initiatives. The Center is a catalyst for economic growth and enhanced competitiveness of the local workforce in the Germanna service region.

The Center's workforce services are designed to meet the needs of local business, government, industry, public schools, community partners and individuals. Workforce development services include pre-employment training, adult career coaching services, apprenticeship programs, career credentialing, customized training, open enrollment professional development classes, online courses, and event facility rental.

Training programs and business services are developed and led by experts in their fields. Programs and services are scheduled to allow flexibility for the working adult. Classes offered as open enrollment can also be customized to the individual needs of business and industry. Our training and credential programs are offered at one of our convenient locations, online or can be delivered on-site at your location. New class offerings are added on a regular basis.

Recognizing that the economic vitality of the region depends upon the ability of its workforce to respond to the ever-changing demands, The Germanna Center for Workforce offers programs in the areas of Career Credentialing, Industry & Trade Licensure, Apprenticeships, Health Care, IT & Cybersecurity, Small Business Development & Technology, Transportation and Adult Career Coaching.

Our Workforce programs are designed in partnership with the local business community to ensure that skills and knowledge are upgraded continuously as new workforce patterns and trends emerge. The Center for Workforce & Community Education also offers courses to prepare participants for a variety of career credentials. A sampling of certification preparation courses available include Clinical Medical Assistant, Phlebotomy Technician, Medical Office Assistant, CompTIA A+, Network+, Security+, CISCO (CCNA and CCNP), CISSP, Journeyman Electrician, Journeyman Industrial Maintenance, CDL Truck Driver, PMP (Project Management), Microsoft, Adobe and more.

Registering for Noncredit Community Education Courses

Students who want to take noncredit Workforce classes do not need to apply for admission to the College. Registration is available online, by phone and in-person. Contact the Center for Workforce & Community Education at (540) 891-3012 for more information or visit us on the web at germanna.edu/workforce. Registration is recommended at least one week prior to the start of class.

Continuing Education Units (CEUs)

Continuing Education Units are awarded upon successful completion of professional course requirements. The CEU is a nationally recognized standard for recording participation in noncredit continuing education. One CEU is defined as ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction.

Students under Age 18 Taking Noncredit Classes

The Center for Workforce & Community Education occasionally receives requests for students under 18 years of age to enroll in Workforce classes. These students may enroll in Workforce classes provided both the parent or guardian and the student sign a letter indicating they both understand and acknowledge:

- The student will be in a class intended for adults.
- Any behavior that is not that of a responsible adult may result in the student being asked to leave the class and the campus.
- Full payment of tuition and fees must be made at the time of registration.

We retain the option of denying enrollment to students younger than 18 in courses the College deems potentially hazardous, unsafe, or otherwise inappropriate for minors. Minors are not eligible to enroll in noncredit Workforce classes that are also offered as credit classes. Motorcycle safety classes are open to students who hold either a valid learner's driving permit or a valid driver's license. Workforce health care classes may have specific application and admission processes.

Event Facility Rental

Event rental space is available at the Fredericksburg Area Campus in Spotsylvania and Germanna's Joseph R. Daniel Technology Center in Culpeper. Whether the event is a meeting or a conference, facilities are available at one of the convenient Workforce locations. We also provide rental space for corporate and private events, both large and small, provide technical support, and suggest catering and local hotels. We can accommodate groups of up to 600. Please call (540) 937-2916 for information about our event facility rental services or visit us online at germanna.edu/workforce/conference-and-events.

Senior Citizens

Students at least 60 years of age who have been domiciled in Virginia for at least one year may be eligible to take up to three noncredit Workforce classes free of charge each term if space is available. Some exclusions may apply.

Course Descriptions

Note: Not all courses are offered every semester. Consult the Class Schedule for courses being offered during a particular semester.

Course Numbers

Courses numbered 01 through 09 are courses for developmental studies. The credits earned in these courses are not applicable toward associate degree programs; however, upon approval by the Vice President for Academic Affairs, some developmental courses may provide credit applicable to basic occupational diplomas or certificate programs.

Courses numbered 10 through 99 are freshman courses for certificate programs. The credits earned in these courses are applicable toward certificate programs but are not applicable toward an associate degree. Courses numbered 100 through 199 are freshman courses applicable toward associate degrees and certificate programs. Courses numbered 200 through 299 are sophomore courses applicable toward associate degrees and certificate programs. Not all courses are applicable to all programs. If a course is not listed under a particular curriculum, students should consult their advisor or counselor to determine if it will count for degree credit. In general, a course may be taken for credit only two times.

Course Hours

The number of lecture hours in class each week (including lecture, seminar, discussion and online hours) and/or the number of laboratory hours in class each week (including laboratory, shop, supervised practice, and cooperative work experiences) is indicated for each course in the course description. Lecture and laboratory hours in class each week are also called “contact” hours because they represent time spent under the supervision of a faculty member. In addition to the contact hours as listed in the course description, students also must spend time on out-of-class assignments under their own direction. Usually each credit per course requires an average of three hours of out-of-class study each week.

Course Prerequisites/Co-requisites

A prerequisite course serves to promote student success in the related course. When prerequisites are required before enrolling in a course, the prerequisites are identified in the course description. Courses in sequence (identified by numerals I, II, III, and/or IV) usually require the prior course or equivalent be completed before enrolling in the advanced course in the sequence. Exceptions can be made only upon the recommendation of the faculty member and approval by the appropriate Dean of Instruction. When co-requisites are required for a course, usually the co-requisites must be taken at the same time. The prerequisites or their equivalent must be completed satisfactorily before enrolling in a course unless special permission is obtained from the Vice President of Academic Affairs.

Repeating a Course

A student is limited to two enrollments in the same credit course. Should a student need to enroll in the same credit course more than twice, the need must be properly documented on the current semester Registration Form or on the Registration Change Form and include the signature of a Dean of Instruction.

Specific Course Descriptions

Accounting

ACC 211: Principles of Accounting I (4 cr.) — 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. Prerequisite: MTE 1-4 or satisfactory score on an appropriate proficiency examination. Lecture 4 hours per week.

ACC 212: Principles of Accounting II (3 cr.) — Introduces accounting principles with respect to cost and managerial accounting. Focuses on the application of accounting information with respect to product costing, as well as its use within the organization to provide direction and to judge performance. Prerequisite: ACC 211. Lecture 3 hours per week.

ACC 215: Computerized Accounting (3 cr.) — Introduces the computer in solving accounting problems. Focuses on operation of computers. Presents the accounting cycle and financial statement preparation in a computerized system and other applications for financial and managerial accounting. Prerequisite: Completed ACC 211 or equivalent. Lecture 3 hours per week.

ACC 221: Intermediate Accounting I (3 cr.) — Covers accounting principles and theory, including a review of the accounting cycle and accounting for current assets, current liabilities and investments. Introduces various accounting approaches and demonstrates the effect of these approaches on the financial statement users. Prerequisite ACC 212 or equivalent. Lecture 3 hours per week.

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

ACC 241: Auditing I (3 cr.) — Presents techniques of investigating, interpreting, and appraising accounting records and assertions. Studies internal control design and evaluation, evidence-gathering techniques and other topics. Prerequisite or co-requisite ACC 212 or equivalent. Lecture 3 hours per week.

Administration of Justice

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

ADJ 105: The Juvenile Justice System (3 cr.) — Presents the evolution, philosophy, structures and processes of the American juvenile delinquency system; surveys the rights of juveniles, dispositional alternatives, rehabilitation methods and current trends. Lecture 3 hours per week.

ADJ 110: Introduction to Law Enforcement (3 cr.) — Studies the philosophy and history of law enforcement, presenting an overview of the crime problem and policy response issues. Surveys the jurisdictions and organizations of local, state, and federal law enforcement agencies. Examines qualification requirements and career opportunities in the law enforcement profession. Lecture 3 hours per week.

ADJ 111: Law Enforcement Organization and Administration I (3 cr.) — Teaches the principles of organization and administration of law enforcement agencies. Studies the management of line operations, staff and auxiliary services, investigative, and juvenile units. Introduces the concept of data processing; examines policies, procedures, rules, and regulations pertaining to crime prevention. Surveys concepts of protection of life and property, detection of offenses, and apprehension of offenders. Lecture 3 hours per week.

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

ADJ 133: Ethics and the Criminal Justice Professional (3 cr.) — Examines ethical dilemmas pertaining to the criminal justice system, including those in policing, courts and corrections. Focuses on some of the specific ethical choices that must be made by the criminal justice professional. Lecture 3 hours per week.

ADJ 161: Introduction to Computer Crime (3 cr.) — Provides a basic introduction to the nature of computer crimes, computer criminals, relevant law, investigative techniques, and emerging trends. Lecture 3 hours per week.

ADJ 171-172: Forensic Science I-II (4 cr.) — 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. Lecture 3 hours per week. Laboratory 3 hours per week. Total 6 hours per week.

ADJ 201-202: Criminology (3 cr.) — Studies current and historical data pertaining to criminal and other deviant behavior. Examines theories that explain crime and criminal behavior in human society. Lecture 3 hours per week.

ADJ 211: Criminal Law, Evidence and Procedures I (3 cr.) — Teaches the elements of proof for major and common crimes and the legal classification of offenses. Studies the kinds, degrees and admissibility of evidence and its presentation in criminal proceedings with emphasis on legal guidelines for methods and techniques of evidence acquisition. Surveys the procedural requirements from arrest to final disposition in the various American court systems with focus on the Virginia jurisdiction. Part I of II. Lecture 3 hours per week.

ADJ 212: Criminal Law, Evidence and Procedures II (3 cr.) — Teaches the elements of proof for major and common crimes and the legal classification of offenses. Studies the kinds, degrees and admissibility of evidence and its presentation in criminal proceedings with emphasis on legal guidelines for methods and techniques of evidence acquisition. Surveys the procedural requirements from arrest to final disposition in the various American course systems with focus on the Virginia jurisdiction. Part II of II. Prerequisite: Completion of ADJ 211. Lecture 3 hours per week.

ADJ 225: Courts and the Administration of Justice (3 cr.) — Studies court systems with emphasis on the technical procedures required, from incident occurrence to final disposition of the case, noting the applicable principles of civil and criminal law; focuses on Virginia courts, laws, and procedures. Lecture 3 hours per week.

ADJ 229: Law Enforcement and the Community (3 cr.) — Considers current efforts by law enforcement personnel to achieve an effective working relationship with the community. Surveys and analyzes various interactive approaches of law enforcement agencies and the citizenry they serve. Lecture 3

hours per week.

ADJ 234: Terrorism and Counter-Terrorism (3 cr.) — 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. Prerequisites: ADJ 100. Lecture 3 hours per week.

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

ADJ 243: Homeland Security and Law (3 cr.) — Covers relationships abroad, the mission of federal, state, and local government at home, and the best way to provide for the common defense. Examines HLS and emergency management, FEMA's place in public policy, law, and management, HLS initiatives, and new partnerships for HLS covering the government, private sector and higher education. Discusses civil rights issues, the USA Patriot Act; future challenges and roles of intelligence agencies; foreign policy aspects and views. Prerequisite: Completed ADJ 111. Lecture 3 hours per week.

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

Arabic

ARA 101: Beginning Arabic I (5 cr.) — Introduces understanding, speaking, reading, and writing skills and emphasizes basic Arabic sentence structure. Discusses the diversity of cultures in the Arab world. Part I of II. Lecture 5 hours per week. Prerequisite: ENG 111 eligible.

ARA 102: Beginning Arabic II (5 cr.) — Introduces understanding, speaking, reading, and writing skills and emphasizes basic Arabic sentence structure. Discusses the diversity of cultures in the Arab world. Prerequisite: Completed ARA 101. Part II of II. Lecture 5 hours per week.

ARA 201: Intermediate Arabic I (3 cr.) — Continues to develop understanding, speaking, reading and writing skills and emphasizes basic Arabic sentence structure. Discusses the diversity of cultures in the Arab world. Classes are conducted in Arabic. Prerequisite: Completed ARA 102. Part I of II. Lecture 3 hours per week.

ARA 202: Intermediate Arabic II (3 cr.) — Continues to develop understanding, speaking, reading and writing skills and emphasizes basic Arabic sentence structure. Discusses the diversity of cultures in the Arab world. Classes are conducted in Arabic. Prerequisite: Completed ARA 102. Part II of II. Lecture 3 hours per week.

Art

ART 101-102: History and Appreciation of Art I-II (3 cr.) — Presents the history and interpretation of architecture, sculpture, and painting. Begins with prehistoric art and follows the development of western civilization to the present. Lecture 3 hours per week. Recommended to be taken in sequence.

ART 106: History of Modern Art (3 cr.) — Surveys the history of modern architecture, sculpture, painting, and graphic arts in representational and nonrepresentational forms. Focuses on the periods and movements that influenced the arts of the twentieth century. Emphasizes contemporary art

forms, particularly the interaction between art and society, industry, and design. Lecture 3 hours per week.

ART 116: Design for the Web I (3 cr.) — Introduces the basic elements of web page design: typography, imagery, and color, and examines how they are combined to create effective layouts. Teaches organization of materials, sketching and concept development, site planning and various methods of construction. Lecture 3 hours per week.

ART 120: Beginning Drawing (2 cr.) — Introduces principles and practices of the various media used in drawing. Lecture 1 hour. Studio instruction 2 hours. Total 3 hours per week.

ART 121: Drawing I (4 cr.) — Develops basic drawing skills and understanding of visual language through studio instruction/lecture. Introduces concepts such as proportion, space, perspective, tone and composition as applied to still life, landscape and the figure. Uses drawing media such as pencil, charcoal, ink wash and color media. Includes field trips and gallery assignments as appropriate. Lecture 1-2 hours. Studio instruction 4 hours. Total 5-6 hours per week.

ART 122: Drawing II (4 cr.) — Develops basic drawing skills and understanding of visual language through studio instruction/lecture. Introduces concepts such as proportion, space, perspective, tone and composition as applied to still life, landscape and the figure. Uses drawing media such as pencil, charcoal, ink wash and color media. Includes field trips and gallery assignments as appropriate. Prerequisite: Completed ART 121. Lecture 1-2 hours. Studio instruction 4 hours. Total 5-6 hours per week.

ART 131: Fundamentals of Design I (4 cr.) — Explores the concepts of two- and three-dimensional design and color. May include field trips as required. Lecture 1-2 hours. Studio instruction 4 hours. Total 5-6 hours per week.

ART 132: Fundamentals of Design II (4 cr.) — Explores the concepts of two- and three-dimensional design and color. May include field trips as required. Prerequisite: Completed ART 131. Lecture 1-2 hours. Studio instruction 4 hours. Total 5-6 hours per week.

ART 141: Typography I (4 cr.) — Studies the history of letter forms and typefaces and examines their uses in contemporary communications media. Emphasizes applications to specific design problems. Includes identification and specification of type, copy fitting and hands-on typesetting problems. Prerequisite: Completed ART 131 and ART 180 or divisional approval. Lecture 1-2 hours. Studio instruction 4 hours. Total 5-6 hours per week.

ART 180: Introduction to Computer Graphics (3 cr.) — Provides a working introduction to computer-based electronic technology used by visual artists and designers. Presents the basics of operating platforms and standard industry software. Introduces problems in which students can explore creative potential of the new electronic media environment. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

ART 203: Animation I (3-4 cr.) - Introduces the student to the basic techniques of animation, combining traditional and computer-generated skills. Teaches theoretical elements of the aesthetics of sequential imagery. Provides practical experience in two-dimensional and/or three-dimensional animation. Exposes the student to a variety of animation techniques. Lecture 2 hours. Lab 2-4 hours. Total 4-6 hours per week.

ART 241: Painting I (4 cr.) — Introduces abstract and representational painting in acrylic and/or oil with emphasis on color composition and value. Prerequisite: Completed ART 122 or division approval. Lecture 1- 2 hours. Studio instruction 4 hours. Total 5-6 hours per week.

ART 242: Painting II (4 cr.) - Introduces abstract and representational painting in acrylic and/or oil with emphasis on color composition and value. Prerequisite: Completed ART 241. Lecture 1-2 hours. Studio instruction 4 hours. Total 5-6 hours per week.

ART 265: Graphic Techniques (4 cr.) — Applies the study of printing processes to the preparation of artwork. Teaches printing processes, terminology, and related materials. Prerequisite: Completed ART 131 and ART 180. Lecture 2 hours. Studio instruction 4 hours. Total 6 hours per week. Please see an advisor for more information.

ART 275: Relief Printmaking (4 cr.) — Introduces relief print making techniques including woodcut, linocut, and collograph. Includes field trips when applicable. Lecture 2 hours. Prerequisite: Completion of ART 131 and ART 180.

ART 283: Computer Graphics I (4 cr.) — Utilizes microcomputers and software to produce computer graphics. Employs techniques learned to solve studio projects which reinforce instruction and are appropriate for portfolio use. Prerequisite: ART 131 and ART 180. Lecture 1-2 hours. Studio instruction 3-4 hours. Total 5-6 hours per week.

ART 284: Computer Graphics II (4 cr.) - Utilizes microcomputers and software to produce computer graphics. Employs techniques learned to solve studio projects which reinforce instruction and are appropriate for portfolio use. Prerequisite: Completed ART 283. Lecture 1-2 hours. Studio instruction 3-4 hours. Total 5-6 hours per week.

ART 287: Portfolio and Resume Preparation (1 cr.) — Focuses on portfolio preparation, resume writing, and job interviewing for students. Recommended for final semester program students. Requires instructor's approval. Lecture 1-2 hours. Studio instruction 0-4 hours. Total 1-6 hours per week.

American Sign Language

ASL 101: American Sign Language I (3 cr.) — Introduces the fundamentals of American Sign Language (ASL) used by the Deaf Community, including basic vocabulary, syntax, fingerspelling, and grammatical non manual signals. Focuses on communicative competence. Develops gestural skills as a foundation for ASL enhancement. Introduces cultural knowledge and increases understanding of the Deaf Community. Lecture 3 hours per week.

ASL 102: American Sign Language II (3 cr.) - Introduces the fundamentals of American Sign Language (ASL) used by the Deaf Community, including basic vocabulary, syntax, fingerspelling, and grammatical non manual signals. Focuses on communicative competence. Develops gestural skills as a foundation for ASL enhancement. Introduces cultural knowledge and increases understanding of the Deaf Community. Prerequisite: Completed ASL 101 or satisfactory score on appropriate proficiency exam. Lecture 3 hours per week.

ASL 125: History and Culture of the Deaf Community I (3 cr.) — Presents an overview of various aspects of Deaf Culture, including educational and legal issues. Lecture 3 hours per week. Prerequisite: Completed ASL 101.

ASL 195: Topics in (1-5 cr.) — 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.

ASL 201-202: American Sign Language III-IV (3 cr.) — Develops vocabulary, conversational competence, and grammatical knowledge with a total immersion approach. Introduces increasingly complex grammatical aspects including those unique to ASL. Discusses culture and literature. Contact with the Deaf Community is encouraged to enhance linguistic and cultural knowledge. Prerequisite for ASL 201: Completed ASL 102. Prerequisite for ASL 202: Completed ASL 201. Lecture 3 hours per week.

Automotive

AUT 100: Introduction to Automotive Shop Practices (2 cr.) — Introduces shop practices for automotive laboratory and shop safety, identification and use of hand tools, general power equipment and maintenance of automotive shop. Explains basic operation procedures of standard shop equipment. Presents Occupational Safety and Health Act standards pertaining to the automotive field. Lecture 2 hours per week. Co-requisite MTH 1 or Prerequisite: Completed MTE 1-3.

AUT 111-112: Automotive Engines I-II (4 cr.) — Presents analysis of power, cylinder condition, valves and bearings in the automotive engine to establish the present condition, repairs or adjustments. Lecture 2-3 hours. Laboratory 2-3 hours. Total 4-6 hours per week. Prerequisite: Completed MTE 1-3 or MTH 1.

AUT 121-122: Automotive Fuel Systems I-II (4 cr.) — Analyzes major domestic and foreign automotive fuel systems to include carburetors and fuel injection systems. Includes detailed inspection and discussion of fuel tanks, connecting lines, instruments, filters, fuel pumps, superchargers, and turbo charger. Also includes complete diagnosis, troubleshooting, overhaul and factory adjustment procedures of all major carbureted and fuel injection systems. Lecture 3 hours. Laboratory 0-3 hours. Total 3-6 hours per week. Prerequisite: Completed MTE 1-3 or MTH 1.

AUT 136: Automotive Vehicle Inspection (2 cr.) — Presents information on methods for performing automotive vehicle safety inspection. Lecture 1 hour. Laboratory 2 hours. Total 3 hours per week. Prerequisite: Completed MTE 1-3 or MTH 1.

AUT 141-142: Auto Power Trains I-II (4 cr.) — Presents operation, design, construction and repair of power train components, standard and automatic transmission. Includes clutches, propeller shaft, universal joints, rear axle assemblies, fluid couplings, torque converters as well as 2, 3, and 4 speed standard, overdrive and automatic transmissions. Lecture 2-3 hours. Laboratory 2-6 hours. Total 4-8 hours per week. Prerequisite: Completed MTE 1-3 or MTH 1.

AUT 236: Automotive Climate Control (4 cr.) — Introduces principles of refrigeration, air conditioning controls and adjustment and general servicing of automotive air conditioning systems. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week. Prerequisite: Completed MTE 1-3 or MTH 1.

AUT 241: Automotive Electricity I (4 cr.) — Introduces electricity and magnetism, symbols and circuitry as applied to the alternators, regulators, starters, lighting systems, instruments and gauges and accessories. Lecture 2-3 hours. Laboratory 2-3 hours. Total 4-6 hours per week. Prerequisite: Completed MTE 1-3 or MTH 1.

AUT 245: Automotive Electronics (4 cr.) — Introduces field of electronics as it applies to the modern automobile. Emphasizes basic circuit operation, diagnosis and repair of digital indicator and warning systems. Lecture 3 hours. Laboratory 0-3 hours. Total 3-6 hours per week. Prerequisite: Completed MTE 1-3 or MTH 1.

AUT 266: Auto Alignment, Suspension and Steering (4 cr.) — Introduces use of alignment equipment in diagnosing, adjusting, and repairing front and rear suspensions. Deals with repair and servicing of power and standard steering systems. Lecture 1-2 hours. Laboratory 6 hours. Total 7-8 hours per week. Prerequisite: Completed MTE 1-3 or MTH 1.

AUT 267: Automotive Suspension and Braking Systems (4 cr.) — Presents the operation, design, construction, repair and servicing of braking and suspension systems. Explains use of tools and test equipment, evaluation of test results, estimation and repair cost, front and rear suspension alignment,

power and standard steering, and power, standard and disc brakes. Lecture 2-3 hours. Laboratory 2-3 hours. Total 4-6 hours per week. Prerequisite: Completed MTE 1-3 or MTH 1.

AUT 290: Coordinated Internship (1-5 cr.) — Supervises on-the-job training in selected business, industrial or service firms coordinated by the college. Credit/practice ratio not to exceed 1:5 hours. May be repeated for credit. Variable hours. Prerequisite: Completed MTE 1-3 or MTH 1.

Biology

BIO 101: General Biology I (4 cr.) — 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. Prerequisite: Complete MTE 1-5 and ENG 111 eligible. Recitation and laboratory 3 hours. Total 6 hours per week. May be waived as the prerequisite for BIO 141 for Allied Health students only if the student has taken one unit of high school biology with lab within five years. .

BIO 102: General Biology II (4 cr.) - Focuses on diversity of life, anatomy and physiology of organisms, and ecosystem organization and processes in an evolutionary context. Explores the core concepts of evolution; structure and function; information flow, storage and exchange; pathways and transformations of energy and matter; and systems biology. Emphasizes process of science, interdisciplinary approach, and relevance of biology to society. Part II of a two-course sequence. Prerequisite: Completion of BIO 101. Recitation and laboratory 3 hours. Total 6 hours per week.

BIO 141: Human Anatomy and Physiology I (4 cr.) — 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. Prerequisites for BIO 141: ENG 111 eligible and BIO 101 (or BIO 101 equivalence), OR for Allied Health students only: ENG 111 eligible and two units of college prep high school science with a grade of "C" or better within the last 5 years, OR permission of department or instructor. Lecture 3 hours. Laboratory 2-3 hours. Total 5-6 hours per week.

BIO 142: Human Anatomy and Physiology II (4 cr.) - 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. Prerequisite: Completed of BIO 141. Lecture 2 hours. Laboratory 2-3 hours. Total 5-6 hours per week.

BIO 149: Microbiology for Allied Health (1 cr.) — 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 111 eligible, MTE 1-5. Lecture 1 hour per week.

BIO 150: Introductory Microbiology (4 cr.) - Studies the general characteristics of microorganisms. Emphasizes their relationships to individual and community health. Prerequisites: ENG 111 eligible, MTE 1-5. Co-requisite: BIO 141/142 for allied health majors. Recitation and laboratory 3 hours. Total 6 hours per week.

BIO 205: General Microbiology (4 cr.) — Examines morphology, genetics, physiology, ecology, and control of microorganisms. Emphasizes application of microbiological techniques to selected fields. Prerequisites: Completed ENG 111 and BIO 102 and CHM 112 or departmental approval. Lecture 3 hours. Recitation and laboratory 3 hours. Total 6 hours per week.

BIO 206: Cell Biology (4 cr.) — Introduces the ultrastructure and functions of cells. Emphasizes cell metabolism, cell division, and control of gene expression. Prerequisite: one year of college biology and one year of college chemistry. Lecture 3 hours. Recitation and laboratory 3 hours. Total 6 hours per week.

BIO 226: Vertebrate Zoology (4 cr.) — Focuses on structure, embryology, function, ecology, classification, and evolution of vertebrate animals. Prerequisite: Completed BIO 102. Lecture 3 hours. Recitation and laboratory 3 hours. Total 6 hours per week.

BIO 231-232: Human Anatomy and Physiology I-II (4 cr.) — Integrates the study of gross and microscopic anatomy with physiology, emphasizing the analysis and Interpretation of physiological data. Prerequisites: Completed 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.

BIO 256: General Genetics (4 cr.) — Explores the principles of genetics ranging from classical Mendelian inheritance to the most recent advances in the biochemical nature and function of the gene. Includes experimental design and statistical analysis. Prerequisite: Completed BIO 102 or equivalent. Lecture 3 hours. Recitation and laboratory 3 hours. Total 6 hours per week.

BIO 275: Marine Ecology (4 cr.) — Applies ecosystem concepts to marine habitats. Includes laboratory and field work. Prerequisite: Completed BIO 102 or divisional approval. Lecture 3 hours. Recitation and laboratory 3 hours. Total 6 hours per week.

BIO 285: Biological Problems in Contemporary Society (3 cr.) — Discusses major biological problems facing society which may include environmental and health concerns such as pollution, bioengineering, drug abuse, conservation, famine and others. Lecture 3 hours per week.

BIO 299: Supervised Study (1 cr.) — Capstone Presentation: Assigns a project for independent study incorporating previous instruction and supervised by the instructor. Corequisite: a 200 level science course.

Basic Skills

BSK 1: Whole Numbers — Covers whole number principles and computations. Develops the mathematical mastery necessary for MTE 1. Credit not applicable toward graduation. Total 4 hours per week. 1 credit. Prerequisite: Tested into BSK 1 with the VPT Math Placement Test.

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. Prerequisite: Tested into BSK 41 with the VPT English Placement Test.

Business Management and Administration

BUS 100: Introduction to Business (3 cr.) — Presents a broad introduction to the functioning of business enterprise within the U.S. economic framework. Introduces economic systems, essential elements of business organization, production, human resource management, and marketing, finance, and risk management. Develops business vocabulary. Lecture 3 hours per week. Prerequisite: ENG 111 eligible.

BUS 111: Principles of Supervision I (3 cr.) — Teaches the fundamentals of supervision, including the primary responsibilities of the supervisor. Introduces factors relating to the work of supervisor and subordinates. Covers aspects of leadership, job management, work improvement, training and orientation, performance evaluation, and effective employee/ supervisor relationships. Lecture 3 hours per week. Prerequisite: ENG 111 eligible.

BUS 116: Entrepreneurship (3 cr.) — Presents the various steps considered necessary when going into business. Includes areas such as product-service analysis, market research evaluation, setting up books, ways to finance startup, operations of the business, development of business plans, buyouts versus starting from scratch, and franchising. Uses problems and cases to demonstrate implementation of these techniques. Lecture 3 hours per week. Prerequisite: ENG 111 eligible.

BUS 117: Leadership Development (3 cr.) — 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. Prerequisite: ENG 111 eligible.

BUS 121: Business Mathematics I (3 cr.) — Applies mathematical operations to business processes and problems. Reviews operations, equations, percentages, sales and property taxes, insurance, checkbook and cash records, wage and payroll computations, depreciation, overhead, inventory turnover and valuation, financial statements, ratio analysis, commercial discounts, markup, and markdown. Prerequisite: MTE 1-4 or satisfactory score on an appropriate proficiency examination. Lecture 3 hours per week.

BUS 122: Business Mathematics II (3 cr.) — Applies mathematical operations to business processes and problems. Reviews basic statistics, distribution of profit and loss in partnerships, distribution of corporate dividends, simple interest, present value, bank discount notes, multiple payment plans, compound interest, annuities, sinking funds, and amortization. Prerequisite: Completed BUS 121. Lecture 3 hours per week.

BUS 165: Small Business Management (3 cr.) — Identifies management concerns unique to small businesses. Introduces the requirements necessary to initiate a small business and identifies the elements comprising a business plan. Presents information establishing financial and administrative controls, developing a marketing strategy, managing business operations, and the legal and government relationships specific to small businesses. Lecture 3 hours per week. Prerequisite: ENG 111 eligible.

BUS 200: Principles of Management (3 cr.) — 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. Prerequisite: Completed BUS 100 or BUS 165 or college approval. Lecture 3 hours per week.

BUS 201: Organizational Behavior (3 cr.) — Presents a behaviorally oriented course combining the functions of management with the psychology of leading and managing people. Focuses on the effective use of human resources through understanding human motivation and behavior patterns, conflict management and resolution, group functioning and process, the psychology of decision-making, and the importance of recognizing and managing change. Prerequisite: ENG 111 eligible and Completed BUS 200 or college approval. Lecture 3 hours per week.

BUS 205: Human Resource Management (3 cr.) — Introduces employment, selection, and placement of personnel, forecasting, job analysis, job descriptions, training methods and programs, employee evaluation systems, compensation, benefits, and labor relations. Prerequisite: ENG 111 eligible. Lecture 3 hours per week.

BUS 220: Introduction to Business Statistics (3 cr.) — Introduces statistics as a tool in decision making. Emphasizes ability to collect, present, and analyze data. Employs measures of central tendency and dispersion, statistical inference, index numbers, probability theory, and time series analysis. Prerequisite: Completed BUS 122 and ENG 111 eligible or college approval. Lecture 3 hours per week.

BUS 236: Communication in Management (3 cr.) — Introduces the functions of communication in management with emphasis on gathering, organizing and transmitting facts and ideas. Teaches the basic technique of effective oral and written communication. Lecture 3 hours per week. Prerequisite: ENG 111 eligible.

BUS 241: Business Law I (3 cr.) — 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. Prerequisite: ENG 111 eligible. Lecture 3 hours per week.

BUS 242: Business Law II (3 cr.) — Focuses on business organization and dissolution, bankruptcy and Uniform Commercial Code. Introduces international law and the emerging fields of Ecommerce and Internet Law. Prerequisite: Completed BUS 241 or approval by the Dean of Instruction. Lecture 3 hours per week. Should be taken in sequence.

BUS 265: Ethical Issues in Management (3 cr.) — 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. Prerequisite: ENG 111 eligible.

BUS 280: Introduction to International Business (3 cr.) — Studies the problems, challenges, and opportunities which arise when business operations or organizations transcend national boundaries. Examines the functions of international business in the economy, international and transnational marketing, production, and financial operations. Prerequisite: Completed BUS 100 and ENG 111 eligible. Lecture 3 hours per week.

BUS 290: Coordinated Internship (1-5 cr.) — Supervises on-the-job training in selected business, industrial or service firms coordinated by the college. Credit/practice ratio not to exceed 1:5 hours. May be repeated for credit. Variable hours. Prerequisite: Any 15 credit hours.

Childhood Development

CHD 118: Language Arts for Young Children (3 cr.) — Presents techniques and methods for encouraging the development of language and perceptual skills in young children. Stresses improvement of vocabulary, speech and methods to stimulate discussion. Surveys children's literature, examines elements of quality storytelling and story reading, and stresses the use of audio-visual materials. Prerequisite: Placement into ENF 1. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

CHD 119: Introduction to Reading Methods (3 cr.) — Introduces current practices of teaching reading in the elementary school. Familiarizes students with materials currently in use, emphasizes observation of various reading techniques and trends in the classroom. Prerequisite: ENG 111 eligible. Lecture

2 hours. Laboratory 2 hours. Total 4 hours per week.

CHD 120: Introduction to Early Childhood Education (3 cr.) — Introduces early childhood development through activities and experiences in nursery, pre-kindergarten, kindergarten, and primary programs. Investigates classroom organization and procedures, and use of classroom time and materials, approaches to education for young children, professionalism, and curricular procedures. Prerequisite: Placement into ENF 1. Lecture 3 hours per week.

CHD 145: Teaching Art, Music, and Movement to Children (3 cr.) — Provides experiences in developing the content, methods, and materials for directing children in art, music, and movement activities. Prerequisite: Placement into ENF 1. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

CHD 146: Math, Science and Social Studies for Children (3 cr.) — Provides experiences in developing the content, methods, and materials for directing children in math, science, and social studies activities. Prerequisite: Placement into ENF 1. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

CHD 165: Observation and participation in Early Childhood/Primary Settings (3 cr.) — Observes and participates in early childhood settings such as child care centers, pre-schools, Montessori schools or public schools in Kindergarten through 3rd grade levels. Students spend one hour each week in a seminar session in addition to 60 clock hours in the field. May be taken again for credit Prerequisite: Placement into ENF 1. Lecture 1 hour. Laboratory 4 hours. Total 5 hours per week.

CHD 166: Infant and Toddler Programs (3 cr.) — Examines the fundamentals of infant and toddler development, including planning and implementing programs in group care. Emphasizes meeting physical, social, emotional, and cognitive needs: scheduling, preparing age-appropriate activities, health and safety policies, record keeping, and reporting to parents. Prerequisite: Placement into ENF 1. Lecture 3 hours per week.

CHD 167: CDA Theories and Applications (3cr.) — Supports the CDA candidate in organizing and developing a portfolio for presentation at local assessment team meeting. Prerequisite: Placement into ENF 1. Lecture 3 hours per week.

CHD 205: Guiding the Behavior of Children (3 cr.) — Explores positive ways to build self-esteem in children and help them develop self-control. Presents practical ideas for encouraging pro-social behavior in children and emphasizes basic skills and techniques in classroom management. Prerequisite: Placement into ENF 1. Lecture 3 hours per week.

CHD 210: Introduction to Exceptional Children (3 cr.) — Reviews the history of education for exceptional children. Studies the characteristics associated with exceptional children. Explores positive techniques for managing behavior and adapting materials for classroom use. Prerequisite: Placement into ENF 1. Lecture 3 hours per week.

CHD 215: Models of Early Childhood Programs (3 cr.) — Studies and discusses the various models and theories of early childhood education programs including current trends and issues. Presents state licensing and staff requirements. Prerequisite: Placement into ENF 1. Lecture 3 hours per week.

CHD 216: Early Childhood Programs, School, and Social Change (3 cr.) — Explores methods of developing positive, effective relations between staff and parents to enhance the developmental goals of home and school. Reviews current trends and issues in education, describes symptoms of homes in need

of support, investigates non-traditional family and cultural patterns, and lists community resources. Prerequisite: Placement into ENF 1. Lecture 3 hours per week.

CHD 265: Advanced Observation and Participation in Early Childhood/ Primary Settings (3 cr.) — Observes and participates in early childhood settings such as child care centers, pre-school, Montessori schools, or public school settings (kindergarten through third grade). Emphasizes planning and implementation of appropriate activities and materials for children. Students will spend one hour each week in a seminar session in addition to 60 clock hours in the field. May be taken again for credit. Prerequisite: Placement into ENF 1. Lecture 1 hour. Laboratory 4 hours. Total 5 hours per week.

CHD 270: Administration of Childcare Programs (3 cr.) — Examines the skills needed for establishing and managing early childhood programs. Emphasizes professionalism and interpersonal skills, program planning, staff selection and development, creating policies, budgeting, and developing forms for record keeping. Prerequisite: Placement into ENF 1. Lecture 3 hours per week.

CHD 298: Seminar and Project (3 cr.) — Examines the skills needed for establishing and managing early childhood programs. Emphasizes professionalism and interpersonal skills, program planning, staff selection and development, creating policies, budgeting, and developing forms for record keeping. Prerequisite: Placement into ENF 1. Lecture 3 hours per week.

Chinese

CHI 101: Beginning Chinese I (5 cr.) — Introduces understanding, speaking, reading, and writing skills; emphasizes basic Chinese sentence structure. Part I of II. Prerequisite: ENG 111 eligible. Lecture 5 hours per week.

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

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

CHI 202: Conversational Chinese (Mandarin) II (4 cr.) — Offers intensive practice in comprehending and speaking Chinese, with emphasis on developing structure and fluency. Prerequisite: Completed CHI 102 and CHI 201. Part II of II. Lecture 4 hours per week.

Chemistry

CHM 101: Introductory Chemistry I (4 Cr.) — 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. Prerequisite for CHM 101: MTE 1-5 and ENG 111 eligible. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week.

CHM 102: Introductory Chemistry II (4 cr.) - 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. Prerequisite: Completed CHM 101 or CHM 111 with a "C" or better. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week. Limited offerings.

CHM 111: General Chemistry I (4 cr.) — Explores the fundamental laws, theories, and mathematical concepts of chemistry. Designed primarily for science and engineering majors. Requires a strong background in mathematics. Prerequisite: MTE 1-9 or minimum placement recommendation for MTH 163/167 and ENG 111 eligible. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week.

CHM 112: General Chemistry II (4 cr.) - Explores the fundamental laws, theories, and mathematical concepts of chemistry. Designed primarily for science and engineering majors. Requires a strong background in mathematics. Prerequisite: Completed CHM 111 with a "C" or better. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week.

CHM 125: Chemistry for Nurses (3 cr.) — Introduces the basic concepts of general, organic, and biological chemistry necessary for practicing nurses. Prerequisite: MTE 1-3, or satisfactory score on an appropriate proficiency examination. Lecture 3 hours per week.

CHM 241: Organic Chemistry I (3 cr.) — Introduces fundamental chemistry of carbon compounds, including structures, physical properties, syntheses, and typical reactions. Emphasizes reaction mechanisms. Prerequisite for CHM 241: Completion of CHM 112. Co-requisite: CHM 245. Lecture 3 hours per week.

CHM 242: Organic Chemistry II (3 cr.) — Introduces fundamental chemistry of carbon compounds, including structures, physical properties, syntheses, and typical reactions. Emphasizes reaction mechanism. Prerequisite: Completed CHM 241. Corequisite: CHM 246. Lecture 3 hours a week.

CHM 245: Organic Chemistry Laboratory I (2 cr.) — Includes qualitative organic analysis. Prerequisite: Completion of CHM 112. Co-requisite: CHM 241. Laboratory 4 hours. Total 4 hours per week.

CHM 246: Organic Chemistry Laboratory II (2 cr.) — Includes qualitative organic analysis. Prerequisite: Completed CHM 245. Corequisite: CHM 242. Laboratory 4 hours. Total 4 hours per week.

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

CHM 299: Supervised Study (1 cr.) - Capstone Presentation: Assigns a project for independent study incorporating previous institution and supervised by the instructor. Corequisite: a 200 level science course.

Civil Engineering Technology

CIV 171: Surveying I (3 cr.) — Introduces surveying equipment, procedures and computations including adjustment of instruments, distance measurement, leveling, angle measurement, traversing, traverse adjustments, area computations and introduction to topography. Prerequisite: MTH 104 or divisional approval. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

Communication Studies & Theatre

CST 100: Principles of Public Speaking (3 cr.) — Applies theory and principles of public address with emphasis on preparation and delivery. Prerequisite: ENG 111 eligible. Lecture 3 hours per week.

CST 110: Introduction to Speech Communication (2-3 cr.) — Examines the elements affecting speech communication at the individual, small group, and public communication levels with emphasis on practice of communication at each level. Prerequisite: ENG 111 eligible. Lecture 3 hours per week.

CST 126: Interpersonal Communication (3 cr.) — Teaches for both daily living and the world of work. Includes perception, self-concept, self-disclosure, listening and feedback non-verbal communication, attitudes, assertiveness and other interpersonal skills. Prerequisite: ENG 111 eligible. Lecture 3 hours per week.

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

CST 229: Intercultural Communication (3 cr.) — Emphasizes the influence of culture on the communication process including differences in values, message systems, and communication rules. Prerequisite: ENG 111 eligible. Lecture 3 hours per week.

Computer Aided Design

CAD 151: Engineering Drawing Fundamentals I (3 cr.) — Introduces technical drafting from the fundamentals through advanced drafting practices. Includes lettering, geometric construction, technical sketching, orthographic projection, sections, intersections, development, and fasteners. Teaches theory and application of dimensioning and tolerances, pictorial drawing, and preparation of drawings. Prerequisite: ENG 111 eligible. Lecture 1 hour. Laboratory 4-6 hours. Total 5-7 hours per week.

CAD 175: Schematics and Mechanical Drawings (2 cr.) — Covers interpretation of basic shop drawings, conventional symbols, common electrical and electronics symbols, wiring diagrams, hydraulic and pneumatic symbols, schematic drawings, and piping diagrams. (Credit will not be awarded for both CAD 175 and DRF 175.) Lecture 2 hours per week.

CAD 201: Computer Aided Drafting and Design I (3 cr.) — Teaches computer-aided drafting concepts and equipment designed to develop a general understanding of components of a typical CAD system and its operation. Prerequisite: ENG 111 eligible. Lecture 2-3 hours. Laboratory 2-3 hours. Total 4-6 hours per week.

CAD 202: Computer Aided Drafting and Design II (3 cr.) — Teaches production drawings and advanced operations in computer aided drafting. Prerequisite: Completion of DRF 151 or CAD 151. Lecture 2-3 hours. Laboratory 2-3 hours. Total 4-6 hours per week.

Computer Science

CSC 201: Computer Science I (4 cr.) — Introduces algorithm and problem solving methods. Emphasizes structured programming concepts, elementary data structures and the study and use of a high level programming language. Co-requisite or Completion: CSC 100 or ITE 115 or equivalent and MTH 173 or equivalent or divisional approval. Lecture 4 hours per week.

CSC 202: Computer Science II (4 cr.) — Examines data structures and algorithm analysis. Covers data structures (including sets, strings, stacks, queues, arrays, records, files, linked lists, and trees), abstract data types, algorithm analysis (including searching and sorting methods), and file structures. Prerequisite: CSC 201. Co-requisite or Completion: MTH 174 or equivalent. Lecture 4 hours per week.

Dental Assisting

DNA 103: Introduction to Oral Health (1 cr.) — Teaches anatomy of the head and neck, the oral cavity hard and soft tissues, as well as tooth morphology. Includes dental terminology, deciduous and permanent dentition as well as pathology. Lecture 1 hour per week. Prerequisite: Acceptance into DNA program.

DNA 108: Dental Science (3 cr.) — Studies head and neck anatomy, tooth morphology, pathological conditions of the oral cavity, disease processes, and microbiology. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week. Prerequisite: Acceptance into DNA program.

DNA 110: Dental Materials (3 cr.) — Studies the materials utilized in the laboratory aspect of dentistry as support in treatment. Emphasis is placed on the characteristics, manipulation, economical control, storage, and delivery of materials. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week. Prerequisite: Acceptance into DNA program.

DNA 113: Chairside Assisting I (3 cr.) — Provides instruction on the principles of clinical chair side dental assisting, dental equipment use and maintenance, safety, instrument identification, tray set-ups by procedures, and patient data collection. Emphasis on patient management during restorative procedures. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week. Prerequisite: Acceptance into DNA program.

DNA 114: Chairside Assisting II (4 cr.) — Introduces the student to various dental specialties including oral surgery, orthodontics, periodontics, prosthodontics, endodontic, and pediatric dentistry. Integrates and applies previous course content to operative dental procedures. Lecture 2 hours. Laboratory 6 hours. Total 8 hours per week. Prerequisite: Completed DNA 113 and DNA 134. Co-requisite: DNA 190.

DNA 119: Dental Therapeutics (1 cr.) — Exposes students to concepts and terminology related to pharmacology, pain control, and dental medicinal agents. Emphasis is placed on the use of materials in patient treatment. Lecture 1 hour per week. Prerequisite: Acceptance into DNA program.

DNA 120: Community Health (1 cr.) — Studies topics related to community health issues including identification of specific diseases, symptoms, causes, and effects. An emphasis is placed on the promotion of oral health in the community through patient education in oral home care techniques, dietary counseling, plaque control procedures and application of medicinal agents. Lecture 1 hour per week. Prerequisite: Acceptance into DNA program.

DNA 130: Dental Office Management (2 cr.) — Exposes students to and provides practical experience in the legal aspects of dental office management with regard to ethics, jurisprudence, appointment control, recall systems, reception techniques, and telephone techniques. Accounts receivable and payable, payroll, insurance claims, inventory control, and professional conduct in a dental office. Lecture 2 hours. Laboratory 0 hours. Total 2 hours per week. Prerequisite: Acceptance into DNA program.

DNA 134: Dental Radiology and Practicum (3 cr.) — Teaches the physics of dental radiation and safety, equipment operation, cone placement for the parallel and bisection techniques, panoramic exposures, mounting and film processing. Prerequisite: Admission to the Dental Assisting Program required. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week. Prerequisite: Acceptance into DNA program.

DNA 140: Externship (5 cr.) — Exposes students to the fast pace of a dental practice while they perform support services with an established team. Lecture 1 hour. Laboratory 12 hours. Total 13 hours per week. Prerequisite: DNA 114.

DNA 190: Coordinated Internship (3 cr.) — Supervises on-the-job training in selected business, industrial or service firms coordinated by the college. Credit/practice not to exceed 1:5 hours. May be repeated for credit. Variable hours. Prerequisite: DNA 113 and DNA 134. Co-requisite for DNA 114.

DNA 199: Supervised Study (1 cr.) — Assigns problems for independent study incorporating previous instruction and supervised by the instructor. May be repeated for credit. Prerequisite: Program advisor approval. Variable hours.

DNA 210: Amalgam Restorations: Placing, Packing, Carving, and Polishing (3 cr.) — Studies the characteristics, manipulation, economical control, storage, and delivery of amalgam restorative materials. Covers the materials and techniques of direct amalgam placement, carving and finishing as support in dental treatment in a laboratory environment. 3 credits, 9 hours/week, contact time = 135 hours.

DNH 212: Composite Resin Restorations: Placing and Shaping (4 cr.) — Studies the characteristics, manipulation, economical control, storage, and delivery of composite restorative materials. Covers the materials and techniques of direct composite placement and finishing in a laboratory setting as supported in dental treatment. 4 credits, 12 hours/week, contact time = 180 hours.

DNA 214: Indirect Restoration Techniques (3 cr.) — Studies the characteristics, manipulation, economical control, storage, and delivery of indirect restoration materials. Covers materials and techniques of non-epinephrine cord placement, taking of final impressions, and final cementation of indirect restorations in a laboratory setting as a support in treatment. Emphasis is placed on the 3 credits, 9 hour/week, contact time = 135 hours.

Economics

ECO 120: Survey of Economics (3 cr.) — Presents a broad overview of economic theory, history, development, and application. Introduces terms, definitions, policies, and philosophies of market economies. Provides some comparison with other economic systems. Includes some degree of exposure to microeconomic and macroeconomic concepts. Prerequisite: MTE 1-4 and ENG 111 eligible. Lecture 2-3 hours per week.

ECO 201: Principles of Macroeconomics (3 cr.) — Introduces macroeconomics including the study of Keynesian, classical, monetarist principles and theories, the study of national economic growth, inflation, recession, unemployment, financial markets, money and banking, the role of government spending and taxation, along with international trade and investments. Prerequisite: MTE 1-4 and ENG 111 eligible. Lecture 3 hours per week.

ECO 202: Principles of Microeconomics (3 cr.) — Introduces the basic concepts of microeconomics. Explores the free market concept with coverage of economic models and graphs, scarcity and choices, supply and demand, elasticities, marginal benefits and costs, profits, and production and distribution. Prerequisite: MTE 1-4 and ENG 111 eligible. Lecture 3 hours per week.

Education

EDU 114: Driver Task Analysis (3 cr.) — Introduces the “driver task” as related to the highway transportation system and factors that influences performance ability. Prepares students so they may be eligible to take certification exams for driving school instructors in both public and private schools. Prerequisite: Placement into ENF 2 or ESL 41. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

EDU 200: Introduction to Teaching as a Profession (3 cr.) — Provides an orientation to the teaching profession in Virginia, including historical perspectives, current issues, and future trends in education on the national and state levels. Emphasizes information about teacher licensure examinations, steps to certification, teacher preparation and induction programs, and

attention to critical shortage areas in Virginia. Includes supervised field placement (recommended: 40 clock hours) in a K-12 school. Prerequisite: ENG 111 eligible and successful completion of 24 credits of transfer courses. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

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

EDU 235: Health, Safety, and Nutrition Education (3 cr.) — 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.

Engineering

EGR 110: Engineering Graphics (3 cr.) — Presents theories and principles of orthographic projection. Studies multiview, pictorial drawings and sketches, geometric construction, sectioning, lettering, tolerancing, dimensioning and auxiliary projections. Studies the analysis and graphic presentation of space relationships of fundamental geometric elements; points, lines, planes and solids. Includes instruction in Computer Aided Drafting. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

EGR 120: Introduction to Engineering (2 cr.) — Introduces the engineering profession, professional concepts, ethics, and responsibility. Reviews hand calculators, number systems, and unit conversions. Introduces the personal computer and operating systems. Includes engineering problem solving techniques using computer software. Lecture 0-2 hours. Laboratory 0-3 hours. Co-requisite: MTH 162 or Prerequisite: Completed MTH 115 or MTH 167. Total 1-4 hours per week.

EGR 126: Computer Programming for Engineers (3 cr.) — Introduces computers, their architecture and software. Teaches program development using flowcharts. Solves engineering problems involving programming in languages such as FORTRAN, PASCAL, or C++. Lecture 2-3 hours. Laboratory 0-2 hours. Prerequisite: MTH 173. Total 3-4 hours per week.

EGR 140: Engineering Mechanics - Statics (3 cr.) — Introduces mechanics of vector forces and space, scalar mass and time, including S.I. and U.S. customary units. Teaches equilibrium, free-body diagrams, moments, couples, distributed forces, centroids, moments of inertia analysis of two-force and multi-force members and friction and internal forces. Prerequisite: Completed PHY 241. Lecture 3 hours per week.

EGR 245: Engineering Mechanics - Dynamics (3 cr.) — Presents approach to kinematics of particles in linear and curvilinear motion. Includes kinematics of rigid bodies in plane motion. Teaches Newton's second law, work-energy and power, impulse and momentum, and problem solving using computers. Prerequisite: EGR 140 and MTH 277. Lecture 3 hours per week.

EGR 246: Mechanics of Materials (3 cr.) — Teaches concepts of stress, strain, deformation, internal equilibrium, and basic properties of engineering materials. Analyzes axial loads, torsion, bending, shear and combined loading. Studies stress transformation and principle stresses, column analysis and energy principles. Prerequisite: Completed EGR 140. Lecture 3 hours per week.

EGR 248: Thermodynamics for Engineering (3 cr.) — Studies formulation of the first and second law of thermodynamics. Presents energy conversion, concepts of energy, and temperature, entropy, and enthalpy, equations of state of fluids. Covers reversibility and irreversibility in processes, closed and open systems, cyclical processes and problem solving using computers. Prerequisite: CHM 111 and EGR 140. Lecture 3 hours per week.

EGR 251: Basic Electric Circuits I (3 cr.) — Teaches fundamental of electric circuits. Includes circuit quantities of charge, current, potential, power and energy. Teaches resistive circuit analysis; Ohm's and Kirchoff's laws; nodal and mesh analysis; network theorems; RC, RL and RLC circuit transient response with constant forcing function. Teaches AC steady-state analysis, power, three-phase circuits, Presents frequency domain analysis, resonance, Fourier series, inductively coupled circuits, Laplace transform applications, and circuit transfer functions. Introduces problem solving using computers Part I of II. Corequisites: EGR 255, MTH 279 and PHY 242. Lecture 3 hours per week.

EGR 252: Basic Electric Circuits II (3 cr.) — Teaches fundamentals of electric circuits. Includes circuit quantities of charge, current, potential, power and energy. Teaches resistive circuit analysis; Ohm's and Kirchoff's laws; nodal and mesh analysis; network theorems; RC, RL and RLC circuit transient response with constant forcing functions. Teaches AC steady-state analysis, power, three-phase circuits. Presents frequency domain analysis, resonance, Fourier series, inductively coupled circuits, Laplace transform applications, and circuit transfer functions. Introduces problem solving using computers. Part II of II. Prerequisite: MTH 279 and EGR 251. Lecture 3 hours per week.

EGR 255: Electric Circuits Laboratory (1 cr.) — Teaches principles and operation of laboratory instruments such as VOM, electronic voltmeters, digital multimeters, oscilloscopes, counters, wave generators and power supplies. Presents application to circuit measurements, including transient and steady-state response of simple networks with laboratory applications of laws and theories of circuits plus measurement of AC quantities. Co-requisite: EGR 251. Laboratory 3 hours per week.

EGR 261: Signals and Systems (3 cr.) — Covers topics including Laplace transforms and Laplace transform analysis of circuits, time and frequency domain representation of linear systems, methods of linear systems analysis including convolution and Laplace transforms, frequency domain representation of signals including frequency response, filters, Fourier series, and Fourier transforms. Prerequisites: MTH 279 and EGR 251. Lecture 3 hours per week.

EGR 290: Coordinated Internship (1-5 cr.) – Supervises on-the-job training in selected business, industrial or service firms coordinated by the college. Additional requirement: Program advisor approval. Credit/practice ratio not to exceed 1:5 hours. May be repeated for credit. Variable hours. 1-5 credits.

EGR 295 - Topics In Engineering (3 cr.) – Introduces engineering students to engineering problem definition and conceptual design, mathematical modeling of physical systems, professional communication, and teamwork. Includes work with both Computer Aided Design and Drafting (CADD) tools and programming language(s) widely used in engineering, such as MATLAB. Prerequisite: Completed EGR 120 or equivalent with a grade of C or better, or permission of instructor. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

Electrical Technology

ELE 133: Practical Electricity I (3 cr.) — 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. Pre/Co-requisite MTE 6 or satisfactory score on an appropriate proficiency examination. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

ELE 156: Electrical Control Systems (3 cr.) — Includes troubleshooting and servicing electrical controls, electric motors, motor controls, motor starters, relays, overloads, instruments and control circuits. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

ELE 233: Programmable Logic Controller Systems I (3 cr.) — Teaches operating and programming of programmable logic controllers. Covers analog and digital interfacing and communication schemes as they apply to system. Prerequisite: ETR 156. Lecture 2-3 hours. Laboratory 3 hours. Total 5-6 hours per week.

English Fundamentals

ENF 1: Preparing for College Level English I (8 cr.) — Provides integrated reading and writing instruction for students who require extensive preparation to succeed in college-level English courses. Students will place into this course based on placement test score. Upon successful completion and faculty recommendation, students will move into Preparing for College English III (if they require additional preparation) or into college-level English (if they require no additional preparation). Credit is not applicable toward graduation. Prerequisite: Placed into ENF 1 and completion of SDV 100, 101, or 108 or coenrollment of SDV 108. Lecture 8 hours per week.

ENF 2: Preparing for College Level English II (4 cr.) — Provides integrated reading and writing instruction for students who require intermediate preparation to succeed in college-level English courses. Students will place into this course based on 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. Prerequisite: Placed into ENF 2 and completion or co-enrollment of SDV 100, 101 or 108 Lecture 4 hours per week.

ENF 3: Preparing for College Level English III (2 cr.) — Provides integrated reading and writing instruction for students who require minimal preparation for college-level English but still need some preparation to succeed. Students in this course will be co-enrolled in college-level English. Students will place into this course based on placement test score. Credit is not applicable toward graduation. Prerequisite: Placed into ENF 3 and completion or co-enrollment of SDV 100, 101 or 108. Lecture 2 hours per week.

English

ENG 111: College Composition I (3 cr.) — Introduces students to critical thinking and the fundamentals of academic writing. Through the writing process, students refine topics: develop and support ideas; investigate, evaluate, and incorporate appropriate resources; edit for effective style and usage; and determine appropriate approaches for a variety of contexts, audiences, and purposes. Writing activities will include exposition and argumentation with at least one researched essay. Lecture 3 hours per week. Prerequisite: ENG 111 eligible.

ENG 112: College Composition II (3 cr.) — Continues to develop college writing with increased emphasis on critical essays, argumentation, and research, developing these competencies through the examination of a range of texts about the human experience. Requires students to locate, evaluate, integrate, and document sources and effectively edit for style and usage. Lecture 3 hours per week. Prerequisite: Students must successfully complete ENG 111 or its equivalent, and must be able to use word processing software.

ENG 115: Technical Writing (3 cr.) — Develops ability in technical writing through extensive practice in composing technical reports and other documents. Guides students in achieving voice, tone, style, and content in formatting, editing, and graphics. Introduces students to technical discourse through selected reading. Prerequisite: ENG 111 eligible. Lecture 3 hours per week.

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

ENG 211-212: Creative Writing I-II (3 cr.) — Introduces the student to the fundamentals of writing imaginatively. Students write in forms to be selected from poetry, fiction, drama, and essays. Lecture 3 hours per week. Prerequisite: Completed ENG 112 or divisional approval.

ENG 215-216: Creative Writing - Fiction I-II (3 cr.) — Introduces the fundamentals and techniques of writing short and long fiction. Lecture 3 hours per week.

ENG 217-218: Creative Writing - Poetry I-II (3 cr.) — Introduces the fundamentals and techniques of writing poetry. Lecture 3 hours per week.

ENG 233: The Bible as Literature (3 cr.) — Provides an introduction to the study of the Bible as literature. Examines the intent and presentation of major literary genres found in the Bible, refining skills of analysis, synthesis, and evaluation. Lecture 3 hours per week. Prerequisite: Completed ENG 112 or divisional approval.

ENG 236: Introduction to the Short Story (3 cr.) — Examines selected short stories emphasizing the history of the genre. Involves critical reading and writing. Lecture 3 hours per week. Prerequisite: Completed ENG 112 or divisional approval.

ENG 241-242: Survey of American Literature I-II (3 cr.) — Examines American literary works from colonial times to the present, emphasizing the ideas and characteristics of our national literature. Involves critical reading and writing. Lecture 3 hours per week. Prerequisite: Completed ENG 112 or divisional approval. Need not be taken in sequence.

ENG 243-244: Survey of English Literature I-II (3 cr.) — Studies major English works from the Anglo-Saxons to the present, emphasizing ideas and characteristics of the British literary tradition. Involves critical reading and writing. Lecture 3 hours per week. Prerequisite: Completed ENG 112 or divisional approval. Need not be taken in sequence.

ENG 246: Major American Writers (3 cr.) — Examines major writers of American literary history. Involves critical reading and writing. Lecture 3 hours per week. Prerequisite: Completed ENG 112 or divisional approval.

ENG 247: Survey of Popular Culture (3 cr.) — Analyzes familiar aspects of American culture, as seen through popular literature, with additional emphasis on television, film, and popular art. Lecture 3 hours per week. Prerequisite: Completed ENG 112 or divisional approval.

ENG 251: Survey of World Literature I-II (3 cr.) — Examines major works of world literature. Involves critical reading and writing. Prerequisite: Completed ENG 112 or divisional approval. Lecture 3 hours per week. Need not be taken in sequence.

ENG 253: Survey of African-American Literature I-II (3 cr.) — Examines selected works by Black American writers from the colonial period to the present. Involves critical reading and writing. Prerequisite: Completed ENG 112 or divisional approval. Lecture: 3 hours per week. Need not be taken in sequence.

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

ENG 273-274: Women in Literature I-II (3 cr.) — Examines literature by and about women. Involves critical reading and writing. Lecture 3 hours per week. Prerequisite: Completed ENG 112 or divisional approval. Need not be taken in sequence.

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

ENG 279: Film and Literature (3 cr.) — Examines the transition of literature into film viewing and writing. Lecture 3 hours per week. Prerequisite: Completed ENG 112 or divisional approval.

Environmental Science

ENV 121: General Environmental Science I (4 cr.) — Explores fundamental components and interactions that make up the natural systems of the earth. Introduces the basic science concepts in the discipline of biological, chemical, and earth sciences that are necessary to understand and address environmental issues. Lecture 3 hours. Recitation and Laboratory 3 hours. Total 6 hours per week. Part I of II.

ENV 122: General Environmental Science II (4 cr.) — Explores fundamental components and interactions that make up the natural systems of the earth. Introduces the basic science concepts in the disciplines of biological, chemical, and earth sciences that are necessary to understand and address environmental issues. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week. Part II of II.

ENV 136: Survey of Environmental Concerns (3 cr.) — Studies the relationship of man to his physical environment; ecological principles; public health; topics of current importance including air pollution, potable water, waste disposal, communicable disease, poisoning and toxicity, radiation, with particular emphasis on community action programs. Prerequisite: ENG 111 eligible. Lecture 3 hours per week.

ENV 299: Supervised Study (1 cr.) — Capstone Presentation: Assigns a project for independent study incorporating previous instruction and supervised by the instructor and supervised by the instructor. Corequisite: ENV 122 or a 200 level science course.

English as a Second Language

ESL 31: English as a Second Language I: Composition I (3 cr.) — Provides instruction and practice in the writing process, emphasizing development of fluency in writing and competence in structural and grammatical patterns of written English. Co-requisite: ESL 32 or ESL 05. Lecture 3 hours per week.

ESL 32: English as a Second Language: Reading I (3 cr.) — Helps students improve their reading comprehension and vocabulary development. Improves students' reading proficiency to a level, which would allow the students to function adequately in ESL 42 and other college classes. Co-requisite: ESL 31 or ESL 11. Lecture 3 hours per week.

ESL 33: Oral Communication I (3 cr.) — Helps students practice and improve listening and speaking skills as needed for functioning successfully in academic, professional, and personal settings. Assesses students' oral skills and includes, as needed, practice with pronunciation, rhythm, stress, and intonation. Provides exercises, practices, small and large group activities, and oral presentations to help students overcome problems in oral communication. Lecture 3 hours per week.

ESL 41: English as a Second Language: Composition II (3 cr.) — Provides further instruction and practice in the writing process and introduces advanced language patterns. Includes practice in developing and improving writing strategies. Co-requisite: ESL 42 or ESL 6. Lecture 3 hours per week.

ESL 42: English as a Second Language: Reading II (3 cr.) — Improves students' reading proficiency to a level which would allow students to function adequately in the ESL reading class and other college classes. Co-requisite: ESL 41 or ESL 12. Lecture 3 hours per week.

ESL 72: English as a Second Language: Spelling and Vocabulary (3 cr.) — Provides individualized instruction and practice in sound-letter correspondences. Introduces students to basic spelling rules, word division, prefixes, roots and suffixes. Helps students master vocabulary through an understanding of homonyms, confusing words, and Greek and Latin roots. Stresses using words in context. Lecture 3 hours per week.

ESL 73: Accent Reduction (3 cr.) — Provides contextualized practice at the high intermediate/advanced level to improve the speech and intelligibility of non-native speakers of English. Focuses on problems of American English pronunciation, unclear individual sounds and positional variants, stress, rhythm and intonation common to speakers of different language backgrounds. May include individualized practice in consonant and vowel production. Lecture 3 hours per week.

Electronics Technology

ETR 141: Electronics I (3 cr.) — Introduces electronic devices as applied to basic electronic circuits and systems. Part I of II. Lecture 3 hours per week.

Financial Services

FIN 107: Personal Finance (3 cr.) — Presents a framework of personal money management concepts, including establishing values and goals, determining sources of income, managing income, preparing a budget, developing consumer buying ability, using credit, understanding savings and insurance, providing for adequate retirement, and estate planning. Prerequisite: ENG 111 eligible. Lecture 3 hours per week.

FIN 166: Credit Analysis (3 cr.) — Uses ratios and other measures to interpret and analyze financial statements. Emphasizes comparative statement analysis and examines organizational structure necessary for effective collection results. Focuses on policies and procedures necessary to handle collection correspondence. Covers such other topics as legal aids, use of adjustment bureaus, bankruptcy, and insurance. Examines credit practices and policies of banks and finance companies. Introduces foreign credit and collection procedures. Lecture 3 hours per week.

FIN 215: Financial Management (3 cr.) — Introduces basic financial management topics including statement analysis, working capital, capital budgeting, and long-term financing. Focuses on Net Present Value and Internal Rate of Return techniques, lease vs. buy analysis, and cost of capital computations. Uses problems and cases to enhance skills in financial planning and decision making. Prerequisite: BUS 122 and ENG 111 eligible or approval by the Dean of Instruction. Lecture 3 hours per week.

Fire Services

FST 100: Principles of Emergency Services (3 cr.) — Provides an overview to fire protection; career opportunities in fire protection and related fields; philosophy and history of fire protection/service; fire loss analysis; organization and function to public and private fire protection services; fire departments as part of local government; laws and regulations affecting the fire service; fire service nomenclature; specific fire protection functions; basic fire chemistry and physics; introduction to fire protection systems; introduction to fire strategy and tactics. Lecture 3 hours per week.

FST 110: Fire Behavior and Combustion (3 cr.) — Explores the theories and fundamentals of how and why fires start, spread, and how they are controlled. Lecture 3 hours per week.

FST 112: Hazardous Materials Chemistry (3 cr.) — Provides basic fire chemistry relating to the categories of hazardous materials including problems of recognition, reactivity, and health encountered by firefighters. Lecture 3 hours per week.

FST 115: Fire Prevention (3 cr.) — Provides fundamental information regarding the history and philosophy of fire prevention, organization and operation of a fire prevention bureau, use of fire codes, identification and correction of fire hazards, and the relationships of fire prevention with built-in fire protection systems, fire investigation, and fire and life-safety education. Lecture 3 hours per week.

FST 121: Principles of Fire and Emergency Services Safety and Survival (3 cr.) — Introduces basic principles and history related to the national firefighter life safety initiatives, focusing on the need for cultural and behavior change throughout the emergency services. Lecture 3 hours per week.

FST 135: Fire Instructor I (3 cr.) - Emphasizes development of teaching methods and aids, including role-playing, small group discussion and development of individual learning methods and materials. Requires students to develop lesson plans and make presentations on appropriate topics. Based on current requirements of NFPA 1041, Standards for Fire Instructor Professional Qualifications, and prepares student for certifications as Fire Instructor I. Lecture 3 hours per week.

FST 140: Fire Officer I (3 cr.) - Presents a basic course to help individuals develop the skills needed to supervise and direct personnel, and manage resources at the company level; and is based on the current requirements of the NFPA 1021, Standards for Fire Officer Professional Qualifications. Prepares student for certification as Fire Office I. Lecture 3 hours per week.

FST 205: Fire Protection Hydraulics and Water Supply (3 cr.) — Provides a foundation of theoretical knowledge in order to understand the principles of the use of water in fire protection and to apply hydraulic principles to analyze and to solve water supply problems. Lecture 3 hours per week.

FST 210: Legal Aspects of Fire Service (3 cr.) — Introduces the Federal, State, and local laws that regulate emergency services, national standards influencing emergency services, standard of care, tort, liability, and a review of relevant court cases. Lecture 3 hours per week.

FST 215: Fire Protection Systems (3 cr.) — Provides information relating to the features of design and operation of fire detection and alarm systems, heat and smoke control systems, special protection and sprinkler systems, water supply for fire protection and portable fire extinguishers. Lecture 3 hours per week.

FST 220: Building Construction for Fire Protection (3 cr.) — Provides the components of building construction that relate to fire and life safety. Focuses on firefighter safety. Covers the elements of construction and design of structures and how they are key factors when inspecting buildings, preplanning fire operations, and operating at emergencies. Lecture 3 hours per week.

FST 235: Strategy and Tactics (3 cr.) — Provides an in-depth analysis of the principles of fire control through utilization of personnel, equipment, and extinguishing agents on the fireground. Lecture 3 hours per week.

FST 237: Emergency Service Supervision (3 cr.) — Teaches the history of modern management theories, including scientific management and behavioral scientist approach. Introduces concepts of group dynamics, leadership, communication, stress and time management, and personnel evaluation techniques. Discuss the legal and ethical considerations of personnel management in the emergency service. Lecture 3 hours per week.

FST 240: Fire Administration (3 cr.) — Introduces the student to the organization and management of a fire department and the relationship of government agencies to the first service. Emphasis on fire service leadership from the perspective of the company officer. Lecture 3 hours per week.

FST 245: Fire and Risk Analysis (3 cr.) — Presents a study of current urban fire problems with emphasis on solutions based upon current available technology. Includes master planning, as well as methods of identifying, analyzing and measuring accompanying risk and loss possibilities. Prerequisite: FST 240. Lecture 3 hours per week.

FST 250: Fire Officer II (3 cr.) — Presents an intermediate-level course to help individuals further develop the skills needed to supervise and direct personnel, manage resources at the company level; and is based on the current requirements of the NFPA 1021, Standards for Fire Officer Professional Qualifications. Prepares student for certification as Fire Officer II. Prerequisite: FST 140 or Certification as Fire Officer I. Lecture for 3 hours per week.

French

FRE 101: Beginning French I (4 cr.) — Introduces understanding, speaking, reading, and writing skills and emphasizes basic French sentence structure. Part I of II. Lecture 4 hours per week. May include one additional hour of oral practice per week. Prerequisite: ENG 111 eligible.

FRE 102: Beginning French II (4 cr.) — Introduces understanding, speaking, reading, and writing skills and emphasizes basic French sentence structure. Part II of II. Lecture 4 hours per week. May include one additional hour of oral practice per week. Prerequisite: Completed FRE 101 or minimum placement recommendation for FRE 102.

FRE 201: Intermediate French I (3 cr.) — Continues to develop understanding, speaking, reading, and writing skills. French is used in the classroom. Prerequisite: Completed FRE 102 or equivalent or minimum placement recommendation for FRE 201. Part I of II. Lecture 3 hours per week. May include one additional hour of oral practice per week.

FRE 202: Intermediate French II (3 cr.) — Continues to develop understanding, speaking, reading, and writing skills. French is used in the classroom. Prerequisite: Completed FRE 201 or equivalent or minimum placement recommendation for FRE 202. Part II of II. Lecture 3 hours per week. May include one additional hour of oral practice per week.

Geography

GE0 200: Introduction to Physical Geography (3 cr.) — Studies major elements of the natural environment including earth sun relationship, land forms, weather and climate, natural vegetation and soils. Introduces the student to types and uses of maps. Prerequisite: ENG 111 eligible. Lecture 3 hours per week.

GE0 210: People and the Land: Introduction to Cultural Geography (3 cr.) — Focuses on the relationship between culture and geography. Presents a survey of modern demographics, landscape modification, material and nonmaterial culture, language, race and ethnicity, religion, politics, and economic activities. Introduces the student to types and uses of maps. Prerequisite: ENG 111 eligible. Lecture 3 hours per week.

GE0 220: World Regional Geography (3 cr.) — 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. Prerequisite: ENG 111 eligible. Lecture 3 hours per week.

German

GER 101: Beginning German I (5 cr.) — Introduces understanding, speaking, reading, and writing skills and emphasizes basic German sentence structures. Part I of II. Prerequisite: ENG 111 eligible. Lecture 5 hours per week. May include one additional hour oral practice per week.

GER 102: Beginning German II (5 cr.) — Introduces understanding, speaking, reading, and writing skills and emphasizes basic German sentence structures. Part II of II. Prerequisite: Completed GER 101. Lecture 5 hours per week. May include one additional hour oral practice per week.

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

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

Geographical Information Systems

GIS 200: Geographical Information Systems I (3-4 cr.) — Provides hands on introduction to a dynamic desktop GIS (Geographic Information System). Introduces the components of a desktop GIS and their functionality. Emphasizes manipulation of data for the purpose of analysis, presentation, and decision making. 2-3 lecture hours and 2 laboratory hours (3-4 credits). Prerequisite: ITE 115 or equivalent or permission of the instructor.

GIS 201: Geographical Information Systems II (3-4 cr.) — Provides a continuation of GIS 200, with emphasis on advanced topics in problem solving, decision-making, modeling, programming, and data management. Covers map projections and data formats, and methods for solving the problems they create. 2-3 lecture hours and 2 laboratory hours (3-4 credits). Prerequisite: GIS 200.

Geology

GOL 105: Physical Geology (4 cr.) — Introduces the composition and structure of the earth and modifying agents and processes. Investigates the formation of minerals and rocks, weathering, erosion, earthquakes, and crustal deformation. Prerequisite: ENG 111 eligible. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week.

GOL 106: Historical Geology (4 cr.) — Traces the evolution of the earth and life through time. Presents scientific theories of the origin of the earth and life and interprets rock and fossil records. Prerequisite: ENG 111 eligible. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week.

GOL 299: Supervised Study (1 cr.) - Capstone Presentation: Assigns a project for independent study incorporating previous instruction and supervised by the instructor. Corequisite: a 200 level science course.

Health

HLT 100: First Aid and Cardiopulmonary Resuscitation (3 cr.) — Focuses on the principles and techniques of safety, first aid, and cardiopulmonary resuscitation. Co-enroll: ENF 2 or ENG 111 eligible. Lecture 3 hours per week. 2-3 credits ENF 2 eligible.

HLT 105: Cardiopulmonary Resuscitation (1 cr.) — Provides training in coordinated mouth-to-mouth artificial ventilation and chest compression, choking, life-threatening emergencies, and sudden illness. Equivalent to EMS 100. Prerequisite: ENF2 eligible. Lecture 1 hour per week.

HLT 106: First Aid and Safety (2 cr.) — Focuses on the principles and techniques of safety and first aid. Lecture 2 hours per week. Prerequisite: ENF2 eligible.

HLT 110: Concepts of Personal and Community Health (3 cr.) — Studies the concepts related to the maintenance of health, safety, and the prevention of illness at the personal and community level. Prerequisite: ENG 111 eligible. Lecture 3 hours per week.

HLT 116: Introduction to Personal Wellness Concepts (3 cr.) — Introduces students to the dimensions of wellness including the physical, emotional, environmental, spiritual, occupational, and social components. Prerequisite: ENG 111 eligible. Lecture 3 hours per week.

HLT 135: Child Health and Nutrition (3 cr.) — Focuses on the physical needs of the preschool child and the methods by which these are met. Emphasizes health routines, hygiene, nutrition, feeding and clothing habits, childhood diseases, and safety as related to health growth and development. Prerequisite: ENG 111 eligible. Lecture 3 hours per week.

HLT 143: Medical Terminology I (3 cr.) — Provides an understanding of medical abbreviations and terms. Includes the study of prefixes, suffixes, word stems, and technical terms with emphasis on proper spelling, pronunciation, and usage. Emphasizes more complex skills and techniques in understanding medical terminology. Prerequisite: ENG 111 eligible. Lecture 3 hours per week.

HLT 190: Coordinated Internship (3 cr.) — Supervised 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.

HLT 200: Human Sexuality (3 cr.) — Provides a basic understanding of human sexuality. Includes anatomy, physiology, pregnancy, family planning, venereal diseases, and sexual variations. Prerequisite: ENG 111 eligible. Lecture 3 hours per week.

HLT 204: Women's Health (3 cr.)— Explores current issues related to women's health and wellness with an emphasis upon prevention of disease and optimum well-being. Takes a multi-ethnic approach to exploring the most up-to-date findings, diagnostic tools, and treatments for breast cancer, reproductive tract illness, heart, and other common diseases faced by women from puberty through menopause. Prerequisite: ENG 111 eligible. Lecture 3 hours per week.

HLT 208: Fitness and Exercise Training (3 cr.)— Introduces techniques for conducting physical fitness assessments and includes an introduction to electrocardiography. Emphasizes tests of Cardiorespiratory fitness, muscular strength and endurance, joint flexibility, body composition, and pulmonary capacity. Emphasizes the safety guidelines and precautions used in testing. Covers equipment use and maintenance. Prerequisite: HLT 100. Lecture 2 hours. Laboratory 3 hours. Total 4-5 hours per week.

HLT 230: Principles of Nutrition and Human Development (3 cr.) — Teaches the relationship between nutrition and human development. Emphasizes nutrients, balanced diet, weight control, and the nutritional needs of an individual. Prerequisite: ENG 111 eligible. Lecture 3 hours per week.

HLT 241: Perspectives in Global Health (3 cr.) — Examines global health issues and prevention efforts. Analyzes the complex relationship between economics, environment, culture and values in resolving health disparities. Discussion topics include infectious diseases, malnutrition, maternal/child/newborn health, chronic diseases, and emerging infections. Lecture 3 hours per week.

HLT 250: General Pharmacology (3 cr.) — 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. Prerequisite: Completion of NUR 112 or an LPN certification. Lecture 3 hours per week.

HLT 261: Basic Pharmacy I (3 cr.) — Explores the basics of general pharmacy, reading prescriptions, symbols, packages, pharmacy calculations. Teaches measuring compounds of drugs, dosage forms, drug laws, and drug classifications. Prerequisite: Admission to the Pharmacy Technician Program. Co-requisite: HLT 250 and HLT 262 and HLT 263. Lecture 3 hours per week.

HLT 262: Basic Pharmacy II (3 cr.) — Explores the basics of general pharmacy, reading prescriptions, symbols, packages, pharmacy calculations. Teaches measuring compounds of drugs, dosage forms, drug laws, and drug classifications. Prerequisite: Admission into the Pharmacy Technician Program. Co-requisite: HLT 250 and HLT 261 and HLT 263. Lecture 3 hours per week.

HLT 263: Basic Pharmacy I Lab (1 cr.) — Provides practical experience to supplement instruction in HLT 261. Should be taken concurrently with HLT 261, in appropriate curricula, as identified by the college. Prerequisite: Admission into the Pharmacy Technician Program. Co-requisite: HLT 250 and HLT 261 and HLT 262. Laboratory 3 hours per week.

HLT 270: Health and Well-Being of the Older Adult (3 cr.) — Focuses on the health of the older adult; teaches health promotion; preventative health techniques; and accident prevention. Prerequisite: Admission to the Program. Lecture 3 hours per week.

HLT 290: Coordinated Internship (4 cr.) — Supervises on-the-job training in selected business, industrial or service firms coordinated by the college. Credit/practice ratio not to exceed 1:5 hours. May be repeated for credit.

Health Care Technician (Nurse Aide)

HCT 101: Health Care Technician I (4 cr.) — 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 8 hours per week for eight weeks. Prerequisite: ENG 111 eligible and completion of MTE 1-2 or satisfactory completion on an appropriate proficiency examination. *MTE 1-4 is preferred if student desires progression in nursing programs. High school graduation or GED required. Co-requisite: HCT 102.

HCT 102: Health Care Technician II (3 cr.) — Applies theory through laboratory experience for healthcare technicians to work in home health, long and short term facilities. Prerequisite: ENG 111 eligible and completion of MTE 1-2. High school graduation or GED required. Co-requisite: HCT 101. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

HCT 115: Medication Administration Training (3 cr.) — 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 2 hours. Laboratory 3 hours. Total 5 hours per week.

HCT 119: Advanced Health Care Technician (4 cr.) — Applies advanced theory through practical experience for healthcare technicians in home health, long and short term health care facilities. Teaches care of clients with emphasis on charting infection control, activities, nutrition, speech and physical therapy. Prerequisite: HCT 102 or equivalent. Lecture 3 hours laboratory 3 hours. Total 6 hours per week.

History

HIS 101-102: History of Western Civilization I-II (3 cr.) — Examines the development of western civilization from ancient times to the present. Lecture 3 hours per week. Need not be taken in sequence. Prerequisite: ENG 111 eligible.

HIS 111-112: History of World Civilization I-II (3 cr.) — Surveys Asian, African, Latin American, and European civilizations from the ancient period to the present. Lecture 3 hours per week. Need not be taken in sequence. Prerequisite: ENG 111 eligible.

HIS 121-122: United States History I-II (3 cr.) — Surveys United States history from its beginning to the present. Lecture 3 hours per week. Need not be taken in sequence. Prerequisite: ENG 111 eligible.

HIS 155: Life in Colonial Virginia (3 cr.) — Studies life in Virginia before the American Revolution, including politics, economics, customs, culture, and the slave plantation system. Lecture 3 hours per week. Prerequisite: ENG 111 eligible.

HIS 203: History of African Civilization I (3 cr.) - Examines major social, economic, political and religious developments from earliest times to the present. Part I of II. Lecture 3 hours per week.

HIS 204: History of African Civilizations II (3 cr.) - Examines major social, economic, political and religious developments from earliest times to the present. Part II of II. Lecture 3 hours per week.

HIS 211: History of England (3 cr.) — Surveys the history of the British Isles from pre-Celtic times to the present. Lecture 3 hours per week. Prerequisite:

ENG 111 eligible.

HIS 225: Topics in European History I (3 cr.) — Examines selected topics in the history of Europe from ancient times to the present. Part I of II. Lecture 3 hours per week. Prerequisite: ENG 111 eligible.

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

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

HIS 254: History of Asian Civilizations II (3 cr.) - Surveys the civilizations of Asia from their origins to the present. Part II of II. Lecture 3 hours per week.

HIS 262: United States History in Film (3 cr.) — Examines selected topics in the United States history which shaped the American experience, presented in film. Lecture 3 hours per week. Prerequisite: ENG 111 eligible.

HIS 266: Military History of the Civil War (3 cr.) — Analyzes military campaigns of the Civil War, including factors contributing to the defeat of the Confederacy and problems created by the war. May include field trips to Civil War sites in the region. Lecture 3 hours per week. Prerequisite: ENG 111 eligible.

HIS 267: The Second World War (3 cr.) - Examines causes and consequences of the Second World War. Includes the rise of totalitarianism, American neutrality, military developments, the home fronts, diplomacy, and the decision to use the atomic bomb. Lecture 3 hours per week.

HIS 268: The American Constitution (3 cr.) — Analyzes the origin and development of the United States Constitution. Includes the evolution of civil liberties, property rights, contracts, due process, judicial review, federal-state relationships, and corporate government relations. Lecture 3 hours per week. Prerequisite: ENG 111 eligible.

HIS 269: Civil War and Reconstruction (3 cr.) — Studies factors that led to the division between the states. Examines the war, the home fronts, and the era of Reconstruction. Lecture 3 hours per week. Prerequisite: ENG 111 eligible.

HIS 276: United States History since World War II (3 cr.) — Investigates United States history from 1945 to the present, studying both domestic developments and American involvement in international affairs. Lecture 3 hours per week. Prerequisite: ENG 111 eligible.

HIS 277: The American Experience in Vietnam (3 cr.) - Analyzes American involvement in Vietnam from World War II with emphasis on the presidencies of Johnson, Nixon and Ford. Lecture 3 hours per week.

Humanities

HUM 100: Survey of the Humanities (3 cr.) — Introduces the humanities through the art, literature, music, & philosophy of various cultures & historical periods. Prerequisite: ENG 111 eligible. Lecture 3 hours per week.

HUM 111-112: Great Books I-II (3 cr.) — Introduces selected great works of philosophy and literature, with emphasis on close analysis of the text. Prerequisite: ENG 111 eligible. Lecture 3 hours per week.

HUM 165: Controversial Issues in Contemporary American Culture (3 cr.) — Introduces students to selected issues in contemporary American culture. Includes topic areas ranging from welfare reform, economic development, privacy, environmental protection and conservation, evolution vs. creation, to family values, and special interest lobbying in our state and national governments. Focuses on the development of the student's critical

thinking skills by analyzing, evaluating, and reflecting on opposing sides of the same issue as expressed by public leaders, special interest groups and academicians. Prerequisite: ENG 111 eligible. Lecture 3 hours per week.

HUM 201: Survey of Western Culture I (3 cr.) — Studies thought, values, and arts of Western culture, integrating major developments in art, architecture, literature, music, and philosophy. Covers the following periods: Ancient and Classical, Early Christian and Byzantine, Medieval, and Early Renaissance. Prerequisite: ENG 111 eligible. Lecture 3 hours per week.

HUM 202: Survey of Western Culture II (3 cr.) — Studies thought, values, and arts of Western culture, integrating major developments in art, architecture, literature, music, and philosophy. Covers the following periods: Renaissance, Baroque, Enlightenment, Romantic, and Modern. Prerequisite: ENG 111 eligible. Lecture 3 hours per week.

HUM 210: Introduction to Women in Humanities (3 cr.) — Introduces interdisciplinary, cross-cultural and historical perspectives on the influence of women as evidenced in art, literature, religion, philosophy and music. Prerequisite: ENG 112. Lecture 3 hours per week.

HUM 211-212: Survey of American Culture I-II (3 cr.) — Examines elements of our national culture as they evolved from the first European explorations through colonization and independence to the present day. Lecture 3 hours per week. Need not be taken in sequence.

HUM 220: Introduction to African-American Studies (3 cr.) — 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.

HUM 241-242: Interdisciplinary Principles of the Humanities I-II (3 cr.) — Integrates unifying principles of the humanities and related fields of study. Emphasizes the expansion of the student's intellectual perspective and development of concepts enabling the integration of knowledge from diverse fields into a unified whole. Prerequisite: ENG 111 eligible. Lecture 3 hours per week.

HUM 256: Mythology in Literature and the Arts (3 cr.) — Studies cultural expressions of mythology in literature and the arts. Considers several of the following mythologies, with emphasis on parallels and divergences: Egyptian, Near- Eastern, Greek, Roman, Celtic, Norse, Asian, and African. Prerequisite: ENG 111 eligible. Lecture 3 hours per week.

HUM 259: Greek Mythology (3 cr.) — Surveys and analyzes major stories from Greek Mythology. Explores psychological, anthropological, and historical interpretations of the myths. Acquaints students with recurring mythological themes in language, art, music, and literature. Prerequisite: ENG 111 eligible. Lecture 3 hours per week.

HUM 260: Survey of Twentieth-Century Culture (3 cr.) — Explores literature, visual arts, philosophy, music, and history of our time from an interdisciplinary perspective. Prerequisite: ENG 111 eligible. Lecture 3 hours per week.

Italian

ITA 101: Beginning Italian I (4 cr.) — Develops the understanding, speaking, reading, and writing of Italian, and emphasizes the structure of the language. Part I of II. Lecture 4 hours per week. May include one additional hour of oral practice per week.

ITA 102: Beginning Italian II (4 cr.) — Develops the understanding, speaking, reading, and writing of Italian, and emphasizes the structure of the language. Part II of II. Lecture 4 hours per week. May include one additional hour of oral practice per week.

ITA 201: Intermediate Italian I (3 cr.) — Continues development of skills of understanding, speaking, reading and writing of Italian. Classes conducted in Italian. Prerequisite: ITA 102 or equivalent. Part I of II. Lecture 3 hours per week.

ITA 202: Intermediate Italian I (3 cr.) — Continues development of skills of understanding, speaking, reading and writing of Italian. Classes conducted in Italian. Part II of II. Prerequisite Completed ITA 102. Lecture 3 hours per week.

Industrial Engineering Technology

IND 101: Quality Assurance Technology I (3 cr.) — Studies principles and techniques of quality engineering for the management, design engineering economics, production, and assurance of quality. Emphasizes fundamentals of total quality assurance for product and process control. May include design review, fundamentals of statistics procurement control, sampling and control chart systems, quality reporting, process capability analysis, tool and gauge control, document control, or troubleshooting quality control. Lecture 3 hours per week.

IND 137: Team Concepts and Problem Solving (3 cr.) — 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.

Information Systems Technology

Information Technology and Databases

ITD 110: Web Page Design I (3 cr.) — Stresses a working knowledge of web site designs, construction, and management using HTML or XHTML. Includes headings, lists, links, images, image maps, tables, forms, and frames. Prerequisite: ITE 115 recommended. Lecture 3-4 hours. Laboratory 0-2 hours. Total 3-5 hours per week.

ITD 130: Database Fundamentals (3 cr.) — Introduces the student to Relational Database and Relational Database theory. Includes planning, defining and using a database; table design, linking, and normalization; types of databases, database description and definition. Prerequisite: ENG 111 eligible and ITE 115 recommended. Lecture 3- 4 hours. Laboratory 0-2 hours. Total 3-5 hours per week.

ITD 136: Database Management Software (3 cr.) — Covers an introduction to relational database theory and how to administer and query databases using multiple commercial database systems. Prerequisite: ITE 115 recommended. Lecture 3-4 hours. Laboratory 0-2 hours. Total 3-5 hours per week.

ITD 210: Web Page Design II (3 cr.) — Incorporates advanced techniques in web site planning, design, usability, accessibility, advanced site management, and maintenance utilizing web editor software(s). Prerequisite: Completed ITD 110 or IST 129. Lecture 3-4 hours. Laboratory 0-2 hours. Total 3-5 hours per week.

ITD 220: e-commerce Administration (3 cr.) — Emphasizes techniques to plan and design a platform-independent commerce Web site. Focuses on web business strategies, and the hardware and software tools necessary for Internet commerce, including comparison and selection of commerce architecture, installation and configuration, security considerations, and planning of a

complete business-to-consumer and business-to-business site. Prerequisite: ITD 110 recommended. Lecture 3 hours per week.

Information Technology Essentials

ITE 100: Introduction to Information Systems (3 cr.) — Covers the fundamentals of computers and computing and topics which include impact of computers on society, ethical issues, and terminology. Provides discussion about available hardware and software as well as their application. Lecture 3 hours per week.

ITE 115: Introduction to Computer Applications and Concepts (3 cr.) — Covers computer concepts and internet skills and uses a software suite which includes word processing, spreadsheet, database, and presentation software to demonstrate skills required for computer literacy. Prerequisite: Keyboarding skills recommended. Lecture 3 hours per week.

ITE 160: Introduction to e-Commerce (3 cr.) — Studies the culture and demographics of the Internet, on-line business strategies and the hardware and software tools necessary for Internet commerce. Includes the identification of appropriate target segments, the development of product opportunities, pricing structures, distribution channels over the Internet, and the execution of marketing strategy in computer-mediated environments. Presents case histories of successful Web applications. Lecture 3 hours per week.

ITE 180: Help Desk Support Skills (3 cr.) — Emphasizes instruction in customer support techniques required for analyzing and coordinating software and hardware solutions for end-user needs. Includes evaluation and communication techniques required to provide help desk support necessary to transfer knowledge and enable implementation of a solution. Lecture 3 hours per week.

ITE 221: PC Hardware and OS Architecture (3 cr.) — Covers instruction about processors, internal functions, peripheral devices, computer organization, memory management, architecture, instruction format, and basic OS architecture. Lecture 3 hours per week.

Information Technology Networking

ITN 100: Introduction to Telecommunications (3 cr.) — Surveys data transmission systems, communication lines, data sets, network, modes of transmission, protocols, and interfacing. Emphasizes network structure and operation. Lecture 3 hours per week.

ITN 101: Introduction to Network Concepts (3 cr.) — Provides instruction in networking media, physical and logical topologies, common networking standards and popular networking protocols. 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 hours per week.

ITN 106: Microcomputer Operating Systems (3 cr.) — Teaches use of operating system utilities and multiple-level directory structures, creation of batch files, and configuration of microcomputer environments. May include a study of graphical user interfaces. Lecture 3 hours per week.

ITN 107: Personal Computer Hardware and Troubleshooting (3 cr.) — 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 a basic system hardware components. Lecture 3 hours per week.

ITN 124: Wireless Network Administration (WNA) (3 cr.) — Incorporates instruction in the fundamentals of radio frequency and spread spectrum technology and wireless networking systems implementation and design. Includes radio frequency and spread spectrum concepts, 802.11 standards and regulations, wireless network architecture, topology, software, equipment, OSI Model, site surveys, security features, and the design and implementation of wireless network solutions. Lecture 3 hours per week.

ITN 154: Networking Fundamentals – Router Basics - Cisco (4 cr.) — Provides instruction in the fundamentals of networking environments, the basics of router operations, and basic router configurations. Lecture 2-3 hours per week. Laboratory 2 hours. Total 4-5 hours per week.

ITN 155: Switching, Wireless, and WAN Technologies (ICND2) - Cisco (4 cr.) — Provides the skills and knowledge to install, operate, and troubleshoot a small-to-medium sized branch office enterprise network, including configuring several switches and routers, configuring wireless devices, configuring VLANs, connecting to a WAN, and implementing network security. Prerequisite: ITN 154. Lecture 4 hours per week.

ITN 156: Basic Switching and Routing - Cisco (4 cr.) — Centers instruction in LAN segmentation using bridges, routers, and switches. Includes fast Ethernet, access lists, routing protocols, spanning tree protocol, virtual LANS and network management. Prerequisite: Completed ITN 155. Lecture 4 hours per week.

ITN 157: WAN Technologies - Cisco (4 cr.) — Concentrates on an introduction to Wide Area Networking (WANs). Includes WAN design, LAPB, Frame Relay, ISDN, HDLC, and PPP. Prerequisite: Completed ITN 156. Lecture 4 hours per week.

ITN 170: Linux System Administration (3 cr.) — Focuses instruction on the installation, configuration and administration of the Linux operating system and emphasizes the use of Linux as a network client and workstation. Lecture 3 hours per week.

ITN 171: Unix 1 (3 cr.) — Provides an introduction to UNIX operating systems. Teaches login procedures, file creation, UNIX file structure, input/output control, and the UNIX shell. Lecture 3 hours per week.

ITN 200: Administration of Network Resources (3 cr.) — Focuses on the management of local area network servers. Teaches proper structuring of security systems. Explains print queues, disk management, and other local area network (LAN) issues. Presents concerns and issues for the purchase and installation of hardware and software upgrades. Can be taught using any network operating system or a range of operating systems as a delivery tool. Lecture 4 hours per week.

ITN 208: Protocols and Communications-TCP/IP (4 cr.) — Provides an understanding of the TCP/IP suite and the details of its implementation. Discusses details of implementation such as IP addressing, the structure of frames and protocol headers that enable communication between two computers. Discusses IP routing, tunneling, SNMP, and security. Lecture 4 hours per week.

ITN 260: Network Security Basics (3 cr.) — Provides instruction in the basics of network security in depth. Includes security objectives, security architecture, security models and security layers; risk management, network security policy, and security training. Includes the five security keys: confidentiality, integrity, availability, accountability, and auditability. Lecture 3-4 hours. Laboratory 0-2 hours. Total 3-5 hours per week.

ITN 261: Network Attacks, Computer Crimes and Hacking (4 cr.) — Encompasses in-depth exploration of various methods for attacking and defending a network. Explores network security concepts from the viewpoint of hackers and their attack methodologies. Includes topics about hackers, attacks, Intrusion Detection Systems (IDS), malicious code, computer crime and industrial espionage. Prerequisite: Completed ITN 260. Lecture 4 hours per week.

ITN 263: Internet/Intranet Firewalls and E Commerce Security (4 cr.) — Gives an in-depth exploration of firewalls, Web security, and e-commerce security. Explores firewall concepts, types, topology and the firewall's relationship to the TCP/IP protocol. Includes client/server architecture, the Web server, HTML, and HTTP in relation to Web security, and digital certification D.509, and public key infrastructure (PKI). Prerequisite: Completed ITN 260. Lecture 4 hours per week.

ITN 266: Network Security Layers (3 cr.) — Provides an in-depth exploration of various security layers needed to protect the network. Explores Network Security from the viewpoint of the environment in which the network operates and the necessity to secure that environment to lower the security risk to the network. Includes physical security, personnel security, operating system security, software security and database security. Lecture 3 hours per week.

ITN 267: Legal Topics in Network Security (3 cr.) — Conveys an in-depth exploration of the civil and common law issues that apply to network security. Explores statutes, jurisdictional, and constitutional issues related to computer crimes and privacy. Includes rules of evidence, seizure and evidence handling, court presentation and computer privacy in the digital age. Lecture 3 hours per week.

ITN 276: Computer Forensics I (4 cr.) — Teaches computer forensic investigation techniques for collecting computer-related evidence at the physical layer from a variety of digital media (hard drives, compact flash and PDAs) and performing analysis at the file system layer. Prerequisite: ITN 106, ITN 107. Co-requisite: ITN 260. Credit will be given to ITN 275 or ITN 276 and ITN 277, but not all three courses. Lecture 4 hours per week.

ITN 277: Computer Forensics II (4 cr.) — Develops skills in the forensic extraction of computer evidence at a logical level using a variety of operating systems and applications (i.e., e-mail) and learn techniques for recovering data from virtual memory, temporary Internet files, and intentionally hidden files. Prerequisite: ITN 276. Credit will be given to ITN 275 or ITN 276 and ITN 277, but not all three courses. Lecture 4 hours per week.

ITN 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. Prerequisite: Program advisor approval. Variable hours.

ITN 295: Topics In (3-4 cr.) - Provides an opportunity to explore topical areas of interest to or needed by students. May be used for special honors courses. May be repeated for credit. Variable hours. 3-4 credits.

Information Technology Programming

ITP 100: Software Design (3 cr.) — 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 hours per week.

ITP 120: Java Programming I (3 cr.) — Entails instruction in fundamentals of object-oriented programming using Java. Emphasizes program construction, algorithm development, coding, debugging, and documentation of console and graphical user interface applications. Prerequisite: ITP 100 or ITP 102 recommended. Lecture 3 hours per week.

ITP 140: Client Side Scripting (3 cr.) — Provides instruction in fundamentals of Internet application design, development, and deployment using client side scripting language(s). Prerequisites: ENG 111 eligible and recommended ITP 100, ITD 110 and a programming language or equivalent experience. Lecture 3 hours per week.

ITP 251: Systems Analysis and Design (3 cr.) — Focuses on application of information technologies (IT) to system life cycle methodology, systems analysis, systems design, and system implementation practices. Covers methodologies related to identification of information requirements, feasibility in the areas of economic, technical and social requirements, and related issues are included in course content. Software applications may be used to enhance student skills. Lecture 3 hours per week.

ITP 258: Systems Development Project (3 cr.) — Provides instruction in application of life cycle system development methodologies using a case study which incorporates feasibility study system analysis, system design, program specification, and implementation planning. Course project assignment(s) will have students perform as members of system development teams. Prerequisite: Completed ITN 101 or ITN 154, ITP 100, and ITP 251. Corequisite: ITP 120. Lecture 3-4 hours per week.

ITP 290: Coordinated Internship (3 cr.) — Supervises on-the-job training in selected business, industrial or service firms coordinated by the college. Credit/practice ratio not to exceed 1:5 hours. May be repeated for credit. Prerequisite: Program advisor approval. Variable hours.

Japanese

JPN 101: Beginning Japanese I (5 cr.) — Develops the understanding, speaking, reading, and writing of Japanese, and emphasizes the structure of the language. Part I of II. Prerequisite: ENG 111 eligible. Lecture 5 hours per week. May include one additional hour of oral practice per week.

JPN 102: Beginning Japanese II (5 cr.) — Develops the understanding, speaking, reading, and writing of Japanese, and emphasizes the structure of the language. Part II of II. Prerequisite: Completed JPN 101. Lecture 5 hours per week. May include one additional hour of oral practice per week.

JPN 201: Intermediate Japanese I (4 cr.) — Continues the development of the skills of understanding, speaking, reading, and writing of Japanese. Classes conducted in Japanese. Prerequisite: JPN 102 or equivalent. Part I of II. Lecture 4 hours per week. May include one additional hour of oral practice per week.

JPN 202: Intermediate Japanese II (4 cr.) — Continues the development of the skills of understanding, speaking, reading, and writing of Japanese. Classes conducted in Japanese. Prerequisite: Completed JPN 201 or equivalent. Part II of II. Lecture 4 hours per week. May include one additional hour of oral practice per week.

Legal Administration

LGL 110: Introduction to Law and the Legal Assistant (3 cr.) — Introduces various areas of law in which a legal assistant may be employed. Includes study of the court system (Virginia and federal) as well as a brief overview of criminal law, torts, domestic relations, evidence, ethics, and the role of the legal assistant, and other areas of interest. Lecture 3 hours per week.

LGL 117: Family Law (3 cr.) — Studies elements of a valid marriage, grounds for divorce and annulment, separation, defenses, custody, support, adoptions, and applicable tax consequences. Includes property settlement, pre-nuptial and ante-nuptial agreements, pleadings, and rules of procedure. May include specific federal and Virginia consumer laws. Prerequisite: ENG 111 eligible. Lecture 3 hours per week.

LGL 125: Legal Research (3 cr.) — Provides an understanding of various components of a law library, and emphasizes research skills through the use of digests, encyclopedias, reporter systems, codes, Sheppard's Citations, ALR and other research tools. May include overview of computer applications and writing projects. Lecture 3 hours per week.

LGL 126: Legal Writing (3 cr.) — Studies proper preparation of various legal documents, including legal memoranda, letters, and pleadings. Involves practical applications. May include case and appellate briefs. Prerequisite: Completed ENG 111 or BUS 236 or permission of instructor. Lecture 3 hours per week.

LGL 200: Ethics for the Legal Assistant (1 cr.) — Examines general principles of ethical conduct applicable to legal assistants. Includes the application of rules of ethics to the practicing legal assistant. Lecture 1 hour per week.

LGL 210: Virginia and Federal Procedure (3 cr.) — Examines the rules of procedure in Virginia and federal court systems, including the Federal Rules of Civil Procedure and the Rules of Practice and Procedure in the District Court, Circuit Court, Court of Appeals, and Supreme Court of Virginia. Lecture 3 hours per week.

LGL 216: Trial Preparation and Discovery Practice (3 cr.) — Examines the trial process, including the preparation of a trial notebook, pretrial motions, and orders. May include preparation of interrogatories, depositions, and other discovery tools used in assembling evidence in preparation for the trial or an administrative hearing. Lecture 3 hours per week.

LGL 217: Trial Practice and the Law of Evidence (3 cr.) — Introduces civil and criminal evidence, including kinds, degrees and admissibility of evidence. Studies methods and techniques of evidence acquisition. Emphasizes Virginia and federal rules of evidence. Focuses on the elements and various problems associated with the trial of a civil or criminal case. Lecture 3 hours per week.

LGL 230: Legal Transactions (3 cr.) — Presents an in-depth study of general contract law, including formation, breach, enforcement, and remedies. May include an overview of UCC sales, commercial paper, and collections. Lecture 3 hours per week.

LGL 235: Legal Aspects of Business Organizations (3 cr.) — Studies fundamental principles of agency law and the formation of business organizations. Includes sole proprietorships, partnerships, corporation, limited liability companies, and other business entities. Reviews preparation of the documents necessary for the organization and operation of businesses. Lecture 3 hours per week.

Machine Technology

MAC 131-132: Machine Lab I-II (3 cr.) — Teaches fundamental machine shop operations, bench work, layout, measuring tools, and safety. Lecture 0-2 hours. Laboratory 0-3 hours. Total 1-5 hours per week.

MAC 161: Machine Shop Practices I (3 cr.) — Introduces safety procedures, bench work, hand tools, precision measuring instruments, drill presses, cut-off saws, engine lathes, manual surface grinders, and milling machines. Part I of II. Lecture 2 hours. Laboratory 2-3 hours. Total 4-5 hours per week.

MAC 209: Standards, Measurements and Calculations (2-3 cr.) — Presents typical mathematical and mechanical problems requiring the use of reference standards such as the Machinery's Handbook for solution. Presents use of the Coordinate Measuring Machine for solution. Lecture 2-3 hours per week. 2-3 credits.

Marketing

MKT 100: Principles of Marketing (3 cr.) — 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. Prerequisite: MTE 1-4 and ENG 111 eligible. Lecture 3 hours per week.

Math Essentials

NOTE: Credit is not applicable toward graduation.

MTE 1: Operations with Positive Fractions (1 cr.) — The student will solve application problems using proper fractions, improper fractions, and mixed numbers. All student learning outcomes for this unit must be completed without the use of a calculator. Emphasis should be placed on applications throughout the unit. Applications will use U.S. customary units of measurement. All fractions in this unit should be expressed in simplest form, unless otherwise indicated. Prerequisite: BSK 1 or placement into MTE 1 and completion or co-enrolled with ENF 1. Lecture 4 hours per week.

MTE 2: Operations with Positive Decimals and Percentages (1 cr.) — The student will solve problems using decimals and percentages. Emphasis should be placed on applications throughout the unit. Applications will use U.S. customary and metric units of measurement. Prerequisite: BSK 1 and MTE 1 and completion or co-enrolled with ENF 1. Lecture 4 hours per week.

MTE 3: Algebra Basics (1 cr.) — The student will perform basic operations with algebraic expressions and solve simple algebraic equations using signed numbers. Emphasis should be placed on applications throughout the unit. Prerequisite: BSK 1 and MTE 1 – 2 and completion or co-enrolled with ENF 1. Lecture 4 hours per week.

MTE 4: First Degree Equations and Inequalities in One-Variable (1 cr.) — The student will solve first degree equations and inequalities containing one variable, and use them to solve application problems. Emphasis should be on learning the steps to solving the equations and inequalities, applications and problem solving. Prerequisite: BSK 1 and MTE 1 – 3 and completion or co-enrolled with ENF 1. Lecture 4 hours per week.

MTE 5: Linear Equations, Inequalities and Systems of Linear Equations in Two Variables (1 cr.) — The student will learn how to find the equation of a line, graph linear equations and inequalities in two variables, and solve a system of two linear equations. Emphasis should be on writing and graphing equations using the slope of the line and points on the line, and applications. Prerequisite: BSK 1 and MTE 1 – 4 and completion or co-enrolled with ENF 1. Lecture 4 hours per week.

MTE 6: Exponents, Factoring and Polynomial Equations (1 cr.) — The student will 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. Prerequisite: BSK 1 and MTE 1-5 and completion or co-enrolled with ENF 1. Lecture 4 hours per week.

MTE 7: Rational Expressions and Equations (1 cr.) — The student will simplify rational algebraic expressions, solve rational algebraic equations and use them to solve application problems. Prerequisite: BSK 1 and MTE 1-6 and completion or co-enrolled in ENF 1. Lecture 4 hours per week.

MTE 8: Rational Exponents and Radicals (1 cr.) — The student will simplify rational algebraic expressions, solve rational algebraic equations and use them to solve application problems. Prerequisite: BSK 1 and MTE 1-7 and completion or co-enrolled with ENF 1. Lecture 4 hours per week.

MTE 9: Functions, Quadratic Equations and Parabolas (1 cr.) — In this unit, the student will have an introduction to functions in ordered pair, graph, and equation form. The student will engage in a thorough introduction to quadratic functions and their properties as they complete preparation for entering STEM or business-administration college-level mathematics courses. Prerequisite: BSK 1 and MTE 1-8 and completion or co-enrolled with ENF 1. Lecture 4 hours per week.

MCR 4: Learning Support for Quantitative Reasoning (1-2 cr.) — Provides instruction for students who require minimum preparation for college-level Quantitative Reasoning. Students in this course will be co-enrolled in MTH 154. Credits are not applicable toward graduation and do not replace MTE courses waived. Successful completion of Quantitative Reasoning results in the prerequisite MTE modules being satisfied. Prerequisites: Completion of any three MTE modules 1-5. Corequisite: MTH 154. Variable hours per week.

MCR 5: Learning Support for Statistical Reasoning (1-2 cr.) — Provides instruction for students who require minimum preparation for college-level Statistical Reasoning. Students in this course will be co-enrolled in MTH 155. Credits are not applicable toward graduation and do not replace MTE courses waived. Successful completion of Statistical Reasoning results in the prerequisite MTE modules being satisfied. Prerequisite: Completion of any three MTE modules 1-5. Corequisite: MTH 155. Variable hours per week.

MCR 6: Learning Support for Precalculus I (1-2 cr.) — Provides instruction for students who require minimum preparation for college-level Precalculus. Students in this course will be co-enrolled in MTH 161. Credits not applicable toward graduation and do not replace MTE modules being satisfied. Prerequisite: Completion of any seven MTE modules 1-9. Corequisite: MTH 161. Variable hours per week.

MCR 7: Learning Support for Precalculus with Trigonometry (1-2 cr.) — Provides instruction for students who require minimum preparation for college-level Precalculus but still need further preparation to succeed. Students in this course will be co-enrolled in MTH 167. Credits not applicable toward graduation and do not replace MTE courses waived. Successful completion of Precalculus w/ Trig results in the prerequisite MTE modules being satisfied. Prerequisite: Completion of any seven of the MTE modules 1-9. Corequisite: MTH 167. Variable hours per week.

Mathematics

MTH 1: Developmental Mathematics (2 cr.) — Designed to bridge the gap between a weak mathematical foundation and the knowledge necessary for the study of mathematics courses in technical, professional, and transfer program. Topics may include arithmetic, algebra, geometry, and trigonometry. Credits not applicable toward graduation. Lecture 2 hours per week.

MTH 120: Introduction to Mathematics (3 cr.) — Introduces number systems, logic, basic algebra, and descriptive statistics. Prerequisites: Completion of MTE 1-3 and ENG 111 eligible. (Intended for occupational/technical programs.) Lecture 3 hours per week.

MTH 146: Introduction to Elementary Statistics (3 cr.) — Introduces the methods of statistics including sampling from normally distributed populations, estimation, regression, testing of hypotheses, point, and interval estimation methods. Prerequisite: Completion of MTE 1-5 and ENG 111 eligible. (Intended for occupational/technical programs.) Lecture 3 hours per week.

MTH 151: Mathematics for the Liberal Arts I (3 cr.) — Presents topics in sets, logic, numeration systems, geometric systems, and elementary computer concepts. Prerequisite: Completion of MTE 1-5 and ENG 111 eligible. Lecture 3 hours per week. Note: MTH 151, 152, and 170 may transfer to your four-year institution as the same course - please check transferability requirements of your receiving institution.

MTH 152: Mathematics for the Liberal Arts II (3 cr.) — Presents topics in functions, combinatorics, probability, statistics and algebraic systems. Prerequisite: MTE 1-5 and ENG 111 eligible. Lecture 3 hours per week. Note: MTH 151, 152, and 170 may transfer to your four-year institution as the same course - please check transferability requirements of your receiving institution.

MTH 154: Quantitative Reasoning (3 cr.) — Presents topics in proportional reasoning, modeling, financial literacy and validity studies (logic and set theory). Major emphasis is on the process of taking a real-world situation, identifying the mathematical foundation needed to address the problem, solving the problem and applying what is learned to the original situation. Prerequisite: Competency in MTE 1-5 as demonstrated through placement or unit completion or equivalent OR Corequisite: MCR 4: Learning Support for Quantitative Reasoning and ENG 111 Eligible. Lecture 3 hours per week.

MTH 155: Statistical Reasoning (3 cr.) — Presents elementary statistical methods and concepts including visual data presentation, descriptive statistics, probability, estimation, hypothesis testing, correlation, and linear regression. Emphasis is placed on the development of statistical thinking, simulation, and the use of statistical software. Prerequisite: Placement or completion of MTH 154 or equivalent and ENG 111 eligible. Lecture: 3 hours per week.

MTH 157: Elementary Statistics (3-4 cr.) — Presents elementary statistical methods and concepts including descriptive statistics, estimation, hypothesis testing, linear regression, and categorical data analysis. (Credit will not be awarded for both MTH 157 and MTH 240 or MTH 241.) Lecture 3-4 hours per week. Prerequisites: MTE 1-5 and ENG 111 eligible. Note: Credit may not be earned for both MTH 157 and MTH 240. MTH 157 is intended for liberal arts students needing a basic introduction to statistical literacy. For any major that will regularly apply statistics, MTH 240 is recommended. Consult your four-year institution for additional information.

MTH 161: Precalculus I (3 cr.) — Presents topics in power, polynomial, rational, exponential, and logarithmic functions, and systems of equations and inequalities. Prerequisite: Competency in MTE 1-9 as demonstrated through placement or equivalent OR Corequisite: MCR 6: Learning Support for Precalculus I and ENG 111 Eligible. Lecture 3 hours per week.

MTH 162: Precalculus II (3 cr.) — Presents trigonometry, trigonometric applications, including Laws of Sines and Cosines, and an introduction to conics. Prerequisite: Placement into MTH 162 or completion of MTH 161 with a grade of C or better and ENG 111 eligible. Lecture 3 hours per week.

MTH 163: Pre-Calculus I (3 cr.) — Presents college algebra, matrices, and algebraic, exponential, and logarithmic functions. Prerequisite: Placement recommendation for MTH 163 or satisfactory completion of MTE 1-9 and ENG 111 eligible. (Credit will not be awarded for both MTH 163 and MTH 166.)

Lecture 3 hours per week. Note: On-campus MTH 163 is intended for students preparing for MTH 240 or 271. Dual-enrollment high schools may offer the MTH 163-164 series instead of MTH 166. Students preparing for MTH 173 should register for MTH 166.

MTH 164: Pre-Calculus II (3 cr.) — Presents trigonometry, analytic geometry, and sequences and series. Prerequisite: Completed MTH 163 with a grade of C or higher and ENG 111 eligible. (Credit will not be awarded for both MTH 164 and MTH 168.) Lecture 3 hours per week.

MTH 166: Pre-Calculus with Trigonometry (4-5 cr.) — Presents college algebra, analytic geometry, trigonometry, and algebraic exponential, and logarithmic functions. Lecture 4-5 hours per week. 4-5 credits. Prerequisite: MTE 1-9 or minimum placement recommendation for MTH 163 and ENG 111 eligible. (Credit will not be awarded for both MTH 163 and MTH 166). Note: MTH 166 is intended for students preparing for MTH 173. Dual-enrollment high schools may offer the MTH 163-164 series instead of MTH 166.

MTH 167: Precalculus with Trigonometry (5 cr.) — Presents topics in power, polynomial, rational, exponential, and logarithmic functions, systems of equations, trigonometry, trigonometric applications, including Law of Sines and Cosines, and an introduction to conics. Prerequisite: Competency in MTE 1-9 as demonstrated through placement or unit completion or equivalent OR Corequisite: MCR 7: Learning Support for Precalculus with Trigonometry and ENG 111 eligible. Lecture 5 hours per week.

MTH 170: Foundations in Contemporary Mathematics (3 cr.) — Covers topics in the mathematics of social choice, management sciences, statistics, and growth. Uses physical demonstrations and modeling techniques to teach the power and utility of mathematics. Prerequisite: Placement recommendation for MTH 170 or satisfactory completion of MTE 1-5 and ENG 111 eligible. Lecture 3 hours per week. Note: MTH 151, 152, and 170 may transfer to your four-year institution as the same course - please check transferability requirements of your receiving institution.

MTH 173: Calculus with Analytic Geometry I (5 cr.) — 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. Prerequisite: Placement recommendation for MTH 173 or a grade of C or higher in MTH 164 or MTH 166 and ENG 111 eligible. (Credit will not be awarded for more than one of MTH 173, MTH 175 or MTH 273.) Lecture 5 hours per week.

MTH 174: Calculus with Analytic Geometry II (5 cr.) — Continues the study of analytic geometry and the calculus of algebraic and transcendental functions including rectangular, polar, and parametric graphing, indefinite and definite integrals, methods of integration, and power series along with applications. Designed for mathematical, physical, and engineering science programs. Prerequisite: a grade of C or higher in MTH 173 or equivalent and ENG 111 eligible. (Credit will not be awarded for more than one of MTH 174, MTH 176, or MTH 274.) Lecture 5 hours per week.

MTH 240: Statistics (3 cr.) — Presents an overview of statistics, including descriptive statistics, elementary probability, probability distribution, estimation, hypothesis testing, and correlation and regression. (Credit will not be awarded for both MTH 240 and MTH 241.) Prerequisite: Placement recommendation for MTH 240 or completion of MTH 151 and 152 or MTH 163 or MTH 170 all with a grade of C or higher and ENG 111 eligible. Lecture 3 hours per week. Note: Credit may not be earned for MTH 157 and MTH 240. MTH 240 is recommended for students who will regularly apply statistics within

their major/career. MTH 157 provides a basic introduction to statistical literacy. Consult your four-year institution for additional information.

MTH 245: Statistics I (3 cr.) — Presents an overview of statistics, including descriptive statistics, elementary probability, probability distributions, estimation, hypothesis testing, correlation, and linear regression. Prerequisite: Placement into MTH 245 or completion of MTH 154 or MTH 161 or equivalent with a grade of C or better and ENG 111 eligible. Lecture 3 hours per week.

MTH 261: Applied Calculus I (3 cr.) — Introduces limits, continuity, differentiation and integration of algebraic, exponential and logarithmic functions, and techniques of integration with an emphasis on applications in business, social sciences, and life sciences. Prerequisite: Placement or completion of MTH 161 or equivalent with a C or better and ENG 111 eligible. Lecture 3 hours per week.

MTH 263: Calculus I (4 cr.) — Presents concepts of limits, derivatives, differentiation of various types of functions and use of differentiation rules, application of differentiation, antiderivatives, integrals and applications of integration. Prerequisite: Placement into MTH 263 or completion of MTH 167 or MTH 161/162 or equivalent with a grade of C or better and ENG 111 eligible. Lecture 4 hours per week.

MTH 264: Calculus II (4 cr.) — Continues the study of calculus of algebraic and transcendental functions including rectangular, polar, and parametric graphing, indefinite and definite integrals, methods of integration, and power series along with applications. Features instruction for mathematical, physical, and engineering science programs. Prerequisite: Completion of MTH 263 or equivalent with a C or better and ENG 111 eligible. Lecture 4 hours per week.

MTH 265: Calculus III (4 cr.) — Focuses on extending the concepts of function, limit, continuity, derivative, integral and vector from the plane to the three dimensional space. Topics include vector functions, multivariate functions, partial derivatives, multiple integrals, and an introduction to vector calculus. Features instruction for mathematical, physical, and engineering science programs. Prerequisite: Completion of MTH 264 or equivalent with a grade of C or better and ENG 111 eligible. Lecture 4 hours per week.

MTH 266: Linear Algebra (3 cr.) — Covers matrices, vector spaces, determinants, solutions of systems of linear equations, basis and dimension, eigenvalues, and eigenvectors. Features instruction for mathematical, physical, and engineering science programs. Prerequisite: Completion of MTH 263 or equivalent with a grade of B or better OR MTH 264 or equivalent with a grade of C or better and ENG 111 eligible. Lecture 3 hours per week.

MTH 267: Differential Equations (3 cr.) — Introduces ordinary differential equations. Includes first order differential equations, second and higher order ordinary differential equations with applications, and numerical methods. Prerequisite: MTH 264 or equivalent with a grade of C or better and ENG 111 eligible. Lecture 3 hours per week.

MTH 271: Applied Calculus I (3 cr.) — Presents limits, continuity, differentiation of algebraic and transcendental functions with applications, and an introduction to integration. Prerequisite: a grade of C or higher in MTH 163 and ENG 111 eligible. (Credit will not be awarded for both MTH 270 and MTH 271.) Lecture 3 hours per week.

MTH 277: Vector Calculus (4 cr.) — Presents vector valued functions, partial derivatives, multiple integrals, and topics from the calculus of vectors. Designed for mathematical, physical, and engineering science programs. Prerequisite: a grade of C or higher in MTH 174 or equivalent and ENG 111 eligible. Lecture 4 hours per week.

MTH 279: Ordinary Differential Equations (4 cr.) — Introduces ordinary differential equations. Includes first order differential equations, second and higher order ordinary differential equations with application. Designed for mathematical, physical, and engineering science programs. Prerequisite: a grade of C or higher in MTH 174 or equivalent and ENG 111 eligible. Lecture 4 hours per week.

MTH 285: Linear Algebra (3 cr.) — Covers matrices, vector spaces, determinants, solutions of systems of linear equations, basis and dimension, Eigen values, and Eigen vectors. Designed for mathematical, physical and engineering science programs. Prerequisite: A grade of C or higher in MTH 174 or equivalent. Lecture 3 hours per week.

Mechanical Engineering Technology

MEC 154: Mechanical Maintenance I (3 cr.) — Provides an overview of basic maintenance techniques and processes for industrial mechanics and technicians who are installing and maintaining industrial mechanical and power transmission components. Lecture 2-3 hours. Laboratory 0-2 hours. Total 3-4 hours per week.

MEC 161: Basic Fluid Mechanics – Hydraulics/Pneumatics (3 cr.) — 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.

MEC 162: Applied Hydraulics and Pneumatics (2-3 cr.) — Introduces hydraulic and pneumatic systems found in construction equipment, road vehicles, and farm equipment. Includes the basic theory, construction, maintenance and repair of hydraulic and pneumatic power systems. Lecture 1-3 hours. Laboratory 0-3 hours. Total 2-5 hours per week.

MEC 165: Applied Hydraulics, Pneumatics, and Hydrostatics (3 cr.) — Teaches fluid power system design, operation, testing, maintenance and repair. Includes reservoirs, pump connecting valves, cylinders, pressure regulating valves, flow control valves, hydraulic motors, and introduction to basic hydrostatic hydraulic systems. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

MEC 265: Fluid Mechanics (3 cr.) — Studies properties of fluids and fluid flow, Bernoulli's theorem, measuring devices, viscosity and dimensional analysis. Emphasizes fluid statics, flow in pipes and channels, and pumps. Lecture 3 hours per week.

Music

MUS 101-102: Basic Musicianship I-II (3 cr.) — Provides exercises leading to knowledge and skill in the rudiments of music. Includes rhythmic notation as well as scales, keys, and intervals along with exercises in sight reading and ear training. Prerequisite: ENG 111 eligible. Lecture 3 hours per week.

MUS 121-122: Music Appreciation I-II (3 cr.) — Increases the variety and depth of the student's interest, knowledge, and involvement in music and related cultural activities. Acquaints the student with traditional and twentieth century music literature, emphasizing the relationship music has as an art form with man and society. Increases the student's awareness of the composers and performers of all eras through listening and concert experiences. Prerequisite: ENG 111 eligible. Lecture 3 hours per week. Need not be taken in sequence.

MUS 225: The History of Jazz (3 cr.) — 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.

Natural Science

NAS 150: Human Biology (3 cr.) — Surveys the structure and function of the human body. Applies principally to students who are not majoring in the health or science fields. Prerequisite: ENG 111 eligible. Lecture 3 hours per week.

NAS 161-162: Health Science I-II (4 cr.) — Presents an integrated approach to human anatomy and physiology, microbiology, and pathology. Includes chemistry and physics as related to health sciences. Prerequisite for NAS 161: ENG 111 eligible. Prerequisite for NAS 162: Completion of NAS 161. Lecture 3 hours. Recitation and laboratory 3 hours. Total 6 hours per week.

NAS 162: Health Science II (4 cr.) - Presents an integrated approach to human anatomy and physiology, microbiology, and pathology. Includes chemistry and physics as related to health sciences. Prerequisite: Completed NAS 161. Lecture 3 hours. Recitation and laboratory 3 hours. Total 6 hours per week.

Nursing

NSG 100: Introduction to Nursing Concepts (4 cr.) — Introduces concepts of nursing practice and conceptual learning. Focuses on basic nursing concepts with an emphasis on safe nursing practice and the development of the nursing process. Provides supervised learning experiences in college nursing laboratories and/or simulated environments. Prerequisite: BIO 141. Corequisite: NSG 106, NSG 130, and NSG 200. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week.

NUR 100: Introduction to Nursing and Health (1 cr.) — Introduces concepts of nursing and health. Includes historical and cultural aspects, legal, and ethical responsibilities and an overview of health and the health care delivery system. Prerequisite: Admission into the Associates in Applied Science Nursing program. Licensed LPN's wishing to take the class need to contact a nursing advisor for assistance. Lecture 1 hour per week.

NSG 106: Competencies for Nursing Practice (2 cr.) — Focuses on the application of concepts through clinical skill development. Emphasizes the use of clinical judgement in skill acquisition. Includes principles of safety, evidence-based practice, informatics and math computational skills. Prepares students to demonstrate competency in specific skills and drug dosage calculation including the integration of skills in the care of clients in simulated settings. Provides supervised learning experiences in college nursing laboratories and/or simulated environments. Prerequisite: BIO 141. Corequisite: NSG 100, NSG 130, and NSG 200. Lecture 0-1 hour. Laboratory 4-6 hours. Total 4-6 hours a week.

NUR 111: Nursing I (8 cr.) — Introduces nursing principles including concepts of health and wellness and the nursing process. Develops nursing skills to meet the bio-psycho-social 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 4 hours. Laboratory 12 hours. Total 16 hours per week. Prerequisite: Admission into the Associates in Applied Nursing Program required. 8 credits

NUR 112: Nursing II (8 cr.) — Focuses on the nursing care of adults experiencing changes along the health/illness continuum that are common, well-defined, and have predictable outcomes. Includes math computational skills, basic computer instruction related to the delivery of nursing care; acid base balance, gastrointestinal, genitourinary, musculoskeletal, immunology,

oncology, sensori-neural, infectious diseases, endocrine, respiratory and blood disorders and care of the dying client. Provides supervised learning experiences in college nursing laboratories and/or cooperating agencies. Lecture 4 hours. Laboratory 12 hours. Total 16 hours per week. 8 credits. Prerequisite: Completed NUR 111.

NUR 115: LPN Transition (3 cr.) — Introduces the role of the registered nurse through concepts and skill development in the discipline of professional nursing. This course serves as a bridge course for licensed practical nurses and is based upon individualized articulation agreements, mobility exams, or other assessment criteria as they relate to local programs and service areas. Includes math computational skills and basic computer instruction related to the delivery of nursing care. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week. Prerequisites: Completed BIO 141 and ITE 115. Licensed LPNs wishing to take the course need to contact a nursing program chair advisor for assistance.

NUR 116: Selected Nursing Concepts-Nursing Medication Skills & Simulation (1 cr.) — The Course is designed as a simulation/skills lab course for the novice or more experienced student to give an overview of pharmacology while primarily focusing on safely and competently administering medications. The simulation will provide opportunity to decipher physician orders and enhance knowledge on medication classifications and use throughout specific patient populations (pediatric, geriatric, adult, and critical care).

NSG 130: Professional Nursing Concepts (1 cr.) — Introduces the role of the professional nurse and fundamental concepts in professional development. Focuses on professional identity, legal/ethical issues and contemporary trends in professional nursing. Prerequisite: BIO 141. Corequisite: NSG 100, NSG 106, and NSG 200. Lecture 1 hour. Total 1 hour per week.

NUR 135: Drug Dosage Calculations (1 cr.) — 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. Prerequisite: Admission to the Associates of Applied Sciences Nursing Program and Satisfied MTE 1-3. Licensed LPNs wishing to take the course need to contact a nursing department chair advisor for assistance. Lecture 1 hour per week.

NUR 142: Fundamentals of Surgical Care II (3 cr.) — Introduces principles of wound healing including types, stages, and complications; types, preparation and care of surgical supplies, packing, dressings, catheters, drains, tubes, supplies, and equipment; classifications of instruments, sutures and needles. Describes responsibilities related to the scrub and circulating roles. Provides students practical experience in the operating room. Prerequisite: Licensed Practical Nurse in Virginia. Co-requisite: NUR 280 and documentation of current immunizations and other credentials. *Note: SURGICAL SCRUB CERTIFICATE COURSE FOR LPNs.* Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

NSG 152: Health Care Participant (3 cr.) — Focuses on the health and wellness of the health care participant defined as individuals and families in a variety of communities throughout the lifespan. Covers concepts that focus on client attributes and preferences regarding health care. Emphasizes population-focused care. Provides supervised learning experiences in college nursing laboratories and/or cooperating agencies. Prerequisite: BIO 142, NSG 100, NSG 106, NSG 130, NSG 200. Corequisite: NSG 170. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

NSG 170: Health/Illness Concepts (6 cr.) — Focuses on the nursing care of individuals and/or families throughout the lifespan with an emphasis

on health and illness concepts. Includes concepts of nursing care for the antepartum client and clients with common and predictable illnesses. Provides supervised learning experiences in college nursing laboratories and/or simulated environments. Prerequisite: BIO 142, NSG 100, NSG 106, NSG 130. Corequisite: NSG 152.

NSG 200: Health Promotion and Assessment (3 cr.) — Introduces assessment and health promotion for the individual and family. Includes assessment of infants, children, adults, geriatric clients and pregnant females. Emphasizes health history and the acquisition of physical assessment skills with underlying concepts of development, communication, and health promotion. Prepares students to demonstrate competency in the assessment of clients across the lifespan. Provides supervised learning experiences in college nursing laboratories and/or simulated environments. Prerequisite: BIO 141. Corequisite: NSG 100, NSG 106, NSG 130. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

NSG 210: Health Care Concepts I (5 cr.) — Focuses on care of clients across the lifespan in multiple settings including concepts related to psychological health alterations and reproduction. Emphasizes the nursing process in the development of clinical judgement for clients with multiple needs. Provides supervised learning experiences in college nursing laboratories and/or simulated environments. Prerequisite: NSG 152, NSG 170. Corequisite: NSG 211. Lecture 3 hours. Laboratory 6 hours. Total 9 hours per week.

NSG 211: Health Care Concepts II (5 cr.) — Focuses on care of clients across the lifespan in multiple settings including concepts related to psychological health alterations. Emphasizes the nursing process in the development of clinical judgement for clients with multiple needs. Provides supervised learning experiences in college nursing laboratories and/or simulated environments. Prerequisite: NSG 152, NSG 170. Corequisite: NSG 210. Lecture 3 hours. Laboratory 6 hours. Total 9 hours per week.

NUR 216: Integrated Concepts II (8 cr.) — Focuses on nursing care of individuals/families requiring the integration of complex concepts of nursing related to psychiatric and medical/surgical disorders throughout the lifespan. Includes math computational skills, basic computer instruction related to the delivery of nursing care; psychiatric, respiratory, regulatory, endocrine and hematological disorders. Uses all concepts of the nursing process with increasing degrees of skill. Provides supervised learning experiences in college nursing laboratories and/or cooperating agencies. Prerequisites determined by local college. Lecture 4 hours per week. Laboratory 12 hours per week. Total 16 hours per week. Prerequisites: NUR 112 and NUR 115 and Admission into the Associates in Applied Science Nursing Program.

NUR 217: Integrated Concepts III (8 cr.) — Focuses on nursing care of individuals/families requiring the integration concepts related to nursing care of complex medical/surgical disorders. Includes math computational skills, basic computer instruction related to the delivery of nursing care; sensory, neurological, integumentary, renal and cardiovascular disorders; and, nursing care of clients experiencing major trauma. Uses all concepts of the nursing process with increasing degrees of skill. Provides supervised learning experiences in college nursing laboratories and/or cooperating agencies. Prerequisites determined by local college. Lecture 1-8 hours. Lecture 4 hours per week. Laboratory 12 hours per week. Total 16 hours per week. Prerequisite: Completed NUR 216.

NUR 226: Health Assessment (2 cr.) — Introduces the systematic approach to obtaining a health history and performing a physical assessment. Prerequisite: Admission into the Associates in Applied Sciences Nursing Program. Licensed LPNs wishing to take the class need to contact a nursing department chair advisor for assistance. Lecture 0-2 hours. Laboratory 2-9 hours. Total 3-9 hours per week.

NSG 230: Advanced Professional Nursing Concepts (2 cr.) — Develops the role of the professional nurse in the healthcare environment in preparation for practice as a registered nurse. Introduces leadership and management concepts and focuses on the integration of professional behaviors in a variety of healthcare settings. Prerequisite: NSG 210, NSG 211. Corequisite: NSG 252, NSG 270. Lecture 2 hours. Total 2 hours per week.

NUR 245: Maternal/Newborn Nursing (3cr.) — Develops nursing skills in caring for families in the antepartum, intrapartum, and post-partum periods. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week. 3 credits. Prerequisite: Completion of NUR 112 and Admission into the Associates in Applied Science Nursing Program.

NSG 252: Complex Health Concepts (4 cr.) — Focuses on nursing care of diverse individuals and families integrating complex health concepts. Emphasizes clinical judgement, patient-centered care and collaboration. Prerequisite: NSG 210, NSG 211. Corequisite: NSG 230, NSG 270. Lecture 4 hours. Total 4 hours per week.

NUR 254: Dimensions of Professional Nursing (2 cr.) — Explores the role of the professional nurse. Emphasizes nursing organizations, legal and ethical implications, and addresses trends in management and organizational skills. Explores group dynamics, relationships, conflicts, and leadership styles. Lecture 2 hours per week. Prerequisite: Completed NUR 112.

NSG 270: Nursing Capstone (4 cr.) — Provides students the opportunity to comprehensively apply and integrate learned concepts from previous nursing courses into a capstone experience. Emphasizes the mastery of patient-centered care, safety, nursing judgement, professional behaviors, informatics, quality improvement, and collaboration in the achievement of optimal outcomes of care. Provides supervised learning experiences in faculty and/or preceptor-guided college nursing laboratories and/or simulated environments. Prerequisite: NSG 210, NSG 211. Corequisite: NSG 230, 252. Laboratory 12 hours. Total 12 hours per week.

NUR 280: Introduction to Perioperative Nursing (4 cr.) — Introduces the surgical environment, ethical and legal patient and employee rights, preparation of the patient for surgery, surgical conscience, and the operative nurse's role and responsibilities. Includes laboratory and clinical experience. Lecture 2. Laboratory 6 hours. Total 8 hours per week. Prerequisite: Practical Nurse Licensed in Virginia. Co-requisite: NUR 142 and documentation of immunizations and other credentials. *Note: SURGICAL SCRUB CERTIFICATE COURSE FOR LPNs.*

NUR 281: Advanced Perioperative Nursing (5 cr.) — Focuses on the technical and clinical aspects of perioperative nursing, including perioperative pharmacology, risk management and quality improvement, monitoring and documentation, and standard precautions. Includes laboratory and clinical experience. Lecture 2 hours. Laboratory 9 hours. Total 11 hours per week. Prerequisite: NUR 142 and NUR 280 and Licensed Practical Nurse in Virginia and documentation of current immunizations and other credentials. See www.germanna.edu Nursing and Allied Health/Surgical Scrub Nursing.

Philosophy

PHI 100: Introduction to Philosophy (3 cr.) — Presents an introduction to philosophical problems and perspectives with emphasis on the systematic questioning of basic assumptions about meaning, knowledge, reality, and values. Prerequisite: ENG 111 eligible. Lecture 3 hours per week.

PHI 101-102: Introduction to Philosophy I-II (3 cr.) — Introduces a broad spectrum of philosophical problems and perspectives with an emphasis on the systematic questioning of basic assumptions about meaning, knowledge, reality, and values. Prerequisite: ENG 111 eligible. Lecture 3 hours per week. Must be taken in sequence.

PHI 111: Logic I (3 cr.) — Introduces inductive and deductive reasoning, with an emphasis on common errors and fallacies. Prerequisite: ENG 111 eligible. Lecture 3 hours per week.

PHI 200: The History of Western Philosophy (3 cr.) — Offers a brief historical survey of major philosophers from the pre-Socratics to the present. Prerequisite: ENG 111 eligible. Lecture 3 hours per week.

PHI 220: Ethics (3 cr.) — Provides a systematic study of representative ethical systems. Prerequisite: ENG 111 eligible. Lecture 3 hours per week.

PHI 226: Social Ethics (3 cr.) — Provides a critical examination of moral problems and studies the application of ethical concepts and principles to decision-making. Topics may include abortion, capital punishment, euthanasia, man and the state, sexuality, war and peace, and selected issues of personal concern. Prerequisite: ENG 111 eligible. Lecture 3 hours per week.

PHI 227: Bio-Medical Ethics (3 cr.) — Examines the ethical implications of specific biomedical issues in the context of major ethical systems. Prerequisite: ENG 111 eligible. Lecture 3 hours per week.

PHI 265: Philosophy of Religion (3 cr.) — Examines problems raised by arguments for and against the existence of God and discusses such topics as the nature of God, the nature of religious experience, the problem of evil, religious truth and language, immortality, miracles, spirituality, and the relation between philosophy and theology. Lecture 3 hours per week.

PHI 276: Women and Western Philosophy (3 cr.) — Studies the concept, role and clue of women in the canon of Western Philosophy from Plato to contemporary philosophy. Discusses controversies in feminist social ethics, including marketing femininity, pornography, censorship, women in the work force and women's fertility. Lecture 3 hours per week.

Photography

PHT 164: Introduction to Digital Photography (3 cr.) — Teaches the fundamentals of photography including camera function, composition, and image production as they apply to digital imagery. Lecture 1 hour. Lab 4 hours. Total 5 hours per week.

Physical Education

PED 100: Pilates (2 cr.) — Provides a method of mind-body exercise and physical movement designed to stretch, strengthen, balance the body, and improve posture and core stabilization while increasing body awareness. Lecture 1 hour. Laboratory 2 hours. Total 3 hours per week.

PED 103: Aerobic Fitness I (2 cr.) — Develops cardiovascular fitness through activities designed to elevate and sustain heart rates appropriate to age and physical condition. Lecture 1 hour. Laboratory 2 hours. Total 3 hours per week.

PED 109: Yoga (2 cr.) — Focuses on the forms of yoga training emphasizing flexibility. Lecture 1 hour. Laboratory 2 hours. Total 3 hours per week.

PED 111: Weight Training I (1 cr.) - Focuses on muscular strength and endurance training through individualized workout programs. Teaches appropriate use of weight training equipment. Lecture 0 hours. Laboratory 2 hours. Total 2 hours per week.

PED 112: Weight Training II (1 cr.) — Focuses on muscular strength and endurance training through individualized workout programs. Teaches appropriate use of weight training equipment. Prerequisite for PED 112: Completed PED 111. Lecture 0 hours. Laboratory 2 hours. Total 2 hours per week.

PED 116: Lifetime Fitness and Wellness (2 cr.) — Provides a study of fitness and wellness and their relationship to a healthy lifestyle. Defines fitness and wellness, evaluates the student's level of fitness and wellness, and motivates the student to incorporate physical fitness and wellness into daily living. A personal fitness/wellness plan is required for the 2-credit course. Lecture 0-1 hours. Laboratory 2-4 hours. Total 2-4 hours per week. Lecture 0-1 hours. Laboratory 2-4 hours. Total 2-4 hours per week.

PED 120: Yoga II (1-2 cr.) — Focuses on the forms of yoga training emphasizing flexibility. Prerequisite: PED 109. Lecture 0-1 hours. Laboratory 2 hours. Total 2-3 hours per week.

PED 128: Horseback Riding (2 cr.) — Presents riding seats and preparation for riding, care and grooming of a horse, selection, use and care of equipment, and safety. Prerequisite appropriate riding skills or instructor's permission for advanced course. Lecture 1 hour. Laboratory 2 hours. Total 3 hours per week.

PED 129: Self-Defense (2 cr.) — Examines history, techniques, and movements associated with self-defense. Introduces the skills and methods of self-defense emphasizing mental and physical discipline. Lecture 1 hour. Laboratory 2 hours. Total 3 hours per week.

PED 133: Golf I (1 cr.) — Teaches basic skills of golf, rules, etiquette, scoring, terminology, equipment selection and use, and strategy. Lecture 0-1 hours. Laboratory 2 hours. Total 2-4 hours per week.

PED 135 Bowling I (1 cr.) — Teaches basic bowling skills and techniques, scoring, rules, etiquette and terminology. Lecture 0 hours. Laboratory 2 hours. Total 2 hours per week.

PED 136: Bowling II (1 cr.) — Teaches basic bowling skills and techniques, scoring, rules, etiquette, and terminology. Lecture 0 hours. Laboratory 2 hours. Total 2 hours per week.

PED 137: Martial Arts I (2 cr.) — Emphasizes forms, styles, and techniques of body control, physical and mental discipline, and physical fitness. Presents a brief history of development of martial arts theory and practice. Lecture 1 hour. Laboratory 2 hours. Total 3 hours per week.

PED 150: Soccer (1 cr.) — Emphasizes soccer skills and techniques, strategies, rules, equipment, and physical conditioning. Lecture 0 hours. Laboratory 2 hours. Total 2 hours per week.

PED 154: Volleyball (1 cr.) — Introduces skills, techniques, strategies, rules, and scoring. Lecture 0 hours. Laboratory 2 hours. Total 3 hours per week.

PED 156: Softball (1-2 cr.) — Emphasizes skills, techniques, strategies, rules. Lecture 0-1 hour. Laboratory 2-4 hours. Total 2-4 hours per week.

PED 157: Soccer II (1 cr.) — Emphasizes advanced soccer skills and techniques, strategies, rules, equipment, and physical conditioning. Prerequisite: PED 150. Lecture 0 hours. Laboratory 2 hours. Total 2 hours per week.

PED 160: Modern Dance (1-2 cr.) — Teaches the basic techniques of creative dance. Skills include self-expression, contemporary routines, dance forms, and basic choreography. Lecture 0-1 hour. Laboratory 2-4 hours. Total 2-4 hours per week.

PED 170: Tai Chi I (2 cr.) — Develops an understanding of the Theories and practices of Tai Chi. Explores the energy of exercise that will tone muscles, improve circulation and increase flexibility and balance. Discusses history and philosophy of exercise and relaxation techniques for stress reduction. Lecture 1 hour. Laboratory 2 hours. Total 3 hours per week.

PED 171: Ballroom Dance 1 (1-2 cr.) - Presents the basic step patterns, rhythmic patterns, and positions in ballroom dance. Includes techniques based upon traditional steps with basic choreographic patterns. Part I of II. Lecture 0-1 hours. Laboratory 2-4 hours. Total 2-4 hours per week.

PED 187: Backpacking (2 cr.) — Focuses on the preparation for backpacking trip, equipment and clothing selection, personal and group safety, ecology, and physical conditioning. Includes field experience. Lecture 1 hour. Laboratory 2 hours. Total 3 hours per week.

PED 254: Advanced Volleyball (2 cr.) — Emphasizes advanced volleyball skills, techniques, strategies, rules, and scoring. Prerequisites: PED 154 or advisor approval. Lecture 0 hours. Lab hours 2-4. Total 2-4 hours per week.

Physical Therapist Assistant

PTH 105: Introduction to Physical Therapist Assisting (2 cr.) – Introduces the physical therapist assistant student to the field of physical therapy practice and develops basic patient care skills for application in the initial physical therapy clinical experience. This course is designed to prepare the student to administer basic patient care skills, directed by an instructor, which consistently demonstrate safety and compliance with the American Physical Therapy Association (APTA) Standards of Practice and Code of Ethical Conduct for the Physical Therapist Assistant. Additionally, the course prepares the student to identify him/herself appropriately in the role of physical therapist assistant and guides the student in effective relationships with all members of the healthcare team. Lecture 1 hour. Laboratory 3 hours. Total 4 hours per week. Prerequisite: Admission into the Associate of Applied Science Physical Therapist Assistant (PTA) Program.

PTH 110: Medical Reporting (1 cr.) – Emphasizes the principles of medical reporting, including the ability to abstract pertinent information from actual medical records. Includes the writing of patient progress notes in standardized formats and medical terminology. This course reinforces basic knowledge from PTH 105 – Introduction to Physical Therapist Assisting, including additional medical terminology and documentation skills. Competency in documentation of tests and measures, physical therapy interventions and patient response is emphasized. Lecture 1 hour. Total 1 hour per week. Prerequisites: PTH 105, PTH 121, PTH 151 and admission into the PTA Program.

PTH 115: Kinesiology for the Physical Therapist Assistant (4 cr.) – Focuses on the relationship of specific joint structure and function, the role of individual muscles and groups of muscles and neurologic principles in both normal and pathological movement. The course includes a review of basic physics and biomechanical principles applied to human movement. Includes specific posture and gait analysis. This course is designed to develop the student's understanding of basic physics principles which govern dynamic systems, and to provide detailed information regarding joint structure and function, individual muscles and muscle function, enabling the student to interpret human movement and appraise performance as normal or dysfunctional. Patient examination methods such as goniometry, manual

muscle testing and selected special tests are included. Selected orthopedic and neuromuscular pathologies are introduced. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week. Prerequisites: PTH 105, PTH 121, PTH 151 and admission into the PTA Program.

PTH 121: Therapeutic Procedures I (5 cr.) Prepares the student to properly and safely administer basic physical therapy procedures utilized by physical therapist assistants. The procedures include therapeutic modalities. Procedures may include therapeutic exercise, electrotherapy and cardiopulmonary rehabilitation. Part I of II. This course prepares the student to apply physical agents, therapeutic modalities, and therapeutic soft tissue mobilization techniques. Selected cardiopulmonary pathologies are introduced as well as Universal Precautions/Isolation techniques. In addition, the course will provide the student with the background to determine applicability of the stated procedures and the skills to determine response to treatment. Proper documentation and communication of the treatment application and patient response is included. Lecture 3 hours. Laboratory 6 hours. Total 9 hours per week. Prerequisites: Admission into the PTA Program.

PTH 122: Therapeutic Procedures II (5 cr.) Prepares the student to properly and safely administer basic physical therapy procedures utilized by physical therapist assistants. The procedures include therapeutic modalities. Procedures may include therapeutic exercise, electrotherapy and cardiopulmonary rehabilitation. Part II of II. This course prepares the student to apply therapeutic exercise, electrotherapy modalities and cardiopulmonary rehabilitation techniques. In addition, the course will provide the student with the knowledge needed to determine the applicability of stated procedures: safety of providing an intervention, indication of the procedures and the ability to determine response/success of the treatment(s) administered. Therapeutic exercise program design/progression and proper documentation and communication of the treatment application and patient outcomes are included. Lecture 3 hours. Laboratory 6 hours. Total 9 hours per week. Prerequisites: PTH 105, PTH 121, PTH 151 and admission into the PTA Program.

PTH 131: Clinical Education I (2 cr.) – Provides supervised instruction in the delivery of physical therapy in one of various clinical settings. Emphasizes the practice of all therapeutic skills learned in the first year, including direct patient care skills and all forms of communication. Clinical Education I is the first of three comprehensive clinical education experiences in the physical therapy setting. The purpose of the initial experience is to apply, integrate, and perform learned clinical skills on patients under the supervision of a licensed physical therapist (PT) and/or physical therapist assistant (PTA). Basic patient care skills, anatomy/biomechanics, therapeutic exercise, and selected assessment techniques are included. Selected pathological and disease conditions will be emphasized. Practice settings may include acute care hospitals, private practice, skilled nursing centers, and out-patient rehabilitation centers. Knowledge, skills and attitudes learned during the didactic courses will be applied to direct patient/client care. This course integrates the practice of all first year PTA coursework with the objective of students providing quality care for uncomplicated patients with a high degree of supervision and guidance. Total 10 hours per week. Prerequisites: Completed PTH 105, PTH 121, PTH 151, and admission into the PTA Program. Co-requisites: PTH 110, PTH 115, PTH 122. Additional requirements: Evidence of current CPR certification, professional liability insurance, required immunizations, background check and drug screen.

PTH 151: Musculoskeletal Structure and Function (5 cr.) In-depth study of the human musculoskeletal system. Covers terms of position and movement, location and identification of specific bony landmarks, joint structure and design, ligaments, muscle origin, action and innervation, and types of contraction. This course will prepare the student for the principles of kinesiology and ultimately for physical therapy treatment for musculoskeletal conditions. The ability to identify and examine the musculoskeletal anatomy is the foundation for understanding both normal and abnormal movement. This course provides the foundation for more complex analysis of functional human mobility. Lecture 3 hours. Laboratory 6 hours. Total 9 hours per week. Prerequisite: Admission into the PTA Program.

PTH 210: Psychological Aspects of Therapy (2 cr.) – Focuses on the psychological reactions and sociological impact of illness and injury in clients and their families, and among health care givers who work with them. Examines individual self-identity and the nature of changing client/therapist relationships across the life span. This course is designed to help the student identify and interpret personal values, multicultural factors, developmental characteristics associated with age, physical and psychosocial experiences, gender relationships and the influence of acute, chronic and terminal illness which affect the client's clinical outcome. Emphasis is placed on discrimination of important factors, internalizing knowledge of personal values/biases and the development of effective treatment relationships. Skills are applied to the interactions between the student physical therapist assistant (SPTA) and clients, caregivers, supervisors and coworkers. This course will also address stress management, conflict resolution and reduction of negativity as a means of assisting the student in maintaining a healthy therapeutic relationship with clients, caregivers and healthcare professionals. Lecture 2 hours. Total 2 hours per week. Prerequisites: PTH 115, PTH 122, PTH 110, PTH 131 and admission into the PTA Program.

PTH 225: Rehabilitation Procedures (5 cr.) – Focuses on treatment techniques typical of long term rehabilitation, e.g., the rehabilitation of congenital, neurological and disfigurement associated with chronic injury and disease. This course will prepare the student for clinical application of therapeutic exercise for the patient with long term rehabilitation needs, with specific focus on neurological pathologies and the recovery process. Lifespan development and concerns related to pediatric and geriatric patient populations are covered, including cognition and motivational principles for each. Laboratory practice will provide hands-on experience with a wide variety of interventions including specialized treatment such as neuromuscular facilitation techniques and balance interventions. Lecture 3 hours. Laboratory 6 hours. Total 9 hours per week. Prerequisites: PTH 115, PTH 122, PTH 110, PTH 131 and admission into the PTA Program.

PTH 226: Therapeutic Exercise (4 cr.) – Emphasizes the basic principles underlying different approaches to exercise including rationale for treatment and may include neurological treatments such as simple facilitation and inhibitory techniques and the teaching of home programs. This course will prepare the student for clinical application of therapeutic exercise to a diverse patient population. This course will focus on various pathologies including acute and chronic musculoskeletal, cardiopulmonary, and endocrine and other systemic diseases, and the progression of exercises and related treatments for each. Modifications required for different clinical settings across the care continuum are discussed, with primary focus on inpatient, rehab, skilled nursing and home health care. Tests and measures to collect data, determine appropriate treatment progression, and document progress measurably are addressed. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week. Prerequisites: PTH 225, PTH 210, PTH 251 and admission into the PTA program.

PTH 251: Clinical Practicum I (3 cr.) – Provides instruction in local health care facilities in the actual administration of physical therapy treatments under the supervision of licensed physical therapists. Provides experience in a variety of clinical settings. Part I of II. Clinical Practicum I is the second of three comprehensive clinical experiences in the physical therapy setting. The purpose of this intermediate experience is to apply, integrate and perform learned clinical skills on patients under the supervision of a licensed physical therapist (PT) and/or physical therapist assistant (PTA). The emphasis of this experience is on integrating previously learned PTA skills, therapeutic modalities, advanced therapeutic techniques, and neurophysiological techniques into an established physical therapy program. Typical practice settings may include acute care hospitals, private practice, home health, sports centers, developmental centers, skilled nursing centers, geriatrics, pediatrics, inpatient and outpatient rehabilitation centers and VA hospitals. The objective of this clinical education experience is for students to provide quality care for uncomplicated to complex patients with a degree of supervision and guidance that will vary with the complexity of the patient or the environment. Total 15 hours per week. Prerequisites: Completed PTH 115, PTH 110, PTH 122, PTH 131, and admission into the PTA program. Co-requisites: PTH 210, PTH 225. Additional requirements: Evidence of current CPR certification, professional liability insurance, required immunizations, background check and drug screen.

PTH 252: Clinical Practicum II (4 cr.) – Provides instruction in local health care facilities in the actual administration of physical therapy treatments under the supervision of licensed physical therapists. Provides experience in a variety of clinical settings. Part II of II. Clinical Practicum II is the third of three comprehensive clinical experiences in a physical therapy setting. The purpose of this final experience is to apply, integrate, and perform learned clinical skills on patients under the supervision of a licensed physical therapist (PT) and/or physical therapist assistant (PTA). The emphasis is to integrate previously learned and practiced PTA skills, special topics, and clinical management and healthcare issues into the delivery of a comprehensive physical therapy treatment program. Practice settings may include acute care hospitals, private practice, sports centers, developmental centers, skilled nursing centers, geriatrics, pediatrics, inpatient and outpatient rehabilitation centers and VA hospitals. The overall objectives of this clinical education experience are development of clinical reasoning skills and the provision of high quality care for non-complicated to complex patients under the supervision of a PT or PTA. The degree of supervision and guidance will vary with the complexity of the patient or the environment from none to minimal. Total 16 hours per week. Prerequisites: Completed PTH 110, PTH 115, PTH 122, PTH 131, PTH 151, PTH 210, PTH 225. Co-requisites: PTH 226 and PTH 255. Additional requirements: Evidence of current CPR certification, professional liability insurance, required immunizations, background check and drug screen.

PTH 255: Seminar in Physical Therapy (2 cr.) – Includes preparation for licensing examination, specialized lectures, and preparation of a student project. This course is designed to provide a summary of all coursework and clinical education experiences to date. Student preparation for transition into the workforce as an entry-level PTA will be conducted in a seminar format. Seminar topics are structured to prepare the student to enter the practice of physical therapy, e.g., resume preparation, interview skills, performance evaluations, administrative responsibilities associated with employment, licensure examination preparation, etc. Selected clinic topics that are new in the practice environment are also included. Lecture 2 hours. Total 2 hours per week. Prerequisites: Prerequisites: PTH 225, PTH 210, PTH 251 and admission into the PTA program.

Physics

PHY 201-202: General College Physics I-II (4 cr.) — Teaches fundamental principles of physics. Covers mechanics, thermodynamics, wave phenomena, electricity and magnetism, and selected topics in modern physics. Prerequisite for PHY 201: MTH 163 or equivalent and ENG 111 eligible. Prerequisite for PHY 202: Completed PHY 201. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week.

PHY 241-242: University Physics I-II (4 cr.) — Teaches principles of classical and modern physics. Includes mechanics, wave phenomena, heat, electricity, magnetism, relativity, and nuclear physics. Prerequisite for PHY 241: MTH 173 or MTH 273 or divisional approval and ENG 111 eligible. Prerequisite for PHY 242: MTH 174 or MTH 274 or divisional approval and PHY 241. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week.

PHY 299: Supervised Study (1 cr.) — Capstone Presentation: Assigns a project for independent study incorporating previous instruction and supervised by the instructor. Corequisite: a 200 level science course.

Political Science

PLS 120: Introduction to Political Science (3 cr.) — Teaches basic concepts and methods of the discipline of political science through study of political dimensions of a selected topic. Lecture 3 hours per week. Prerequisite: ENG 111 eligible.

PLS 135: American National Politics (3 cr.) — Teaches political institutions and processes of the national government of the United States. Focuses on the Congress, presidency, and the courts, and on their inter-relationships. Gives attention to public opinion, suffrage, elections, political parties, interest groups, civil rights, domestic policy, and foreign relations. Prerequisite: ENG 111 eligible. Lecture 3 hours per week.

PLS 136: State and Local Politics (3 cr.) — Teaches structure, powers and functions of state and local government in the United States. Prerequisite: ENG 111 eligible. Lecture 3 hours per week.

PLS 140: Introduction to Comparative Politics (3 cr.) — Teaches basic concepts and methods of comparative politics. Includes analyses of government and politics in a variety of nations around the world. Prerequisite: ENG 111 eligible. Lecture 3 hours per week.

PLS 200: Political Ideologies (3 cr.) — Analyzes and critically evaluates many leading ideologies of the modern world, such as anarchism, nationalism, fascism and national socialism, classical liberalism, conservatism, Fabian socialism, Marxism-Leninism, and liberal democracy. Evaluates contemporary extremist ideologies of both left and right. Prerequisite: ENG 111 eligible. Lecture 3 hours per week.

PLS 211: U.S. Government I (3 cr.) — Teaches structure, operation, and process of national, state, and local governments. Includes in-depth study of the three branches of the government and of public policy. Part I of II. Prerequisite: ENG 111 eligible. Lecture 3 hours per week.

PLS 212: U.S. Government II (3 cr.) — Teaches structure, operation, and process of national, state, and local governments. Includes in-depth study of the three branches of the government and of public policy. Part II of II. Prerequisite: ENG 111 eligible. Lecture 3 hours per week.

PLS 241: International Relations (3 cr.) — Teaches geographic, demographic, economic, ideological, and other factors conditioning the policies of countries and discusses conflicts and their adjustment. Prerequisite: ENG 111 eligible. Lecture 3 hours per week.

Practical Nursing

PNE 145: Trends in Practical Nursing (1 cr.) — 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. Prerequisite: Completion of PNE 162. Co-requisite: PNE 164 and PNE 158.

PNE 158: Mental Health and Psychiatric Nursing (1 cr.) — 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 hour per week. Prerequisite: Completed PNE 162. Corequisite: PNE 145 and PNE 164.

PNE 161: Nursing in Health Changes I (6 cr.) — Focuses on nursing situations and procedures necessary to assist individuals in meeting special needs related to human functions. Lecture 3 hours. Laboratory 9 hours. Total 12 hours per week. Prerequisite: Admission into the Germanna Practical Nursing Certificate Program.

PNE 162: Nursing in Health Changes II (11 cr.) — Continues the focus on nursing situations and procedures necessary to assist individuals in meeting special needs related to human functions. Lecture 6 hours per week. Laboratory 15 hours per week. Total 21 hours per week. Prerequisite: Completed PNE 161. Co-requisite: PNE 174.

PNE 164: Nursing in Health Changes IV (11 cr.) — Continues the focus on nursing situations and procedures necessary to assist individuals in meeting special needs related to human functions. Lecture 5 hours per week. Laboratory 18 hours per week. Total 23 hours per week. Prerequisite: Completion of PNE 162 and PNE 174. Co-requisite: PNE 145 and PNE 158.

PNE 174: Applied Pharmacology for Practical Nurses (2 cr.) Applies problem solving skills in preparing and administering medications. Lecture 1 hour. Laboratory 3 hours. Total 4 hours per week. Co-requisite: PNE 162.

Psychology

PSY 120: Human Relations (3 cr.) — Introduces the theory and practice of effective human relations. Increases understanding of self and others and interpersonal skills needed to be a competent and cooperative communicator. Prerequisite: Completion or co-enrolled with ENF 2 or ENG 111 eligible. Lecture 3 hours per week.

PSY 200: Principles of Psychology (3 cr.) — Surveys the basic concepts of psychology. Covers the scientific study of behavior, behavioral research methods and analysis, and theoretical interpretations. Includes topics that cover physiological mechanisms, sensation/perception, motivation, learning, personality, psychopathology, therapy, and social psychology. Prerequisite: ENG 111 eligible. Lecture 3 hours per week. NOTE: Students who take PSY 200 cannot receive credit for either PSY 201 or PSY 202. Students who take either PSY 201 or PSY 202 cannot receive credit for PSY 200.

PSY 215: Abnormal Psychology (3 cr.) — Explores historical views and current perspectives of abnormal behavior. Emphasizes major diagnostic categories and criteria, individual and social factors of maladaptive behavior, and types of therapy. Includes methods of clinical assessment and research strategies. Prerequisite: Completed PSY 200 or PSY 201. Lecture 3 hours per week.

PSY 216: Social Psychology (3 cr.) — Examines individuals in social contexts, their social roles, group processes and intergroup relations. Includes topics such as small group behavior, social behavior, social cognition, conformity, attitudes, and motivation. Prerequisite: Completed PSY 200 or PSY 201. Lecture 3 hours per week.

PSY 225: Theories of Personality (3 cr.) — Studies the major personality theories and their applications. Includes psychodynamic, behavioral, cognitive, and humanistic perspectives. Prerequisite: Completed PSY 200 or PSY 201. Lecture 3 hours per week.

PSY 226: Introduction to Counseling Relationships (3 cr.) — Introduces counseling theories and provides opportunity for their application through role-playing and supervised paraprofessional counseling experiences. Prerequisite: Completed a minimum of 9 credit hours in Psychology or instructor approval. Lecture 3 hours per week. Course offered in the Fall semester only.

PSY 230: Developmental Psychology (3 cr.) — Studies the development of the individual from conception to death. Follows a life-span perspective on the developmental of the person's physical, cognitive, and psychosocial growth. Prerequisite: ENG 111 eligible. Lecture 3 hours per week. NOTE: Students cannot receive credit for both PSY 235 and PSY 230.

PSY 235: Child Psychology (3 cr.) — Studies development of the child from conception to adolescence. Investigates physical, intellectual, social and emotional factors involved in the child's growth. Prerequisite: ENG 111 eligible. Lecture 3 hours per week. NOTE: Students cannot receive credit for both PSY 235 and PSY 230.

PSY 240: Health Psychology (3 cr.) — Studies the psychology of healthy behavior. Applies psychological principles to preventive health care. Covers topics such as exercise, nutrition, stress, lifestyles, and habits. Prerequisite: Completed PSY 200 or have instructor approval. Lecture 3 hours per week. Course offered in the Summer semester only.

PSY 255: Psychological Aspects of Criminal Behavior (3 cr.) — Studies psychology of criminal behavior. Includes topics such as violent and non-violent crime, sexual offenses, insanity, addiction, white-collar crime, and other deviant behaviors. Provides a background for law enforcement occupations. Prerequisites: Completed PSY 200 or 201. Lecture 3 hours per week.

PSY 290: Coordinated Internship (3 cr.) — Supervises on-the-job training in selected business, industrial or service firms coordinated by the College. Credit/practice ratio maximum 1:5 hours. May be repeated for credit. Prerequisite: Completed PSY 226. Open only to students in Paraprofessional Counseling Career Studies Certificate program. Variable hours.

PSY 298: Seminar and Project (1-5 cr.) — Requires completion of a project or research report related to the student's occupational objectives and a study of approaches to the selection and pursuit of career opportunities in the field. May be repeated for credit. Prerequisite: ENG 111 eligible. Variable hours.

Religion

REL 100: Introduction to the Study of Religion (3 cr.) — Explores various religious perspectives and ways of thinking about religious themes and religious experience. Prerequisite: ENG 111 eligible. Lecture 3 hours per week.

REL 200: Survey of the Old Testament (3 cr.) — Surveys books of the Old Testament, with emphasis on prophetic historical books. Examines the historical and geographical setting and place of the Israelites in the ancient Middle East as background to the writings. Prerequisite: ENG 111 eligible. Lecture 3 hours per week.

REL 210: Survey of the New Testament (3 cr.) — Surveys books of the New Testament, with special attention upon placing the writings within their historical and geographical setting. Prerequisite: ENG 111 eligible. Lecture 3 hours per week.

REL 215: New Testament and Early Christianity (3 cr.) — Surveys the history, literature, and theology of early Christianity in the light of the New Testament. Prerequisite: ENG 111 eligible. Lecture 3 hours per week.

REL 216: Life and Teachings of Jesus (3 cr.) — 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. Prerequisite: ENG 111 eligible. Lecture 3 hours per week.

REL 217: Life and Letters of Paul (3 cr.) — Studies the journeys and religious thought of the apostle Paul. Prerequisite: ENG 111 eligible. Lecture 3 hours per week.

REL 230: Religions of the World (3 cr.) — Introduces the religions of the world with attention to origin, history, and doctrine. Prerequisite: ENG 111 eligible. Lecture 3 hours per week.

REL 231: Religions of the World I (3 cr.) — Studies religions of the world with attention to origin, history, and doctrine. Part I of II. Prerequisite: ENG 111 eligible. Lecture 3 hours per week.

REL 233: Introduction to Islam (3 cr.) — Studies Islam in its historical, religious, and political dimensions and assists in the understanding of its contemporary vitality and attraction as a faith, a culture and a way of life. Prerequisite: ENG 111 eligible. Lecture 3 hours per week.

REL 235: Major Religious Thinkers (3 cr.) — Examines the works of one or more important people in religious thought. Prerequisite: ENG 111 eligible. Lecture 3 hours per week.

REL 237: Eastern Religions (3 cr.) — Studies major religious traditions of the East including Hinduism, Buddhism, Confucianism, Taoism, and Zen Buddhism. Includes an analysis of Eastern philosophy and approach to life. Prerequisite: ENG 111 eligible. Lecture 3 hours per week.

REL 238: Western Religions (3 cr.) — Studies major traditions of the west that may include, but not limited to Judaism, Zoroastrianism, Christianity, Near East, Greek and Roman, African, Native American, European Pagan, and New Age spirituality. Prerequisite: ENG 111 eligible. Lecture 3 hours per week.

REL 240: Religions in America (3 cr.) — Surveys various manifestations of religion in the American experience. Emphasizes concepts, problems, and issues of religious pluralism and character of American religious life. Prerequisite: ENG 111 eligible. Lecture 3 hours per week.

REL 246: Christianity (3 cr.) — 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. Prerequisite: ENG 111 eligible. Lecture 3 hours per week.

REL 247: History of Christianity (3 cr.) — Surveys the development of Christianity from its origins to the present. Prerequisite: ENG 111 eligible. Lecture 3 hours per week.

Russian

RUS 101: Beginning Russian I (5 cr.) — Develops the understanding, speaking, reading, and writing of Russian, and emphasizes the structure of the language. May include oral drill and practice. Part I of II. Lecture 5 hours per week. May include one additional hour of oral practice per week. Prerequisite: ENG 111 eligible.

RUS 102: Beginning Russian II (5 cr.) — Develops the understanding, speaking, reading, and writing of Russian, and emphasizes the structure of the language. May include oral drill and practice. Part II of II. Lecture 5 hours per week. May include one additional hour of oral practice per week. Prerequisite:

Completed RUS 101 or equivalent.

RUS 201: Intermediate Russian I (3 cr.) — Continues the development of the skills of understanding, speaking, reading, and writing of Russian. Class conducted in Russian. Prerequisite: Completed RUS 102 or equivalent. May include oral drill and practice. Part I of II. Lecture 3 hours per week.

RUS 202: Intermediate Russian II (3 cr.) — Continues the development of the skills of understanding, speaking, reading, and writing of Russian. Class conducted in Russian. Prerequisite: Completed RUS 201 or equivalent. May include oral drill and practice. Part II of II. Prerequisite: Completed RUS 201. Lecture 3 hours per week.

Safety

SAF 126: Principles of Industrial Safety (3 cr.) — Teaches principles and practices of accident prevention, analysis of accident causes, mechanical safeguards, fire prevention, housekeeping, occupational diseases, first aid, safety organization, protection equipment and general safety principles and promotion. Lecture 3 hours per week.

Sociology

SOC 200: Principles of Sociology (3 cr.) — Introduces fundamentals of social life. Presents significant research and theory in areas such as culture, social structure, socialization, deviance, social stratification, and social institutions. Students who take SOC 200 cannot receive credit for either SOC 201 or SOC 202. Students who take either SOC 201 or SOC 202 cannot receive credit for SOC 200. Prerequisite: ENG 111 eligible. Lecture 3 hours per week.

SOC 210: Survey of Physical and Cultural Anthropology (3 cr.) — Examines physical characteristics and lifestyles of human ancestors and present populations. Explores cultures from around the world to study diverse adaptations made by humans. Prerequisite: ENG 111 eligible. Need not be taken in sequence. Lecture 3 hours per week.

SOC 211-212: Principles of Anthropology (3 cr.) — 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. Prerequisite: ENG 111 eligible. Lecture 3 hours per week.

SOC 215: Sociology of the Family (3 cr.) — Studies topics such as marriage and the family in social and cultural context. Addresses the single scene, dating and marriage styles, child-rearing, husband and wife interaction, single-parent families, alternative life-styles. Prerequisite: ENG 111 eligible. Lecture 3 hours per week. Course offered in Fall semester only.

SOC 225: Gender and Sex Roles (3 cr.) — Analyzes influence of major social institutions and socialization in shaping and changing sex roles in contemporary society. Examines differential access to positions of public power and authority for men and women. Prerequisite: ENG 111 eligible. Lecture 3 hours per week.

SOC 266: Race and Ethnicity (3 cr.) — Investigates minorities such as racial and ethnic groups. Addresses social and economic conditions promoting prejudice, racism, discrimination, and segregation. Prerequisite: ENG 111 eligible. Lecture 3 hours per week.

SOC 268: Social Problems (3 cr.) — Applies sociological concepts and methods to analysis of current social problems. Includes delinquency and crime, mental illness, drug addiction, alcoholism, sexual behavior, population crisis, race relations, family and community disorganization, poverty, automation,

wars, and disarmament. Prerequisite: ENG 111 eligible. Lecture 3 hours per week. Course offered in Spring semester only.

Spanish

SPA 101-102: Beginning Spanish I-II (4 cr.) — Introduces understanding, speaking, reading, and writing skills and emphasizes basic Spanish sentence structure. Prerequisite for SPA 101: ENG 111 eligible. Prerequisite for SPA 102: Completed SPA 101 or minimum placement recommendation for SPA 102. May include an additional hour of oral drill and practice per week. Lecture 4 hours per week.

SPA 163: Spanish for Health Professionals I (3 cr.) — Introduces Spanish to those in the health sciences. Emphasizes oral communication and practical medical vocabulary. May include oral drill and practice. Lecture 3 hours per week.

SPA 201-202: Intermediate Spanish I-II (3 cr.) — Continues to develop understanding, speaking, reading, and writing skills. Prerequisite: SPA 102 or equivalent. May include oral drill and practice. Prerequisite for SPA 201: Completed SPA 102 or minimum placement recommendation for SPA 201. Prerequisite for SPA 202: Completed SPA 201 or minimum placement recommendation for SPA 202. Lecture 3 hours per week. May include one additional hour of oral practice per week.

Student Development

SDV 100: College Success Skills (1 cr.) — Assists students in transition to college. Provides overviews of College policies, procedures, and 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. Required for graduation and must be taken within first 16 credits at GCC. Lecture 1 hour per week.

SDV 101: Orientation to (Specific Discipline) (1 cr.) — Introduces students to the skills which are necessary to achieve their academic goals, to services offered at the college and to the discipline in which they are enrolled. Covers topics such as services at the college including the learning resources center; counseling, and advising; listening, test taking, and study skills; and topical areas which are applicable to the student's particular discipline. At GCC, the following topics are offered: Allied Health, Online Learning, Early Childhood Education, and for Military Veterans. Course may substitute for SDV 100 requirement. Lecture 1-3 hour per week.

SDV 104: Study Skills (1 cr.) — Assists students in planning strategies to overcome nonproductive study habits and in implementing positive study behaviors. Includes management, memory improvement, note taking, and test taking. Lecture 1 hour per week.

SDV 106: Preparation for Employment (1 cr.) — 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 hour per week.

SDV 107: Career Education (1 cr.) — Surveys career options available to students. Stresses career development and assists in the understanding of self in the world of work. Assists students in applying decision-making to career choice. Lecture 1 hour per week.

SDV 108: College Survival Skills (1-3 cr.) — Provides an orientation to the college. Introduces study skills, career and life planning. Offers an opportunity to engage in activities aimed at self-discovery. Emphasizes development of "coping skills" such as listening, interpersonal relations, competence, and improved self-concept. Recommended for students enrolled in developmental courses. Lecture 1-3 hours per week.

SDV 110: Orientation to Teaching as a Profession (3 cr.) — Introduces students to a career in teaching and education by allowing students to experience the components of the learner, the school environment and the classroom-teaching environment. Utilizes the Virginia Teachers for Tomorrow/Teacher Cadet curriculum. Students participate in a 15-hour student teaching internship in a classroom at one of the levels between Kindergarten and grade 9. Lecture 3 hours per week.

Student Handbook Disclaimer and Signature Form

This Germanna Community College 2016-2017 Student Handbook is provided to you as a guide and to ensure that you understand the academic and conduct expectations that the College has for you during your enrollment in the program. There is no mutuality between you and the College concerning it, and thus your reliance upon the information contained within it when making academic decisions does not constitute, and should not be construed as, a contract with the college. Furthermore, the College reserves the right to make changes to this handbook at any time, unilaterally and without notice; however, students will not be held responsible for any associated conduct expectations contained in such changes until notified of them.

Your signature on this page is simply your acknowledgment that you have received and agreed to read this handbook.

Student's name (printed)

Date

Student's Signature

Student ID Number

Student Handbook

This Student Handbook is provided to you as a guide and to ensure that you understand your rights and responsibilities as a student enrolled at Germanna Community College. There is no mutuality between you and the College concerning it, and thus your reliance upon the information contained within it when making academic decisions does not constitute, and should not be construed as, a contract with the college. Furthermore, the College reserves the right to make changes to this handbook at any time, unilaterally and without notice; however, students will not be held responsible for any associated conduct expectations contained in such changes until notified of them.

The Student Handbook serves several purposes:

- To acquaint students with additional policies and procedures that governs student life at Germanna.
- To identify student services as well as the clubs and organizations and the policies and procedures associated with planning and participating in student government and student activities.
- To identify services and resources available in the community.

We are committed to the total development of our students. We welcome student suggestions and input. Students are invited to visit both campus locations.

Academic Honesty

The faculty of Germanna Community College recognizes that academic honesty is an integral factor in developing and sharing knowledge. We support the concept of academic honesty, practice academic honesty in our classes, and require academic honesty from our students. GCC students are expected to maintain complete honesty and integrity in the completion and presentation of all academic assignments and examinations. Students found guilty of cheating, plagiarism, or other dishonorable acts in academic work are subject to College disciplinary action. Academic penalty in the course is determined by the instructor.

Academic Dishonesty: Academic dishonesty is cheating and stealing.

Academic dishonesty includes, but is not limited to:

- Intentionally using material verbatim from a source without giving credit. Copying verbatim from an Internet source is plagiarism.
- Rewriting material from a source without giving credit.
- Using information from an Internet source without giving credit.
- Submitting the work of another person as your own work.
- Using/copying work from another student or that student's electronic storage device and submitting it for a grade.
- Copying from another person's paper, test or homework.
- Allowing someone else to copy/use your work (paper, homework, quiz, and test) and submitting it or a grade.
- Violating VCCS Computer Ethics Guidelines in the pursuit of academic studies.

Disciplinary Action: All course outlines will include statements regarding academic honesty. When a student is found to have been academically dishonest, the following disciplinary actions may be taken:

First Reported Offense

- The instructor reports the Academic Honesty violation by documenting the offense in a memorandum to the appropriate Academic Dean. The

instructor must provide a copy of this memorandum to the student. The Dean of Instruction or designee will determine the appropriate sanction. The sanction may include suspension or dismissal from the College for egregious offenses or referral to the Tutoring Services to complete a plagiarism workshop for minor offenses.

- The instructor's memorandum, documentation of disciplinary action, and supporting documentation must be forwarded to the Dean of Student Development for inclusion in the student's official disciplinary file.

Second Reported Offense

- The instructor reports the Academic Honesty violation by documenting the offense in a memorandum to the appropriate Academic Dean. The instructor must provide a copy of the memorandum to the student.
- The appropriate Academic Dean will impose a minimum sanction of suspension. Suspension may be from the class where the infraction occurred, for the current semester or for the next upcoming semester. Disciplinary sanction may also include dismissal from the College. The instructor's memorandum, documentation of disciplinary action, and supporting documentation must be forwarded to the Dean of Student Development for inclusion in the student's official disciplinary file.
- The Dean of Student Development must retain the memorandum and documentation of disciplinary action in the student's disciplinary file for five years or until the student graduates, whichever comes first. The Dean of Student Development will then remove and destroy the memorandum.

Third Reported Offense

- The instructor reports the Academic Honesty violation by documenting the offense in a memorandum to the appropriate Academic Dean. The instructor must provide a copy of the memorandum to the student.
- Upon verifying that a third reported offense has been committed, the appropriate Academic Dean will impose dismissal from the College. The instructor's memorandum, documentation of disciplinary action, and supporting documentation must be forwarded to the Dean of Student Development for inclusion in the student's official disciplinary file.
- The Dean of Student Development must retain the memorandum and documentation of disciplinary action in the third reported offense in the student's permanent disciplinary file.

Contesting Allegations of Academic Dishonesty: A student who wishes to contest an allegation of academic dishonesty has access to the Student Academic Grievance Procedure for this purpose. Students suspended or dismissed for academic dishonesty have the right to ask for a hearing from a Review Committee. Students seeking a hearing must contact the Dean of Student Development within 10 working days of notification of disciplinary sanction.

Bookstores

There is a College bookstore, operated by Follett's Bookstores, located on the Fredericksburg Area Campus and the Locust Grove campuses.

New, used and rental eligible textbooks, and supplies may be purchased there, as well as gift items, clothing, electronics, etc. Follett offers a textbook buy back service throughout the school year. As an added service, the bookstore will special order any textbooks, paperbacks, etc., from publishers.

If payment is made by credit card, the individual named on the card must be present with a photo ID to sign the sales receipt. If using a check for payment, it must be in-state and not a starter check.

Purchases can be made in person at either campus location, or online at www.efollett.com

Follett's Bookstore - Refund Policy:

- Full refund for Fall and Spring are given within 15 days after the first day of class.
- Full refund for Summer are given within 7 days after the first day of class.
- New books must not be written in and the access codes must not be revealed.
- If the book was purchased wrapped in plastic, money will be refunded only if the book is returned unopened in the plastic wrap.
- Computers, tablets, nursing kits, software, and gift cards are non-returnable items.
- The original receipt must be presented for a full refund regardless of payment method
- There is a 10-business day waiting period on refunds/returns if payment was made with a check.

Bulletin Boards

Bulletin boards are located at designated areas at the Locust Grove Campus, the Fredericksburg Area Campus, and the Daniel Technology Center. There are several designated locations for the express use of designated organizations and they contain information about upcoming activities and events. Locations for general notices are located in the student lounge area at both campuses. Please visit the Welcome Center at any of the above mentioned locations for the designation of bulletin boards for specific use. All notices, posters, and other promotional material must be date stamped by the Welcome Center, and when applicable, the Student Activities Office before it can be posted. The date stamp indicates review of the notice and does not indicate an endorsement of content. Anything not stamped will be removed. Also, any flyer in a non-designated area will be removed. Distribution or placement of commercial advertising is prohibited in the following areas: administrative offices, instruction facilities and libraries. Guidelines for posting notices are available in the Welcome Center and Student Activities Office at all locations mentioned above.

Organizations seeking designated bulletin boards must seek approval from the Welcome Center. For more information regarding the placement of advertising materials and the use of campus bulletin boards, please see the Germanna Community College Expressive Activity Policy at <http://www.germanna.edu/germanna-policies/>.

Expressive Activity

In accordance with Section 2.2.3 of the Germanna Community College Expressive Activity Policy, "...the College shall not interfere with the rights of individuals and groups to the free expression of their views or impermissibly regulate their speech based on its content or viewpoint. Nevertheless, the College may establish reasonable time, place, and manner restrictions on expressive activity. Such restrictions must be content-neutral, narrowly tailored to serve a significant governmental interest, and allow ample alternative channels for communication of the information." (Germanna Community College Expressive Activity Policy-Students, 2014) For more information please see the Germanna Community College Expressive Activity Policy for students at <http://www.germanna.edu/policies/>.

Counseling Services

Counseling Services provides a comprehensive program of support services to promote student access, retention, achievement, and personal and social skill development for all Germanna students. Counseling is specifically tasked with assisting new and undecided students, and transient students. These services include new student assessment and academic placement, new student academic counseling and advising, retention intervention and support, career exploration, transfer planning, and assistance with credit for prior learning. www.germanna.edu/counseling-center/.

Academic Advising and Career Counseling

Academic and vocational plans, goals, and opportunities may be discussed and explored with a counselor. Careful consideration is given to motivation, abilities, aptitudes and past achievements, when assisting a student to select a program. Appropriate assessment tools, inventories, and tests are available in Counseling Services. By recommendation of a Counselor, tests are used as a resource tool in the counseling process. Inventories for determining career interests, for measuring study habits and attitudes, as well as educational ability levels are available.

For New Students

Counseling works with all new students to help them get started and settled at Germanna! We serve new students in a variety of ways. Counseling assists new students who are:

- Students 18 years and older, and no longer in high school
- Students under 18 years, who are still in high school seeking joint enrollment at GCC
- Students transferring to Germanna from other colleges

Counselors help new and undecided students explore academic, career and transfer options and assists the student all the information needed to make the most educated decision. New students, with the guidance of a Counselor, will identify the appropriate academic pathway and then create an academic plan of appropriate courses for that pathway. Once the new student has declared his/her academic program, and foundations have been set, the goal is to connect them with the faculty advisor. Degree and program placed students are assigned a faculty advisor after the first semester, and the faculty advisor works with the student through to the completion and graduation. Students are encouraged to return to the Counseling Office to speak about transfer, career or on personal matters; for all academic program matters students are directed to their faculty advisor.

For Undecided Students and Non-degree Seeking Students

Counselors are equipped to help undecided students sort through values, interests and skills in order to identify academic, career and transfer goals. Undecided students are encouraged to come speak with a Counselor about exploring options and making academic, and career goals, which can assist in selecting the appropriate academic program of study at Germanna.

Transient students are assisted through Counseling Services, since these students are not program placed and do not have assigned faculty advisors at Germanna Community College. Transient students are students who are seeking a degree at another college or university, but who wish to take an occasional course at Germanna with the intention of transferring that completed course back to their primary institution. Transient students are expected to demonstrate that they meet the prerequisites of the courses they wish to enroll in at Germanna. For more information, email counseling@germanna.edu or come visit us at the Counseling Services locations.

All Students - Early Alert Intervention and Retention Support

Germanna wants all students to be successful in reaching their goals. While college can be challenging, Counselors are on hand to help students overcome barriers, problem solve, and develop strategies on how to make positive steps towards those goals. Instructors want you to be successful too! If your instructors notice that you are struggling with assignments, not attending class regularly, or having difficulties taking tests, they can send Counseling Services an academic alert referral. If you receive an email from SAILS sent to you by your instructor, follow up by stopping in to see your instructor during their posted office hours or come to Counseling Services to explore what is going on that is getting in the way of your progress in class. If you have questions about what SAILS is and how it can help you, contact Ms. Alicia Landes, Retention Program Assistant at alandes@germanna.edu! Let us help you reach your goals. You are not by yourself in this journey. Counselors are beside you all the way!

For Related High School Student Counseling Support

High School Career Coach Program - Virginia Community Colleges High School Career Coaches are community college employees who are based in local high schools to help high school students define their career aspirations and to recognize community college and other postsecondary programs, including apprenticeships and workforce training, that can help students achieve their educational and financial goals.

Germanna Community College's Counseling Services provides six (6) high school career coaches for our local area. Career coaches serve as an extension and enhancement to the local high school Counseling Office career resources. Area high schools who have partnered with Germanna for the coach program are: Caroline County High School, Culpeper County High School and Eastern View High School, James Monroe High School – Fredericksburg City, Madison County High School, Orange County High School, and Spotsylvania High School. For more information about Germanna's High School Career Coach Program, contact Counseling Services at 540.423.9123 or at counseling@germanna.edu.

-High School Joint Enrollment Program -High School Students seeking joint enrollment through the regular offerings at Germanna, rather than the courses offered during the school day at the area high school, should contact Counseling Services for assistance. While the Joint Enrollment program is considered Dual Enrollment, Counseling Services assists with the processing of individual students who are not seeking to participate in the pre-arranged courses located at the high school. More information can be found under Dual Enrollment in the College Catalog and on Germanna's website.

Career and Transfer Center

Career exploration and planning, as well as transfer advising resources are available through Counseling Services at all Germanna campuses and sites. There is a dedicated Career and Transfer Center which is located at the Fredericksburg Area Campus. This Career and Transfer Center provides a designated location for students, alumni, and employers seeking resources needed for a successful transition to the workplace, or a 4-year college or university through assistance with transfer advising, career exploration and assessment, job search preparation, and information on employment opportunities. Career and Service learning fairs are held throughout the year. The Career and Transfer Center provides interaction with four-year institutions for those students who wish to continue their education. College representatives visit on a regular basis and workshops are offered to help students stay on track to transfer. An annual College Fair is held in the fall as well as regular transfer college visits. In addition, a web page provides many resources to assist students including transfer guides, GAAs and transfer timelines. The Career and Transfer Center facilitates experiential learning by connecting students to active participation and educational opportunities in the workplace and/or community. The Career and Transfer Office will assist students, faculty members and employers in creating unique engaged learning experiences for credit and noncredit. College Central Network is a web-based resource which can allow students to develop resumes, search for jobs in the local area and learn ways to develop an effective career plan for the future. All career services are available free of charge to employers, currently enrolled students, alumni and community members. Students are encouraged to make an appointment to use these services to ensure that personnel are available to provide assistance and direction. Information on the Career and Transfer Center can be found at <http://www.germanna.edu/career-and-transfer/>.

Disability Support Services

Counseling Services will refer students to Disability Support Services when the student discloses a need for assistance or accommodations. By regulation, Counselors cannot ask about disabilities, but if the student chooses to disclose the information, then Counseling will make the appropriate referrals. More information can be found on the website under Disability Services or by emailing wstevens@germanna.edu.

Personal: Sometimes college students may be confronted with new and perplexing situations which create pressures and anxieties that require professional assistance. The counselors are trained to give individual help on a strictly confidential basis, providing a short term psychoeducational approach to those acute issues that may interfere with academics. Appropriate referrals are made when necessary.

Early Alert/Academic Intervention: Counselors are on staff to help when students encounter difficulty in keeping up with their courses, or struggle with assignments, attendance, or performing on tests. Germanna uses the SAILS early alert system which allows faculty to refer struggling students to the Counseling Center for support and assistance. Counselors reach out to these students to offer to provide motivation, offer practical suggestions, refer students to resources, and assist students in developing an academic improvement plan. Students are urged to frequently check their Germanna email for SAILS follow-up messages to help them be successful and ultimately reach their goals.

Support Groups: The counselors provide group counseling experiences for students when there is interest and when this type of experience is considered beneficial (for example, test anxiety, Disabilities Support Group, Veterans' support, etc.). Students may contact the Counseling Center if they are

interested in initiating and/or participating in a support group.

Assessments, Inventories and Tests: A variety of tests, inventories, and assessment tools are available in the Counseling Center. By recommendation of a Counselor, tests are used as a resource tool in the counseling process. Tests for determining career interests, for measuring study habits and attitudes, as well as educational ability levels are available. These tools can help students better understand themselves, their interests, motivations, abilities, and occupational and life goals. Frequently, tests are recommended by the Counselor during conference, but they are also available upon request.

Lockers

Lockers are available to students on a first-come, first-served basis, and must be registered each semester. Items left in lockers will be given to Police and Security to temporarily be stored with Lost & Found items. To reserve a locker, please contact the Welcome Center at FAC and the Counseling Center at LGC.

Safety, Security and Emergencies

Auto Accidents: Common property damage automobile accidents can occur in the parking lots. Campus police should be immediately notified in the event of an on-campus accident. If a driver strikes an unoccupied vehicle they should report their actions to the campus police so the damage can be assessed and a report can be taken. Personal injuries caused during an automobile accident may require medical assistance and should be immediately reported to campus police. Failing to report an automobile accident is violation of Virginia Law.

Children on Campus: Children should not be brought to the campus in lieu of appropriate child care. College facilities cannot accommodate the care of children while parents are working or attending class. The College and its staff cannot be responsible for the safety and welfare of children. Children cannot be brought into classrooms, laboratories, the Testing Center, the Tutoring Center, or the Academic Computing Center because of disruption of instruction or study, exposure to material unsuitable for children, and possible danger to the children. Children on campus must be supervised by a parent or guardian at all times, and the parent or guardian is responsible for seeing that the children are mindful of others using College facilities. This applies to all children under the age of 18 years who have not been admitted to the College.

Contagious and Infectious Disease Policy: Germanna Community College recognizes that certain contagious and infectious diseases can jeopardize the health, welfare, and safety of the individual as well as all members of the community. When these conditions occur, the situation may produce a diverse effect upon the college community. Contagious and infectious diseases shall consist of any and all forms of disease that pose a health hazard to the people at the college by virtue of their ability to spread and cause morbidity and mortality to those people. The college also recognizes the importance of maintaining individual confidentiality while protecting the population of the college. The college's Contagious Diseases of Public Health Significance policy has been established to seek to assure confidentiality, health, and safety, with regards to contagious and infectious diseases.

Fire Emergencies: If you see a fire or the smoke from a fire the first thing to do is PULL THE FIRE ALARM pull station. They are located on the wall in the corridors near the fire exit doors. This action gives everyone in the building an opportunity to be notified of the threat and starts the evacuation of the building. A fire can also be reported by dialing 2911 from any of the college phones in the classrooms and offices or 540-727-2911 from a cellular phone to get the campus police. Do not attempt to fight the fire until the alarm system has been activated. Fire extinguishers are located on the walls near the fire exit doors. Students are encouraged to learn the location of the extinguishers

and learn how to use them properly. Students evacuating the buildings should gather in the parking lots where a light pole is identified with two large yellow reflective stripes. This is the designated assembly area for students and staff.

HIV Infection Information: The HIV Infection information at Germanna Community College has been developed and applied in accordance with the guidelines set forth by the American College Health Association. Questions may be directed to the Dean of Student Development.

The existence of any form of HIV infection will not be considered in the admissions process. Students with HIV Spectrum Disease will be allowed regular classroom attendance and use of College facilities in an unrestricted manner as long as they are physically able to attend class.

The College will not ask students to respond to questions about the existence of HIV infection. However, students are encouraged to disclose knowledge of potentially serious medical conditions (for example, HIV infection) so appropriate education, counseling and/or referrals may be made. This, like all other medical information, will be handled in strictest confidence. Information about free anonymous testing is available through Counseling Services. There are specific guidelines for students enrolled in the College's nursing program and students and faculty involved with biological research in the laboratory setting and published in the Nursing Program Student Handbook. A person with advanced stages of HIV infection will be considered as having a disability and will have the legal rights guaranteed to disabled persons. Existing support services for persons with disabilities will be made available to persons with HIV infections.

Inclement Weather

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

Announcements will be made as follows:

Announcements: Closing announcements will be posted on www.germanna.edu. Announcements will be broadcast on local radio and television stations, and an E2Campus message will be sent.

Day Class Closings: When an individual campus is closed, all classes are canceled at that particular campus. No faculty, staff or students involved at that particular campus are to report to that campus except essential personnel who are to report as soon as possible. Closings occurring during the day will be announced by the Deans of Instruction on each campus and communicated to any other appropriate locations through site administrators.

Evening Class Closings: If a decision is not made by 6:00 a.m., an announcement regarding the cancellation of evening classes will be made as soon as possible but not later than 4:00 p.m. If there is no announcement, classes will be held.

Late Openings: Classes will begin when the college officially opens and any remaining time for instruction will be utilized. For example, if the class is scheduled to begin at 9:30 a.m. and the College opens at 10:00 a.m., instruction for that class will commence at 10:00 a.m.

Safety Notice: If classes are held, each individual must assess conditions at the point from which that person is traveling since conditions can vary greatly throughout the service region. No one is expected to place attendance above personal safety. However, if a student does miss a class, it will be the student's responsibility to contact the professor as soon as possible to make arrangements for completing class work.

Lost and Found

Report all lost and found articles to Security. "Found" articles may be claimed

at the same office. Unclaimed items will be donated or discarded on a monthly basis.

Medical Needs: The College does not provide health services on campus. Medical care is the responsibility of each student. However, in the case of serious injury or medical emergency, the rescue squad will be called. To report a medical emergency contact campus police directly at 2911 using a college classroom or office phone, or if using a cell phone call 540-727-2911. The phone number for Campus Police is located on every class room phone instrument. College Police and Security officers are trained and certified in First Aid/CPR and with the use of an AED (Automatic External Defibrillator). Officers are equipped with emergency medical response bags in which they use to assist them with calls involving medical emergencies here at the college.

AED units are located throughout the campus and are available to assist a person having a heart attack. Look for the AED sign on the corridor walls to locate a unit. The units can be removed and taken to the location of the heart attack victim. Instruction for using the AED equipment is found with the equipment and instructions are audibly transmitted while using the equipment.

Motorist Assistance Program: The Department of Police & Security Services are here to help you when you are on campus and have trouble with your car, such as retrieving keys from locked vehicles and jump starting dead batteries. Our staff is ready to lend a helping hand, free of charge. To summon our services, contact the campus police dispatch center at 640-891-3079.

Officers will respond and have tools to assist. This does not guarantee they will be able to get your car started or get your car unlocked, however it is free and worth a try. For the safety of college Police & Security Services officers, and to prevent damage to your vehicle, the Motorist Assistance Program may not be available for all makes and models, college locations, and certain services may be limited during inclement weather when lightning is present. During the summer and winter sessions, this service is available on a limited basis. During busy times of the day or under certain circumstances, we may have an extended response time or be unavailable to assist you.

Registered Sex Offender

Section 23-2.2:1 of the code of Virginia requires that the VCCS send enrollment information to the Virginia State Police concerning applicants for admission. This information is transmitted electronically and compared against the Virginia Criminal Information Network and National Crime Information Center Convicted Sexual Offender Registry. Language on the web application informs applicants that their information is being transmitted to the State Police. In the event that the State Police determine that an applicant to Germanna Community College is listed on the Sex Offender Registry, the State Police will notify Germanna Community College via the College Police. The College will be notified as to the prospective student's name and the charge for which the prospective student was convicted.

Registered sex offenders applying for admission to Germanna Community College will be required to meet with the Dean of Student Development and the Chief of Police before being approved for admission. Students identified as sex offenders after having attended classes will be required to meet with the Dean of Student Development and the Chief of Police within 10 working days after such notification. The Dean of Student Development, working with advice from the Chief of Police will make an admission decision after meeting with the applicant. If a student who is a registered sex offender is admitted to the College, a link to the student's page in the Commonwealth of Virginia Sex Offender Registry will be posted on the College web site. This link is available for review by all staff and students. In accordance with its published admissions

policy, the College reserves the right to evaluate and document special cases and to refuse admission to applicants if such refusal is considered to be in the best interest of the College. Students may be denied admission if there is reason to believe that they present a danger to themselves, other students, faculty members and/or staff. Applicants who register for classes and become a student before the College receives notification of their status on the sex offender registry may be subject to revocation of admission. An applicant who is denied admission or had admission revoked may invoke his/her right to an appeal process. If the applicant is denied admission to the College, he or she may appeal in a written letter to an Admissions Review Committee. The Dean of Student Development will notify the applicant of the decision and the right to appeal. The Admissions Review Committee is made up of 3 teaching faculty members. For the purpose of reviewing an admissions appeal from a registered sex offender, the Admissions Review Committee will be convened by the Registrar. The appeal will be approved or denied by simple majority vote. The decision of the Admissions Review Committee is final.

Reporting Suspicious Activity: If you see an activity or a person, which could harm others or be potentially threatening to those in the immediate area, contact the campus police by dialing 2911 from a campus phone or 540-727-2911 from your cellular phone. The phone number for campus police is located on every class room phone instrument. Your interest in everyone's safety does make a difference. Prompt reporting of information could save lives.

TIPS

TIPS is a Threat Assessment, Incident Management and Prevention Service. It allows students, staff, faculty and others to confidentially report concerning behaviors or potentially harmful incidents. TIPS does not replace 911 for emergency situations. It is used to report situations where a person may cause harm to self or to others. TIPS allows this information to be communicated to the appropriate personnel and investigated immediately for a proactive response to maintain a safe campus. The link to TIPS is at the bottom of the Germanna Community College home page.

Responsible Computing

Germanna Community College's computers, networks and information systems exist to promote shared access to computing, communication and information systems necessary to support the College's mission of teaching research and community service. Thus, all account holders of College information facilities have responsibility to use these systems in a respectful, ethical, professional and legal manner.

Responsible Computing applies to any individual using GCC-owned or leased computers, networks, Internet connections, and communications systems transmitting either data, voice or video information. Activities involving these systems shall be in accordance with the VCCS Computer Ethics Agreement, Policy on Use of the GCC Web Server, GCC Technology Security Plan, the College's Standards of Conduct for students, other related policies in the GCC Faculty and Student Handbooks and relevant state federal and international laws.

All users of College information facilities are required to demonstrate respect for:

- the privacy of others;
- intellectual property rights (copyrights, trademarks, licenses, etc.) and ownership of information;
- the operation and integrity of the various information systems;
- individuals' rights to be free of intimidation, harassment, and unwarranted annoyances;
- relevant state and federal laws relation to information technology.

While the College recognizes and respects the privacy of all users, it cannot guar-

antee confidentiality in the use of any College information system. Electronic records retained on College systems are subject to state and federal Privacy Acts as well as the Freedom of Information Acts. Individuals are advised that e-mail messages are written records that could be subject to review with just cause and they may be subject to Freedom of Information Act and legal investigation requests. In addition, College system administrators may view any files, including e-mail messages, in the course of troubleshooting system problems. System administrators have the authority to do this and will treat any information on the systems as confidential. World Wide Web information located in designated web directories will be considered public information if read access is granted.

Access to College information systems is a privilege and may be revoked for reasons including, but not limited to, violations include: attacking the security of the system, modifying or divulging private information such as a file or mail contents of other users without their consent, modifying or destroying College data, or using the national networks in a manner contrary to established guidelines. Access may be revoked at any time on a permanent or interim basis by the College system administrators in order to safeguard College resources and protect College privileges. Individuals responsible for abusing the College's Responsible Computing guidelines will be held accountable and may be subject to disciplinary action. Revocations may be appealed via the procedures outlined in the GCC Faculty, Classified Staff or Student Handbooks, as appropriate.

Persons who are victims of computer abuse, harassment, other's malicious behavior, and unauthorized account access should report them to the Academic Computing Center Supervisor or the Technical Services Manager. For investigative purposes, individuals are advised to retain harassing email messages, dates and times of unauthorized access, etc. Cases will be handled confidentially.

Sexual Assault and Sexual Misconduct: Germanna Community College will not tolerate sexual misconduct in any form. Sexual misconduct is a flagrant violation of the behavioral expectations for a college community. An educational institution is a community of trust whose very existence depends on the recognition of each individual's importance and value. This trust creates the freedom for each individual to live, think, act and speak without fear of physical harm. Sexual misconduct shatters that bond of trust. All reported violations shall be regarded as serious and will be fully investigated. Acts of sexual misconduct may be punishable through civil and criminal proceedings, as well as through the College's disciplinary processes. This shall apply to all students and employees of Germanna Community College. Additional information may be found in the Germanna Community College Title IX - Sexual Violence, Domestic Violence, Dating Violence, and Stalking Policy located in the Appendix or at <http://www.germanna.edu/policies/>.

Germanna Community College informs students about the prevention of sexual misconduct and assault. In order to do this, a variety of programs and resources are made available annually to students, faculty and staff. This may include, but is not limited to, presentations by College Police Department personnel, local experts, and other law enforcement representatives, literature and brochures, Red Flag campaign, Rape Aggression Defense Training® (R.A.D.) and publication of information in the college catalog. In addition new students who enroll in student development courses receive information on topics relating to personal awareness and prevention of sexual assault, misconduct and harassment.

In the event of a sexual assault or any sexual misconduct, the victim should first seek safety. The college strongly urges that a student who has been sexually assaulted to immediately contact the College Police. However, they may also choose to contact a College Counselor or Dean of Students.

Students can choose to pursue criminal proceedings and also file a complaint with the College, or the student can choose to just do the latter.

Counselors and Police/Security personnel on duty can be found:

Campus Police Emergency Number: (540) 891-2911 or 2911 from any college IP phone.

Fredericksburg Area Campus

V. Earl Dickinson Building, Counseling Center Room 201, (540) 891-3021
Workforce Building, Police/Security, Main Lobby, (540) 891-3079 or (540) 834-1079

Locust Grove Campus

French Slaughter Building, Counseling Center, Room 205, (540) 423-9123 and Police/Security, Room 112, (540) 423-9044

Joseph R. Daniel Technology Center - Culpeper

Daniel Technology Center, Police/Security, Room 125, (540) 937-2920

Stafford County Center

2761 Jefferson Davis Highway, Suite 107, Stafford, VA 22554, (540) 288-8830

Some of the resources available in the community to assist with crisis intervention and victim assistance are:

Culpeper Area

Chrysalis Counseling Center (540) 727-0770
Culpeper Regional Hospital (540) 829-4100
Rappahannock Rapidan Community Services (540) 825-3100

Fredericksburg/Spotsylvania Area

Mary Washington Hospital (540) 891-2603
Spotsylvania Regional Medical Center..... (540) 498-4000
Rappahannock Area Community Services Board (serves several counties)
Fredericksburg Main Number (540) 373-3223
24 Hour Crisis Intervention Hotline (540) 373-6876
The Rappahannock Council against Sexual Assault (Provides crisis counseling, victim assistance and advocacy.) (540) 371-1666

Student E-Mail Accounts

Student e-mail accounts are available to all students. All students must use their official Germanna e-mail account for correspondence with the college including interactions between students and faculty. To access your student e-mail account as well as Germanna's other online systems, login to your myGCC account. The link to myGCC is available at the top of any Germanna webpage. These accounts remain active for as long as you are an enrolled student at Germanna Community College.

Statement of Student Rights and Responsibilities

The Germanna Community College Board approved the following Statement of Student Rights and Responsibilities on May 12, 1978, revised December 2008. Representatives of the students and faculty prior to College Board approval reviewed these statements.

Questions or recommendations regarding the Standards of Conduct contained herein should be addressed to the Dean of Student Development.

Nursing students must also adhere to standards of conduct outlined in the Nursing Program Student Handbook.

Introduction: This statement is designed to clarify the rights that the student may expect to enjoy as a member of the Germanna student body. In addition, those responsibilities which admission to the College places upon the student must be understood. Awareness of and adherence to this statement should create a safe and comfortable environment that fosters learning. Students are guaranteed the privilege of exercising certain rights without fear of prejudice to include:

- The pursuit of educational goals and learning opportunities within the curricula of the College and within the resources of the College;
- Disciplinary sanctions only with due process as provided herein;
- Free inquiry, expression, and assembly provided such actions do not interfere with the rights of others or the effective operation of the institution;
- Fair and justifiable academic evaluation of student performance.

Standards of Conduct: Students who associate themselves with Germanna Community College are expected to act as responsible adults and maintain standards appropriate to membership in the College community. It is the student's responsibility to attend class and participate in class activities. The following misconduct is subject to disciplinary action:

- All forms of dishonesty including, but not limited to, cheating, plagiarism, knowingly furnishing false information to the College, and the forgery, alteration, or use of College documents or instruments of identification with the intent to defraud. (Academic Honesty also applies to cases of cheating and plagiarism.)
- Disruption or obstruction of teaching, research, administration, disciplinary proceedings, or other College activities. (Including, but not limited to disruptions caused by cell phones and other electronic devices.)
- Physical and/or psychological abuse or the threat of such abuse of any person on College premises or at College activities. This includes hazing of any sort. Hazing is defined as initiating or disciplining someone by means of horseplay, practical jokes, or tricks, often in the nature of humiliating or painful ordeals.
- Discriminatory harassment (oral, written, graphic, or physical) directed against any person or group of persons because of their race, color, national origin, religion, gender, sexual orientation, age, disability, or veteran status and that has the purpose or reasonably foreseeable effect of creating an offensive, demeaning, intimidating, or hostile environment for that person or group of persons. Such conduct includes, but is not limited to, objectionable epithets, demeaning depictions or treatment, and threatened or actual abuse or harm.
- Participating in or inciting a riot or an unauthorized or disorderly assembly.
- Seizing, holding, commandeering, or damaging any property or facilities of the College, or threatening to do so, or refusing to depart from any property or facilities of the College upon direction by College officials or other persons authorized by the College.
- Violation of College Computer Ethics standards.
- Use of alcoholic beverages including the purchase, consumption, possession, or sale of such items on College property or at College functions except where specifically authorized by the College.
- Gambling or holding an unauthorized raffle or lottery on the campus or at any College function.
- Smoking in areas not designated by the College as a smoking area.
- Possessing, using, manufacturing, or distributing any controlled substances or any type of drugs for illegal purposes.
- Possessing or carrying any weapon on College property, including but not limited to dangerous chemical or explosive elements or component parts thereof, rifle, shotgun, pistol, revolver, or other firearm without written authorization of the Chief of Police or the President of the College except when carried by bona fide law enforcement officials in their official capacities. No weapons are allowed in academic buildings, administrative office buildings, student centers, child care centers, dining facilities or any college property or while attending college sponsored sporting, entertainment or educational events except as outlined in Section 3.4 of the Germanna Community College Weapons Policy #70220 Any violation

of the Germanna Community College Weapons Policy is also considered an act of student misconduct.

- Physically detaining or restraining any other persons or removing such persons from any place where he/she is authorized to remain, or in any way obstructing the free movement of persons or vehicles on College premises or at College activities.
- Littering, defacing, destroying, or damaging property of the College or property in its control or possessing, removing, or using such property without proper authorization.
- Willfully encouraging others to commit any of the acts which have been herein prohibited.
- Violation of any local, state, or federal laws.
- Violation of campus or College parking regulations.
- Violation of campus and College fire regulations (for example, failure to comply with emergency evacuation procedures, tampering with fire safety apparatus, etc.).
- Theft or attempted theft of College or personal property on College premises.
- Vulgar or obscene language or an angrily raised voice which is perceived to have an intimidating effect.
- Unauthorized entry into or presence in any College building or facility.
- Violation of the Germanna Community College Expressive Activity Policy. This policy and procedure is located on our website at <http://www.germanna.edu/germanna-policies/>.
- Solicitation and sales without prior approval of the Dean of Student Development
- Violation of any rule or regulation contained within the official publications of the College or announced as administrative edict by a College official or other person authorized by the President.

Sanctions: Violation of one of the standards of conduct stated above may result in one or more of the following actions. (The listing of the sanctions is not intended to imply a sequential order in which they may be applied. The severity of the alleged offense will determine which of the sanctions may be applied).

Informal Resolution: An oral request to a student from an instructor or an administrator to refrain from the perceived violation of the standard of conduct. Should the perceived violation occur in a classroom or laboratory setting and should the student refuse to refrain from the conduct, the instructor may require the student to leave the classroom or laboratory and may also issue an admonition as defined below.

Admonition: A written statement to a student that he/she has been perceived as having violated a standard of conduct and may be subject to more severe disciplinary action. Instructors or administrators may issue admonitions. A copy of the admonition must immediately be provided to the Dean of Student Development. Should the instructor or administrator be unable because of the circumstances of the alleged violation to present the written statement to the student directly in person, it should be delivered to the student by certified mail or by College email with receipt. The Dean will retain the admonition in the student's disciplinary file.

Disciplinary Probation: Prohibition of the student from participating in the extracurricular activities of the College, including the holding of any student office for a specified period of time, not to exceed one academic year.

Disciplinary probation may be imposed by the Dean of Student Development, who will document the probation in the student's disciplinary file and present a statement of the probation to the student, either directly in person, by College email with receipt, or by certified mail. The student may respond to the disciplinary probation, and this response must be documented and placed in

the student's disciplinary file.

Restitution: Required reimbursement for damage to or misappropriation of property. Restitution may be imposed by the Dean of Development, and may take the form of appropriate services or other compensation.

The Dean will document the violation of the standard of conduct and the nature of the restitution and will include this documentation in the student's disciplinary file. The Dean will inform the student of this action either directly in person, by College email with receipt, or through certified mail. The student may respond to the ordered restitution, and this response must be documented and placed in the student's disciplinary file.

Temporary Suspension (Disciplinary): Prohibition of a student from attending class as a result of a perceived violation of a standard of conduct. Temporary suspension is to be for no longer than one-fifteenth of the scheduled class time for the semester.

Temporary suspension may be imposed by instructors or administrators, who should immediately provide written notice of the suspension to the student, either directly in person, by College email with receipt, or by certified mail, with a copy to the Dean of Student Development. The Dean will retain the written notice in the student's disciplinary file. A student who wishes to appeal the temporary suspension must meet with the Dean of Student Development within twenty-four hours of receiving notice of the suspension. The decision of the Dean will be final.

Interim Suspension (Disciplinary): Immediate suspension of a student pending a hearing or further appeals.

Interim suspension may be imposed by the President, the Vice President for Academic Affairs or the Dean of Student Development, if that authority judges that the presence of the student may substantially interfere with the educational process, or may interfere with the rights of others on campus, or may pose a threat of harassment or danger to the Germanna faculty, staff, administrators, the student accused of violating a standard of conduct, or others on campus.

The issuing authority must inform the student in writing of the justification of the interim suspension. This written justification shall be delivered to the student directly in person, by College email with receipt, or by certified mail. The issuing authority must also provide a copy of the notice to the Dean of Student Development for inclusion in the student's disciplinary file.

The issuing authority must provide the student with an opportunity to respond to the justification of the interim suspension. This response and the issuing authority's decision must be provided to the Dean of Student Development in a document, whose content both parties agree represents a fair summary of the case to that point. The interim suspension will remain in effect pending the results of a hearing by a Review Committee.

Disciplinary Suspension: Prohibition of a student from attending the College as a student for a definite period of time, not to exceed one calendar year. The President, the Vice President for Academic Affairs, or the Dean of Student Development may impose suspension.

The imposing authority will document the justification and conditions of the suspension and will provide a written copy of the documentation to the student either directly in person or by certified mail. The imposing authority will also provide this documentation to the Dean of Student Development, who will retain it in the student's disciplinary file.

If the student appeals the suspension, a Review Committee must review the case before the suspension will take effect.

Disciplinary Dismissal: Prohibition of a student from attending the College as a student for an indefinite period of time. Conditions under which the student may be readmitted to the College will be stated in the order of dismissal.

The President, the Vice President for Academic Affairs and Student Services, or the Dean of Student Development may impose dismissal. The imposing authority will document the justification and conditions of the dismissal and will provide a written copy of the documentation to the student, either directly in person, by College email with receipt, or by certified mail. The imposing authority will also provide this documentation to the Dean of Student Development, who will retain the document in the student's disciplinary file. If the student appeals the dismissal, a Review Committee must review the case before the dismissal will take effect.

Make-up Work: Instructors are not required to provide makeup work for students who cannot attend class due to temporary suspension, interim suspension, suspension, or dismissal. However, if a student successfully appeals one of these sanctions, instructors must provide make-up options that do not penalize the student for missed work.

Review Committee and Hearing: The student has the right of appeal to a Review Committee in cases where the sanction of interim suspension, suspension, or dismissal has been applied. If the student waives his or her right of an appeal and a hearing, the Dean of Student Development will impose the sanction. The Dean will document the waiver of appeal and hearing and retain the document in the student's disciplinary file.

Review Committee Selection: If the student exercises the right of appeal, as provided above, the President shall appoint an impartial Review Committee.

The Committee shall include: one College administrator, two college faculty members, two students selected by the Registrar. (Neither the College administrator nor either College faculty member may be the person having brought the charge of the violation of the standard of conduct).

Review Committee Procedure: To provide an orderly procedure for handling of disciplinary cases with due process, the following steps will be used in cases referred to the Review Committee.

The Dean of Student Development shall immediately notify the student of the composition of the Committee after its formation. This notification shall be either directly in person or by certified mail. The student may object to the inclusion of any member of the Committee for cause within twenty-four hours of having received notice of its composition. The President shall consider the merits of any objection and shall change the Committee if the President judges the objections to be valid.

The President shall appoint a chairperson for the Review Committee.

Within five college business days of the final establishment of the Review Committee, the Dean of Student Development will provide to the student and to the Review Committee a written statement outlining the alleged violation of the standard of conduct with which the student is charged. The Dean will provide this statement to the student either directly in person, by College email with receipt, or by certified mail.

Within ten college business days following its receipt of the written statement from the Dean, the Review Committee shall conduct a hearing to determine what sanction, if any, should be imposed on the student.

The student has the right to consult any attorney at his or her own expense. An attorney may be present during the Review Committee hearing, but may not interrogate or address the committee or witnesses.

The student and his or her attorney may consult during the hearing, but any consultations must take place outside the hearing room and should be kept within reasonable limits, as determined by the Committee, with regard to their frequency and duration.

Witnesses may be called by either the Review Committee Chair or the student to testify, and the Committee and the student may cross-examine witnesses. The Review Committee Chair may exclude witnesses from the hearing unless those witnesses are to provide testimony or undergo cross-examination.

All parties at the hearing may examine documentary evidence. Evidence that is relevant, and not unduly repetitive, shall be admissible. Hearsay evidence that is relevant is admissible, but the Committee shall not base its decision exclusively on hearsay evidence.

A recording of the hearing will be maintained and will be made available to the student. The Dean of Student Development will retain a copy of this record in the student's disciplinary file.

Within five business days following the conclusion of the hearing, the Review Committee shall communicate its decision in writing to the student and to the Dean of Student Development. The Review Committee Chair will communicate the decision to the student either in person or by certified mail.

Appeal of the Review Committee's Decision: The Review Committee's decision may be appealed to the President in writing by the Dean of Student Development or by the student within ten business days after receipt of the written decision.

The President will review the appeal based on the Review Committee's record and on any additional relevant and valid information that has been provided but which was not available at the time of the Review Committee's hearing. The President will render a final decision within ten business days of receipt of the appeal. There is no further appeal beyond the President.

Student Academic Grievance Procedure

The purpose of the student grievance procedure is to provide an equitable and orderly process to resolve grievances at Germanna Community College.

A student who is experiencing dissatisfaction in an academic matter at the College must first discuss the complaint with the instructor involved. Every reasonable effort should be made by both parties to resolve the matter through informal discussion.

After this informal discussion, students who continue to feel they have a valid complaint of unfair treatment may resolve their complaints through the formal Student Academic Grievance procedure outlined herein. The procedure provides for an expeditious and fair resolution of the complaint while protecting the student and College from a prolonged and complicated process.

Germanna Community College endorses and complies with all federal and State laws and policies which maintain and promote equal employment and educational opportunities without regard to race, color, gender, age, religion, national origin, political affiliation, veteran status, or disability.

Definitions:

Student: Any person enrolled full- or part-time in credit or noncredit courses at Germanna Community College.

Student Academic Grievance: An academic grievance is any difference of opinion or dispute between a student and a faculty member about learning activities as they affect the student. This may include grading, instructional procedures, attendance, instructional quality, and situations where the student believes he or she is being treated arbitrarily.

It is a formal, written complaint of unlawful or unfair treatment charged by a student against the College with respect to the application of the laws, rules, policies, procedures, and regulations under which the College operates. A complaint may exist and be resolved without initiating the formal grievance process.

Note: Separate grievance policies and procedures address issues of sexual misconduct and issues of access and accommodations for individuals with disabilities. In cases of sexual harassment allegations, it is not required that the initial complaint be filed with the individual against whom the complaint is being lodged. Students experiencing sexual harassment should report this directly to the Dean of Student Development. See the Germanna Community College Wide Policies section of the Student Handbook.

Time Limits: The formal Academic Grievance process must be initiated within thirty calendar days following the event giving rise to the grievance, or within thirty calendar days of the time when the student reasonably should have gained knowledge of its occurrence, whichever comes first. The appropriate Dean of Instruction shall determine the date upon which the grievance occurred.

Once a grievance is initiated, the time limitations for either party may be extended by written mutual agreement. If there is no mutual agreement to extend the time limits set herein, and if a decision at one level is not appealed to the next level within the time limit specified, the decision rendered at the previous level shall be final.

Note: It should be understood that the student who chooses to file a grievance must assume the burden of proof for such a grievance by providing factual evidence to substantiate his/her claims.

Steps for Filing an Academic Grievance:

Informal Resolution: Prior to filing an academic grievance, students are required to meet with their instructor. The meeting will be documented with documentation maintained in the instructor's office. If the instructor involved in the dispute is no longer employed by the College, the student may submit a level one grievance.

Level 1: If resolution cannot be reached through informal discussion with the instructor involved, the student may file an academic grievance by completing a Student Academic Grievance form and submitting it to the Office of Instruction, within the thirty-day time limit.

The Student Academic Grievance form may be obtained from the Office of Instruction and on the college's website. Both parties to the grievance are responsible for keeping copies of all paperwork associated with the grievance procedure in the event that the procedure should progress to higher levels.

The Dean or designee will then discuss the matter with both the student and the faculty member individually. The Dean or designee may choose at this point to issue a written decision delivered by certified mail to both the student and the faculty member, and said decision must be rendered within ten college business days of receipt of the grievance. Alternatively, the Dean may choose at this point to arrange a meeting with the principals. The date for this meeting must be chosen within ten college business days following the receipt of the grievance. The meeting itself may occur as much as seventeen college business days after the receipt of the grievance. A written decision delivered by certified mail will be rendered to the principals within twenty college business days following the meeting.

Level 2: If the student is not satisfied with the disposition of the grievance at Level 1, copy of the written grievance submitted at Level 1 along with the

Dean of Instruction's written response may be submitted within seven college business days of receipt of the Level 1 response to the office of the Dean of Instruction to request an Academic Grievance Review panel. The panel will be convened by a Dean not involved with the Level 1 grievance procedure. The panel will consist of a Dean, two faculty members and two students nominated by the Dean of Student Development. The Dean will chair the panel and vote only if needed to break a tie. The chairperson of the panel is responsible for distributing the documentation provided by the grieving parties, determining the issues of the case to be heard, and conducting the hearing in an orderly, efficient, and equitable manner.

At the beginning of the hearing, the Chair will review issues of the case with the group and establish the procedure by which the testimony will be presented. The Chair may decide on the length of time needed to explore an issue, set time limits for speakers, and ask for testimony by any person deemed important to the investigation of the facts.

The student and faculty member may each bring one non-participatory observer to the hearing. If the nonparticipating observer is an attorney, the party retaining the attorney must notify the other party and the Chair of the Academic Grievance Review Panel at least five business days prior to the hearing. The attorney's role is as an observer; he/she may not speak to the Chair or the Panel or the opposing party. The attorney may consult with the party who engaged him/her while the meeting is in session, but any consultations must take place outside the hearing room and should be kept within reasonable limits, as determined by the Committee, with regard to their frequency and duration.

The Chair of the Academic Grievance Review Panel will provide a written decision of the panel to the student, instructor, and dean involved in the grievance within five business days after the completion of the hearing.

Level 3: If either party to the grievance is not satisfied with the disposition of the grievance at Level 2, the written grievance submitted at Level 1 along with the Dean's written response and response from the Academic Grievance Review Panel may be submitted to the Vice President for Academic Affairs within seven college business days of receipt of the Level 2 response. The Vice President at this point may schedule a meeting with the principals within ten college business days following the receipt of the grievance. The meeting itself may occur within seventeen days of the receipt of the grievance. Within twenty college business days following the receipt of the Level 3 grievance, the decision of the Vice President for Academic Affairs shall be provided in writing, delivered by certified mail, to the principals, and the decision shall be final.

General Provisions: In no case may an individual involved at an earlier level of the grievance serve on the Grievance Panel. The Grievance Panel, Dean, or Vice President has the responsibility to interpret the grievance in light of established laws, rules, policies, procedures, and regulations. The Dean or Grievance Panel does not have the prerogative to formulate or change College policies or procedures nor to commit State resources. The Vice President may not change policy or procedure to resolve a grievance, but may, as a result of the grievance, formulate new policy to cover future cases. Copies of the final resolution of the grievance shall be forwarded to the principals concerned and to all administrative officials involved in the grievance. Files of resolved grievances shall be forwarded to and maintained in the office of the Vice President for Academic Affairs. All principals to a grievance shall have the right to copies of all written information presented in the grievance procedure.

Student Discrimination Grievance

The College provides a reasonable, prompt, orderly, and fairly administered resolution of complaints by an active student, credit or non-credit, for alleged discriminatory treatment by Germanna employees, or employees under contract to Germanna Community College. Reasonable efforts are made to guide and support students through the complaint procedure to facilitate early and effective resolutions. Any student raising a complaint will be treated with respect and shall receive a response. Retaliation against anyone involved in a complaint process is strictly prohibited. The Dean of Student Development is responsible for responding to student complaints of discrimination. Students must notify the Dean of Student Development if they wish to file a formal complaint of discrimination. Formal complaints must be filed with the Dean of Student Development. Contact the Dean of Student Development at (540) 423-9125 for guidance. The Student Complaint Form may be found at <http://www.germanna.edu/wp-content/uploads/2016/02/student-complaint-form.pdf>

Non-Academic Complaint

A non-academic complaint is any difference of opinion or dispute between a student and an instructor, administrator, staff member or another GCC student pertaining to the interpretation and/or application of the policies and procedures of the College and the Virginia Community College System excluding issues of instruction or classroom management. Non-academic grievances shall also include those pertaining to student governance issues, student activities, arbitrary and capricious management decisions, advising, and other concerns that the students might present for redress. Students who have complaints addressed by other college policies such as Access or Non-Discrimination will be directed to follow the procedures outlined in those policies.

A student who is experiencing dissatisfaction in a non-academic matter at the College must first discuss the matter with the College official involved before filing a formal complaint. Every reasonable effort must be made by both parties to resolve the matter through informal discussion. After this informal discussion, students who continue to feel they have a valid non-academic complaint must report this complaint to the Dean of Student Development. The Dean will work with all parties involved to mediate the complaint in a timely manner. In order to mediate the complaint, the Dean may engage faculty or staff members relevant to the complaint in an informal discussion. The decision of the Dean regarding non-academic complaints is final.

Student Activities

Germanna Community College encourages the development of a student activities program designed to promote educational and cultural experiences. 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.

The College shall recognize and encourage 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. Private clubs, private associations, social fraternities, and social sororities shall not be recognized by the College.

Additional information may be found in the Appendix or at <http://www.germanna.edu/policies/>.

Off-Campus Activities

Student clubs may sponsor activities that take place off campus such as field trips, participation in conferences, etc. Student Clubs must work with the Student Activities Coordinator to submit a travel request for overnight travel. All participants in off campus activities must complete the Liability Waiver Form prior to the trip. Club participants are reminded that all college policies and guidelines are in effect for the duration of the activity.

Student Clubs and Organizations:

Students are encouraged to participate in one or more of the active clubs and organizations. Students are also encouraged to initiate new clubs. Clubs and activity programming allow students to participate in educational, social, and leadership activities. Participation in clubs and activities contributes to and enhances the total learning experience. Some of the activities have included cultural festivals/fairs, musical presentations, performers, plays, movies, lecturers, trips to events/museums, etc. College faculty and staff serve as advisors to student clubs. However, clubs continue and thrive based on student participation and interest. For example, in recent years the following clubs and organizations have been active at Germanna:

Creative Arts Club: The focus of this club is in learning and participating in many forms of art and sharing their interest in art with others.

Campus Christian Fellowship Club: The purpose of the organization will be to share the truths of Jesus Christ, teaching persons how to experience the fullness of the Christian life as taught in the Bible.

Engineering Club: This club applies classroom learning to real world experiments involving engineering.

Music Club: The purpose of this club is to create a learning community for student musicians to collaborate and create music.

National Society of Leadership and Success: The Society is the nation's largest leadership honor society. Students are selected by their college for membership based on either academic standing or leadership potential. Candidacy is a nationally recognized achievement of honorable distinction.

Phi Theta Kappa (Alpha Lambda Psi Chapter): Phi Theta Kappa annually provides support to many College activities, such as registration and commencement exercises. Its Adopt-A-Highway cleanup program is an ongoing community service project for the chapter. PTK has been represented at all regional meetings, conferences, and workshops for the last seven years.

Student Ambassadors: Student Ambassadors are elite students who are dedicated to representing Germanna Community College. They support the College by providing tours, assisting at Foundation events, and representing the College in the community. Student Ambassadors are expected to excel academically, maintain a professional appearance, and communicate positively about their experiences at Germanna Community College.

Student Government Association: The purpose of the SGA is to encourage communication between students, faculty, and administration. It promotes and coordinates student organizations and activities that include a wide range of interest. The SGA encourages and develops students as effective members of the College and community and encourages better school spirit. The SGA acts as the official voice of the student body to the administration of the College.

Student Nursing Council: This club participates in many activities revolving around the health field (ex. Health and Fitness Fair, American Red Cross Blood Drive, Flu Shots, and free Blood Pressure Screenings).

Student Veteran's Association: This organization assists veterans attending Germanna Community College with finding resources, advocating for Veteran related issues, and encouraging communication among veterans and with faculty, staff and students.

Student Activities Fund

A Student Activities Fund is established to support the program of student activities. This fund evolves from a \$1.50 per credit hour activity fee collected from students as well as funding from the local jurisdictions of the College. The activity fee may be increased with approval of the Student Government

Association, GCC Students, the GCC Local Board and the Virginia State Board for Community Colleges. The funds in this account are to be spent only for student activities that have been authorized by the College. The Germanna Community College Board is responsible for the operation and control of these funds under the specific methods and procedures established by the State Department of Community Colleges and approved by the State Auditor. The Dean of Student Development authorizes all expenditures from the Student Activities Fund.

Fundraising by Students or Student Organizations

All fundraising done in the name of Germanna Community College or an approved College student organization must be used to support and advance the mission of the College. Fund raising activities conducted by recognized College student clubs and organizations require the approval of the Dean of Student Development. An individual student or a student group which is not affiliated with a formally recognized College club or organization must obtain approval from the Dean of Student Development for any fundraising effort which uses the name of Germanna Community College in its promotion. Approval may be requested by contacting the Student Activities Office.

The proceeds of all fundraising activities must be deposited with the College Business Office within 2 business days of receipt. All expenditures must be supported with original invoices or sales receipts. Requests for payment and / or reimbursement of expenses will follow College procurement guidelines that are available in the Business Office. Fundraising activities that support the Germanna Community College Educational Foundation are governed by bylaws of the College's Germanna Community College Board and the Foundation Board.

Student Activity Planning Procedures

Student activity planning procedures and forms are available from the Student Activities Office. Groups wishing to host activities on-campus must submit a Room Request Form at least two weeks prior to the activity. Budget requests, if needed, must accompany this form. The Student Activities Office can help with the planning and publicizing of the activity. The use of College facilities is granted to recognized organizations with the understanding that reasonable conditions may be imposed to regulate time, the appropriateness of the space, and to insure proper maintenance and security. Germanna Community College maintains alcohol-free, smoke-free campuses.

Steps in Planning a Successful Event:

Before the Event:

- Brainstorm with the group about ideas for an event.
- Check with the Student Activities Staff about approval of the event, times and dates for the activity. Please try not to schedule your event at the same time as another event.
- Plan a budget (if necessary).
- Submit a Room Request Form and Budget Request (if necessary).
- Talk with Student Activities staff to decide how to purchase items that will be needed for the event.

During the Event:

- Make sure to have people scheduled for setting up for the event.
- Take pictures for the scrapbook if possible.
- Have fun!

After the Event:

- Have people scheduled to help with clean-up.
- Evaluate your activity and make recommendations for future events.

Student Athletic Clubs Participation

Germanna offers intramural sports and recreational opportunities through local adult recreational leagues. Some of the sports leagues that have been formed by students are flag football, dodgeball, softball and soccer. Please contact the Student Activities Office for more specific information.

Student Clubs/Approval of New or Reestablished

Students are encouraged to establish or reestablish new clubs to in accordance with student interest. Campus organizations and student activities are encouraged and may be established for any lawful purpose. A Germanna faculty or staff member must serve as the group's advisor. He or she will have responsibility for supporting the efforts of the club's officers which may include attending meetings, assisting clubs in their development of budgets and accompanying groups as they travel to conferences. All student clubs and organizations operate under the Student Government Association (SGA).

To receive formal recognition, a prospective club or organization must submit an application for recognition to the Student Activities Office. The application must include a completed club registration form and a copy of the group's constitution. The Student Activities Office will forward the application to the SGA. The Student Activities Coordinator will inform the group of its status.

Where there is affiliation with an external organization such as a national honor society, that organization's constitution and bylaws shall be filed with the SGA. Amendments shall be submitted to the SGA within a reasonable time. All organizational funds shall be handled in accordance with established Virginia Community College System policy. College recognition of an organization implies neither approval nor disapproval of the aims, objectives, and policies of the organization. However, membership in any recognized organization shall be open to any member of the College community without regard to race, color, gender, age, religion, national origin, political affiliation, veteran status, sexual orientation, socioeconomic class, or against otherwise qualified persons with disabilities. All student activity programs and recognized organizations must comply with the College'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 the organization. Such activities include ordering the organization's internal affairs, selecting the organization's doctrines, and resolving the organization's disputes.

Student/Faculty Project Funding

Projects which are the result of students collaborating with staff or faculty are also eligible to be supported through Student Activities funds. These types of co-curricular programs provide wonderful opportunities for students to hone their leadership skills while also learning more about a particular topic. Faculty and staff serve in a supportive role to students who must serve in a leadership role on the project. Examples of programs that have been funded in part are: Nursing Idol competition, Cultural Diversity speaker, Applied Engineering Conference trip, Jamestown trip. All programs in this category MUST be open to the entire campus community and benefit a large majority of the student population. Contact Student Activities for additional information.

Student Lounges

Student Lounges serve as places for faculty, staff and students to relax, interact with other Germanna community members, surf the internet and find out what activities are happening on campus. There is a small restaurant located in the student lounges at LGC and FAC. All campuses and sites have vending machines located either in or near the lounge. The Student Lounges have designated spaces for individuals and groups to post information. The Student Lounges are furnished and maintained using student fees so we ask that you be respectful in using the facilities. If you have any questions, contact Student Activities.

Student Participation in College Governance

Student participation in College decision-making and policy development is strongly encouraged. The Student Government Association (SGA) President and College Council representative serve on College Council, a campus-wide group comprised of faculty, staff and students which has input into major college decisions. Student representatives are invited to serve on special and ad-hoc committees such as the Bookstore Advisory Committee and the Commencement Committee. The Student Government Association is considered the representative organization for the student body and is consulted by faculty and staff for student reactions and feedback on relevant issues. Elections are held for Student Government Association Officers in the spring and for Senators in the fall. Attend the Club Carnival held each semester to learn more about elections. You may also contact Student Activities Office if you would like additional information.

Student Records/Transcripts**Access to Student Records/Transcripts**

Germanna Community College has partnered with Parchment Inc. to provide secure online ordering and delivery of academic credentials, including transcripts. Students are responsible for the fees associated with requesting their transcripts through Parchment. There is no charge for requested records beyond the transcript fee.

Due to the limitations on access to student information under the Family Educational Rights and Privacy Act of 1974, telephone, email and third party requests for transcripts cannot be honored. This includes transcript requests from parents of students. Germanna will not release a transcript for any student who has unresolved financial obligations with the College.

A duplicate copy of a diploma issued by Germanna Community College is available at no charge. Reorders will be processed and included with the next regular order for diplomas when degrees are conferred to graduates.

Note: The College does not provide copies of transcripts from other institutions. Such copies must be obtained from the originating source.

Student Records Retention

The College permanently retains an electronic record of a student's academic transcript (student permanent record). Other records will be maintained in paper form for periods ranging from one year after the date of origination to three years from the date of a student's separation from the College. The College retains student records according to the regulations set forth by the Virginia Public Records Act of the Code of Virginia.

Changes to Official Student Record

Students wishing to make any changes or corrections to identifying information on file at the College must complete a Change Form. This includes changes of name, address, telephone number, and curriculum. Change Forms are available at the Welcome Center and on the Admissions and Records website.

The Family Educational Rights & Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

- The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. Students should submit to the appropriate records custodian written requests that identify the record(s) they wish to inspect. The records custodian will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
- The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. A student should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agency); a person serving on the College Board; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
FERPA permits institutions to identify certain items of student information as "directory information." Germanna identifies directory information as the: Student's name, address, telephone listing, electronic mail address, major field of study, number of credit hours enrolled, dates of attendance, grade level, degrees, honors, and awards received, the most recent educational agency or institution attended, and participation in officially recognized activities and sports. Students must submit written notification to the office of the College Registrar to prevent the disclosure of directory information. Germanna may disclose any of these items without prior consent, unless the student notifies the Admissions and Records Office, in writing during the first ten days of the semester that this information remains confidential.
- The right to file a complaint with the U. S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U. S. Department of Education, 600 Independence Avenue, SW, Washington, DC 20202-4605.
According to FERPA, Germanna Community College may release information without the student's written consent to the following:
- School officials, as identified by Germanna Community College, determined by Germanna Community College to have a legitimate educational interest, (individuals appointed to ad hoc review committees may be

identified as having a legitimate educational interest)

- Officials of other institutions in which the student seeks to enroll,
- Persons or organizations providing to the student financial aid, or determining financial aid decisions,
- Accrediting organizations, carrying out their accrediting functions,
- Parents of a student who have established that student's status as a dependent according to IRS Code of 1986, Section 152,
- Persons in compliance with a judicial order or a lawfully issued subpoena,
- Persons in an emergency, if the knowledge of information, in fact, is necessary to protect the health or safety of the student or other persons.

Questions on this policy can be directed to the Registrar in the Office of Admissions and Records.

Germanna Community College reserves the right to deny transcripts or copies of records not required to be made available by the FERPA in any of the following situations:

- The student lives within commuting distance of Germanna Community College; if student is within commuting distance, the student may be asked to come and view the file at the office rather than making a full set of copies of all file contents.
- The student has an unpaid financial obligation to the College.
- There is an unresolved disciplinary action against the student.

Types, Locations, and Custodians of Educational Records:

Admissions & Records

Location: Enrollment Services/ Custodian: Registrar

Cumulative Academic Records

Location: Enrollment Services/ Custodian: Registrar

Financial Aid Records

Location: Financial Aid Office / Custodian: Director of Financial Aid

Financial Records

Location: Business Office / Custodian: Business Manager

Placement Testing

Location: Testing Centers at both campus / Custodian: Coordinator of Testing Services

Disciplinary Records

Location: Student Services / Custodian: Dean of Student Development

Facsimile Documents

Germanna 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 policies or the best interest of the institution or its students.

Referral Services

The counselors have an index of agencies in the community and State. Students who seek an alternative to services provided by Germanna, or need specialized professional care unavailable at the College, can ask a counselor contact information and assistance in making appointments. Referral information is available in areas including substance abuse, family/psychological counseling, family planning, and many other areas. Many community services are offered at minimum or no cost. Following are some numbers that may assist in locating information and assistance. Most of them are toll free or local numbers, so calls for assistance can be placed without charge.

Alcoholics Anonymous (540) 373-2028
 Behavior Health care of Rappahannock-Rapidan (540) 825-5656
 Caroline County Dept. of Social Services (804) 633-5071
 National Alcohol and Drug Treatment Hotline 1-800-390-4056
 Childhelp/Child Abuse Hotline 1-800-422-4453
 Culpeper Family Counseling Service (540) 825-5337
 Culpeper Rehabilitative Services (540) 825-2884
 Culpeper County Dept. of Social Services (540) 727-0372
 Fredericksburg Area Community Services Board Hotline (540) 373-3223
 Fredericksburg Child Development Center (540) 899-4025
 Fredericksburg Department of Rehabilitative Services (540) 899-4161
 Fredericksburg Dept. of Social Services (540) 372-1032
 King George County of Department of Social Services (540) 775-3544
 Legal Aid (540) 371-1105
 Legal Aid Rappahannock Legal Services Fredericksburg (540) 371-1105
 Legal Aid- Rappahannock Legal Services Culpeper (540) 825-3131
 Madison County Dept. of Social Services (540) 948-5521
 Missing Children Hotline 1-800-843-5678
 Orange County Dept. of Social Services (540) 672-1155
 Rappahannock Area Community Services Board
 Mental Health Rappahannock Area Council for Children & Parents (Circle of
 Parent Programming) (540) 785-6217
 Rappahannock Council on Domestic Violence (540) 373-9373
 Spotsylvania County Dept. of Social Services (540) 507-7898
 Stafford County Department of Social Services (540) 658-8720
 VA Department of Health and Disease Hotline 1-800-533-4148
 Web site for social services: www.dss.virginia.gov/localagency/

Appendix – Selected College Wide Policies

Academic Load, Statement of

Germanna Community College Policy 60200 (Instructional Services)

1. **Purpose:** The purpose of this policy is to specify the requirements for full-time status in the statement of academic load. This revision is in accordance with the Virginia Community College Policy Manual.
2. **Policy:** The normal academic load for students is 15-17 credits. The minimum full-time load is 12 credits and the normal maximum full-time load 18 credits excluding Orientation (SDV 100). Students wishing to carry an academic load of more than 18 credits must have a minimum grade point average of 3.0 and the approval of the Dean of Instruction. Students placed on academic warning or academic probation may be required to take less than the normal course load.
3. **Procedures:** n/a
4. **Definitions:** n/a
5. **References:** 5.6.4 Academic Load (SB) VCCS Policy Manual
6. **Point of Contact:** Vice President for Academic Affairs and Student Services
7. **Approval and Revision Dates:**
 - College Council: November 21, 2014
 - President's Council: December 15, 2014
 - College Board: January 15, 2015

Access Policy for Students with Disabilities

Germanna Community College Access for Students with Disabilities Policy 10570 (Human Rights)

1. **Purpose:** Germanna Community College is committed to the full and total inclusion of all individuals and is dedicated to the principle of individual empowerment. To this end, services are provided to ensure equal access to all aspects of the college experience for students with disabilities through the most appropriate accommodations. Services are provided based on each student's individual needs.
2. **Policy:** Services are available to students who self-identify and provide appropriate documentation of their disability. Through accommodations and other support services on campus, Germanna Community College strives to provide a quality experience for all qualified students with disabilities. All appropriate services are provided at no charge. Services for Dual Enrollment students taking classes at a high school will be provided by their high school.

Students who feel they have been denied equal access to all programs and services offered by the College may refer to the Grievance Procedure for Students with Disabilities.

3. **Procedures:** Disability Services is located within the Counseling Center at the Fredericksburg Area Campus and the Locust Grove Campus.

Grievance Procedure for Students with Disabilities: A student with a documented disability shall have an internal means of resolving any claim of discrimination on the basis of disability in the programs or activities of the College.

Any student with a documented disability who has requested reasonable accommodation through Disability Services and feels he/she has been denied access to programs and services offered by the College may submit a written statement to the ADA Compliance Coordinator within 20 business days of the alleged violation. The ADA Compliance Coordinator is located in the Counseling Center at the Fredericksburg Area Campus.

At level one of the grievance, the ADA Compliance Coordinator may choose to resolve the complaint informally by consulting with the appropriate instructor, Dean of Student Development, Coordinator of Disability Services, relevant Academic Dean, and/or Vice President for Academic and Student Services. If the ADA Compliance Coordinator is unable to resolve the grievance at level one, the student may submit a written statement of his/her grievance to the Dean of Student Development. The student may choose to have their grievance heard by the Dean of Student Development or he/she may elect to have a hearing with an ADA Grievance Review Panel.

Level 2: If the student chooses to have his/her grievance heard by the Dean of Student Development, the Dean of Student Development will have 10 business days to review the grievance and notify the student of his/her decision in writing. If the student elects to have the grievance heard by an ADA Grievance Review Panel, the Dean of Student Development will convene a Panel comprised of one Dean (not involved with the level 1 grievance), one faculty member, and one staff member. The Chair of the Panel is responsible for distributing the documentation provided by the grieving party, determining the issues of the case to be heard, and conducting the hearing in an orderly, efficient, and equitable manner.

At the beginning of the hearing, the Chair will review issues of the case with the group and establish the procedure by which the testimony will be presented. The Chair may decide on the length of time needed to explore an issue, set time limits for speakers, and ask for testimony by any person deemed important to the investigation of the facts.

The student may bring one non-participatory observer to the hearing. If the nonparticipating observer is an attorney, the party retaining the attorney must notify the Chair of the ADA Grievance Review Panel at least five business days prior to the hearing. The attorney's role is as an observer; he/she may not speak to the Chair or the Panel. The attorney may consult with the party who engaged him/her while the meeting is in session, but any consultations must take place outside the hearing room and should be kept within reasonable limits, as determined by the Chair of the Panel, with regard to their frequency and duration.

The Chair of the ADA Grievance Review Panel will provide a written decision of the panel to the student, and parties involved in the grievance within five business days after the completion of the hearing.

Decisions of the Dean of Student Development or the ADA Grievance Panel are final and any further appeal must be pursued through external channels.

Appeals processed through this policy cannot be heard under any general grievance procedure.

At any level, both parties may request an extension of time in writing. Both parties must agree to the extension. The ADA Compliance Coordinator shall maintain records of all grievance proceedings.

Procedures for Employees: Discrimination on the basis of disability is a violation of the Americans with Disability Act of 1991 and the ADA Amendments Act of 2008 as well as the State's Standards of Conduct as set forth by the Department of Human Resources Policy Manual, and is specifically addressed in Policy 2.05. Employees may seek resolution of discrimination issues through the State's Employees' Discrimination Complaint Procedures (administered by the Department of Human Resource Management's Office of Equal Employment Services), utilize the Grievance Procedure for State Employees (if eligible to do so), or file a complaint with the U.S. Equal Employment Opportunity Commission.

Employees may also seek resolution of discrimination issues through the aforementioned internal process.

5. **Definitions:** n/a
6. **References:** Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990.
7. **Point of Contact:** Coordinator of Disability Services
8. **Approval and Revision Dates:**
 - College Council: November 21, 2014
 - President's Council: December 15, 2014
 - College Board: January 15, 2015

Contagious Diseases of Public Health Significance Policy

Germanna Community College Policy 70230 (Safety and Security)

1. **Purpose:** Germanna Community College (GCC) is committed to providing, to the extent possible, a healthy and safe educational environment for all students, employees and visitors (the "College community"). The purpose of this policy is to help prevent the spread of communicable/contagious diseases of public health significance through measures that focus on safety, prevention and education.

The College reserves the right to remove from College property any visitor, student, or employee believed to be positive for a communicable disease transmitted by air, object or through casual contact. The College further reserves the right to request written documentation from his/her treating physician or primary care provider declaring that the individual is medically cleared before returning to College property. The Chief of Police/Emergency Coordinator will make available to its College community information about the transmission of diseases and precautions that infected persons should take to prevent the spread of disease. Reliable sources of information may be obtained from the Virginia Department of Health <http://www.vdh.virginia.gov/LHD/rappahan/index.htm>. This policy does not address the common cold or seasonal allergies. This policy will be reviewed annually.

2. Policy:

- 2.1 All members of the College community are responsible for adhering to the Contagious Diseases Policy and procedures.
- 2.2 The Chief of Police/Emergency Coordinator is responsible for the overall coordination and enforcement of this policy and associated procedures.

- 2.3 Persons who know or have reason to believe they are infected with a contagious disease should seek expert medical advice and advise local health authorities of a possible public health threat. They must follow the directions of local health authorities in order to prevent the spread of infection and to protect their own health. The Chief of Police/Emergency Coordinator (or designee) may serve as the point of contact between the health department and the college as it relates to the campuses. The Chief of Police/Emergency Coordinator should be immediately made aware of any reported contagious diseases as reported by the health department or others. The Chief of Police/Emergency Coordinator will provide guidance and direction as necessary. All public communications as it pertains to Contagious Diseases must be approved by the College President or his designee.

3. Procedure

3.1 Protocol for Infected Students

- 3.1.1 Students who know or suspect they are infected with a contagious disease must notify the Dean of Student Development's Office and/or instructor(s).
- 3.1.2 The Deans of Student Development and Academic Deans have the authority to temporarily remove students from the classroom pending receipt of documentation by a physician that they pose no threat or danger to themselves, others at the college or to the learning process. If students fail to follow the Dean's instructions, they will be considered in violation of the student code of conduct and will be subject to disciplinary action.
- 3.1.3 Before returning to GCC, students who have been diagnosed as having a contagious disease as listed above must present written documentation from their treating physician or primary care provider documenting that they are medically cleared (i.e., is no longer infectious to others) and is able to return as of a specified date. This information must be presented to the Dean of Student Development. All records regarding this medical information must remain confidential and be filed separately from all other general student records and/or personnel files.
- 3.1.4 Students are encouraged to stay in touch with faculty regarding class assignments and progress as appropriate. Students are responsible for meeting course attendance standards and requirements. See the Germanna Student Handbook for Attendance Standards and Withdrawal Under Mitigating Circumstances.

3.2 Protocol for Infected Employees

- 3.2.1 Employees who know or have reason to believe they are infected with a contagious disease must notify their supervisor and the college's Department of Human Resources.
- 3.2.2 Before returning to GCC, employees who have been diagnosed as having a contagious disease as listed above must present written documentation from his/her treating physician or primary care provider documenting that the individual is medically cleared (i.e., is no longer infectious to others) and is able to return to work as of a specified date. This information must be presented to Human Resources and their supervisor.
- 3.2.3 As per GCC policy, employees need to follow all policies and procedures pertaining to sick leave and supervisor notification with regard to their status.

- 3.2.4 Supervisors have the authority to send employees home if they do not comply with this policy. Employees will be charged sick or annual leave if sent home. Failure to follow a supervisor's directive is considered insubordination and is subject to formal disciplinary action under the DHRM Standards of Conduct.
- 3.2.5 When the State Health Commissioner and the Governor of the Commonwealth of Virginia declare a Communicable Disease of Public Health Threat as defined in Section 31.1-48.06, et. Sec. Code of Virginia, GCC employees, as per DHRM Public Health Emergency Leave policy (policy 4.52), are permitted or required to attend to the medical needs of themselves and immediate family members and provided up to 80 hours of paid leave per leave year for this purpose.

3.3 Protocol for Supervisors and Faculty

3.3.1 Supervisors and faculty who become aware of an employee or student under their supervision who is diagnosed with a communicable disease must take reasonable precautions to protect that person's privacy and health information (HIPAA). Student Health concerns should be forwarded to the Dean of Student Development and their respective Academic Dean. All employee health care concerns must be forwarded to the college Department of Human Resources. Supervisors and employees can contact the Department of Human Resources with any questions or concerns they may have regarding workplace issues surrounding communicable diseases.

3.3.2 Please note: In the event that the Commonwealth declares a communicable disease or public health threat or public health emergency, the Public Health Emergency Leave Policy may be partially or fully implemented http://www.dhrm.virginia.gov/hrpolicy/web/Pol4_52.pdf.

3.4 College

3.4.1 Should any disease reach a pandemic stage, The Chief of Police/Emergency Coordinator will monitor the situation by communicating with local and state health officials and review media sources in order to provide appropriate information to the College community. College officials may temporarily close the College or a campus, if such closure serves the best interest of the College community.

3.4.2 The Executive Policy Group (Presidents Council), College Spokesperson, PIO and if possible, in collaboration with the Chief of Police/Emergency Coordinator will inform the College community of plans to provide continuity of operations/instruction that will minimize educational and social disruption.

3.4.3 The Chief of Police/Emergency Coordinator may require infected persons to isolate themselves from the College community until the danger of infection is no longer present.

3.4.4 The Chief of Police/Emergency Coordinator will consult with local and state health officials to provide any specific instructions for individuals returning to the College following infection of a contagious disease.

3.5 Confidentiality Statement

No person, group, agency, insurer, employer, or institution should be provided any medical information without the prior specific written consent of the student, employee, or other College community member unless required by state and/or federal law. Furthermore, all medical information relating to contagious diseases of students, employees, or other College

community members will be kept confidential, according to applicable state and federal law. Medical information relating to contagious diseases of persons within the College community will only be disclosed to responsible college officials on a need-to-know basis.

3.6 Sanctions

3.6.1 Students who fail to comply with this policy are subject to sanctions, as appropriate, through the GCC Student Code of Conduct and applicable state and federal laws.

3.6.2 Employees who fail to follow all applicable GCC, VCCS, and DHRM policies and procedures, and applicable state and federal laws may be subject to formal disciplinary action.

3.7 Interpretation

3.7.1 Students: Authority for interpretation of this policy rests with the Vice President for Academic and Student Services.

3.7.2 Employees: Authority for interpretation of this policy rests with the Vice President of Administrative & Financial Services and the Associate Vice President of Human Resources.

4. Definitions

Contagious disease of public health significance: means an illness caused by a specific or suspected infectious agent that may be transmitted directly or indirectly from one individual to another; for the purpose of this policy an *infectious disease* that is spread from person to person through casual contact or respiratory droplets, which may lead to an epidemic or pandemic situation and threaten the health of the campus community. These diseases include but are not limited to: tuberculosis (TB), measles or German measles (rubella), certain strains of hepatitis and meningitis, as well as SARS and certain strains of influenza. Other potentially less serious infectious diseases, such as chicken pox and pneumonia will be addressed on a case-by-case basis.

Epidemic: means the occurrence in a community or region of cases of an illness clearly in excess of normal expectancy.

5. References:

VCCS Policy 6.0.8.1

Section 31.1-48.06, Code of Virginia

DHRM Public Health Emergency Leave Policy 4.5.

6. **Point of Contact:** Chief of Police/Emergency Coordinator

7. Approval and Revision Dates:

- College Council: May 29, 2015
- President's Council: March 16, 2015
- College Board: July 16, 2015

Change of Curriculum

Germanna Community College Policy 80440

1. Purpose

In accordance with best practices and to be compliant with Federal regulations pertaining to Financial Aid Course Audits (FACA), the Change of Curriculum Policy has been established for students who wish to change their program or course of study while at Germanna Community College. The policy is designed to ensure students maintain eligibility for financial aid and to allow Germanna to remain compliant with best practices and Federal regulations. Students have the flexibility to change their program

or course of study while at Germanna but in a timely way that does not interfere with either their ability to qualify for Financial Aid and Veterans benefits or their progression to degree and certificate attainment.

2. Policy

Students who wish to add, remove or change their curriculum (program of study) while at Germanna Community College must complete a Request for a Change of Curriculum or Advisor form available at the Welcome Centers and Online and submit to any Welcome Center. The change will be effective during the current term if submitted prior to the census date. All requests received after the identified date will be effective for the next term.

3. Procedure

- 3.1 Students who wish to change their program or course of study while at Germanna Community College should discuss their intentions with an academic advisor.
- 3.2 Once a decision to transfer to another program has been finalized, the student must submit a Change of Curriculum or Advisor form to any Welcome Center.
- 3.3 Students who have transferred in credits from another institution must request a new evaluation of their transcript based on their new program.
- 3.4 Graduation requirements will be determined by the catalog in effect at the time of the curriculum change. Please see "Catalog Used for Graduation" under "Graduation Requirements and Procedures" in the current catalog.
- 3.5 Admissions and Records will update the program within 10 business days, students will see the change during the term for which it is effective.

4. Definitions

4.1 Census date: Last Day to Withdrawal with a Refund

5. References

Federal Code 34 CFR 668.34

6. Point of Contact

Vice President for Student Success

7. Approvals

- College Council: November 18, 2016
- President's Council: December 12, 2016
- College Board: January 12, 2017

Domicile Appeal Process

Germanna Community College Policy 80310

1. Purpose

Germanna Community College is guided by the Virginia Community College System, the Code of Virginia and the State Council of Higher Education on determining domicile.

2. Policy

The College makes an initial determination of a student's eligibility for in-state tuition rates based on the information provided by the applicant and/or the applicant's parent, legal guardian or spouse on the Application for Virginia Domicile. Eligibility is determined using State Council of Higher Education guidelines pertaining to Section 23-7.4 of the Code of Virginia.

3. Procedure

3.1 Determination

Upon completion of the application process an initial tuition determination of whether the student has been domiciled in the Commonwealth of Virginia for at least one year immediately prior to the commencement of the semester for which in-state tuition is sought will be made.

A student who has been classified as out-of-state for tuition purposes will be notified in writing of the domicile determination within 10 business

days of the application.

Students classified as out-of-state, who can provide clear and convincing evidence that they were eligible for Virginia domicile on the first day of class for a term, may have their tuition status changed for the current term. Students should follow the Community College's domicile appeal process outlined below.

In the event that a student's circumstances change after a semester has begun, the student's tuition may be eligible for reclassification. This reclassification shall be effective for the next academic semester or term following the date of the application for reclassification. Students should follow the College's domicile appeal process outlined below.

3.2 Appeal

A student who disagrees with the initial tuition classification may make a written appeal to an Associate/Assistant Registrar within ten business days of the initial notification. The student may be asked to provide additional domicile information to supplement the Application for Virginia Domicile. An Associate/Assistant Registrar will respond to the appeal via email notification within fifteen business days.

If the student disagrees with the tuition classification, the student may file a final written appeal with the Registrar for consideration by the Domicile Appeals Committee. The Domicile Appeals Committee shall consist of two members of the Student Success Committee and the Registrar. No person who serves at one level of this appeals process shall be eligible to serve at any other level of this review. This written appeal must be made within five business days of the student's notification of the first appeal. The Domicile Appeals Committee will review the domicile determination to ensure the decision is in compliance with relevant state legislation and state guidelines.

A student who is not satisfied with the outcome of the review by the Domicile Appeals committee may appeal to the appropriate circuit court. The student must file a petition for review with the court within thirty business days of receipt of the decision made by the Domicile Appeals Committee.

4. Definitions

Domicile: A technical, legal concept which means more than simple residency in the Commonwealth of Virginia.

Virginia Domiciliary: In order to be considered a Virginia domiciliary, a student must demonstrate through clear and convincing evidence his/her intention of remaining in Virginia indefinitely.

Demonstration of Intent: is usually accomplished through objective evidence. A student under the age of 24 generally assumes the domicile of the parent(s) or legal guardian(s), unless the student has been legally emancipated or meets criteria for independent student status.

5. References

Code of Virginia, Section 23-7.4

State Council for Higher Education Guidelines

VCCS Policy Manual 6.1 – Student Domicile

6. Point of Contact: Vice President of Academic Affairs

7. Approval and Revision Dates

- College Council: October 28, 2016
- President's Council: November 21, 2016
- College Board: January 12, 2017

Expressive Activity - Students Policy 80400

1. Purpose

1.1 This policy addresses organized and spontaneous expressive activity by students and student organizations at Germanna Community College.

2. Policy

2.1 This policy applies to all buildings, grounds, and other spaces owned or controlled by a college. The term "expressive activity" includes:

- Meetings and other group activities of students and student organizations;
- Speeches, performances, demonstrations, rallies, vigils, and other events by students, student organizations, and outside groups invited by student organizations;
- Distributions of literature, such as leafleting and pamphleting; and
- Any other expression protected by the First Amendment to the U.S. Constitution.

2.2 College property is primarily dedicated to academic, student life and administrative functions. But it also represents the "marketplace of ideas," and especially for students, many areas of campus represent a public forum for speech and other expressive activities. The College may place restrictions on expressive activities occurring indoors, but especially for students and student organizations, the outdoor areas of campus remain venues for free expression, including speeches, demonstrations, and the distribution of literature.

2.3 Indoors or outdoors, the College shall not interfere with the rights of individuals and groups to the free expression of their views or impermissibly regulate their speech based on its content or viewpoint. Nevertheless, the College may establish reasonable time, place, and manner restrictions on expressive activity. Such restrictions must be content-neutral, narrowly tailored to serve a significant governmental interest, and allow ample alternative channels for communication of the information.

2.4 No event or expressive activity shall be permitted to violate or hinder the rights of others within the campus community or substantially disrupt normal college operations.

2.5 The Vice President for Academic Affairs and Student Services is responsible for implementing this policy. Inquiries regarding this policy should be directed to the office of the Vice President for Academic Affairs and Student Services.

3. Procedures

3.1 Reserving Campus Facilities:

A. If students or student organizations desire to reserve campus facilities, they shall submit their requests to the Dean of Student Development. The College normally may not require more than twenty-four hours advance notice for reservation requests. More notice may be required to allow for sufficient logistical support and to ensure the safety and security of the campus.

B. If individuals or organizations who are not members of the college community (i.e., not students or student organizations) desire to reserve campus facilities, they must be sponsored by a recognized student organization or the college to conduct expressive activities or events on campus. These individuals or organizations should contact the Dean of Student Development, if interested in being sponsored by the College.

C. No indoor facilities, other than those listed below, shall be used by students or student organizations for the purpose of expressive activity:
Daniel Technology Center - Front lobby, next to grand stairwell. Dickinson Building - Student lounge and lobby adjacent to student lounge
French Slaughter Building - Student lounge and lobby adjacent to student lounge

Science Engineering and Information Commons - Second floor, near elevator
Stafford Automotive Center - Front lobby

D. Students and student organizations may request to reserve campus facilities on a first-come, first-served basis. These requests may be denied for the following reasons only:

- i. The requested venue is an indoor facility that the college has designated as not available for expressive activity under section 6.5.2.0(a)(3) of this policy;
- ii. The requested venue is an indoor facility and the request conflicts with restrictions enacted pursuant to section C of this policy;
- iii. The venue is already reserved for another event; 1

1 In the event that multiple individuals or organizations submit conflicting reservations requests, the following order

- iv. The activity will attract a crowd larger than the venue can safely contain;
- v. The activity will substantially disrupt another event being held at a neighboring venue; 2
- vi. The activity will substantially disrupt college operations (including classes);
- vii. The activity is a clear and present threat to public safety, according to the college's police or security department;
- viii. The activity will occur during college examination periods; or
- ix. The activity is unlawful.

E. During an event, the student or student organization requesting the reservation is responsible for preserving and maintaining the facility it reserved. If it causes any damage to those facilities, the person(s) or organization (and its officers, if applicable) shall assume responsibility.

F. When assessing a request to reserve campus facilities, Germanna Community College and its administrators will not consider the content or viewpoint of the expression or the possible reaction to that expression. The College and its administrators will not impose restrictions on students or student organizations due to the content or view-point of their expression or the possible reaction to that expression. In the event that other persons react negatively to a student's or student organizations, college officials (including college police or security) shall take all necessary steps to ensure public safety while allowing the expressive activity to continue.

3.2 Spontaneous Expressive Activity:

A. No indoor facilities, other than those listed below, shall be used by students or student organizations for the purpose of spontaneous expressive activity:

Daniel Technology Center - Front lobby, next to grand stairwell. Dickinson Building - Student lounge and lobby adjacent to student lounge
French Slaughter Building - Student lounge and lobby adjacent to student lounge

Science Engineering and Information Commons - Second floor, near elevator
Stafford Automotive Center - Front lobby

of precedence shall govern: (1) official college sponsored activities and events; (2) recognized student organization activities and events; (3) student activities and events; and (4) all other activities and events.

A. For outdoor campus facilities and areas, students, student organizations, and their sponsored guests may freely engage in spontaneous expressive activities as long as they do not (a) block access to campus buildings, (b) obstruct vehicular or pedestrian traffic, (c) substantially disrupt previously scheduled campus events,³ (d) substantially disrupt college operations, (e) constitute unlawful activity; or (t) create a clear and present threat to public safety, according to the college's police or security department.

B. Banners used in expressing speech should comply with the provisions of

this policy and cannot be used to block, obstruct or otherwise deny access to any pedestrian or to block or obstruct vehicular traffic.

C. Distribution of commercial advertising or the placement of commercial material is prohibited in the following areas:

- Administrative offices
- Classrooms, computer rooms, laboratories, and other places where instruction takes place
- Libraries

4. Definitions

1. References -VCCS Policy 6.5.1

5. **Point of Contact:** Vice President for Academic Affairs and Student Services

6. Approval and Revision Dates

- College Council: April 25, 2014; July 25, 2014
- President's Council: April 21, 2014; August 18, 2014
- College Board: September 18, 2014

Financial Aid Bookstore Purchasing Policy

Germanna Community College Policy 80430

1. **Purpose:** The purpose of this policy is to clarify how students may use financial aid funds to charge items in the college bookstore directly to their financial aid.
2. **Policy**
 - 2.1 Students using financial aid in the College Bookstore may purchase only required books and supplies that correlate with registered courses for the term. Such items may include laptops, tablets, cameras, scientific calculators, uniforms, lab kits, test review materials, and tools if these items are deemed required by an instructor of the class or program head.
 - 2.2 Types and frequency of electronic items: Students may purchase course related computers or electronic items no more than once each academic year without approval by the Financial Aid Director or designee. Rare exceptions to this policy may be made by the college's Director of Financial Aid.
 - 2.2. Items not approved for purchase with financial aid include but are not limited to apparel, food, cell phones, household or gift items, and gift/prepaid cards.
 - 2.3 During the book purchase period, books and supplies purchased using financial aid cannot be returned to the College Bookstore for cash. Amounts for returned items must be credited back to the aid items that paid for the books and supplies on the student's account.
3. **Procedures**
 - 3.1. The period during which students may charge books for each semester is limited and changes each semester. Students must follow deadlines and charging limits posted by the Financial Aid Department or the College Bookstore.
 - 3.2 The amount available for financial aid charge is based on individual student eligibility and the number of eligible credits students are enrolled in during a semester.
 - 3.3 Students not meeting Satisfactory Academic Progress standards may not charge books to their financial aid.
 - 3.4 Students must notify the cashier at the bookstore that they are using financial aid to pay for bookstore charges and must come prepared

to sign authorization with their class schedule and a valid photo ID.

4. Definitions

4.1 **Financial aid:** Grants, loans, and scholarships obtained through Germanna Community College.

5. References

State Board Policy 4.3.5, effective 7/16/15

6. Point of Contact

Director of Financial Aid

7. Approval and Revision Dates

- College Council: November 2, 2015
- President's Council: November 9, 2015
- College Board: November 19, 2015

General Admission to the College

Germanna Community College General Admission Policy 80360

1. Purpose

1.1 This policy shall establish the general admission process to Germanna Community College.

2. Policy

2.1 Individuals are eligible for admission to Germanna Community College 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 community college, as demonstrated by assessment in reading, writing, and mathematics. Minimum scores are noted in the chart below:

	<u>VPT</u>	<u>Compass</u>	<u>Asset</u>
Reading	ENF 1	62	35
Writing	ENF 1	32	35
Math	MTE 1	25	33

Exceptions to this policy may be made by the college president only for documented reasons.

The college reserves the right to evaluate and document special cases and to refuse or revoke admission if the college determines that the applicant or student poses a threat, is a potential danger, is significantly disruptive to the college community, or if such refusal or revocation is considered to be in the best interest of the college. The college also reserves the right to refuse admission for applicants that have been expelled or suspended from, or determined to be a threat, potential danger or significantly disruptive by, another college. Students whose admission is revoked after enrollment must be given due process. Each college must have a procedure for determining when denial is warranted.

Individuals may be admitted to VCCS colleges as curricular or non-curricular students.

3. Procedure

3.1 For all curricular students, the following items are required:

- a. A completed official application for admission with social security number requested.
- b. Unless otherwise specified by the college, 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 may be required to provide documentation of coursework. The VCCS Student Information System academic records will be sufficient for

colleges within the Virginia Community College System.

c. Additional information as stated by the college for admission to specific programs or curricula.

3.2 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.

3.3 It is the policy of the VCCS to maintain and promote equal employment and educational opportunities without regard to race, color, sex or age (except where sex or age is a bona fide occupational qualification), religion, handicap, national origin, or other non-merit factors.

By accepting an offer of admission, the student agrees to adhere to the statement of student rights and responsibilities outlined in the Student Handbook.

4. Definitions

5. References

VCCS Policy 6.0.1 – General Admission to the VCCS Colleges

6. Point of Contact

Vice President of Academic Affairs and Student Services

7. Approval and Revision Dates

- College Council: September 27, 2013
- President's Council: January 22, 2014
- College Board: March 20, 2014

Human Rights Policy 10560

Policy 10560: Title IX-Sexual Violence, Domestic Violence, Dating Violence, and Stalking

A. Notice of Nondiscrimination.

As a recipient of federal funds, Germanna Community College is required to comply with Title IX of the Higher Education Amendments of 1972, 20 U.S.C. § 1681 et seq. ("Title IX"), which prohibits discrimination on the basis of sex in educational programs or activities, admission and employment. Under certain circumstances, sexual misconduct, sexual harassment, and similar conduct constitute sexual discrimination prohibited by Title IX. Inquiries concerning the application of Title IX may be referred to the College's Title IX Coordinator or to the U.S. Department of Education's Office for Civil Rights. The Title IX Coordinator is Assistant Dean Mark Haines whose office is located in Room 201F of the Dickinson Building at the Fredericksburg Area Campus and may be contacted by phone at 540-891-3026 or by email at MHaines@germanna.edu. The Deputy Title IX Coordinator is Associate Vice President of Human Resources Ms. Laurie Bourne whose office is located in Room 102B at the Locust Grove Campus and may be contacted by phone at 540-423-9055 or by email at LBourne@germanna.edu.

B. Policy.

Germanna Community College is committed to providing an environment that is free from harassment and discrimination based on any status protected by law. This Policy supplements the following general policy statement set forth by the Virginia Community College System: This institution promotes and maintains educational opportunities without regard to race, color, sex, ethnicity, religion, gender, age (except when age is a bona fide occupational qualification), disability, national origin, or other

non-merit factors. This Policy also addresses the requirements under the Violence Against Women Reauthorization Act of 2013, (also known as the Campus SaVE Act).

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

C. Purpose.

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

D. Applicability.

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

E. Definitions[1]

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 member, staff member, student, or third party.

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. [Any employee with supervisory authority is a responsible employee. Alternatively, the College may name responsible employees by title, or name employees who are CSAs as responsible employees.]

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.

Review Committee: Review committee refers to the committee consisting of three or more persons, including the Title IX Coordinator or his designee, a representative of campus police or campus security, and a student affairs representative, that is responsible for reviewing information related to acts of sexual violence.

Sex Discrimination: Sex discrimination is the unlawful treatment of another based on the individual's sex that excludes an individual from participation in, separates, 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 physical 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 rape, 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 a crime should immediately report the incident to campus

or local police. All emergencies or any incident where someone is in imminent danger should be reported immediately to campus police/security or local police by dialing 2911 from any college VoIP College Phone or 540-727-2911 from any external or cellular phone.

In non-emergency situations, members of the College community may also report violations via the TIPS reporting system located on the Germanna homepage. Reports submitted in TIPS automatically notify members of the College Threat Assessment Team that includes College Police, Title IX Coordinator and Deputy Title IX Coordinator.

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 if the violation involves students only or the Deputy Title IX Coordinator if the violation involves employees, during normal business hours. The Title IX Coordinator and Deputy Title IX Coordinator are 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 if the violation involves students or the Deputy Title IX Coordinator if the violation involves an employee of the College. Although strongly encouraged, a complainant is not required to submit a complaint on the Complaint Form or in writing.

Germanna Community College Title IX Campus Resources

Title IX Coordinator: Mr. Mark Haines
201E, Dickinson Building
10000 Germanna Point Drive
Fredericksburg, VA 22408
540-891-3026
MHaines@germanna.edu

Deputy Title IX Coordinator: Ms. Laurie Bourne
102B, French Slaughter Building
2130 Germanna Highway
Locust Grove, VA, 22508
540-423-9055
LBourne@germanna.edu

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

College Police Department
540-727-2911

Members of the College community may also report violations by submitting a report via the TIPS reporting system located on the Germanna Community College website. This will notify members of the College Threat Assessment team including the College Police, Title IX Coordinator and Deputy Title IX Coordinator.

3. There is no time limit for filing a complaint with the College. However, complainants should report possible violations of this Policy as soon as possible to maximize the College's ability to respond effectively. Failure to report promptly could result in the loss of relevant evidence and impair the College's ability to adequately respond to the allegations.

H. Handling of Reports and Investigations.

The Title IX Coordinator and/or Deputy Title IX Coordinator will assist

members of the campus community in reporting incidents to law enforcement authorities upon request. The Title IX Coordinator and/or Deputy 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 and/or Deputy Title IX Coordinator to notify law enforcement if they wish. The College will comply with all requests for cooperation by the campus police or local law enforcement in investigations. The College may be required to suspend the Title IX investigation while the campus police or the local law enforcement agency gathers evidence. The College will resume its Title IX investigation as soon as the campus police or local law enforcement agency has completed 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 obtained in the course of his or her employment to the Title IX Coordinator (students) and/or Deputy Title IX Coordinator (employees) as soon as practicable after addressing the immediate needs of the complainant.

Other campus employees have a duty to report sexual assault, domestic violence, dating violence, and stalking for federal statistical reporting purposes (Campus Security Authority (CSA) under the Clery Act). CSAs include student/conduct affairs personnel, campus law enforcement, 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 also may contact the Employee Assistance Program. If the complainant requests that the complainant's identity is not released to anyone else, the College's 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 and/or Deputy 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 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 and/or Deputy Title IX Coordinator shall convene the College's review committee within 72 hours to review the information reported and any information obtained through law-enforcement records, criminal history record information, health records, conduct or personnel records, and any other facts and circumstances, including personally identifiable information, related to the alleged incident known to the review committee. The review committee may try to reach a consensus, but it is the law enforcement representative of the review committee that ultimately determines whether the disclosure of the information, including the personally identifiable information, is necessary to protect the health or safety of the alleged victim or other individuals. The College shall disclose such information to the law enforcement agency that would be responsible for investigating the alleged incident immediately. The Title IX Coordinator and/or Deputy Title IX Coordinator will notify the alleged victim in writing that such disclosure is being made. 5. If the report of an alleged act of 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 and/or Deputy Title IX Coordinator will notify the alleged victim in writing that such disclosure is being made. In addition, law enforcement[2] will notify the local Commonwealth's Attorney within 48 hours of beginning an investigation involving a felony sexual assault.

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 safety in light of the potential danger.

L. Interim Measures.

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

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

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

M. Sexual and Domestic Violence Procedures.

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

- Safely find a place away from harm.
- Call 911 or if on campus, contact campus police/security at 2911 or

540-727-2911.

- 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 Rapahannock council Against Sexual Assault at 540-371-1666, Virginia Family Violence & Sexual Assault Hotline at 800-838-8238, Services to Abused Families, Inc. (SAFE) at 800-825-8876, or Empowerhouse Hotline at 877-734-7238. Help is available 24 hours a day.[3]
- 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.[4]

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 resolution 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.[5]

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.germanna.edu/catalog/student-handbook/referral-services.asp>

P. Education and Awareness.

1. The College conducts a program to educate students and employees about this Policy and its procedures. The education and awareness program is designed to promote awareness of sexual violence, domestic violence, dating violence, and stalking.
2. Incoming students and new employees must take part in a mandatory primary prevention and awareness program. The program, at a minimum, shall include:
 - A statement that the College prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking;
 - The definition of domestic violence, dating violence, sexual assault, and stalking;
 - The definition of consent;
 - Safe and positive options for bystander intervention that may be carried out by an individual to prevent harm or intervene when there is a risk of domestic violence, dating violence, sexual assault, or stalking against a person other than such individual;
 - Information on risk reduction to recognize warning signs of abusive behavior and how to avoid potential attacks;
 - Information on possible sanctions, procedures to follow after an incident of sexual violence, domestic violence, dating violence or stalking, disciplinary procedures, and the protection of confidentiality; and
 - Written notification about available resources and services, and options for academic and work accommodations, if requested and reasonably available.
3. The College also conducts an ongoing prevention and awareness campaign for all students and employees. The campaign shall include, at a minimum, the information provided to incoming students and new employees.

Q. Resolution of Complaints.

1. The College has an obligation to provide prompt, fair, and impartial investigation and resolution of alleged violations to this Policy and is committed to so doing. Title IX Coordinator(s), investigators, and hearing officials must receive annual training on sexual violence, domestic violence, dating violence, and stalking, and the conduct of investigations and hearings. The College may resolve complaints either by an informal or formal resolution process.
2. The parties may agree to proceed under the informal resolution process in matters not involving sexual violence, domestic violence, dating violence, or stalking. The formal resolution process will be applied (i) when any party that participated in the informal resolution process chooses to terminate the process, and (ii) to all matters that are not eligible for informal resolution.

R. Formal Resolution Process.

1. Complainant's Initial Meeting with the Title IX Coordinator or Deputy Title IX Coordinator.[6] As soon as is practicable, the Title IX Coordinator or Deputy Title IX Coordinator will contact the complainant to schedule an initial meeting. If the complainant is not the alleged victim, the Title IX Coordinator or Deputy Title IX Coordinator also will contact the alleged victim as soon as possible to schedule an initial meeting. The Title IX Coordinator or Deputy Title IX Coordinator shall inform the complainant that he or she may be accompanied by an advisor of his or her choosing at

the meeting.

At this initial meeting, the Title IX Coordinator or Deputy Title IX Coordinator will:

- l. Provide the complainant a copy of this Policy;
- m. Provide the complainant with a Complaint Form, if necessary;
- n. Provide a written explanation of the complainant's rights and options related to changes in academic, parking, and working arrangements;
- o. Explain avenues for formal resolution and informal resolution of the complaint;
- p. Explain the steps involved in an investigation;
- q. Discuss confidentiality standards and concerns with the complainant;
- r. Determine whether the complainant wishes to pursue a resolution (formal or informal) through the College or no resolution of any kind;
- s. 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;
- t. 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;
- u. Discuss the right to a prompt, fair, and impartial resolution of the complaint; and
- v. 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 or Deputy Title IX Coordinator.[7] As soon as is practicable, the Title IX Coordinator or Deputy Title IX Coordinator will schedule an initial meeting with the respondent. The Title IX Coordinator or Deputy Title IX Coordinator shall inform the respondent that he or she may be accompanied by an advisor of his or her choosing at the meeting. During the initial meeting with the respondent, the Title IX Coordinator or Deputy Title IX Coordinator will:

- m. Provide the respondent, in writing, sufficient information to allow him or her to respond to the substance of the allegation;
- n. Provide the respondent a copy of this Policy;
- o. Provide a written explanation of the respondent's rights and options related to changes in academic, parking, and working arrangements;
- p. Explain the College's procedures for formal resolution and informal resolution of the complaint;
- q. Explain the steps involved in an investigation;
- r. Discuss confidentiality standards and concerns with the respondent;
- s. Discuss non-retaliation requirements;
- t. Inform the respondent of any interim measures that may be imposed on the respondent;
- u. Refer the respondent to campus and community resources, as appropriate;
- v. 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;
- w. Discuss the respondent's right to due process and a prompt, fair, and impartial resolution of the complaint; and
- x. 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 if the respondent withdraws while under investigation, that the investigation may continue in the respondent's absence, if possible, 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 or Deputy 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 or Deputy 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 or Deputy 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 or Deputy Title IX Coordinator shall provide specific and clear written reason(s) why an investigation should not be conducted. The Title IX Coordinator or Deputy 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 or Deputy 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 or Deputy 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 or Deputy 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 Title IX Coordinator or Deputy Title IX Coordinator will notify the parties in writing and give 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

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 in most cases, should not end the College's investigation and resolution of the complaint. The College shall continue the investigation if possible as set forth under this Policy. The College shall notify the student in writing of the investigation and afford the student the opportunity to provide evidence, to 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 [name of 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 reflect either a suspension or dismissal for

a violation of the Policy if either was imposed. The College shall end the investigation and resolution of the complaint if the College cannot locate the respondent and provide him or her notice and the opportunity to respond. In such cases, the College shall maintain the withdrawal notation on the student's academic transcript. Upon a final determination, the Title IX Coordinator immediately shall notify the registrar and direct that the appropriate notation is made.

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

1. The Title IX Coordinator or Deputy 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 or Deputy 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 or Deputy 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 or Deputy Title IX Coordinator finds by a preponderance of the evidence that a violation of this Policy did occur, the Title IX Coordinator or Deputy 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 or Deputy 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 or Deputy 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 or Deputy Title IX Coordinator also shall provide the written investigative report and the written corrective action report to the appropriate College official, as described below.

5. If the respondent is a student, the Title IX Coordinator will forward the reports to the Dean of Student Development. Within ten (10) workdays, the Dean of Student Development shall determine and impose appropriate sanctions, as described below. The respondent and the Title IX Coordinator shall receive written notification of sanction(s). When the respondent is a student, within five (5) workdays of receipt, the Title IX Coordinator may disclose to the complainant the sanctions imposed on

the respondent that directly relate to the complainant as permitted by state and federal law, including the Federal Educational Rights and Privacy Act (FERPA) and the Virginia Freedom of Information Act, 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 Deputy Title IX Coordinator will forward the reports to Vice President of the respective area that brought the third party into Germanna Community college, College Chief or Police, or any other college official. Within ten (10) workdays, the College Chief of Police (in consultation with the Vice President of Financial and Administrative Services and the Associate Vice President of Human Resources) shall determine and impose appropriate sanctions, as described below. The respondent and the Deputy Title IX Coordinator shall receive written notification of sanction(s).[8]

7. If the respondent is a third party, the Title IX Coordinator or Deputy Title IX Coordinator will forward the reports to Vice President of the respective area that brought the third party into Germanna Community college, College Chief of Police, or any other college official. Within ten (10) workdays, the College Chief of Police (in consultation with the Vice President for Financial and Administrative Services and the Associate Vice President of Human Resources) shall determine and impose appropriate sanctions, as described below. The respondent and the Title IX Coordinator shall receive written notification of sanction(s). The Title IX Coordinator may disclose to the complainant information as described above.

8. The Title IX Coordinator or Deputy Title IX Coordinator will advise the complainant and the respondent of their right to appeal any finding or sanction in writing. The written notification also shall provide information on the appeals process. If the complainant or respondent does not contest the finding or recommended sanction(s), he or she 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 or Deputy 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 or Deputy Title IX Coordinator in writing any potential conflict of interest posed by assigning such official to the matter. The Title IX Coordinator or Deputy 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 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 Germanna 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 a violation of Germanna Community College's sexual misconduct policy.*" Students are strongly encouraged not to withdraw from the College.

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 or Deputy 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. *(Please note that appeals are not required by Title IX or the Campus SaVE Act. However, an appeals process that provides a formal hearing is recommended. Colleges may use procedures already in existence or develop a separate appeals process if they provide the opportunity for an appeal.[9]*

1. The complainant and the respondent have the opportunity to appeal the outcome of the written investigative report or the sanction(s) recommended. Individuals must submit a written request for appeal to Title IX Coordinator or Deputy Title IX Coordinator within ten (10) workdays of the outcome of the investigation or imposition of sanction(s), whichever is later. The appeal request must cite the reason(s) for the appeal and provide evidence to support those reason(s).

2. Appeals shall be granted for the following reasons only:[10]

- The investigator exhibited unfair bias which influenced the results of the investigation;
- New evidence, unavailable at the time of the investigation that could substantially impact the investigator's finding. The appeal should explain why the evidence was unavailable previously and why such evidence may substantially impact the investigator's finding;
- Error in the conduct of the investigation that is of such magnitude as to deny fundamental fairness;
- The sanction(s) are unjustified by the evidence and/or mitigating factors warrant a lesser sanction or aggravating factors warrant a greater sanction.]

3. Within five (5) workdays of receipt of the written request for appeal, the Vice President for Academic Affairs (for students) and the Associate Vice President of Human Resources (for employees) shall notify the parties whether the appeal is granted. This decision is final and may not be appealed. If the appeal is granted, the parties shall be notified in writing. The Hearing Committee Chair will be notified to schedule a hearing when the parties are notified that the appeal has been granted.

The Hearing Committee Chair will notify the parties of the time and place of hearing before the Hearing Committee[11] concurrently. Within three (3) workdays, the complainant or the respondent may identify to the Title IX Coordinator in writing any potential conflict of interest with the Hearing Committee Chair or Committee members. The Title IX Coordinator will consider such statements and will assign a different individual if it is determined that a material conflict of interest exists. Such hearing typically will be scheduled within fifteen (15) workdays of the decision to grant the appeal. If an extension beyond fifteen (15) workdays is necessary for good cause, both parties will be notified of the expected time frame concurrently.

4. Within five (5) workdays of scheduling the hearing, parties must submit a written statement to the Hearing Committee Chair that (i) identifies the names and addresses of witnesses that are requested to be called at the hearing; (ii) identifies and includes copies of any documents that will be used as evidence at the hearing; and (iii) requests a specific remedy. A party not appealing the findings or sanction(s) may choose not to submit information. If a non-appealing party elects not to participate in the hearing, the Hearing Committee shall use evidence and statements from the record.

5. The Hearing Committee Chair shall provide the witness list and copies of any documents that will be used as evidence at the hearing to each party no later than five (5) workdays prior to the hearing.

6. The Title IX Coordinator or Deputy Title IX Coordinator shall forward the written investigative report and the written corrective actions report to the Chair of the Hearing Committee as soon as possible, but no later than ten (10) workdays prior to the hearing.

7. Each party may retain an attorney at his or her own expense or designate a non-attorney advisor to accompany him or her at the hearing. If either party has retained legal counsel or a non-attorney advisor, the party must immediately notify the Hearing Committee Chair of such and provide contact information. The role of the attorney or advisor for the parties shall be limited to advice and consultation with the parties or the parties' witnesses. Attorneys and advisors may not question witnesses, raise objections, or make statements or arguments to the Hearing Committee at the hearing. If either party is represented by an attorney, the College may receive assistance from the Office of System Counsel.

8. The Hearing Committee Chair shall preside over the hearing. The rules of evidence shall not be strictly applied. All evidence and testimony relevant to whether a violation of this Policy occurred and whether the grounds for appeal are met by a preponderance of evidence shall be considered. The hearing shall be conducted in a fair and impartial manner. The Hearing Committee Chair and its members will question the parties and witnesses. The parties may not question one another, but may submit questions to be asked by the Hearing Committee, no later than five (5) workdays prior to the hearing. The Hearing Committee Chair will be the final decision-maker on all matters of procedure during the hearing. All hearings will be closed to the public.

9. The past sexual history of either party with anyone other than each other is not admissible. Either party may call character witnesses, however.

10. The Hearing Committee Chair will arrange for the hearing to be recorded. Each party will receive a copy of the recorded hearing upon request. Parties may prepare a transcript of the recording at their own expense.

11. Within ten (10) workdays of the hearing, the Hearing Committee Chair will submit a written decision to the parties, the Title IX Coordinator or Deputy Title IX Coordinator, and the president of the College, concurrently. The decision shall include: (i) a description of the grounds for appeal; (ii) whether such grounds are accepted or rejected and the rationale for such determination; (iii) the Committee's decision to uphold or reject the findings of the written investigative report and/or the sanction(s) and the rationale for such determination; (iv) if the written investigative report's findings and/or sanction(s) are rejected, the findings of the Committee and resolution.

12. Either party may appeal the Hearing Committee's decision to the president of the College. The president's decision is final.

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 and/or Deputy 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 by College 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 the recurrence of any harassing incident(s), including any written documentation.

AA. All community colleges of the Virginia Community College System shall use this template.

Approval and Revision Dates

- College Council: September 19, 2014; June 15, 2015
- President's Council: September 15, 2014
- College Board: First Reading – November 20, 2014; Approved - January 15, 2015; Revised March 19, 2015; Revised July 16, 2015.

[1] Colleges must use the definitions set out in this Policy.

[2] Either campus police, the local law enforcement agency, or the State Police will notify the Commonwealth's Attorney pursuant to an MAA/MOU.

[3] Colleges may use the local area's domestic violence/sexual assault hotline number.

[4] This is required to be addressed in the policy under the Campus SaVE Act and Virginia law.

[5] The information required by the Campus SaVE Act is included in this Policy: (a) possible sanctions or protective measures that the College may impose following a final determination of a disciplinary procedure regarding sexual violence, domestic or dating violence, or stalking (b) procedures individuals should follow if sexual violence, domestic or dating violence, or stalking has occurred; (c) procedures for disciplinary action in cases involving sexual violence, domestic or dating violence, or stalking, including a clear statement that the College's proceedings shall provide a prompt, fair, and impartial investigation and resolution; (d) information about how the College will protect the confidentiality complainants; (e) written notification of students and employees about existing counseling, health, mental health, victim advocacy, legal assistance, and other services available for victims both on-campus and in the community; and (f) written notification about options for, and available assistance in, changing academic, living, transportation, and working situations, if so requested and if such accommodations are reasonably available, regardless of whether the complainant chooses to report the crime to campus police or local law enforcement. Therefore, Colleges may fulfill this requirement by providing anyone who makes a report a copy of this Policy.

[6] The College may request a meeting with a third party respondent, but it may not be able to require his or her attendance.

[7] The College may request a meeting with a third party respondent, but it may not be able to require his or her attendance.

[8] 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.

[9] Colleges may not deny the procedural rights afforded by law to classified employees. The procedural rights afforded to faculty under the VCCS Policy Manual still apply unless and until the VCCS Policy Manual

is revised by the State Board. Therefore, if a college's process includes a formal hearing under this Policy, it still must provide staff and faculty the right to grieve any disciplinary sanction imposed against them under the applicable grievance process. With respect to students, colleges should clearly indicate whether the complaint resolution procedures outlined in its sexual misconduct policy supersede the regular student grievance procedures.

[10] This is optional. Colleges may confer a right to an appeal in all cases.

[11] Colleges may choose the composition of the hearing committee and the selection thereof. All members of the committee must receive training on how to conduct a hearing.

New Student Required Orientation Germanna Community College Policy 80340

1. Purpose

1.1 Effective Fall 2014, new Germanna Community College students are required to complete an Orientation session before registering for classes.

2. Policy

2.1 Orientation sessions are designed to introduce students to the College, provide essential information on programs and course selection, and present available support services necessary for student success. Students may complete Orientation in person or online.

2.2 Exceptions to the policy:

- Dual Enrollment students are not required to complete Orientation until after they complete their secondary program.
- Students who intend to enroll for 15 credits or less are not required to complete Orientation.
- Students who have already completed an Associate Degree or Bachelor's degree are not required to complete Orientation.
- Transfer students who can demonstrate that they transferred in academic good standing from their previous institution are not required to complete Orientation.

3. Procedure

4. Definitions

5. References

6. Point of Contact

6.1 Students may contact Germanna's Welcome Centers regarding exemptions to this policy.

7. Approval and Revision Dates

- Curriculum Committee: n/a
- College Council: November 22, 2013
- President's Council: December 16, 2013
- College Board: January 16, 2014 first reading; March 20, 2014 approval

On-Time Registration Germanna Community College On Time Registration Policy 60210 (Instructional Services)

1. **Purpose:** The purpose of this policy is to specify that students may not register for a course section after posted deadlines. The College Calendar specifies registration dates and deadlines for all courses offered for credit. On-time registration is a well-researched practice that demonstrates students are more likely to complete a course successfully when they register

early or at least on time.

2. **Policy:** Students may not register for a course section after posted deadlines. Late registration for a course section outside the specified registration dates may be considered only under exceptional circumstances such as the following:

- Incorrect placement in a course
- Recommendation by instructor or dean
- Emergency change in the College Schedule of Classes

3. **Procedures:** The College Calendar publishes registration dates and deadlines for registration at least one academic year in advance. Students are advised of those registration dates and deadlines through multiple sources, including the college web site, Admissions and Records, information sessions, required orientation sessions for new students, required Student Development Classes in the first semester, the Welcome Center, faculty advisors, success coaches, financial aid advisors, and counseling staff. Students are encouraged to register early and are required to register by posted deadlines. Requests for exceptions to this policy may be directed to a dean or designee.

4. **Definitions:** To register for a course section means to enroll formally as a student to receive instruction for college credit.

5. **References:** n/a

6. **Point of Contact:** Vice President for Academic Affairs and Student Services

7. Approval and Revision Dates:

- College Council: November 21, 2104
- President's Council: December 15, 2014
- College Board: January 15, 2015

Service Animals Germanna Community College Service Animals Policy 80220

1. Purpose

1.1 Background

Germanna Community College is committed to compliance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 as amended. In addition, Germanna strives to comply with the Virginians with Disabilities Act and other state laws pertaining to individuals with disabilities. In accordance with these state and federal laws, service animals are permitted in all of the college's facilities.

The Americans with Disabilities Act 2010 Revised Requirements defines a service animal as "a dog that is individually trained to do work or perform tasks for a person with a disability". Examples of such work or tasks include guiding people who are blind, alerting people who are deaf, pulling a wheelchair, alerting and protecting a person who is having a seizure, reminding a person with mental illness to take prescribed medications, calming a person with Post Traumatic Stress Disorder (PTSD) during an anxiety attack, or performing other duties.

If an animal meets this definition, it is considered a service animal regardless of whether it has been licensed or certified by a state or local government or training program.

Virginia state law 51.5-44 part E states, "Every totally or partially blind person shall have the right to be accompanied by a dog, in harness, trained as a guide dog, every deaf or hearing-impaired person shall have the right to be accompanied by a dog trained as a hearing dog on a blaze

orange leash, and every mobility-impaired person shall have the right to be accompanied by a dog, in a harness or backpack, trained as a service dog in any of the places listed in subsection B without being required to pay an extra charge for the dog; provided that he shall be liable for any damage done to the premises or facilities by such dog. The provisions of this section shall apply to persons accompanied by a dog that is in training, at least six months of age, and is (i) in harness, provided such person is an experienced trainer of guide dogs; (ii) on a blaze orange leash, provided such person is an experienced trainer of hearing dogs; (iii) in a harness or backpack, provided such person is an experienced trainer of service dogs; or (iv) wearing a jacket identifying the recognized guide, hearing or service dog organization, provided such person is an experienced trainer of the organization identified on the jacket.”

2. Policy

2.1 This policy applies to students, employees, and the public who utilize Germanna Community College’s programs and services. It sets forth the College’s requirements for use of service animals by qualified individuals with a disability or disabilities for access to facilities and programs or as a reasonable accommodation in compliance with State and Federal legislation regarding persons with disabilities. It is the College’s intention to ensure that persons with disabilities who have a legitimate and/or documented basis for utilizing service animals on College premises are permitted to do so (with appropriate exceptions listed below).

3. Procedures

3.1 Types of Service Animals/ Service Dogs

Service Animal – A dog individually trained to do work or perform tasks for the benefit of a person with a disability. Other animals specifically trained to perform similar tasks may be approved on a case by case basis.

Guide Dog – a carefully trained dog that serves as a travel tool for persons with severe visual impairments or who are blind.

Hearing Dog – a dog who has been trained to alert a person with significant hearing loss or who is deaf when a sound, e.g., knock on the door, occurs.

Service Dog – a dog that has been trained to assist a person with a mobility or health impairment. Types of duties the dog may perform include carrying, fetching, opening doors, ringing doorbells, activating elevator buttons, steadying a person while walking, helping a person up after a person falls, etc.. Service dogs are sometimes called assistance dogs.

Sig Dog – a dog that is trained to assist a person with autism. The dog alerts the partner to distracting repetitive movements common among those with autism, allowing the person to stop the movement (e.g., hand flapping). A person with autism may have problems with sensory input and need the same support services from a dog that a dog might give to a person who is blind or deaf.

Seizure Response Dog – a dog trained to assist a person with a seizure disorder; how the dog serves the person depends on the person’s needs. The dog may stand guard over the person during a seizure, or the dog may go for help. A few dogs have somehow learned to predict a seizure and warn the person in advance.

Therapy or Companion Animal – an animal with a good temperament and disposition, that has reliable and predictable behavior. These animals are selected to visit or serve as companions for people with non-physical/non-sensory disabilities, emotional impairments, or people who are

experiencing the frailties of aging. Often such animals are utilized as part of formalized animal therapy programs. Therapy animals generally do not demonstrably assist persons with disabilities in the activities of daily living, or directly with the major life activities as defined by law. The therapy animal does not provide fundamental assistance all or most of the time (as for example, a guide dog for the blind typically does). Emotional dependency on companion animals, pets, or therapy animals does not generally rise to the standard of service animals as defined in the ADA. Such animals are thus generally not considered service animals for the purposes of the College’s regulation and are not permitted on GCC premises.

Exceptions are possible when the individual requesting the assistance of a therapy animal provides appropriate documentation to the College from a qualified diagnostician or medical professional that demonstrates the animal ameliorates a condition that qualifies as a disability.

3.2 When a Service Animal Can be Asked to Leave

Service animals under state and federal law are permitted in College facilities except under limited circumstances. Service animals may be excluded from College facilities under certain circumstances when necessary to protect legitimate College interests. These circumstances may include:

- Interfering with the work of another service animal
- Causing a “fundamental alteration” of curricula, services, activities or programs due to the presence of an animal
- The animal or handler failing to maintain appropriate behavioral standards
- Maintaining and protecting the rights of others under the ADA/504
- Protecting College property
- When the presence of the animal poses a ‘direct threat’ to the health and safety of the public, employees, and students

3.3 Registration of Service Animals Utilized for Ongoing Access or Accommodation

Any student or member of the public wishing to use a service animal to provide ongoing accommodation or access to College facilities, programs or activities must register the animal with the Coordinator of Disability Services or Special Needs Counselor at the appropriate campus. The registration procedure includes:

- Providing sufficient evidence verifying the animal meets the definition of a service animal
- Providing evidence that the service animal has satisfactory health
- Developing a plan for maintenance of the animal while on GCC property, including toiletry and disposal. Students may not assume that College personnel are responsible for this service.

3.4 Requirements for Faculty, Staff, and Students

- Allow a service animal to accompany the partner at all times and everywhere on campus except where service animals are specifically prohibited.
- Do not pet a service animal; petting a service animal when the animal is working distracts the animal from the task at hand.
- Do not feed a service animal. The service animal may have specific dietary requirements.
- Do not deliberately startle a service animal
- Do not separate or attempt to separate a partner/handler from his/her service animal.

3.5 Requirements of Service Animals and Their Partners/Handlers . The

service animal should wear a harness, cape, identification tag or other gear that readily identifies its working status.

- Vaccination – The animal must be immunized against diseases common to that type of animal
- Licensing – Virginia law (3.1-796.85) states that all dogs four months or older must be licensed
- Under Control of Partner/Handler – The partner/handler must be in full control of the service animal at all times. The care and supervision of service animals is solely the responsibility of the partner/handler.
- The animal must be on a leash or controlled by a harness at all times
- Clean up and Maintenance – Always carry equipment sufficient to clean up the animal's feces. If the partner/handler is unable to physically clean up after their service animal, a plan must be developed to ensure the proper disposal of the animal's waste.

4. Point of Contact

Win Stevens

Counselor/Coordinator of Disability Services

(540)891-3019

5. Approval and Revision Dates

Approved by President's Council March 6, 2006

Student Activities, Requirements for Germanna Community College Requirements for Student Activities Policy 80390 (Student Services)

1. **Purpose:** Germanna Community College encourages the development of a student activities program designed to promote educational and cultural experiences. 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.
2. **Policy:** The College shall recognize and encourage 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. Private clubs, private associations, social fraternities, and social sororities shall not be recognized by the College.
3. **Procedures:**
 - The student activities shall be under the College's supervision.
 - There shall be a faculty or staff sponsor for each student club or organization.
 - All student activity funds shall be deposited with and expended through the college business office, subject to all policies, procedures, and regulations pertaining to such funds.
 - All student activity programs and recognized organizations must comply with the College'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.
4. **Definitions:** Student activities are out-of-classroom activities that support the mission of the colleges and provide students avenues for personal growth and enrichment.

5. **References:** VCCS Policy Manual Number 6.4.5, Requirements for Student Activities.

<http://cdn.vccs.edu/wp-content/uploads/2013/07/Sec61.pdf>

6. **Point of Contact:** Dean of Student Development

7. Approval and Revision Dates:

- College Council – October 31, 2014
- President's Council – December 15, 2014
- College Board – January 15, 2015

Student Development Course Requirement Germanna Community College Student Development Course Requirement Policy 80350

1. Purpose

1.1 Effective fall 2014, all curricular students, except those in a career studies certificate program, must take a student development course in their first semester of enrollment at Germanna Community College.

2. Policy

2.2 Exceptions to the policy

- Students enrolled in career studies certificate programs that do not require an SDV course.
- Non-curricular students – transient, non-degree, etc.
- Transfer students who have completed a minimum of 24 credit hours and who gain advanced standing through the SDV Assessment by Local Examination (ABLE) test.
- Students who already have an Associate Degree or higher from a regionally accredited institution.
- Dual enrollment, joint enrollment, and home schooled students who have not already completed the Student Development Skills requirement prior to completing secondary school. These students must take a student development course in their first post-secondary semester of enrollment.

3. Procedure

4. Definitions

5. References

6. Point of Contact

Vice President of Academic Affairs and Student Services

7. Approval and Revisions Dates

- Curriculum Committee: December 7, 2012
- College Council: November 22, 2013
- President's Council: December 16, 2013
- College Board: January 1, 2014 first reading; March 20, 2014 approval

STUDENT SERVICES

Policy 80420: Student Discrimination Grievance

1. **Purpose:** This policy provides an equitable and orderly process to resolve complaints made by students for improper treatment based on unlawful discrimination. This policy does not apply to complaints or appeals regarding tuition refunds, academic grades, sexual misconduct, or student conduct which are handled under separate policies and procedures.
2. **Policy:** Germanna Community College does not discriminate on the basis of race, color, national origin, sex, age, (except when age is a bona fide occupational qualification), religion, marital status, political affiliation, sexual orientation, or other non-merit factors, or disability in its education programs, recruitment efforts, employment opportunities, programs or

activities.

- 2.1. Germanna Community College shall provide a reasonable, prompt, orderly, and fairly administered resolution of complaints by an active student, credit or non-credit, for alleged discriminatory treatment by Germanna employees, or employees under contract to Germanna Community College.
- 2.2 A reasonable effort shall be made by the College to guide and support students through the complaint procedure to facilitate early and effective resolutions. The procedures herein described shall be conducted on a confidential basis.
- 2.3 Any student raising a complaint shall be treated with respect and shall receive a response as delineated in the following procedure. Retaliation against anyone involved in a complaint process, including the complainant, witnesses, or institutional representatives, is strictly prohibited. Any person found to have retaliated against anyone involved in a complaint is subject to disciplinary action.
- 2.4 The College will maintain a record of all formal student complaints against the institution.
- 2.5 The Dean of Student Development shall be responsible for developing and maintaining procedures that are consistent with this policy. All supervisors or administrators have a duty to act in accordance to this policy and shall ensure that the faculty, students, and staff, including visitors and contractors in their areas of responsibility, are aware of and in full compliance with this policy. The Dean of Student Development may appoint a designee to carry out all responsibilities detailed in this policy. The Dean of Student Development may be contacted as follows: Dean Pam Frederick, pfrederick@germanna.edu (540-423-9125..

3. Procedure

- 3.1 The following procedures shall be followed by active students for a fair and equitable process to present an issue of discriminatory treatment by Germanna employees or contractor employees. A complaint may be resolved through either an informal or a formal process.
- 3.2 The College may investigate any incident of possible discrimination upon being placed on notice that a discriminatory act might have occurred, even if a formal complaint is not filed. Further, verbal notice of possible discriminatory conduct from a student will trigger an investigation. The College will request that the student complete the formal complaint form to ensure accurate record keeping. The College may conduct an investigation when a student elects the informal complaint process depending on the seriousness of the allegations.

4. Definitions

- 4.1 Students are encouraged to make reasonable efforts to have their concerns addressed informally if they feel comfortable doing so. Students should notify the Dean of Student Development that they wish to resolve the matter informally. The Dean of Student Development along with two members of the Germanna Affirmative Action Committee shall mediate the matter and document the resolution of the process. Documentation shall include the complaint made and the resolution of the complaint.
- 4.2 The complainant must initiate the informal phase of the student complaint process within twenty (20) business days from when the complainant knew or should have known of the action or inaction.
- 4.2.1 If the problem is resolved to the satisfaction of the complainant, the

matter is closed. If the problem is not resolved to the satisfaction of the complainant, the student may elect to move to the formal process.

- 4.2.2 While the complainant is encouraged to resolve the issue(s) in question through the informal process, he/she may elect to move to the formal process at any time after starting the informal process. The time frame for filing the informal complaint may be extended for good cause to be determined by the Dean of Student Development.

4.3 Formal Student Complaint Process

- 4.3.1 If the complainant does not wish to attempt a resolution of the complaint through the informal process, or, in the event the student believes the informal process has been unsuccessful, the complainant may use the formal complaint process. At each step of the formal process, the respondent(s) shall be advised by the Dean of Student Development of the details of the complaint, have a full and fair opportunity to prepare and present his or her position, and to offer evidence and witness testimony.

- 4.3.2 Complainants enrolled in non-credit courses through the college's Center for Workforce and Community Education shall have the same rights and be entitled to the same processes as complainants enrolled in credit courses.

- 4.3.3 A student with a complaint should complete the Formal Student Complaint Form (Appendix A) within thirty (30) business days of the action or inaction or within ten (10) business days of the conclusion or termination of the informal process, whichever is sooner. The formal complaint must be filed with the Dean of Student Development.

- 4.3.4 The time frame for filing the formal complaint may be extended for good cause to be determined by the Dean of Student Development.

- 4.3.5 The formal complaint must include:

- Complainant's name and Germanna identification number;
- Complainant's contact information;
- Respondents' name and contact information (if known);
- Date of the complaint;
- Date of the contested action, inaction, decision, or situation;
- Description of the allegedly discriminatory event;
- Description of what, if any, other steps have been taken by the complainant to attempt to address the complaint; and
- Supporting documentation and/or any other information the student would like to be considered (including the identities of witnesses concerning any facts in the alleged violation).

4.4 Resolution of Formal Complaint

- 4.4.1 The Dean of Student Development shall meet with the complainant within fifteen (15) business days following receipt of the formal complaint to attempt to achieve resolution of the issue and to obtain any additional information necessary to achieve such resolution.

- 4.4.2 The Dean of Student Development shall conduct an investigation of the issues raised by the complainant. The process may include gathering evidence from college/contractor employees or other students and statements of the witnesses and ordinarily should be completed within thirty (30) business days of the Dean of Student Development's meeting with the complainant. Witnesses shall complete the Witness Statement Form (Appendix B). The Dean of Student Development may extend the time frame to complete the investigation for good cause. If the time frame is extended, all parties will be notified of the extension and an estimate of when the investigation will be completed. The complainant and the

respondent shall receive notice that the investigation has concluded.

4.4.3 The Dean of Student Development may determine that the formal complaint is without merit and conclude the investigation after consulting with two representatives from Germanna's Affirmative Action Committee if the complaint involves students only or with Germanna's EEO officer if the complaint is against a college employee. Additionally, the Dean of Student Development may determine that the facts as alleged are true, but do not constitute a violation of the college's policies or procedures.

4.4.4 The Dean of Student Development shall provide the complainant and the respondent with a draft of the findings from the investigation. The parties shall have ten (10) days to provide additional information or to clarify information (review period). The Dean of Student Development shall provide the complainant and the respondent with a final written response of the determination of findings and resolution within fifteen (15) business days after the review period.

4.4.5 In the event that the investigation reveals conduct on the part of any party that may be considered misconduct not based on discrimination, the Dean of Student Development shall refer the matter and provide a copy of the complaint record to the appropriate authority for a misconduct investigation.

4.5 Appeal Process

4.5.1 Any outcome from the formal complaint process by the Dean of Student Development with which the complainant or respondent disagrees, either because of a belief that the process was not followed or a belief that errors were made in the process, may be appealed in writing by the complainant or respondent to the Vice President for Academic and Student Affairs or designee. Any such appeal must be submitted using the Formal Student Complaint Appeal Form (Appendix C) within ten (10) business days of the complainant's/respondent's receipt of the written response.

4.5.2 The appeal must identify one of the following grounds as its basis:

4.5.2.1 A claim that the investigation was not conducted in conformity with the prescribed procedures.

4.5.2.2 A claim that the decision reached by the Dean of Student Development was not supported by substantial evidence.

4.5.2.3 A claim that new evidence sufficient to alter a decision, but unknown at the time of the investigation, should be considered. The appeal should explain why the evidence was unavailable previously and why such evidence may substantially impact the findings or resolution.

4.5.3 The Vice President for Academic and Student Affairs shall review the record of the complaint, the response, and any new evidence, if applicable, and affirm, deny, modify, or recommend reconsideration of the matter within ten (10) business days of the receipt of appeal. The review may or may not involve interviews of individuals involved in the complaint process at the discretion of the Vice President.

4.5.4 The Vice President for Academic and Student Affairs may return the response to the Dean of Student Development and direct remedial actions that can be taken to effectively and fairly correct any procedural errors that he or she concludes have been made in prior phases of the formal grievance process.

4.5.5 The Vice President for Academic and Student Affairs shall dismiss the appeal in the event that any of the following circumstances exists: The appeal does not identify a legitimate basis as delineated above.

The appeal does not set forth written policies or procedures to which the complainant was entitled but were not afforded during the prior phases of the process.

4.5.6 The Vice President for Academic and Student Affairs' determination shall be based on a review of whether a reasonable inquiry was made concerning the alleged action or inaction about which the student complained and whether the findings were appropriate based on the facts determined in the investigation and the goals of this procedure.

4.5.7 Should more time be needed to render a decision, the complainant and respondent shall be notified in writing of the delay and expected completion date of the review, which shall not to exceed twenty (20) business days from the time of the appeal.

4.5.8 The complainant, respondent, and Dean of Student Development, shall receive a written explanation of Vice President's decision on the appeal. The Vice President's decision is final.

4.6 Student Complaint Records

4.6.1 The Dean of Student Development will maintain a record of all complaints, appeals, and outcomes in a secure location. Electronic retention of these records is encouraged. These files shall be maintained by the Dean of Student Development for a period of three (3) years from the date of the final outcome.

4.7 Retaliation

4.7.1 If a student or institutional representative believes that he/she has been subjected to adverse treatment because of filing or participating in a complaint, the Dean of Student Development shall be notified immediately.

4.7.2 The Dean of Student Development shall investigate the alleged retaliation and meet with all involved parties and attempt a resolution to the situation.

4.7.3 If the person claiming retaliation is dissatisfied with a resolution issued by the Dean of Student Development, he/she may appeal to the Vice President of Academic and Student Affairs. The Vice President's decision is final.

4.8 External Agencies

4.8.1 This procedure is not intended to impede any student's right to file a timely complaint with an appropriate external state or federal agency.

4.8.2 Students may seek resolution through the Office for Civil Rights of the United States Department of Education ("OCR"). A complaint filed with OCR must be filed within 180 calendar days of the alleged discrimination. Or, if the college complaint procedure was utilized by the student, the OCR complaint must be filed within 60 calendar days from the date of the final decision, unless the time for filing is extended by the OCR for good cause shown. Information on how to proceed may be accessed on OCR's website at: <http://www2.ed.gov/about/offices/list/ocr/index.html>.

4.9 Sanctions

4.9.1 Sanctions that may be imposed under this policy include:

Students: Admonition, disciplinary probation, suspension or dismissal
Employees: Suspension or dismissal

5. Definitions

5.1 *Active Student*: individuals are considered "active students" for two (2) years after their initial admission or readmission to the College or most recent enrollment, including in a non-credit course, whichever is later.

5.2 *Complainant*: an individual who is an active student with the college who has a complaint against the college as a result of the action or inaction of a college employee or student.

5.3 *Complaint*: an unwritten or written claim raised by a student alleging discriminatory action by an employee or a student involving the application of a college rule/regulation or a board policy or procedure (Virginia Community College System Policy Manual section 6.5.0.1). The complainant must be personally affected by the alleged violation and unlawful action.

5.4 *Discrimination/Discriminatory Action*: the unlawful treatment of another based on a non-merit factor 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 education or participation in college program or activity. Harassment is a form of discrimination. Harassment is created by conduct so severe, pervasive, and objectively offensive that it undermines and detracts from an employee's work performance or a student's educational experience.

5.4 *Formal Complaint*: the written stage of the student complaint process.

5.5 *Informal Complaint*: the unwritten stage of the student complaint process.

5.6 *Respondent*: Germanna employee, or employee of a firm under contract to Germanna Community College identified by the complainant as causing or contributing to the complaint.

6. Point of Contact

Dean of Student Development

7. Approval and Revisions Dates

- College Council: September 25, 2015
- President's Council: October 19, 2015; Revision January 19, 2016
- College Board:

Weapons Policy

Germanna Community College Weapons Policy 70220 (Safety and Security)

1. **Purpose**: The purpose of this policy is to promote a safe learning and working environment for all college locations by minimizing the risk of violence by use of a weapon. This policy provides rules and procedures for the possession of weapons on campus grounds, in campus buildings, and at campus events. It is consistent with the Regulation of Weapons (Appendix A) adopted by the State Board for Community Colleges, Policy 3.14.6, Workplace Violence Prevention and Threat Assessment Policy Guidelines of the Virginia Community College System, and the laws and regulations of the Commonwealth of Virginia.

1.2 **Application**: This policy applies to all faculty, staff, students, contractors, and visitors entering campus buildings or attending college-sponsored events.

1.3 **Authority**: The State Board for Community Colleges is authorized by Virginia Code §§ 23-215 and 23-217(g) to promulgate regulations for carrying out its responsibilities. State Board for Community Colleges Regulation 8VAC95-10-10 et seq. (Appendix A) sets out prohibitions for weapons possession on all college campuses within the VCCS. College boards may approve policies consistent with guidelines set by the State Board for Community Colleges.

1.4 **Definitions**:

1.4.1. "Police officer" means law-enforcement officials appointed pursuant to

Article 3 (§ 15.2-1609 et seq.) of Chapter 16 and Chapter 17 (§ 15.2-1700 et seq.) of Title 15.2, Chapter 17 (§ 23-232 et seq.) of Title 23, Chapter 2 (§ 29.1-200 et seq.) of Title 29.1, or Chapter 1 (§ 52-1 et seq.) of Title 52 of the Code of Virginia or sworn federal law-enforcement officers.

1.4.2. "College property" means any property owned, leased, or controlled by a member college of the Virginia Community College System and the administrative office of the Virginia Community College System.

1.4.3. "Weapon" means (i) any pistol, revolver, or other weapon designed or intended to propel a missile of any kind by action of an explosion of any combustible material; (ii) any dirk, bowie knife, switchblade knife, ballistic knife, machete, razor, slingshot, spring stick, metal knucks, or blackjack; (iii) any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely, which may be known as a nun chahka, nun chuck, nunchaku, shuriken, or fighting chain; (iv) any disc, of whatever configuration, having at least two points or pointed blades which is designed to be thrown or propelled and which may be known as a throwing star or oriental dart; or (v) any weapon of like kind, to include but not limited to, Tasers.

Students and employees may possess and use appropriate tools, such as saws, knives or other such implements, necessary for the performance of their job duties. Contractors and others on campus whose duties require possession and use of construction equipment, including but not limited to pneumatic nail guns, may possess and use such equipment only in performance of their job duties through a valid contractual or legal relationship with the College.

"Weapon" does not mean knives or razors used for domestic purposes, pen or folding knives with blades less than three inches in length, or knives of like kind carried for use in accordance with the purpose intended by the original seller.

2. Policy

2.1. Possession or carrying of any weapon by any person, except a police officer, is prohibited on college property in academic buildings, administrative office buildings, student centers, child care centers, dining facilities and places of like kind where people congregate, or while attending any college-sponsored sporting, entertainment or educational events. Entry upon the aforementioned college property in violation of this prohibition is expressly forbidden.

2.2. Faculty, staff, and students may not possess or carry any weapon anywhere on college property except as outlined in Section F of this policy.

3. Exceptions

3.1. Current sworn and certified local, state, and federal law enforcement officers with proper identification, may possess or carry a weapon on college property, inside all campus buildings, and at all campus events.

3.2. Faculty, staff, and students may secure handguns, rifles, and shotguns in a compartment or container of parked vehicles. Faculty, staff, and students who wish to secure a weapon in their vehicle must possess a valid concealed weapons permit. The compartment or container may be a trunk, glove compartment or other secured storage area in the vehicle. At no time shall a weapon to include handguns, rifles and shotguns be loaded or visible in plain view while inside a vehicle. Furthermore, at no time shall faculty, staff and students possess the weapon (except while in their vehicle) while on college property.

3.3. Visitors and contractors may secure weapons to include handguns, rifles,

and shotguns in parked vehicles. Visitors and contractors are encouraged to secure weapons in the trunk of vehicles or otherwise out of sight of passersby. If visitors and contractors store weapons to include handguns, rifles and shotguns in a parked vehicle, the weapon must be secured in a compartment or container inside the vehicle. Furthermore, at no time shall contractors possess the weapon (except while in their vehicle) while on college property.

3.4. The Germanna Community College Chief of Police or designee may authorize in writing a person to possess, store, or use a weapon: (i) when used for educational or artistic instruction, display, parade, or ceremony sponsored or approved by the college (unloaded or disabled only and with other specified safeguards, if appropriate); or (ii) for any college-approved training, course, or class. Because of the seriousness of the request to bring a weapon the following will be required for authorization. Thirty days prior to the date requested, a written request must be received by the Chief of Police. The written request must have been already approved by the requestor's Dean/ Program Head or as appropriate Department Head/ Vice President or will result in an automatic denial. Each request will be considered in totality of other on-going events and circumstances for the specific request. As such, each request must contain the date and times, reason, location, audience, handler of weapon and type of weapon. Any deviation, to include any change in date, time, reason, location, audience, handler of weapon or type of weapon will require a new submission and approval through the aforementioned procedure.

4. Procedures

4.1. If college police and/or security observe or receive a report of a violation of this policy, the college police and/or security will direct the individual to leave the campus building or event immediately. (This includes requiring faculty, staff and students possessing a firearm in open areas to comply.) The individual, including faculty, staff, and students, may secure the weapon inside his or her vehicle and return. In the event the individual fails to comply, college police will take appropriate action, to include potential arrest or internal disciplinary referral.

4.2. In cases involving an immediate threat of violence, members of the campus community are encouraged to immediately call the college police at 2911 from any college phone or 540-727-2911 from any cellular phone. College police may make an arrest or take other action as appropriate.

4.3. Persons observed on the open grounds of campus (streets, sidewalks, and other open areas on college property) may be asked by the college police and/or security to identify his or her relationship with the college to confirm whether a violation of this policy has occurred, (i.e., determine whether the individual is a student, employee, or visitor). If the individual is a visitor who intends to enter a campus building or event where weapons are prohibited, college police and/or security shall advise that, pursuant to regulation (Appendix A), it is unlawful to enter such places while possessing or carrying a weapon. The individual shall be advised to secure the weapon inside his or her vehicle prior to entering the building or event. Faculty, staff and students shall be advised of same prohibitions and shall be advised to secure the weapon inside his or her vehicle prior to entering the building or event or anytime while on College Property.

5. Violation of Policy

5.1. Students who violate this policy will be subject to disciplinary action under the student conduct code up to and including, dismissal.

5.2. Employees who violate this policy will be subject to disciplinary action

up to and including termination, using existing policies and procedures including Section 3 of the VCCS Policy Manual or DHRM Policy 1.60, Standards of Conduct.

5.3. Pursuant to the Regulation of Weapons (Appendix A), visitors and contractors in violation of the prohibitions on the possession of weapons are subject to arrest and may be barred from the College.

6. Approval and Revision Dates

Approved by Student Government Association (SGA) on February 11, 2013

Approved by College Council on February 22, 2013

Approved by President's Council on March 18, 2013

Approved by College Board on March 21, 2013

STATE BOARD FOR COMMUNITY COLLEGES Weapons Regulations

CHAPTER 10 - REGULATION OF WEAPONS

8VAC95-10-10. Definitions.

The following words and terms when used in this chapter shall have the following meanings unless the context clearly indicates otherwise:

"Police officer" means law-enforcement officials appointed pursuant to Article 3 (§ 15.2-1609 et seq.) of Chapter 16 and Chapter 17 (§ 15.2-1700 et seq.) of Title 15.2, Chapter 17 (§ 23-232 et seq.) of Title 23, Chapter 2 (§ 29.1-200 et seq.) of Title 29.1, or Chapter 1 (§ 52-1 et seq.) of Title 52 of the Code of Virginia or sworn federal law-enforcement officers.

"College property" means any property owned, leased, or controlled by a member college of the Virginia Community College System and the administrative office of the Virginia Community College System.

"Weapon" means (i) any pistol, revolver, or other weapon designed or intended to propel a missile of any kind by action of an explosion of any combustible material; (ii) any dirk, bowie knife, switchblade knife, ballistic knife, machete, razor, slingshot, spring stick, metal knucks, or blackjack; (iii) any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely, which may be known as a nun chahka, nun chuck, nunchaku, shuriken, or fighting chain; (iv) any disc, of whatever configuration, having at least two points or pointed blades which is designed to be thrown or propelled and which may be known as a throwing star or oriental dart; or (v) any weapon of like kind, to include but not limited to, tasers.

"Weapon" does not mean knives or razors used for domestic purposes, pen or folding knives with blades less than three inches in length, or knives of like kind carried for use in accordance with the purpose intended by the original seller.

8VAC95-10-20. Possession of weapons prohibited.

A. Possession or carrying of any weapon by any person, except a police officer, is prohibited on college property in academic buildings, administrative office buildings, student centers, child care centers, dining facilities and places of like kind where people congregate, or while attending any sporting, entertainment, or educational events. Entry upon the aforementioned college property in violation of this prohibition is expressly forbidden.

B. Any individual in violation of this prohibition will be asked to remove the weapon immediately. Failure to comply may result in a student conduct referral, an employee disciplinary action, or arrest.

8VAC95-10-30. Exceptions to prohibition.

A. The prohibition in 8VAC95-10-20 shall not apply to current sworn and certified local, state, and federal law enforcement officers with proper identification, nor shall it apply to possession of a weapon when stored securely inside the vehicle of properly permitted students and employees.

B. The chief of the college police department or head of security department,

or his designee, may authorize in writing a person to possess, store, or use a weapon: (i) when used for educational or artistic instruction, display, parade, or ceremony sponsored or approved by the college (unloaded or disabled only and with other specified safeguards, if appropriate); or (ii) for any college-approved training, course, or class.

8VAC95-10-40. Person lawfully in charge.

Campus police officers or security, and other police officers acting pursuant to a mutual aid agreement or by concurrent jurisdiction, are lawfully in charge for the purposes of forbidding entry upon or remaining upon college property while possessing or carrying weapons in violation of this chapter.

**Germanna Community College
Student Academic Grievance Procedure
11/09**

Level One Grievance

NOTE:
The formal Academic Grievance process must be initiated within thirty college business days following the event giving rise to the grievance, or within thirty college business days of the time when the student reasonably should have gained knowledge of its occurrence, whichever comes first. Students must attempt to have issues resolved with their classroom instructor prior to pursuing a Level 1 grievance. The meeting with the instructor shall be documented and presented prior to the formal grievance beginning. The appropriate Dean or designee shall determine the date upon which the grievance occurred. Once a grievance is initiated, the time limitations for either party may be extended by written mutual agreement. If there is no mutual agreement to extend the time limits set herein, and if a decision at one level is not appealed to the next level within the time limit specified, the decision rendered at the previous level shall be final.

Students Name	Student ID:
Home Address	Email Address:
Home Telephone:	Alternative Telephone
This grievance is against (name):	Class Name:

Please attach documentation that reflects the meeting with your class instructor, along with the reasons for your grievance, the facts supporting your claims, and the redress you are seeking.

Signature:	Date:	Phone:
------------	-------	--------

Level One Response: Dean or designee

Date Received:	Date Grievance Occurred:
----------------	--------------------------

NOTE:
The Dean or designee may choose at this point to issue a written decision delivered by certified mail to both the student and the Faculty member, and said decision must be rendered within ten college business days of receipt of the grievance. Alternatively, the Dean or designee may choose to arrange a meeting with the principals. The date for this meeting must be chosen within ten college business days following the receipt of the grievance. The meeting may occur as much as seventeen college business days after the receipt of the grievance. A written decision delivered by certified mail will be rendered to the principals within twenty college business days following the meeting.

Date	Dean or Designee	Response

Student's response (check one):

I conclude my grievance.

I advance my grievance to the second level.

**All parties should keep copies of paperwork at all levels.
This form is submitted to the office, within the thirty-day time limit.**

Germanna Community College Personnel

Administration

Sam, David A., President, Interim Vice President of Institutional Advancement, Interim Executive Director of GCC Educational Foundation. *B.A. & M.A. Eastern Michigan University. Ph.D. Michigan State University.*

Wesley, Jeanne L., Interim Vice President for Academic Affairs/Professor, Vice President for Workforce & Community Relations. *B.S., Ouachita Baptist University; M.A., University of Arizona; Ph.D., Texas A&M University.*

Davis, John M., Interim Vice President for Administrative Services, Executive Director of Organizational Planning & Assessment/ Professor. *A.A. Gulf Coast Community College (FL), B.S. Florida State University, M.S. Florida State University, Ph.D. The College of William & Mary.*

Kemp, Scott, Interim Vice President for Student Success. *B.A., University of Virginia; M.A., Hollins University; M.A., The Catholic University of America.*

Bourne, Laurie, Associate Vice President Human Resources. *B.S. Virginia Commonwealth University, M.B.A. The College of William and Mary.*

O'Keefe, Martha G., Associate Vice President for Workforce & Professional Development/Associate Professor. *B.S., Virginia Commonwealth University; B.S.W., Virginia Commonwealth University; J.D., George Mason University.*

Barber, Stephen E., Budget Analyst. *B.B.A., James Madison University.*

Office of the President

Sam, David A., President. *B.A. & M.A. Eastern Michigan University. Ph.D. Michigan State University.*

Duff, Pam, Executive Assistant to the President

Academic Affairs and Student Services

Wesley, Jeanne L., Interim Vice President for Academic Affairs and Student Services/Professor, *Ouachita Baptist University; M.A., University of Arizona; Ph.D., Texas A&M.*

Corbin, Martha A., Administrative Assistant, Academic Affairs and Student Services, *B.P.S., University of Mary Washington.*

Kemp, Scott, Interim Vice President for Student Success, *B.A., University of Virginia; M.A., Hollins University; M.A., The Catholic University of America.*

Bynum, Carolyn, Faculty Advising Coordinator, *A.A., Martin Community College; B.S., East Carolina University; M.S.H.E., Walden University.*

Small, Nnamdi, Interim Project Director, Gladys P. Todd Academy, *A.A.S., Germanna Community College; B.B.A. & M.B.A., Strayer University.*

Human Resources

Bourne, Laurie, Associate Vice President Human Resources. *B.S. Virginia Commonwealth University, M.B.A. The College of William and Mary.*

Decker, Julie A., Payroll Specialist. *C.P.P. American Payroll Institute; A.A., Accounting, Riverside City College, California.*

Hall, Barbara A., Human Resource Analyst II-Payroll Administrator. *Certificate in Supervision, A.A.S. Accounting, A.A.S. Business Management, Germanna Community College; American Payroll Association, Certified Payroll Professional (CPP); Society for Human Resources Management, Professional in Human Resources (PHR); Virginia Total Compensation Generalist (VTCG-Payroll/Benefits).*

Elizabeth Hunziker, Recruitment Coordinator; Human Resources. *B.A., English, University of Maryland*

Institutional Advancement

Zitz-Beckham, Michael E., Director of Media & Community Relations.

Breitenbach, Derek M., Assistant Director of Marketing. *B.A. Virginia Polytechnic Institute and State University.*

Criswell, Angela, Institutional Advancement Associate.

Hummel, Matthew, Web Developer.

Hunt, Ronald M., Grants Coordinator. *B.S., James Madison University. M.Ed., Ph.D., College of William and Mary.*

Martin, Amy, Financial Analyst. *B.B.A., University of Texas Arlington.*

Solomon, James, Graphic Designer. *B.A. Virginia Polytechnic Institute and State University.*

Thompson, Jessica J., Administrative and Office Specialist III. *B.L.S., University of Mary Washington.*

Institutional Effectiveness

Davis, John M., Executive Director of Organizational Planning & Assessment/ Professor. *A.A. Gulf Coast Community College (FL), B.S. Florida State University, M.S. Florida State University, Ph.D. The College of William & Mary.*

Levoy, Brenda L., Institutional Research Generalist. *A.A. & S., Germanna Community College, B.L.S. University of Mary Washington.*

Monical, Patricia J., Institutional Research Analyst. *A.A., St. Louis Community College; B.A., University of Missouri-St. Louis.*

Munday, Nicole M, Associate Director of Assessment/ Associate Professor. *B.A. The College of William & Mary; M.A. Salisbury University (MD); Ph.D. Indiana University of Pennsylvania (PA).*

Instruction

Gray, Shashuna, Dean of Arts and Sciences/Assistant Professor. *B.S., M.S., Alabama State University, Ph.D. Old Dominion University.*

Talley, Denise, Dean of Professional and Technical Studies/Associate Professor. *CPA, B.S., Virginia Tech; MBA, James Madison University; M.S. Liberty University.*

Lisk, Patricia, Dean of Nursing and Health Technologies/Professor. *B.S.N., University of Virginia, M.S.N., University of Maryland, D.A.C.C.E., George Mason University.*

Affeldt, Tracy, Administrative Assistant to Office of Instruction-Fredericksburg Area Campus.

Clark, Kris, Administrative Assistant to the Office of Nursing & Health Technologies-Locust Grove Campus.

Faulconer, Dawn, Administrative & Office Specialist Office of Instruction - Fredericksburg Area Campus.

Henderson, Rosie, Administrative Assistant to the Office of Nursing & Health Technologies—Locust Grove Campus.

Jennings, Keila, Administrative & Office Specialist to the Office of Instruction – Fredericksburg Area Campus. *A.A.S., Southside Virginia Community College; B.S., Averett University.*

Faculty Emeriti

Frank, Donald R., Associate Professor of Business Management, Emeritus. *B.S., Utica College of Syracuse University; M.A., Central Michigan University.*

Gentry, Paula C., Associate Director of Assessment/Instructor, Emeritus. *B.A., The College of St. Francis; M.Ed.; University of Illinois at Urbana-Champaign.*

Gossweiler, Richard C. (deceased), Professor of History, Emeritus. *B.A., Maryville College; M.A. University of Tennessee; Ph.D., Ohio State University.*

Howlin, Thomas J., Associate Professor of Business Management, Emeritus. *B.A., M.A., University of Maryland.*

Ingalls, Jane R., Dean of Nursing and Health Technologies, Emeritus. *B.S.N., Medical College of Virginia; M.S.N., Catholic University of America; Ph.D., George Mason University.*

Noel, Nancy W., Instructor of English. *B.A., Virginia Polytechnic Institute and State University; M.A., Virginia Commonwealth University.*

Tate, Joel C., Professor of Social Science, Emeritus. *B.S., University of Tennessee; M.A., Ph.D. George Peabody College.*

Turnage, Francis S., President, Emeritus. *A.B., Duke University; M.A.T., University of North Carolina; Ed.D., University of Virginia.*

Full-Time Teaching Faculty

Abrams, Beverly D., Assistant Professor of Early Childhood Development. *B.S., Radford University; M.S., Nova Southeastern University.*

Anglin, Ashley B., Associate Professor of Spanish and Italian. *B.A., The College of William and Mary; M.A., Ph.D., The Catholic University of America.*

Baysden, Mary M., Assistant Professor of Nursing. *BSN, Louisiana College; M.S.N., Texas Christian University.*

Benjamin, Joel D., Associate Instructor of Math. *B.S., University of Mary Washington; M.A., University of West Alabama.*

Bradshaw, Kellie Kahrmann, Assistant Professor of History. *B.A., The George Washington University; M.A., College of Charleston.*

Callan, W. Todd, Instructor of Biology. *B.S. and M.S., College of William and Mary.*

Castellarin, John S., Instructor of English. *B.A., University of Notre Dame du Lac; M.F.A., Old Dominion University.*

Critchfield, Diane M., Instructor of English. *B.A., Mary Washington College; M.A., Virginia Commonwealth University.*

Daigle, Laurie Z., Director, Physical Therapist Assistant Program/Assistant Professor. *B.A., University of Maryland, College Park, M.A., Texas Woman's University, Certificate in PT., Cleveland State University.*

Dixon, Brenda W., Professor of Nursing. *A.A.S., A.A. & S., Germanna Community College; B.S.N., M.S.N., George Mason University.*

Farrish-Barner, Sherlyn A., Associate Professor of Nursing. *AA.A.S., Arizona Western College; B.S.N., Virginia Commonwealth University; M.S.N., George Mason University.*

Fasano, Julie M., Instructor of Anatomy and Physiology, Biology. *B.S., Old Dominion University; M.S., University of Florida-College of Medicine.*

Fetea, Mirela., Professor of Physics. *B.Sc and M. Sc., University of Timisoara; PhD., University of Cape Town.*

Ford, Bruce D., Associate Professor of Information Systems Technology. *B.L.S., Mary Washington College; Graduate Certificate, M.S.I.S., George Mason University.*

Fugee, Ruth, Assistant Professor of Nursing. *A.D.N., Germanna Community College, B.S., Virginia Polytechnic & State University, M.S.N., George Mason University.*

Gnanados, Sunithi N., Assistant Professor of English. *B.A., Women's Christian College; M.A., Madras University; M. Phil., Madras Christian College.*

Greene, Stephanie, Assistant Professor of Communication Studies. *B.A., Christopher Newport University, M.A., The University of North Carolina.*

Grundy, Lisa T., Instructor of English. *B.A. Methodist University; M.A. University of North Carolina-Wilmington.*

Guyton, Amanda C., Instructor of Art History. *B.A., Smith College; M.A. University of Wisconsin-Madison; M.A., Ph.D., University of Virginia.*

Hancock, Leigh M., Assistant Professor of English. *B.A., University of California at Davis; M.A., California State University, Northridge; M.A. University of Southern California.*

Handley, Kevin B., Professor of Psychology. *B.S., Virginia Polytechnic Institute and State University; M.A., Ph.D., Fairleigh Dickinson University.*

Harkins, Danielle, Associate Instructor of Communication Studies. *B.A., Oakland University, M.A., DePaul University.*

Huff, Cheryl A., Associate Professor of English and Humanities. *B.A., Douglass College/Rutgers University; M.A., St. Johns College; M-Lit., University of St. Andrews.*

Kuchinski, Michael J., Instructor of Mathematics. *B.S., East Stroudsburg University; M.S., West Virginia University.*

Lance, Tina M. Assistant Professor of Business and Economics. *B.S., L. Rice University; M.B.A., Jacksonville University.*

Lea, Frances F., Associate Professor of Economics and Marketing. *A.B., Boston University; M.A., University of Arkansas.*

Leake, Sharon F., Associate Professor of Nursing. *B.S.N., James Madison University; M.S.N., University of Virginia; C.N.M., Frontier School of Midwifery.*

Lechuga, Miguel A., Associate Professor of Spanish. *B.S., University of Madrid; M.A., M.S., Syracuse University; Ph.D., University of Madrid.*

Lennahan, Jamie B., Assistant Professor of Political Science. *B.A., Saint Michael's College; M.A. and PhD., University of Colorado at Boulder.*

Lewis, Monique D., Instructor of English. *B.A., M.Ed., George Mason University; Howard University.*

Lowry, Carrie, Instructor of Mathematics. *B.S., Virginia Polytechnic Institute and State University; M.Ed., University of Mary Washington.*

Maier, Wen Q., Assistant Professor of English. *B.A., Sichuan (Union) University; M.Ed., Liberty University.*

MacLaughlin, Cory D., Instructor of English. *B.A., Virginia Commonwealth University; M.A., University of Virginia.*

Mairs, Neil, Associate Professor of Business. *B.A., MBA, University of Rochester.*

Marsich, David, Instructor of History. *B.A. Saint Mary's College of Maryland; M.A., University of Kentucky.*

Martin, Randy L., Associate Professor of Business Management. *A.S., Patrick Henry Community College; B.S., Radford University; M.B.A., Virginia Polytechnic Institute and State University.*

Matheson, Jessica L., Instructor of Biology. *B.S., M.S., Austin Peay State University.*

- Mergenthal, Helen R.**, Professor of Biology. *B.S., Mary Washington College; M.S., Ph.D., Virginia Commonwealth University.*
- Merkel, Diana**, Assistant Professor of Information Systems Technology. *B.S., Ramapo College of NJ; M.S., Fairleigh Dickinson University.*
- Mesimer, Misty L.**, Coordinator-Dental Hygiene; Program Director-Dental Assisting/Assistant Professor. *A.A.S., Virginia Western Community College; B.S.H.S., M.S.C.H., Old Dominion University.*
- Messier, Marie E.**, Associate Professor of Nursing. *B.S.N., Washington State University; M.Ed., Boston University; M.S.N., Catholic University of America.*
- Miller, Gerald C.**, Assistant Professor of Information Systems Technology; Director, Cisco Regional Academy. *B.S., University of Arizona; M.S., University of Rochester.*
- Mittura, Karen H.**, Professor of Nursing. *B.S., B.S.N., Eastern Mennonite College; M.S.N., University of Virginia.*
- Morgan, April**, Assistant Professor of Nursing. *B.S.N., Seton Hall University, M.S.N., Walden University.*
- Murphy, Lisa D.**, Professor of Mathematics. *B.S., Wright State University; M.S. Electrical Engineering, M.S. Mathematics, Ph.D., University of Illinois at Urbana-Champaign.*
- Mustachio, Camille**, Instructor of English. *B.A., M.A., George Mason University*
- Noel, Jillian C.**, Assistant Professor of Administration of Justice. *A.A.S., Germanna Community College; B.A. Old Dominion University; M.B.A. Averett University*
- Nyzowyj, Jay J.**, Assistant Professor of Mathematics. *B.S., Grand Valley State University; M.A., Central Michigan University.*
- Parker, Patricia M.**, Assistant Professor of Mathematics. *B.A., M. T., University of Virginia.*
- Pevey, Carolyn F.**, Associate Professor of Sociology. *B.A., McNeese State University; M.A., Ph.D., University of Texas at Austin.*
- Poirier, Lisa C.**, Assistant Professor of Nursing. *A.D.N., Hillsborough Community College, B.S.N., University of Virginia, M.S.N., George Mason University.*
- Read, Michael**, Professor of Biology. *B.S., Reading University; M.S., Ph.D., University of Wisconsin, Madison.*
- Rezendez, Debra**, Instructor of Psychology. *A.A.S, Germanna Community College; B.S., University of Mary Washington; M.S., Virginia Polytechnic and State University.*
- Richardson, Wynette A.**, Associate Instructor of English. *B.A. Saint Paul's College; M.A. Virginia State University.*
- Robinson, Brenda**, Instructor of English. *B.L.S., University of Mary Washington; M.F.A., Goddard College.*
- Runnels, Pamela S.**, Professor of Chemistry. *B.A., B.S., Ph.D., University of Maine.*
- Santillo, Allison J.**, Associate Instructor of Biology. *B.S. University of Mary Washington, M.S., University of Massachusetts Boston.*
- Scott, Sharon J.**, Associate Professor of Nursing. *A.A.S, Germanna Community College; B.S.N., Virginia Commonwealth University; M.S.N., George Mason University; D.N.P., Walden University*
- Schrass, JoAnn.**, Associate Instructor of Biology. *B.S., Averett College; M.S. The George Washington University; Ph.D., George Mason University.*
- Schoeller, Harry**, Assistant Professor of Engineering. *B.S., M.S., Ph.D., State University of New York at Binghamton.*
- Sekinger, Vanessa A.**, Instructor of Reading. *B.A., University of Mary Washington; M.Ed., University of Virginia.*
- Sheaffer, Angela**, Assistant Professor of Nursing. *A.D.N., SUNY Regents College, M.S.N., Walden University.*
- Shields-Maxwell, Shawn**, Assistant Professor of Chemistry. *B.A., Washington University; Ph.D., Washington University.*
- Shirazi, Mike K.**, Assistant Professor of Mathematics. *B.S., University of Rio Grande; M.S., Miami University.*
- Simms, Preston**, Instructor of English. *BFA Rhode Island School of Design, MA Middlebury College.*
- Skinner, Susan M.**, Associate Professor of Nursing. *B.S.N., Northern Michigan University; M.S.N., East Carolina University; Post Masters Certificate, Virginia Commonwealth University.*
- Smith Lloyd, Kelley, D.**, Instructor of English. *B.A., University of Mary Washington; M.A., George Mason University.*
- Sperlazza, Emily**, Assistant Professor of Nursing. *A.D.N., Germanna Community College; B.A., University of Mary Washington; M.S.N., George Mason University.*
- Stroffolino, John E.**, Assistant Professor of Health and Physical Education. *B.S., East Stroudsburg University of Pennsylvania; M.S., University of Delaware.*
- Trainum, Charles A.**, Assistant Professor of Accounting. *B.S., Virginia Polytechnic Institute and State University; J.D., University of Virginia.*
- Thomas, Marlana**, Assistant Dental Hygiene Program Coordinator. *R.D.H., Old Dominion University, M.S., Old Dominion University.*
- Thomson, Season R.**, Associate Professor of Biology. *B.S., Utah State University; Ph.D., Pennsylvania State University.*
- Turner, Martha M.**, Instructor of Nursing. *B.S.N., State University of New York at Plattsburgh; M.S.N., Old Dominion University.*
- Ugarte, Saulo D.**, Assistant Professor of Fire Science Technology. *B.S., Western Oregon University, M.S., Columbia Southern University, PhD Candidate., Capella University.*
- VanNortwick, Debra B.**, Assistant Professor of Nursing. *B.S.N., East Carolina University; M.S.N., Regis University.*
- Vanover, Eric T.**, Assistant Professor of History. *B.A., University of Virginia's College at Wise; M.A., Virginia Polytechnic Institute and State University; Old Dominion University.*
- Wilson, Brent T.**, Instructor of Automotive Technology. *Virginia Commonwealth Professional Technical License, ASE Master Technician, ASE L1, Advanced Engine Performance, ASE Certified Air Conditioning Recovery & Recycling.*
- Wilson, Samantha S.**, Associate Professor of Nursing. *A.A., Belleville Area College; B.S.N., George Mason University; M.S.N., Old Dominion University.*
- Williams, Tracey F.**, Academic Coordinator of Clinical Education Physical Therapist Assistant Program/Assistant Professor. *A.A.S., Northern Virginia Community College, B.A., Miami University, M.Ed., University of West Florida.*
- Willits, Craig J.**, Instructor of Mathematics. *B.A., Rutgers, The State University of New Jersey; M.S., Ph.D., Air Force Institute of Technology.*

Witt, Trudy, Assistant Professor of Biology. *B.A. Brigham Young University, M.S. Tulane University; Ph.D. Louisiana State University.*

Wolfe, J. Gayle, Professor of Psychology. *B.A., M.A., The Ohio State University; Ph.D., Florida State University.*

Wrightson, Maury V., Assistant Professor of Biology. *B.S., Roanoke College; M.A., College of William and Mary.*

Yi, Novel, Assistant Professor of Art Department. *B.F.A., Virginia Commonwealth University; B.F.A., University of Arizona; MFA, University of Maryland.*

Student Development

Burke, Nilofar, Disability Services Paraprofessional Counselor. *B.A. University of Mary Washington, M.A. George Mason University.*

Doritto, Heather, Transfer Counselor. *B.A. Shippensburg University, M.A. Shippensburg University*

Dixon, Robert M., Student Veteran's Counselor. *B.A. Western Maryland College, M.A. Webster University.*

Frederick, Pamela M., Dean of Student Development/Associate Professor, *B.A., James Madison University; M.Ed., University of Virginia.*

Geisenhof, Nichole M., Internship Counselor; *A.A.S., Broome Community College; B.S.W., University of North Carolina at Wilmington; M.Ed., Bowie State University.*

Haines, Mark A., Assistant Dean of Student Development/Instructor. *B.L.S., Bowling Green University; M.Ed., University of Georgia.*

Harris, Pamela B., Administrative Assistant to the Dean of Student Development

Hawley, Marie F., Career Counselor/Assistant Professor. *B.S., Saint Joseph's College; M.S., Troy State University.*

Somerville, Sarah W., Assistant Dean for Student Development/Professor. *B.A., University of Richmond; M.Ed., University of Virginia; Ed.D., North Carolina State University.*

Stevens, Win, Disability Services Counselor/Coordinator/Assistant Professor. *B.A., M.S., Marshall University.*

Counseling

Abell, M. Terry, Counselor. *B.A., George Mason University, M.A., Bowie State University.*

Browning, G. Lee, Counselor. *B.S., University of Virginia, M.A., Ohio University*

Crenshaw, Melody W., Credit for Prior Learning Specialist. *B.A., State University of New York College at Cortland, M.A., Syracuse University, Ph.D., Texas State University-San Marcos*

Curry, Veronica, Counselor. *B.A., Swarthmore College, M.A., Valparaiso University*

Delaney, Maureen, Counselor. *B.S., University of Maryland, M.S., Chaminade University.*

Denner, Kathryn A., Counselor. *B.S., Old Dominion University, M.Ed., Old Dominion University.*

Dineen, Samantha, Counselor. *B.A., Bridgewater, M.A., Liberty University.*

Haines, Debra, Counselor. *B.A., Bowling Green State University, M.Ed., University of Georgia.*

Landes, Alicia, Retention Program Assistant. *A.A.S., Germanna Community College., B.L.S., University of Mary Washington.*

Simprini, Jodi, Counselor. *B.S., Virginia Tech, M.A. Adams State University.*

Student Engagement

Alexander, Donna M., Student Success Coach. *B.S. Liberty University.*

Christian Shirloin, Student Activities Assistant; *B.S. Liberty University.*

Fitzgerald, Matthew, Student Success Coach. *B.S., University of Mary Washington.*

Hayes, Shavanta L., Administrative and Office Specialist II.

Staymates, Sandra L., Student Success Coach. *B.A., University of Richmond; M.A., Liberty University.*

Konhaus, Tim, Coordinator of Dual Enrollment. *B.A. Slippery Rock University, M.A. Slippery Rock University, Ph.D. West Virginia University.*

Landrie, Taylor, Student Success Coach-Great Expectations. *B.A. Marietta College.*

Pope, Sandra, Student Activities Coordinator, *B.S., James Madison University.*

Small, Nnamdi, Student Success Coach, *A.A.S., Germanna Community College; B.B.A. & M.B.A., Strayer University.*

Williamson, Chris, Student Success Coach. *B.S., Virginia Commonwealth University.*

Registrar

Maea, Cheri L., Registrar. *B.S., DeVry University; MBA, Keller Graduate School of Management; EdS, Northcentral University.*

Baetz, Carol D., Administrative Assistant to Office of Instruction-Fredericksburg Area Campus. *B.A., State University of New York (SUNY) at Buffalo.*

Whitacre, Kelsey, Associate Registrar, Daniel Technology Center Site Administrator. *B.S., Bridgewater College; M.S., Shenandoah University.*

Winn, Carol B., Administrative and Office Specialist II.

Admissions and Records

Alizio, Ann F., Assistant Registrar. *B.A., Mary Washington College.*

Elks, Jennifer L., Enrollment Specialist/Dual Enrollment Specialist. *A.A.S., Germanna Community College, B.A., Old Dominion University.*

Hetrick, Roseanne, Education Support Specialist II.

Ludvigsen, Judy, Education Support Specialist II.

Miller, Valerie J., Assistant Registrar. *C.S.C., Small Business Management, C.S.C., Supervision, A.A.S., Germanna Community College.*

Tompkins, Christian, Transcript Evaluator. *B.S., University of Georgia; M.S. Walden University.*

Financial Aid

Whitacre, Aaron L., Director of Financial Aid. *A.A.S., Lord Fairfax Community College, B.A., Shenandoah University, M.B.A., Liberty University.*

Barnstead, Julie M., Financial Aid Processor. *B.S. Northern Illinois University.*

Bryant, Erica D., Financial Aid Advisor/Veterans Affairs Certifying Official, *B.S., Old Dominion University.*

Chester, Christine M., Student Loan Coordinator. *A.A.S. Business Administration, Germanna Community College.*

Morris, JeNiqua S., Financial Aid Advisor

Morris, Rebecca L., Student Employment and Financial Aid Outreach Coordinator. *A.A.&S., Germanna Community College, B.L.S., University of Mary Washington.*

Shaw, Susan C., Financial Aid Advisor.

Turner, Devante B., Financial Aid Advisor.

Vacant, Financial Aid Advisor.

Recruitment

Viarella, Kimberly A., College Recruiter. *B.S., University of Massachusetts Amherst; M.S., Northeastern University.*

Veterans Center

Blackmon, Shaun T., Veterans Liaison.

Bryant, Erica D., Financial Aid Advisor/Veterans Affairs Certifying Official. *B.S., Old Dominion University.*

Dixon, Robert M., Student Veteran's Counselor, *B.A. Western Maryland College, M.A. Webster University.*

Slaughter, Dominique E., Veteran Educational Rep./School Certifying Official. *A.A.S., Germanna Community College.*

Welcome Center

Jones, Justin, Education Support Specialist II, Welcome Center Specialist. *A.A.&S., Germanna Community College., B.A., James Madison University*

Linscott, Jeremy, Education Support Specialist II, Welcome Center Specialist. *A.A.&S., Germanna Community College.*

Newhouse, Anita D., Education Administrator I, Welcome Center Manager. *A.A.S., Germanna Community College; B.P.S., University of Mary Washington.*

Sullivan, Vicki, Education Support Specialist II, Welcome Center Specialist.

Strickland, Christopher B., Education Support Specialist II, Welcome Center Specialist.

Valdes, Christina, Education Support Specialist II, Welcome Center Specialist. *B.A., Florida International University*

Washington-Ocasio, Tanya, Education Support Specialist II, Welcome Center Specialist. *B.A., University of Mary Washington.*

Yuliano Patricia A., Education Support Specialist II, Welcome Center Specialist.

Academic Technology and Learning Support

Durham, Page, Instructional Designer. *B.M.E., Shenandoah University; M.Ed., American Intercontinental University; Ed.S., Liberty University.*

Mlyniec, Jennifer, Multimedia Support Specialist. *B.A., The State University of New York at Cortland.*

Smith, Forrest, Instructional Systems Administrator. *B.A., University of Richmond.*

Yong, Yanyan, Dean of Academic Technology and Learning Support. *B.A., Second Language Institute-Beijing; M.S., Ph.D., Southern Illinois University at Carbondale.*

Library Services

Bowers, Karen A., Librarian /Assistant Professor. *B.S.L.S., Radford University; M.S.L.S., Catholic University of America.*

Crane, Erin, E-Resources and Instruction Librarian. *B.A., University of Mary Washington; M.S.L.S., University of North Carolina.*

Pierce, Matthew, Instructional Librarian. *B.A., Virginia Commonwealth University; M.L.S., University of North Texas.*

Remhof, Tamara, Coordinator, Library Services. *B.S., University of Nebraska Omaha; M.L.S., University of North Texas; M.Ed., University of Texas at Brownsville.*

Ruffin, Tom, Library Specialist. *B.A. Norfolk State University.*

Wall, Joshua, Library Specialist. *B.A. George Mason University.*

Testing Services

LeVere, Brenda V., Manager, Testing Services/Instructor. *A.A.S., A.S., Rappahannock Community College; B.S., Virginia Commonwealth University; M.B.A., Ashford University.*

Monroe, Sandra B., Testing Support Specialist. *A.A.S., Germanna Community College, B.S. Bluefield College.*

Nelson, Dahlia M., Educational Support Specialist I. *A.A.S., Germanna Community College, B.A. University of Mary Washington.*

Vacant Supervisor of GED and High-Tech Testing.

Qasimi, Roksana G., Educational Support Specialist I. *B.A., Longwood University.*

Wilkins, Stephanie L., Supervisor of Academic Computing and Testing Center—Locust Grove Area Campus. *A.A.S., Strayer University.*

Yeziarski, Laura L., Supervisor of Testing Center—Fredericksburg Area Campus.

Tutoring Services

Burchett III, John, Math Instructional Assistant. *A.S. Germanna Community College.*

Lyons, Ann S., Assistant Dean of Academic Technology & Learning Support/ Instructor. *B.A., Earlham College; M.S., Purdue University.*

Payne, Chelsea E., Online Academic Support Specialist. *B.S., James Madison University.*

Perez, Jessica L., Writing Instructional Assistant. *B.A., University of Mary Washington.*

Vice President for Administrative Services

Davis, John M., Interim Vice President for Administrative Services, Executive Director of Organizational Planning & Assessment/ Professor. *A.A. Gulf Coast Community College (FL), B.S. Florida State University, M.S. Florida State University, Ph.D. The College of William & Mary.*

Barber, Stephen E., Budget Analyst. *B.B.A., James Madison University.*

Fare, Lindsay, Administrative Assistant to the Vice President for Administrative Services. *A.A.S. Germanna Community College, B.S. Virginia Commonwealth University*

Business Office

Givler, Terri E., Procurement Manager.

Henry, Pamela S., Grant Accountant. *AA&S General Studies, AAS Business Management, Germanna Community College.*

Henson, Lauren E., Disbursements Accountant. *B.A., Randolph Macon*

McDonald, Laura A., Student Financial Supervisor. *B.P.S., University of Mary Washington, M.B.A., University of Mary Washington.*

Sloan, Melissa A., Accountant. *A.A., A.S., Germanna Community College; APS Certification, B.S., University of Mary Washington.*

Smith, Nancy L., Accounting Manager. *B.S., University of Maryland*

Warnacut, Joyce, Director of Finance. *B.S., Indiana University.*

Facilities Management

Fenwick, Garland M., Facilities Manager. *B.S., Radford University 1985, APPA Educational Facilities Professional 2011.*

Ahmad, Sean S., Trades Technician II.

Beirne, Richard H., Administrative Assistant III, *B.S. Western Governors University 2016.*

Collier, Aubrey W., Trades Technician IV.

Cooper, Christopher M., Facilities Supervisor. *Certified Energy Manager 2008, Certified Refrigerant Compliance Management 2009*

Dunbar, Jason, Trades Technician II.

Donald, Forrest K., Trades Technician IV.

Williams, Pete., Trades Technician III.

Molina, Eric., Courier.

Hunter, Dana, Trades Technician III.

Stanley, Thomas W., Trades Technician III.

White, Ralph K., Trades Technician III.

Lewis, Laurie., Project Manager, *B.S. Penn State University*

Compton, Jessica, Administrative Assistant III

College Police Department

Branch, Craig L., Chief of Police. *CPS, Virginia Department of Criminal Justice Services, B.S., Virginia State University.*

Houchens, Karen S., Police Captain/Deputy Chief of Police. *CPS, Virginia Department of Criminal Justice Services, A.A.S., J. Sargeant Reynolds Community College.*

Anderson, Christopher R., First Sergeant/Patrol Operation Cmdr. *CPS, Virginia Department of Criminal Justice Services.*

Happe, Laurel, Security Officer II/Victim Services Officer.

Liboy, Paul, Safety & Security Supervisor (Eastern District/Area 2). *B.S., Devry University*

VACANT, Security Officer II /Police Dispatcher.

Smith, Latisha N., Security Officer II/ Police Dispatcher.

Williams, Richard L., Safety & Security Supervisor (Western District/Area 1)/C-CERT Program Manager.

Technology Support Services

Butchyard, L. Chris, Information Technology Specialist I.

Buhrman, Daniel R., Information Technology Specialist II. *A.A.S., A.A.&S., Germanna Community College; B.S., Old Dominion University.*

Burton, W. Ollie., Information Security Officer. *A.A.S., Germanna Community College; B.S.E.E., Virginia Polytechnic Institute and State University.*

Fincham, Jason., Information Technology Specialist I. *B.S. Computer Science, James Madison University*

La Liberte, Megan., Information Technology Specialist I. *A.S. in Network Security Management & Criminal Justice, ECPI*

Lam, Jeremy B., Information Technology Manager I, *B.S. in Computer Information Systems, Strayer University*

Malyszek, Jody, Information Technology Specialist I.

Martin, James W. Jr., Information Technology Specialist I/Web Developer. *A.S, ECPI; A.S., Reynolds Community College*

Parker, L. Tina, Multimedia/Audio Visual Technician Senior. *A.A.S., Germanna Community College; B.A., University of North Carolina at Chapel Hill.*

Parker, Robin L., Information Technology Specialist I. *B.S. Business Administration in Marketing, Longwood College,*

Paterson, Julie G., Media Specialist II, *B.S. in Information Systems/E-Commerce, University of Mary Washington, MBA in Marketing/Digital & Social Media, New England College.*

Rapine, Terri J., Information Technology Specialist I.

Rudnick, Kelly, Network Manager, *B.S., DeVry University. MBA, University of Mary Washington.*

Ryan, Ken, Network Manager, *US Air Force, Telecommunications Systems Control*

Sanchez, Cynthia M., Information Technology Specialist I, *AA Liberal Arts, Ventura College, AAS Information Systems Technology, Germanna Community College.*

Selim, Mohamed, Information Technology Specialist I. *BS in Computer Engineering, Thebes, Academy for Engineering.*

Tea, Judy, Information Technology Specialist II. *B.S. Mathematics, University of California, Riverside.*

Ulrich, James T., Information Technology Specialist II, *B.S Information Systems Technology, Penn State University; Masters of Business Administration: Management of Information Systems, Drexel University.*

The Center for Workforce & Community Relations

Wesley, Jeanne L., Vice President for Workforce & Community Relations/ Professor. *B.S., Ouachita Baptist University; M.A., University of Arizona; Ph.D., Texas A&M University.*

O'Keefe, Martha G., Associate Vice President, Workforce & Professional Development/ Associate Professor. *B.S., Virginia Commonwealth University; B.S.W., Virginia Commonwealth University; J.D., George Mason University.*

Kirkwood-Taylor, Barbara L., Director, Events Management/ Assistant Professor. *B.A., M.A., University of Mary Washington.*

Brown, Susan K., Open Enrollment Coordinator. *A.A.S., Germanna Community College.*

Calvert, Karen G., Contracts Coordinator.

Davis, Christy B., Communication & Technology Coordinator. Systems Engineer Development (SED) Program graduate, EDS

Ferguson, Joy M., Training Support Coordinator. *A.S., State University of New York at Ulster.*

Funk, Sandy L., Events Coordinator. *B. A., Fairmont State University.*

Huntsinger, Deborah P., Adult Career Coach. *M.A. Counseling Liberty University, M.A. Education, Virginia State*

Laraway, David K., Virginia Education Center for Asphalt Technology Coordinator. *B.S., Liberty University.*

Rodenberg, Kimberly, Business and Career Coordinator. *B.S., M.A., University of Mary Washington.*

Sherman, Benjamin, Business and Career Coordinator. *B.S. East Carolina University.*

Unkle, Beverly, Fiscal Coordinator.

Williams, Sharon J., Business and Career Coordinator. *B.A., University of Evansville, MBA., Averett University.*

Wimberley, Sandra S., Executive to the Vice President for Workforce & Community Education. *B.S. Pennsylvania College of Technology.*

Advisory Committees

Curricular advisory committees, comprised of local citizens, are utilized to assist in development of all occupational/technical curricula and courses by:

- Helping to identify present and future occupational needs within the College region and the skills and knowledge required by prospective employers.
- Advising the College concerning employment practices; specific certification and licensure requirements; job entry educational levels required by business, industry and the professions; standards and regulations relating to student employment; and occupational placement of graduates.
- Reviewing and submitting recommendations regarding specific program and curricular proposals as well as specialized equipment and facility and potential faculty requirements for new or innovative programs

Administration of Justice

Dickerson, Kathryn, Juvenile Detention Center, Mitchells
Evers, Ed, Rappahannock Regional Criminal Justice Academy, Fredericksburg
Giles, Chris, King George Sheriff's Office, King George
Hairstan, Keith, Virginia State Police Area 5 Office, Fredericksburg
Harris, Roger, Spotsylvania Sheriff's Office, Spotsylvania
Henry, Jason, Rappahannock Juvenile Center, Stafford
Hill, Mike, VA Department of Game and Inland Fisheries, Henrico
Hudson, Kevin, Rappahannock Regional Jail, Stafford
Jenkins, Chris, Town of Culpeper Police, Culpeper
Jenkins, Scott, Culpeper County, Orange
Jenkins, Sherri, Coffeewood Correctional Center, Mitchells
Korson, Lara, Virginia State Police Division 7 Headquarters, Fairfax
Lay, James, Spotsylvania County Sheriff's Office, Spotsylvania
Layton, Brian, Fredericksburg Police Department, Fredericksburg
Nye, David, Fredericksburg Police Department, Fredericksburg
Smith, Jason, Orange County Sheriff's Office, Orange

American Sign Language

Byrd, Michael, Milford
Fields, Brandee, Ruther Glen
Lucero, Anna, Fredericksburg
Priola, Arva, DisAbility Resource Center, Fredericksburg
Willard, Tim, Fredericksburg
Williams, Sharon, Milford

Art

Cadow, Tia, Fredericksburg Rentals, Fredericksburg
Irby, Sara, Studio A, Fredericksburg
Lcky, Kenneth & Dolores "D.D.", Libertytown Arts Workshop, Fredericksburg
Pons, Gabriel & Scarlett, Ponshop Studio & Gallery, Fredericksburg
Solomon, James, Germanna Community College, Fredericksburg
Taylor, Barbara, Germanna Community College, Fredericksburg

Automotive Technology

Biggs, Bob, Firestone Auto Care, Fredericksburg
Bragg, Will, Chic's Service Center, Spotsylvania
Carpenter, Grant, Reynolds Pontiac, Orange
Embrey, Myles, NVCC - Manassas Campus, Manassas
Ewing, William, Locust Grove Auto Repair, Locust Grove
Graham, Ryan, Fredericksburg
Lewis, Martha, Chrysler of Culpeper, Culpeper
McMichael, Lawrence, Stafford
Olowiany, Ed, Firestone Auto Care, Richmond
Robertson, Shane, Reynolds Pontiac, Orange
Rose, David, Rose Repair, Fredericksburg
Troilo, Tony, Rosson & Troilo Motor Company, Brandy Station

Business Management Technology

Donalson, Linda, Jo-Lee Professional Business Services, Fredericksburg
Gardner, Tracey, Madison County Chamber of Commerce, Madison
Gilkerson, Joe, Rappahannock Electric Cooperative, Fredericksburg
Moore, Lesley, Spotsylvania Courthouse, Spotsylvania
Parker, Cara, C. Parker Consulting, Fredericksburg
Tallent, Brenda, GEICO, Fredericksburg
Warf, Deborah, VA Employment Commission, Fredericksburg

Dental Hygiene and Dental Assisting

Allen, Harvey, Dr., Fredericksburg
Bullock, Les, Medical Dental Staffing, Inc., Spotsylvania
Cornell, Andrew, Northern Virginia Community College, Springfield
Culberson, Jim, Dr., Fredericksburg Peridontics, Spotsylvania
Dare, Diane, Stafford
Hale, Vicky, Dr., Hale Family Dentistry, Fredericksburg
Hayes, Andrea, Heartland Dental, Fredericksburg
Helmuth, Erin, Stanardsville
Mcgraw, Marina, Northern Virginia Community College, Springfield
Mesimer, Misty, Germanna Community College, Locust Grove
Sauvageau, Dottie, Fredericksburg
Stanley, Lori, CDA, Spotsylvania

Early Childhood Development

Caswell, Darcie, Central Rappahannock Regional Library, Fredericksburg
Clark, Carol, Smart Beginnings, Fredericksburg
DeJager, Henk, Rappahannock Area YMCA, Falmouth
Hudson, Carol, Culpeper Human Services Head Start, Culpeper
Lindsay, Dolly, Caroline County Public Schools, Bowling Green
Maciorek, Stephanie, Hazelwild Farm Preschool, Fredericksburg
Maloney, Regina, The Child Care Network, Fredericksburg
Martin, Amy, Culpeper Baptist Church Child Development Center, Culpeper
Massie, Kathrine, Stafford Head Start, Fredericksburg

Miller, Dawn, John J. Wright Education & Culture Center, Spotsylvania
Preston, Sherilyn, Minnieland Academy-Salem Fields, Fredericksburg
Purdy, Rebecca, Central Rappahannock Regional Library, Fredericksburg
Thacker, Robin, Kid's Station, Fredericksburg
Woodward, Nancy, Fredericksburg Regional Head Start, Fredericksburg

Engineering Technology

Bradley, Lisa, Colonial Circuits, Fredericksburg
Cogley, Kevin, Stafford High School, King George
Cornwall, Bruce, Department of Development, Culpeper
Heil, Sylke, Euro-Composites, Elkwood
Jett, Robert, Stafford High School, Fredericksburg
LeMaster, Bruce, Applied Rapid Technologies, Fredericksburg
McCabe, D. Hugh, Fredericksburg
Moore, Steve, Syntronics, Fredericksburg
O'Hara, Peter, ECS Mid-Atlantic LLC, Fredericksburg
Reid, Valerie, Continental Teves, Culpeper
Repp, Brad, Dynovis, Fredericksburg
Walker, Tim, Coffeewood Correctional Center, Mitchells
Welford, Lawrence, Welford Engineering, Fredericksburg

Fire Science Technology

Allen, Edwin, Fredericksburg Fire Department, Fredericksburg
Coppage, Troy, Madison County Fire & Rescue, Madison
Fugman, John, Virginia Department of Fire Programs, Culpeper
Grubb, Michael, Spotsylvania Fire and EMS, Spotsylvania
Harkness, John, Orange County Fire & Rescue, Orange
Loftus, Jason, Caroline County Fire & Rescue, Bowling Green
Luckett, David, Stafford County Fire & Rescue, Stafford
Moody, David, King George County Fire & Rescue, King George
Palermo, Dwayne, Quantico Fire and Emergency Services, Quantico
Shelton Jr., Willie, Retired from VDFP, Fredericksburg
Willaford, H. Monty, Spotsylvania County Department of Fire, Rescue and Emergency Management, Spotsylvania

Information Systems Technology

Bowling, Bryan, Verizon Terremark Worldwide, Culpeper
Calvert, John, Capriccio Software, Fredericksburg
Capwell, Donald, Zenith Aviation, Inc., Fredericksburg
Holden, Ashley, Cask, LLC, Stafford
Hughes, George, SimVentions, Fredericksburg
Korn, Howard, Knife Center, Fredericksburg
Meriwether, Gordon, The Uriah Group, Culpeper
Ohnstad, Andrew, Forefront Technology Solutions, Herndon
Reeve, Jane, Spotsylvania Information/Computer Services, Spotsylvania
Watkins, Eric, Infinity Technologies, Fredericksburg
Zicari, Pete, Spotsylvania County Schools IT, Fredericksburg

Legal Assistant

Alexia, Esq., Bobbi Joe, Culpeper County, Culpeper
Dillon, Julia, Law Office of Julia B. Dillon, Fredericksburg
Ebert, Paul, Prince William County Commonwealth's Attorney Office, Manassas
Matney, Angela "Angie", Hirschler Fleischer, Fredericksburg
Olsen, Eric, Stafford County Commonwealth's Attorney Office, Stafford

Nursing and Health Technologies

Alston, Larry, Mary Washington Hospital, Fredericksburg
Bowling, Bryan, Moss Clinic, Fredericksburg
Casey, Kimberly, RN (Alumni, Spring 2013), Chester
Clark, Melissa, Fauquier Health Rehabilitation & Nursing Center, Warrenton
Delooze, Rachel, RN (Alumni, Fall 2012), Fredericksburg
Dohmann, Eileen, RN, BSN, MBA, NEA-BC, Mary Washington Healthcare, Fredericksburg
Ellinger, Kenny, RN, Surgi Center of Central Virginia, Inc., Fredericksburg
Gibson, Rebekah, Virginia Department of Corrections, Stafford Men's Diversion Center, Stafford
Huffman, Cindy, MT (ASCP), Mary Washington Healthcare, Fredericksburg
Kurzendoerfer, Laura, RN, MHA, FACHE, Fauquier Hospital, Warrenton
Marinari, Debra, RN, MSN, Stafford Hospital Center, Stafford
McCullough, Pamela, RN, CPNP, CNE, BSN Completion Program, University of Mary Washington, Fredericksburg
McDonough, Kelly, Dr., DNP, RN, Mary Washington Healthcare, Fredericksburg
Wilmer, Alejandra, RN, BSN, NCSN, Spotsylvania County Schools, Spotsylvania
Wright, Pat, RN, BSN, Bowling Green

Paraprofessional Counseling

Anderson, Kathy, Empower House, Ashland
Bane, Dennis, Chancellor High School, Fredericksburg
Carr, Ruthann, Services to Abused Families, Culpeper
Chidester, Bunny, Rappahannock Area Office on Youth, Fredericksburg
Dickard, Delise, Riverside Counseling, Fredericksburg
Eason, Athalia, Partlow
Garber, Mary, Spotsylvania Regional Medical Center, Fredericksburg
Graves, Carole Sue, Orange County Social Services, Orange
Harris, Kimberly, Center for Family Counseling, Fredericksburg
Holloway, Mary, Smart Beginnings Rappahannock Area, Fredericksburg
Kearney, Clare, Fredericksburg
Koch, Henry, Stafford Family Counseling, Stafford
Kozio, Kevin, disABILITY Resource Center, Fredericksburg
Lloyd, Gloria, Mary Washington Home Health and Hospice, Fredericksburg
Lutterbie, Lucy, Fredericksburg
Lynch, William, Child and Adolescent Psychological Services, Fredericksburg
McMullen, Amy, Spotsylvania Victim Witness Program, Spotsylvania
Norton, Lisa, Visions Clubhouse, Culpeper
O'Halleron, Lynette, Rappahannock Goodwill Industries, Fredericksburg
Pasternak, Roger, Mental Health Resources, Fredericksburg
Scott, Carol, Virginia Workforce Center, Fredericksburg

Shipman, Shelly, Thurman Brisben Center , Fredericksburg
Staples Sneed, Wendy, Caroline Social Services, Bowling Green
Taylor, Marci, The Sunshine Lady House for Mental Health , Fredericksburg
Traber, Greg, Snowden, Fredericksburg
Warf, Deborah, Virginia Workforce Center, Fredericksburg
Winkler, Sheryl, Chancellor Counseling LLC, Fredericksburg

Physical Therapy Assisting

Drilling, Karen, PT, Spotsylvania Regional Medical Center, Fredericksburg
Duval, Kathy, CCC-SLP, Mary Washington Healthcare, Fredericksburg
Howe, Fred, PT, Powell Wellness, Culpeper
Kaiman, Joanne, PT, Orthopedic Specialty Clinic, Fredericksburg
Truong, Anne, Dr, Truong Rehabilitation Center, Fredericksburg
Way, Kathy, LPTA, Powell Wellness, Culpeper

Index

A

Academic Advising.....	33
Academic Calendar 2015-2016	3, 38
Academic Computing Centers	36
Academic Degrees and Certificates.....	38
Academic Dismissal.....	40
Academic Honesty.....	38
Academic Load, Statement of.....	164
Academic Information.....	38
Academic Probation	40
Academic Programs	51
Academic Recognition.....	40
Academic Renewal	41
Academic Standing	40
Academic Suspension.....	40
Academic Warning.....	40
Academic & Career Planning	152
Access Policy, GCC.....	10
Access Policy for Students with Disabilities	164
Access to Student Records	161
Accounting, CSC	95
Accreditation, College	7
Activity Planning Procedures, Student	171
Administration.....	8
Admissions.....	24
Admission to Specific Curricula.....	25
High School Students	25
Home School Students	26
International Students	27
Readmission.....	25
Registered Sex Offenders.....	154
Transfer Students	27
Advisory Committees	195
Affirmative Action, EEO	Inside Front Cover
Allied Health Preparation, CSC	98
Alumni Association	8
American Sign Language, CSC.....	99
Animal Service Policies.....	10, 180
Appendix – Selected College Wide Policies	164
Articulation Agreements.....	49
Assessment/Placement.....	24
Associate of Applied Science	65
Associate of Arts & Sciences	52
Associate of Science	63
Attendance Standard	41
Auditing a Course.....	33
Auto Accidents.....	153
Automotive Tech. Automotive Diagnostician, CSC.....	100
Automotive Tech. Automotive Technician, CSC	101

B

Bachelor's Degree Programs, ODU Teletechnet.....	51
Books and Supplies	31
Bookstores	151
Bulletin Boards.....	151
Business Administration, AA&S Degree.....	53
Business Core, CCS.....	102
Business Management AAS Degree.....	66

C

Campus Demonstrations	168
Campus Safety & Crime Awareness	10
Career Development Services.....	152
Career Studies Certificate Programs	95
Center for Workforce & Community Education.....	118
Certificate Programs.....	83
Changing Status.....	30
Children on Campus	11
Classification of Students	41
College Mission, Vision and Values	7
College Governance, Student Participation in.....	161
Common Emergencies/Handling Guidelines	153
Community Use of College Facilities	11
Complaint, non-academic.....	159
Computer Competency Requirements	41
Computer Ethics Guideline, VCCS.....	21
Computing Policy.....	21
Continuing Education.....	118
Continuing Education Units CEUs	118
Counseling Center	29, 151
Course Descriptions	119
Course Hours	119
Course Numbers.....	119
Course Prerequisites/Co-requisites.....	119
Credit by Exam	45
Credit by Other Courses	48
Credits.....	39
Curriculum Changes.....	39
Curricular Students.....	41

D

Deferred Payment	30
Dental Assisting, Certificate	84
Developmental Studies	39
Disabilities, Students with, Services for.....	10
Distance Learning	39
Domicile Appeal.....	30
Dropping a Course with Refund.....	34
Dual Enrollment, High School.....	25

E

E-Commerce, CSC	104
E-Mail Accounts, Student	155
Early Alert/Academic Intervention	152
Early Childhood Development, AAS Degree.....	67
Early Childhood Development, Certificate	87
Early Childhood Development, CSC	105
Early College Pathway Through Germanna	27
Education, AA&S Degree	54
Education Spec. K-8, AA&S Degree	55
Educational Foundation, Inc.....	8
Educational Records	162
Eligibility for In-State Tuition Rates	29
Engineering, AS Degree - Electrical	64
Engineering, AS Degree - Mechanical.....	63
Engineering Technology, CSC.....	106
Entrepreneurship	107
Equal Employment Opportunity.....	Inside Front Cover
Equipment, Recreation/Sports	161
Event Management.....	160
Examinations	40

F

Fees	30
FERPA, Family Educational Rights & Privacy Act	162
Financial Aid	31
Financial Aid, Types of	31
Fine Arts, Certificate	88
Fire Science Technology, AAS.....	68
Fire Science Technology, Certificate	89

G

GED® Testing Center	36
General Admission to the College.....	169
General Education	42
General Education, Certificate	90
General Education Goals & Student Learning Outcomes.....	42
General Studies, AA&S Degree	56
General Studies, Psychology Spec. AA&S Degree.....	58
Grade Appeals.....	43
Grade Point Average.....	43
Grade Reports	43
Grading System	43
Graduation Requirements/Procedures & Academic Requirements	44
Graphic Communications, Certificate	91
Great Expectations	29
Grievance Procedure for Students	159

H

Health Insurance, Student.....	154
High Tech Testing Services.....	36
History, College	8
HIV Infection Information	153
Human Rights	11
Human Rights, Title IX - Sexual Violence, Domestic Violence, Dating Violence, and Stalking.....	170

I

In-State Tuition Rates, Eligibility	29
Inclement Weather.....	21, 153
Industrial Maintenance Tech., CSC.....	108
Info. Systems Tech., Info. Mgmt. or Network Security, AAS Degree	70
Info. Systems Tech., Networking, AAS Degree	72
Information Technology Ethics	21

L

Learning Support Services	36
Legal Assistant, CSC.....	109
Letter from the President	3
Liberal Arts, AA&S Degree.....	60
Library Services.....	36
Licensed Practical Nursing, Certificate.....	92
Licensed Practical Nurses for Advanced Standing.....	77
Location and Facilities.....	9
Lockers.....	153
Lost and Found	153

M

Microcomputer Applications for Business, CSC	110
--	-----

N

New Student Required Orientation	180
Networking, CSC.....	111
Non-Academic Complaint	159
Noncurricular Students	41
Nurse Aide, CSC	112
Nursing, AAS Degree	74

O

ODU Teletechnet.....	51
Off-Campus Activities.....	160
On-Time Registration	34, 180
Orientation.....	29

P

Paraprofessional Counseling, CSC.....	113
Parking Regulations	22
Paying Tuition	30
Personnel, GCC	188
Pharmacy Technician, CSC	115
Physical Therapist Assistant, AAS	78
Administration of Justice, AAS Degree	65
Administration of Justice, CSC	96
Administration of Justice, Certificate	83
Practical Nursing Program Site Option, Certificate	92
Prerequisites, Course	119
Programs of Instruction at GCC.....	51
Programs of Study, General Information	51
Project Funding, Student/Faculty.....	161

R

Readmission.....	25
Records, Access to Student	161
Records, Changes to Student.....	161
Records, Retention of Student.....	161
Recreation Sports Equipment.....	161
Referral Services.....	162
Refund & Repayments for Title IV Financial Aid Recipients.....	32
Registering for Noncredit Community Ed. Courses.....	118
Registration Information.....	38
Repeating a Course	40, 119
Responsible Computing Policy	154
Returned Checks	30
Rights and Responsibilities, Student	155

S

Safety, Campus/ Crime Awareness	10, 153
Sanctions	156
Science, AA&S Degree	61
Senior Citizens.....	118
Services for Students with Disabilities.....	10
Sexual Violence, Domestic Violence, Dating Violence and Stalking.....	11
Sexual Assault & Misconduct Policy	170
Smoking Policy.....	22
Standards of Conduct	156
Standards of Satisfactory Progress	40
Standing, Academic	40
State Tuition Assistance Programs	32
Statement of Student Rights & Responsibilities	155
Student Academic Grievance Procedure	158
Student Activities/Policies	30, 159
Student Activities, Requirements for.....	180
Student Athletics, Participation in.....	161

Student Club Funding Process	161
Student Clubs, Approval of	161
Student Development Course Requirement	29, 180
Student/Faculty Project Funding.....	161
Student Handbook	150
Student Handbook Signature Form	149
Student Lounges	161
Student Payment Plan	30
Student Records/Transcripts.....	161
Student Rights and Responsibilities	155
Student Success	29
Student Success Coaches.....	29
Students Under 18 taking Noncredit Classes, Policy	118
Students with Disabilities, Services	10
Substance Abuse Policy.....	22
Supervision, CSC.....	116
Surgical Scrub Nursing, CSC.....	117

T

Technical Help Desk, Student	37
Technical Studies, Industrial Maint. AAS Degree.....	81
Testing Services.....	37
TIPS	154
Transcripts.....	161
Transfer Credits and Advance Standing	45
Transfer Programs AA&S Degrees	52
Transfer Opportunities	49
Tuition, Paying	30
Tuition Assistance Programs, State.....	32
Tutoring Services.....	37

V

VCCS Computer Ethics Guidelines	21
Veterans Information	34

W

Weapons Policy	185
Welcome to Germanna.....	24
Who We Are	7
Withdrawing from College	30
Withdrawing from a Course	34
Work-Study Program	32
Workforce & Community Education.....	118





CAROLINE CENTER

11073 Colonel Armistead Drive
Ruther Glen, Virginia 22546
(540) 891-3012

JOSEPH R. DANIEL TECHNOLOGY CENTER

18121 Technology Drive
Culpeper, Virginia 22701
(540) 937-2900

FREDERICKSBURG AREA CAMPUS

10000 Germanna Point Drive
Fredericksburg, Virginia 22408
(540) 891-3000

LOCUST GROVE CAMPUS

2130 Germanna Highway
Locust Grove, Virginia 22508
(540) 423-9000

STAFFORD COUNTY CENTER

2761 Jefferson Davis Highway, Suite 107
Stafford, Virginia 22554
(540) 288-8830

AUTOMOTIVE TECHNOLOGY CENTER

42 BlackJack Road
Fredericksburg, Virginia 22405
(540) 834-1978

