FROM I don’t know to LET’S GO!

MAJORS BY CAREER

TRANSFER DEGREES

2018-2019 COLLEGE CATALOG

Reynolds COMMUNITY COLLEGE
College Catalog 2018-2019

Reynolds Community College
Post Office Box 85622
Richmond, Virginia 23285-5622

Reynolds Community College provides its website, catalog, handbooks, and any other printed materials or electronic media for your general guidance. Reynolds 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 reynolds.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 Reynolds. Further, Reynolds 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 Reynolds endorsement of products or services referenced.
CONGRATULATIONS! You have made one of the most important decisions of your life by deciding to attend college and invest in yourself. Your education will prepare you for unexpected opportunities that come your way. I am thrilled you have chosen Reynolds Community College as part of your educational journey. Let me tell you why.

You have the distinct benefit of learning from our outstanding faculty who will teach you the knowledge and skills to excel both inside and outside the classroom. These faculty members are an amazing resource for you. Many are heavily involved in national professional associations and local career networks for their particular subject or industry, and still work in the field. Ask them questions. Take their advice. They are your number-one cheerleaders and want to help you succeed at Reynolds and beyond the classroom.

When you are in class, look to your right and to your left. You will be sitting beside students from all backgrounds, and of all ages. Reynolds is proud to count students from more than 46 nations! Community college campuses offer a rich diversity of upbringings and opinions. Reynolds continues to reaffirm and improve its commitment to diversity and inclusion. Your peers represent a wonderful variety of people to learn alongside. Some are right out of high school, many are mid-career, and others are seasoned, professional business owners; you have a tremendous amount of talent and experience to benefit from in class every day.

You have also chosen to join Reynolds at an exciting time. While the cost of a traditional four-year education continues to go up and up, community colleges maintain a firm commitment to providing an affordable, high-quality pathway to degree attainment and the workforce. Your experience here will give you the tools to pursue your dream job, provide the credits needed to transfer to a four-year university, or advance in your present workplace. It will also instill a desire for personal enrichment and lifelong learning in each and every one of you.

Welcome to Reynolds...where outstanding lives get started!

All the best,

Gary L. Rhodes, Ed.D.
College President
TABLE OF CONTENTS

GENERAL INFORMATION............................................. 7
Reynolds History....................................................... 7
Mission, Vision & Values............................................ 7
Accreditation............................................................ 7
Nondiscrimination Policy and Contact Information................. 8
Annual Public Notice.................................................. 8
Academic Calendar.................................................... 9
Telephone Directory.................................................. 16
Campus Locations..................................................... 17

ADMISSION & ENROLLMENT.................................... 19
Admission Requirements............................................. 19
Placement Testing...................................................... 19
Placement Test Waivers.............................................. 20
International Student Admissions.................................. 20
Student Identification................................................. 21

FINANCIAL AID..................................................... 23
Domicile Determination for In-State Tuition Eligibility.............. 23
Financial Aid Eligibility Criteria.................................. 23
General Eligibility Criteria....................................... 23
Application Process.................................................. 23
Deadlines.................................................................. 24
Loan Applications...................................................... 24
Federal and State Financial Aid Programs Chart................. 25
Disbursement.......................................................... 26
Students Attending Two Colleges at the Same Time.................. 26
Impact of Drops/ Withdrawals from Courses........................ 26
Satisfactory Academic Progress................................... 26
Veterans Benefits..................................................... 27
State Educational Assistance Programs.......................... 27
Scholarships............................................................. 27

ADVISING.................................................................. 31
Academic Advising...................................................... 31
Reynolds Advising Days............................................. 31
Transfer Advising....................................................... 31

STUDENT RESOURCES............................................. 33
Support Centers (Tutoring).......................................... 33
Campus Stores......................................................... 33
Career, Employment and Transfer Centers.......................... 33
Center for the Deaf.................................................... 34
College Success Skills Classes..................................... 34
Computer Access...................................................... 34
Counseling............................................................... 34
Enrollment Services.................................................. 34
Libraries................................................................. 34
Math Central........................................................... 35
New Student Orientation............................................ 35
Program for Adults in Vocational Education (PAVE)............. 35
Resources for Students in Academic Difficulty..................... 35
Services for Students with Disabilities............................ 35
Student Life............................................................. 36

SPECIALTY PROGRAMS......................................... 38
Center for Distance Learning....................................... 38
Fulii Online Degree and Certificate Programs..................... 38
Teacher Preparation.................................................. 38
Teacher Licensure Requirements for the Community College... 39
Virginia Teaching Scholarship Loan Program........................ 39
Professional Development for School Personnel.................. 39
EducateVA Career Switcher Program................................ 39

Community College Workforce Alliance............................ 40
Reynolds College Academies....................................... 40
High School Dual Enrollment..................................... 41
Middle College........................................................ 41
Great Expectations.................................................... 41
English as a Second Language..................................... 41
Learning Communities.............................................. 41
Reynolds Honors Program......................................... 41

POLICIES AND PROCEDURES.................................. 42
Enrollment Policies & Procedures Classification of Students...... 44
Registration Information......................................... 44
Registration Periods.................................................. 44
Self-Registration...................................................... 44
Academic Course Load............................................. 44
Prerequisites and Course Sequencing............................... 44
Repeating a Course................................................ 44
Withdrawal from Courses........................................... 44
Auditing a Course.................................................. 45
Military Students During National Emergency.................... 45
Non-Native Speakers of English (English Proficiency)........... 45

Classroom & Instructional Policies & Procedures
Grading — Developmental Studies................................ 47
Grade Point Average.............................................. 47
Repeated Grade..................................................... 47
Final Grades.......................................................... 47
Academic Renewal................................................... 47
Academic Standing.................................................. 47
Reinstatement from Suspension or Dismissal....................... 48
Advanced Standing and Transfer Credit from other Colleges..... 48
Transfer Credit from International Institutions..................... 49
Credit by Assessment by Local Exam (ABLE)...................... 49
Prior Learning Activity for Credit Evaluation...................... 49
Military Credit.................................................... 49
Credit for Occupational Experience............................... 49
Credit by Advanced Placement.................................... 50
Graduation and Program Requirements............................ 53
Change of Curriculum (Program/Plan)................................ 54
Waiver and Substitution of Course Requirements.................. 54
Student Records....................................................... 54
Family Educational Rights and Privacy Act........................ 54
Notice Regarding Directory Information........................... 55

Student Policies & Procedures
Student Rights and Responsibilities.................................. 57
Student Dismissal..................................................... 57
Student Grievances.................................................. 57
Student Advocacy..................................................... 57
Student Conduct..................................................... 57
Academic Honesty.................................................... 58
Student Sexual Misconduct......................................... 58
Substance Abuse.................................................... 58
Student Assessment.................................................. 58
Reynolds Community College, Virginia Community College System, Information Technology Student/ Patron Acceptable Use Agreement.................................. 58

PROGRAM INFORMATION.................................. 61
College Transfer Programs......................................... 61
University Parallel Study.......................................... 61
State Policy on Transfer from Community Colleges to Senior Institutions............................................. 61
Transfer Agreements.................................................. 61
Occupational and Technical Programs.............................. 62
Career Studies Programs......................................... 62
Computer Competency Requirement for Student's Program........ 62
Academic Program Directory A-Z.................................. 64

CURRICULUM PLANNING...................................... 70
General Information Pertaining to Curricular Offerings........... 70
General Education Definition....................................... 70
General Education Goals and Objectives/Outcomes................ 70
General Education Electives........................................ 72
Foreign Language Electives....................................... 75

MAJORS................................................................... 76
EXPLANATORY NOTES........................................... 78
Explanatory Notes.................................................... 78

ACADEMIC PROGRAMS......................................... 79
Transfer Associate Degrees & Certificates
Business Administration AS(Transfer).............................. 81
Engineering AS (Transfer).......................................... 82
General Education C(Transfer)..................................... 84
General Studies AS(Transfer)...................................... 85
Liberal Arts AA(Transfer).......................................... 86
Science AS(Transfer)............................................... 89
Social Sciences AS(Transfer)....................................... 92

Associate Degrees & Certificates
Accounting AAS..................................................... 99
Accounting C......................................................... 100
Administration of Justice AAS..................................... 100
American Sign Language-English Interpretation AAS............. 101
Architectural and Engineering Technology AAS............... 103
Automotive Technology C......................................... 105
Culinary Arts AAS................................................... 105
Dental Assisting C.................................................... 110
Diesel Mechanics Technology C.................................. 112
Early Childhood Development AAS............................... 112
Early Childhood Development C.................................. 114
Emergency Medical Services - Paramedic AAS..................... 115
Fire Science Technology AAS..................................... 117
Fire Science Technology C........................................ 119
Health Information Management AAS........................... 119
Horticulture Technology AAS..................................... 120
Hospitality Management AAS.................................... 122
Human Services AAS............................................... 124
Information Systems Technology AAS............................ 125
Management AAS..................................................... 127
Medical Laboratory Technology AAS............................. 129
Nursing - LPN to Associate of Applied Science Degree in Nursing.................................................. 132
Nursing AAS......................................................... 135
Opticianry AAS...................................................... 139
Paralegal Studies AAS............................................. 141
Practical Nursing C................................................ 143
Respiratory Therapy AAS.......................................... 145

Career Studies Certificates
Accounting CSC..................................................... 150
Advanced Medical Coder (Health Information Management) C.................................................. 150
American Sign Language CSC.................................... 151
Automotive Maintenance and Light Repair CSC............... 151
Central Sterile Technician CSC..................................... 152
Computer-Aided Design Specialist CSC.......................... 155
Criminal Justice CSC............................................... 156
Early Childhood Education CSC................................ 156
Early Childhood Education - Advanced C......................... 157
Ecommerce CSC..................................................... 157
Emergency Medical Services - Emergency Medical Technician CSC............................................. 158
Emergency Medical Services - Intermediate CSC............. 159
Emergency Medical Services - Paramedic CSC.................. 160
Entrepreneurship in Small Business CSC......................... 161
Floral Design CSC................................................... 161

College Catalog 2018-2019
4
<table>
<thead>
<tr>
<th>COURSE DESCRIPTIONS</th>
<th>177</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>COLLEGE ORGANIZATION</th>
<th>230</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virginia Community College System</td>
<td>230</td>
</tr>
<tr>
<td>State Board for Community Colleges</td>
<td>230</td>
</tr>
<tr>
<td>Reynolds Community College College Board</td>
<td>230</td>
</tr>
<tr>
<td>College Administration</td>
<td>230</td>
</tr>
<tr>
<td>Reynolds Community College</td>
<td>230</td>
</tr>
<tr>
<td>Community College Workforce Alliance Vice President and Staff</td>
<td>230</td>
</tr>
<tr>
<td>Faculty</td>
<td>230</td>
</tr>
<tr>
<td>Faculty Emeritus</td>
<td>230</td>
</tr>
<tr>
<td>Senior Adjunct Faculty</td>
<td>230</td>
</tr>
<tr>
<td>Classified Staff</td>
<td>230</td>
</tr>
<tr>
<td>Advisory Committees</td>
<td>230</td>
</tr>
</tbody>
</table>

| INDEX | 254 |
Responding to the recommendation of a legislative study committee that “every citizen of the Commonwealth be given an opportunity to attend an institution of higher learning offering academic, occupational/technical, and community service programs at a nominal cost,” in 1966 the General Assembly of Virginia established a state-wide system of community colleges. A newly established State Board for Community Colleges prepared a master plan for a system of 23 institutions.

The Lieutenant Governor, J. Sargeant Reynolds, heralded the creation of the community college system by the General Assembly as “one of its finest acts and finest hours in this century.”

Reynolds Community College, the last of these colleges, is named in honor of the late Lieutenant Governor of the State, who championed legislation creating the state-supported community colleges. Opened in 1972 in temporary headquarters, Reynolds is now a three-campus (Parham Road, Downtown, Goochland) institution and the third largest in the Virginia Community College System, serving the City of Richmond and the counties of Goochland, Hanover, Henrico, Powhatan, and Louisa.

From its inception, Reynolds has recognized its strategic role in the metropolitan Richmond area’s economic development. In 1977, Reynolds established its nationally recognized Center for Office Development, a statewide pilot project with the Virginia Community College System and State of Virginia, to provide training in office and supervisory skills for employees of the Commonwealth. Within several years the Center opened this training opportunity to all individuals and businesses.

By Spring 1989, Reynolds offered short-term training and seminars at three strategic locations in the metropolitan Richmond area.

Demand for these services from the business community continued to escalate. As a result, Reynolds reorganized its outreach efforts in 1994 by creating the Institute for Economic Development & Extended Studies. In response to the evolving needs of the business community, the unit reorganized in the fall of 2000, changing its name to the Institute for Workforce Development. The Institute was comprised of six Centers including the Center for Corporate Training, the Center for Organizational Effectiveness, the Center for Lifelong Learning, the Center for Apprenticeship Programs, the Center for Entrepreneurial Development, and the Center for Professional Development and Renewal.

Reynolds and John Tyler Community College collaborated in 2003 to create a new workforce development entity that provides business, industry, and government in the region with a single source for workforce development. The new organization is named the Community College Workforce Alliance (CCWA). The alliance is a cooperative partnership dedicated to supporting economic development and providing world-class workforce training and services to both the public and private sectors. The vision behind the new organization is to maximize the talents and resources of both institutions’ current workforce development centers in an effort to provide Richmond, Tri-cities, and surrounding counties with a world-class regional workforce development organization.

Reynolds currently offers two-year college transfer and occupational-technical degrees, one-year occupational-technical certificates, and career studies certificates requiring less than one year of full-time study. Having enrolled 346,657 persons in credit courses since its opening, Reynolds continues to strive to meet the aspirations of its namesake to provide “a practical and economic answer to the future educational needs of thousands of Virginians.”

Mission

J. Sargeant Reynolds Community College (Reynolds) provides an accessible, quality education that develops students for success in the workplace, prepares students for successful transfer to colleges and universities, builds a skilled workforce that contributes to regional economic development, and promotes personal enrichment and lifelong learning.

Vision

Reynolds will be the preeminent pathway to the workforce and degree attainment for the greater Richmond region.

We Value

Our Students
We promote high academic standards and innovative programs that enable our students to go further and faster in pursuit of their goals.

Our People
We promote a culture of collaboration, hire talented individuals, and invest in their professional and personal growth.

Our Community
We enrich our community through education, leadership, partnerships, and volunteerism.

Our Environment
We create and foster safe, healthy, and inclusive places for learning, teaching, and working.

Accreditation Statement

J. Sargeant Reynolds Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate degrees and certificates. Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or
call (404) 679-4500 for questions about the accreditation of J. Sargeant Reynolds Community College.

Nondiscrimination Policy and Contact Information

Notice of Nondiscrimination

As a recipient of federal funds, J. Sargeant Reynolds 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 at:

Vice President of Student Affairs
College Title IX Coordinator and ADA/Section 504
Compliance Officer
J. Sargeant Reynolds Community College
P.O. Box 85622
Richmond, VA 23285-5622

Telephone: (804) 523-5296
Fax: (804) 523-5714
Email: TIX@reynolds.edu or vpsa@reynolds.edu

Physical Location:
Parham Road Campus, Georgiadis Hall, Room 204

OR

Department of Education
Office of Civil Rights
400 Maryland Avenue, S.W.
Washington, DC 20202-1100

www.ed.gov

Contact Information

Students or prospective students who believe they have witnessed or experienced discriminatory conditions or discriminatory acts inclusive of sexual misconduct, sexual violence, sexual harassment, or inaccessible conditions, should present their concerns to either the College Title IX Coordinator or the Department of Education/Office of Civil Rights referenced above.

Employees or prospective employees who believe they have witnessed or experienced discriminatory conditions or discriminatory acts inclusive of sexual misconduct, sexual violence, sexual harassment, or inaccessible conditions, should present their concerns to the:

Vice President of Student Affairs
College Title IX Coordinator and ADA/Section 504
Compliance Officer

J. Sargeant Reynolds Community College
P.O. Box 85622
Richmond, VA 23285-5622

Telephone: (804) 523-5296
Fax: (804) 523-5714
Email: TIX@reynolds.edu or vpsa@reynolds.edu

Physical Location:
Parham Road Campus, Georgiadis Hall, Room 204

Annual Public Notice

J. Sargeant Reynolds Community College is committed to providing an environment that is free from harassment and discrimination based on any status protected by law. This 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. Reynolds offers programs in many vocational areas under its open admissions policy. Specifically, Reynolds offers admissions based on selective criteria in Medical Laboratory Technology AAS, Nursing AAS, Practical Nursing Certificate, Respiratory Therapy AAS, and PAVE career studies certificates in Child Care Assistant, Clerical Assistant, Food Service Assistant, and Health Care Assistant through a separate applications process that is nondiscriminatory. For more information about the application process, contact the admissions office known as Enrollment Services at (804) 523-6464.

Inquiries related to Reynolds nondiscrimination policies should be directed to:

Vice President of Student Affairs
College Title IX Coordinator and ADA/Section 504
Compliance Officer
J. Sargeant Reynolds Community College
P.O. Box 85622
Richmond, VA 23285-5622

Telephone: (804) 523-5296
Fax: (804) 523-5714
Email: TIX@reynolds.edu or vpsa@reynolds.edu

Physical Location: Parham Road Campus, Georgiadis Hall, Room 204

Programs reviewed and updated January 2018
<table>
<thead>
<tr>
<th>Academic Calendar 2018 - 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2018 Fall Semester</strong></td>
</tr>
<tr>
<td><strong>Important Dates</strong></td>
</tr>
<tr>
<td>Academic Advising: March 26–April 6, 2018</td>
</tr>
<tr>
<td>Priority Registration: April 9–June 10, 2018</td>
</tr>
<tr>
<td>Deadline for 2018 Online Applications for Reynolds Scholarships: April 15, 2018</td>
</tr>
<tr>
<td>Recommended Financial Aid application submission date for Fall 2018: April 16, 2018</td>
</tr>
<tr>
<td>Faculty and Staff Recognition and Awards Program (college opens at noon): May 10, 2018</td>
</tr>
<tr>
<td>Memorial Day (college closed): May 28, 2018</td>
</tr>
<tr>
<td>Deadline for Fall 2018 Applications for F-1 Visa Students: June 1, 2018</td>
</tr>
<tr>
<td>Open Registration: June 11–August 19, 2018</td>
</tr>
<tr>
<td>Deadline for receipt of Financial Aid information for Fall 2018: June 15, 2018</td>
</tr>
<tr>
<td>Recommended Loan Application submission date for Fall 2018: July 2, 2018</td>
</tr>
<tr>
<td>Independence Day (college closed): July 4, 2018</td>
</tr>
<tr>
<td>First Fall 2018 Tuition Payment Deadline (tuition payment due by Friday of the week you register): July 27, 2018</td>
</tr>
<tr>
<td>Deadline for Fall 2018 Domicile Appeals: August 1, 2018</td>
</tr>
<tr>
<td>First day to charge books to Financial Aid for Fall 2018: August 10, 2018</td>
</tr>
<tr>
<td>Adjunct Faculty Convocation: August 16, 2018</td>
</tr>
<tr>
<td>Last day to return textbooks for refund: August 27, 2018</td>
</tr>
<tr>
<td>Labor Day (college closed): September 3, 2018</td>
</tr>
<tr>
<td>Last day to charge books to Financial Aid for Fall 2018: September 5, 2018</td>
</tr>
<tr>
<td>Recommended Financial Aid application submission date for Spring 2019: September 17, 2018</td>
</tr>
<tr>
<td>College-wide Convocation Day (no classes/no services): September 25, 2018</td>
</tr>
<tr>
<td>Deadline for Fall 2018 Graduation Applications: September 28, 2018</td>
</tr>
<tr>
<td>Deadline for Spring 2019 Applications for F-1 Visa Students: October 1, 2018</td>
</tr>
<tr>
<td>Recommended Loan Application submission date for Spring 2019: October 15, 2018</td>
</tr>
<tr>
<td>Last day to submit Loan Application for Fall 2018: October 15, 2018</td>
</tr>
<tr>
<td>Deadline for receipt of Financial Aid information for Spring 2019: November 15, 2018</td>
</tr>
<tr>
<td>Faculty Research Day (no classes/college closes at noon): November 21, 2018</td>
</tr>
<tr>
<td>Fall Break (college closed): November 22–25, 2018</td>
</tr>
<tr>
<td>Deadline for Spring 2019 Domicile Appeals: December 3, 2018</td>
</tr>
<tr>
<td>Grades Due: December 18, 2018</td>
</tr>
<tr>
<td>Winter Break (college closed): December 21-January 1, 2019</td>
</tr>
<tr>
<td><strong>Regular Session (16 Weeks)</strong></td>
</tr>
<tr>
<td>Last Day to Register and Pay: August 19, 2018</td>
</tr>
<tr>
<td>Classes Begin: August 20, 2018</td>
</tr>
<tr>
<td>Last Day to Schedule Adjust: August 24, 2018</td>
</tr>
<tr>
<td>Last Day to Drop with Refund: September 5, 2018</td>
</tr>
<tr>
<td>Session</td>
</tr>
<tr>
<td>----------------------------------------</td>
</tr>
<tr>
<td><strong>Fourteen-Week Session</strong></td>
</tr>
<tr>
<td>Last Day to Register and Pay&lt;sup&gt;2&lt;/sup&gt;</td>
</tr>
<tr>
<td>Classes Begin</td>
</tr>
<tr>
<td>Last Day to Schedule Adjust&lt;sup&gt;4&lt;/sup&gt;</td>
</tr>
<tr>
<td>Last Day to Drop with Refund</td>
</tr>
<tr>
<td>Last Day to Withdraw&lt;sup&gt;2&lt;/sup&gt; from Class with a Grade of “W”</td>
</tr>
<tr>
<td>Classes End</td>
</tr>
<tr>
<td><strong>Twelve-Week Session</strong></td>
</tr>
<tr>
<td>Last Day to Register and Pay&lt;sup&gt;2&lt;/sup&gt;</td>
</tr>
<tr>
<td>Classes Begin</td>
</tr>
<tr>
<td>Last Day to Schedule Adjust&lt;sup&gt;4&lt;/sup&gt;</td>
</tr>
<tr>
<td>Last Day to Drop with Refund</td>
</tr>
<tr>
<td>Last Day to Withdraw&lt;sup&gt;2&lt;/sup&gt; from Class with a Grade of “W”</td>
</tr>
<tr>
<td>Classes End</td>
</tr>
<tr>
<td><strong>First Eight-Week Session</strong></td>
</tr>
<tr>
<td>Last Day to Register and Pay&lt;sup&gt;2&lt;/sup&gt;</td>
</tr>
<tr>
<td>Classes Begin</td>
</tr>
<tr>
<td>Last Day to Schedule Adjust&lt;sup&gt;4&lt;/sup&gt;</td>
</tr>
<tr>
<td>Last Day to Drop with Refund</td>
</tr>
<tr>
<td>Last Day to Withdraw&lt;sup&gt;2&lt;/sup&gt; from Class with a Grade of “W”</td>
</tr>
<tr>
<td>Classes End</td>
</tr>
<tr>
<td><strong>Second Eight-Week Session</strong></td>
</tr>
<tr>
<td>Last Day to Register and Pay&lt;sup&gt;2&lt;/sup&gt;</td>
</tr>
<tr>
<td>Classes Begin</td>
</tr>
<tr>
<td>Last Day to Schedule Adjust&lt;sup&gt;4&lt;/sup&gt;</td>
</tr>
<tr>
<td>Last Day to Drop with Refund</td>
</tr>
<tr>
<td>Last Day to Withdraw&lt;sup&gt;2&lt;/sup&gt; from Class with a Grade of “W”</td>
</tr>
<tr>
<td>Classes End</td>
</tr>
<tr>
<td><strong>First Four-Week Session</strong></td>
</tr>
<tr>
<td>Last Day to Register and Pay&lt;sup&gt;2&lt;/sup&gt;</td>
</tr>
<tr>
<td>Classes Begin</td>
</tr>
<tr>
<td>Last Day to Schedule Adjust&lt;sup&gt;4&lt;/sup&gt;</td>
</tr>
<tr>
<td>Last Day to Drop with Refund</td>
</tr>
<tr>
<td>Last Day to Withdraw&lt;sup&gt;2&lt;/sup&gt; from Class with a Grade of “W”</td>
</tr>
<tr>
<td>Classes End</td>
</tr>
<tr>
<td><strong>Second Four-Week Session</strong></td>
</tr>
<tr>
<td>Last Day to Register and Pay&lt;sup&gt;2&lt;/sup&gt;</td>
</tr>
</tbody>
</table>
### Classes Begin
- September 18, 2018

### Last Day to Schedule Adjust
- September 18, 2018

### Last Day to Drop with Refund
- September 20, 2018

### Last Day to Withdraw from Class with a Grade of “W”
- October 4, 2018

### Classes End
- October 16, 2018

#### Third Four-Week Session

### Last Day to Register and Pay
- October 16, 2018

### Classes Begin
- October 17, 2018

### Last Day to Schedule Adjust
- October 17, 2018

### Last Day to Drop with Refund
- October 19, 2018

### Last Day to Withdraw from Class with a Grade of “W”
- November 1, 2018

### Classes End
- November 13, 2018

#### Fourth Four-Week Session

### Last Day to Register and Pay
- November 13, 2018

### Classes Begin
- November 14, 2018

### Last Day to Schedule Adjust
- November 14, 2018

### Last Day to Drop with Refund
- November 16, 2018

### Last Day to Withdraw from Class with a Grade of “W”
- December 4, 2018

### Classes End
- December 15, 2018

### 2019 Spring Semester

#### Important Dates

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recommended Financial Aid application submission date for Spring 2019</td>
<td>September 17, 2018</td>
</tr>
<tr>
<td>Deadline for Spring 2019 Applications for F-1 Visa Students</td>
<td>October 1, 2018</td>
</tr>
<tr>
<td>Academic Advising</td>
<td>October 22–November 2, 2018</td>
</tr>
<tr>
<td>Priority Registration</td>
<td>November 5–25, 2018</td>
</tr>
<tr>
<td>Deadline for receipt of Financial Aid information for Spring 2019</td>
<td>November 15, 2018</td>
</tr>
<tr>
<td>Open Registration (tuition payment due by Friday of the week you register)</td>
<td>November 26, 2018–January 6, 2019</td>
</tr>
<tr>
<td>Deadline for Spring 2019 Priority Registration Payment</td>
<td>November 30, 2018</td>
</tr>
<tr>
<td>Deadline for Spring 2019 Domicile Appeals</td>
<td>December 3, 2018</td>
</tr>
<tr>
<td>First day to submit 2019 Online Applications for Reynolds Scholarships</td>
<td>January 2, 2019</td>
</tr>
<tr>
<td>First day to charge books to Financial Aid for Spring 2019</td>
<td>January 2, 2019</td>
</tr>
<tr>
<td>Adjunct Faculty Convocation</td>
<td>January 3, 2019</td>
</tr>
<tr>
<td>Last day to return textbooks for refund</td>
<td>January 14, 2019</td>
</tr>
<tr>
<td>Rev. Dr. Martin Luther King, Jr. Day (college closed)</td>
<td>January 21, 2019</td>
</tr>
<tr>
<td>Last day to charge books to Financial Aid for Spring 2019</td>
<td>January 23, 2019</td>
</tr>
<tr>
<td>Deadline for Spring 2019 Graduation Applications</td>
<td>January 31, 2019</td>
</tr>
<tr>
<td>Recommended Financial Aid application submission date for Summer 2019</td>
<td>February 15, 2019</td>
</tr>
<tr>
<td>Event</td>
<td>Date</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Spring Break (no classes)</td>
<td>March 18–24, 2019</td>
</tr>
<tr>
<td>Professional Development Day (no services)</td>
<td>March 18, 2019</td>
</tr>
<tr>
<td>Last day to submit Loan Application for Spring 2019</td>
<td>April 1, 2019</td>
</tr>
<tr>
<td>Deadline for Summer 2019 Domicile Appeals</td>
<td>April 1, 2019</td>
</tr>
<tr>
<td>Recommended Loan Application submission date for Summer 2019</td>
<td>April 1, 2019</td>
</tr>
<tr>
<td>Deadline to submit 2019 Online Applications for Reynolds Scholarships</td>
<td>April 15, 2019</td>
</tr>
<tr>
<td>Deadline for receipt of Financial Aid information for Summer 2019</td>
<td>April 15, 2019</td>
</tr>
<tr>
<td>Recommended Financial Aid application submission date for Fall 2019</td>
<td>April 15, 2019</td>
</tr>
<tr>
<td>Grades Due</td>
<td>May 7, 2019</td>
</tr>
<tr>
<td>Faculty Professional Development Day</td>
<td>May 8, 2019</td>
</tr>
<tr>
<td>Faculty and Staff Recognition and Awards Program (college opens at noon)</td>
<td>May 9, 2019 (tentative date)</td>
</tr>
<tr>
<td>Graduation, VCU Siegel Center</td>
<td>May 11 or 12, 2019</td>
</tr>
<tr>
<td><strong>Regular Session (16 Weeks)</strong></td>
<td></td>
</tr>
<tr>
<td>Last Day to Register and Pay&lt;sup&gt;3&lt;/sup&gt;</td>
<td>January 6, 2019</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>January 7, 2019</td>
</tr>
<tr>
<td>Last Day to Schedule Adjust&lt;sup&gt;4&lt;/sup&gt;</td>
<td>January 11, 2019</td>
</tr>
<tr>
<td>Last Day to Drop with Refund</td>
<td>January 23, 2019</td>
</tr>
<tr>
<td>Last Day to Withdraw&lt;sup&gt;2&lt;/sup&gt; from Class with a Grade of “W”</td>
<td>March 14, 2019</td>
</tr>
<tr>
<td>Classes End</td>
<td>April 29, 2019</td>
</tr>
<tr>
<td>Examination Period</td>
<td>April 30–May 6, 2019</td>
</tr>
<tr>
<td><strong>Fourteen-Week Session</strong></td>
<td></td>
</tr>
<tr>
<td>Last Day to Register and Pay&lt;sup&gt;3&lt;/sup&gt;</td>
<td>January 21, 2019</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>January 22, 2019</td>
</tr>
<tr>
<td>Last Day to Schedule Adjust&lt;sup&gt;4&lt;/sup&gt;</td>
<td>January 25, 2019</td>
</tr>
<tr>
<td>Last Day to Drop with Refund</td>
<td>February 5, 2019</td>
</tr>
<tr>
<td>Last Day to Withdraw&lt;sup&gt;2&lt;/sup&gt; from Class with a Grade of “W”</td>
<td>March 28, 2019</td>
</tr>
<tr>
<td>Classes End</td>
<td>May 6, 2019</td>
</tr>
<tr>
<td><strong>Twelve-Week Session</strong></td>
<td></td>
</tr>
<tr>
<td>Last Day to Register and Pay&lt;sup&gt;3&lt;/sup&gt;</td>
<td>February 4, 2019</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>February 5, 2019</td>
</tr>
<tr>
<td>Last Day to Schedule Adjust&lt;sup&gt;4&lt;/sup&gt;</td>
<td>February 8, 2019</td>
</tr>
<tr>
<td>Last Day to Drop with Refund</td>
<td>February 15, 2019</td>
</tr>
<tr>
<td>Last Day to Withdraw&lt;sup&gt;2&lt;/sup&gt; from Class with a Grade of “W”</td>
<td>April 2, 2019</td>
</tr>
<tr>
<td>Classes End</td>
<td>May 6, 2019</td>
</tr>
<tr>
<td><strong>First Eight-Week Session</strong></td>
<td></td>
</tr>
<tr>
<td>Last Day to Register and Pay&lt;sup&gt;3&lt;/sup&gt;</td>
<td>January 6, 2019</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>January 7, 2019</td>
</tr>
<tr>
<td>Last Day to Schedule Adjust&lt;sup&gt;4&lt;/sup&gt;</td>
<td>January 9, 2019</td>
</tr>
<tr>
<td>Event</td>
<td>Date</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Last Day to Drop with Refund</td>
<td>January 14, 2019</td>
</tr>
<tr>
<td>Last Day to Withdraw from Class with a Grade of “W”</td>
<td>February 8, 2019</td>
</tr>
<tr>
<td>Classes End</td>
<td>March 4, 2019</td>
</tr>
<tr>
<td><strong>Second Eight-Week Session</strong></td>
<td></td>
</tr>
<tr>
<td>Last Day to Register and Pay</td>
<td>March 4, 2019</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>March 5, 2019</td>
</tr>
<tr>
<td>Last Day to Schedule Adjust</td>
<td>March 7, 2019</td>
</tr>
<tr>
<td>Last Day to Drop with Refund</td>
<td>March 12, 2019</td>
</tr>
<tr>
<td>Last Day to Withdraw from Class with a Grade of “W”</td>
<td>April 12, 2019</td>
</tr>
<tr>
<td>Classes End</td>
<td>May 6, 2019</td>
</tr>
<tr>
<td><strong>First Four-Week Session</strong></td>
<td></td>
</tr>
<tr>
<td>Last Day to Register and Pay</td>
<td>January 6, 2019</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>January 7, 2019</td>
</tr>
<tr>
<td>Last Day to Schedule Adjust</td>
<td>January 7, 2019</td>
</tr>
<tr>
<td>Last Day to Drop with Refund</td>
<td>January 9, 2019</td>
</tr>
<tr>
<td>Last Day to Withdraw from Class with a Grade of “W”</td>
<td>January 23, 2019</td>
</tr>
<tr>
<td>Classes End</td>
<td>February 4, 2019</td>
</tr>
<tr>
<td><strong>Second Four-Week Session</strong></td>
<td></td>
</tr>
<tr>
<td>Last Day to Register and Pay</td>
<td>February 4, 2019</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>February 5, 2019</td>
</tr>
<tr>
<td>Last Day to Schedule Adjust</td>
<td>February 5, 2019</td>
</tr>
<tr>
<td>Last Day to Drop with Refund</td>
<td>February 7, 2019</td>
</tr>
<tr>
<td>Last Day to Withdraw from Class with a Grade of “W”</td>
<td>February 20, 2019</td>
</tr>
<tr>
<td>Classes End</td>
<td>March 4, 2019</td>
</tr>
<tr>
<td><strong>Third Four-Week Session</strong></td>
<td></td>
</tr>
<tr>
<td>Last Day to Register and Pay</td>
<td>March 4, 2019</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>March 5, 2019</td>
</tr>
<tr>
<td>Last Day to Schedule Adjust</td>
<td>March 5, 2019</td>
</tr>
<tr>
<td>Last Day to Drop with Refund</td>
<td>March 7, 2019</td>
</tr>
<tr>
<td>Last Day to Withdraw from Class with a Grade of “W”</td>
<td>March 27, 2019</td>
</tr>
<tr>
<td>Classes End</td>
<td>April 8, 2019</td>
</tr>
<tr>
<td><strong>Fourth Four-Week Session</strong></td>
<td></td>
</tr>
<tr>
<td>Last Day to Register and Pay</td>
<td>April 8, 2019</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>April 9, 2019</td>
</tr>
<tr>
<td>Last Day to Schedule Adjust</td>
<td>April 9, 2019</td>
</tr>
<tr>
<td>Last Day to Drop with Refund</td>
<td>April 11, 2019</td>
</tr>
<tr>
<td>Last Day to Withdraw from Class with a Grade of “W”</td>
<td>April 24, 2019</td>
</tr>
<tr>
<td>Classes End</td>
<td>May 6, 2019</td>
</tr>
</tbody>
</table>

2019 Summer Semester
<table>
<thead>
<tr>
<th>Important Dates</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recommended Financial Aid application submission date for Summer 2019</strong></td>
<td>February 15, 2019</td>
</tr>
<tr>
<td><strong>Academic Advising</strong></td>
<td>March 25–April 5, 2019</td>
</tr>
<tr>
<td><strong>Deadline for Summer 2019 Domicile Appeals</strong></td>
<td>April 1, 2019</td>
</tr>
<tr>
<td><strong>Priority Registration</strong></td>
<td>April 8–21, 2019</td>
</tr>
<tr>
<td><strong>Deadline for 2019 Online Applications for Reynolds Scholarships</strong></td>
<td>April 15, 2019</td>
</tr>
<tr>
<td><strong>Deadline for receipt of Financial Aid information for Summer 2019</strong></td>
<td>April 15, 2019</td>
</tr>
<tr>
<td><strong>Recommended Financial Aid application submission date for Fall 2019</strong></td>
<td>April 15, 2019</td>
</tr>
<tr>
<td><strong>Open Registration (tuition payment due by Friday of the week you register)</strong></td>
<td>April 22–May 19, 2019</td>
</tr>
<tr>
<td><strong>Tuition Payment Deadline for Summer 2019</strong></td>
<td>April 26, 2019</td>
</tr>
<tr>
<td><strong>Faculty and Staff Recognition and Awards Program (college opens at noon)</strong></td>
<td>May 9, 2019 (tentative date)</td>
</tr>
<tr>
<td><strong>First day to charge books to Financial Aid for Summer 2019</strong></td>
<td>May 10, 2019</td>
</tr>
<tr>
<td><strong>Memorial Day (college closed)</strong></td>
<td>May 27, 2019</td>
</tr>
<tr>
<td><strong>Last day to return textbooks for refund</strong></td>
<td>May 28, 2019</td>
</tr>
<tr>
<td><strong>Last day to charge books to Financial Aid for Summer 2019</strong></td>
<td>May 30, 2019</td>
</tr>
<tr>
<td><strong>Deadline for Fall 2019 Applications for F-1 Visa Students</strong></td>
<td>May 31, 2019</td>
</tr>
<tr>
<td><strong>Deadline for receipt of Financial Aid information for Fall 2019</strong></td>
<td>June 17, 2019</td>
</tr>
<tr>
<td><strong>Deadline for Summer 2019 Graduation Applications</strong></td>
<td>June 28, 2019</td>
</tr>
<tr>
<td><strong>Last day to submit Loan Application for Summer 2019</strong></td>
<td>July 1, 2019</td>
</tr>
<tr>
<td><strong>Recommended Loan Application submission date for Fall 2019</strong></td>
<td>July 1, 2019</td>
</tr>
<tr>
<td><strong>Independence Day (college closed)</strong></td>
<td>July 4, 2019</td>
</tr>
<tr>
<td><strong>Deadline for Fall 2019 Domicile Appeals</strong></td>
<td>August 1, 2019</td>
</tr>
<tr>
<td><strong>Grades Due</strong></td>
<td>August 1, 2019</td>
</tr>
<tr>
<td><strong>Regular Session (10 Weeks)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Last Day to Register and Pay</strong></td>
<td>May 19, 2019</td>
</tr>
<tr>
<td><strong>Classes Begin</strong></td>
<td>May 20, 2019</td>
</tr>
<tr>
<td><strong>Last Day to Schedule Adjust</strong></td>
<td>May 23, 2019</td>
</tr>
<tr>
<td><strong>Last Day to Drop with Refund</strong></td>
<td>May 30, 2019</td>
</tr>
<tr>
<td><strong>Last Day to Withdraw from Class with a Grade of “W”</strong></td>
<td>July 1, 2019</td>
</tr>
<tr>
<td><strong>Classes End</strong></td>
<td>July 29, 2019</td>
</tr>
<tr>
<td><strong>Make-up for Independence Day</strong></td>
<td>July 30, 2019</td>
</tr>
<tr>
<td><strong>Eight-Week Session</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Last Day to Register and Pay</strong></td>
<td>June 3, 2019</td>
</tr>
<tr>
<td><strong>Classes Begin</strong></td>
<td>June 4, 2019</td>
</tr>
<tr>
<td><strong>Last Day to Schedule Adjust</strong></td>
<td>June 6, 2019</td>
</tr>
<tr>
<td><strong>Last Day to Drop with Refund</strong></td>
<td>June 11, 2019</td>
</tr>
<tr>
<td><strong>Last Day to Withdraw from Class with a Grade of “W”</strong></td>
<td>July 8, 2019</td>
</tr>
<tr>
<td><strong>Classes End</strong></td>
<td>July 29, 2019</td>
</tr>
<tr>
<td><strong>Make-up for Independence Day</strong></td>
<td>July 30, 2019</td>
</tr>
</tbody>
</table>
### General Information

<table>
<thead>
<tr>
<th>Session</th>
<th>Last Day to Register and Pay</th>
<th>Classes Begin</th>
<th>Last Day to Schedule Adjust</th>
<th>Last Day to Drop with Refund</th>
<th>Last Day to Withdraw from Class with a Grade of “W”</th>
<th>Classes End</th>
<th>Make-up for Independence Day (2nd 5Wk only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Five-Week Session</td>
<td>May 19, 2019</td>
<td>May 20, 2019</td>
<td>May 21, 2019</td>
<td>May 23, 2019</td>
<td>June 10, 2019</td>
<td>June 24, 2019</td>
<td></td>
</tr>
<tr>
<td>First Four-Week Session</td>
<td>May 19, 2019</td>
<td>May 20, 2019</td>
<td>May 20, 2019</td>
<td>May 22, 2019</td>
<td>June 5, 2019</td>
<td>June 17, 2019</td>
<td></td>
</tr>
</tbody>
</table>

1. A receipt along with the textbook being returned in its original condition is required to receive a full refund.

2. Withdrawals must be done in person in the Enrollment Services office.

3. Payment is due daily after regular session classes begin each semester. Failure to pay will result in being dropped from your course(s).

   If you need in-person assistance with payment, please make sure to visit the Business Office during published office hours (http://www.reynolds.edu/pay_for_college/business_office/default.aspx)

4. Only students who have an established schedule (defined as one in which they have registered and made full payment) can schedule adjust. Students will need assistance from the college to complete the schedule adjustment processes.
# Telephone Directory

Visit reynolds.edu for the most current telephone numbers.

**Reynolds Information Center**  
(804) 371-3000

*Area Code 804 for all phone numbers*

<table>
<thead>
<tr>
<th></th>
<th>Downtown</th>
<th>Parham</th>
<th>Goochland</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Schools</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>523-5177</td>
<td>523-5301</td>
<td>523-5432</td>
</tr>
<tr>
<td>Humanities and Social Sciences</td>
<td>523-5178</td>
<td>523-5263</td>
<td></td>
</tr>
<tr>
<td>Math, Science, and Engineering</td>
<td>523-5374</td>
<td>523-5225</td>
<td></td>
</tr>
<tr>
<td>Nursing and Allied Health</td>
<td>523-5375</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>College Resources</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Support Center (Tutoring)</td>
<td>523-5687</td>
<td>523-5927</td>
<td>523-5927</td>
</tr>
<tr>
<td>Business Office</td>
<td>(855) 874-6682</td>
<td>(855) 874-6682</td>
<td>(855) 874-6682</td>
</tr>
<tr>
<td>Campus Store</td>
<td>786-8580</td>
<td>371-3266</td>
<td></td>
</tr>
<tr>
<td>Career, Employment, and Transfer Center</td>
<td>523-5067</td>
<td>523-5067</td>
<td>523-5067</td>
</tr>
<tr>
<td>Community College Workforce Alliance (Non-credit Courses)</td>
<td>523-2292</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Access</td>
<td>523-5411</td>
<td>523-5220</td>
<td>523-5419</td>
</tr>
<tr>
<td>Distance Learning</td>
<td>523-5612</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Toll free for VA only</em></td>
<td></td>
<td>or 1 (800) 711-1628*</td>
<td></td>
</tr>
<tr>
<td>Domicile Officer (in-state tuition appeals)</td>
<td>523-5029</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dual Enrollment</td>
<td>523-5320</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English as a Second Language (ESL) Program</td>
<td>523-5020</td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Admissions/Services</td>
<td>523-5029</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Libraries</td>
<td>523-5211</td>
<td>523-5220</td>
<td>523-5419</td>
</tr>
<tr>
<td>PAVE Program</td>
<td>523-5572</td>
<td>523-5572</td>
<td></td>
</tr>
<tr>
<td>Placement Testing/Testing Centers</td>
<td>523-5470</td>
<td>523-5411</td>
<td>523-5421</td>
</tr>
<tr>
<td><strong>Department of Police</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emergencies</td>
<td>523-5911</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Emergencies</td>
<td>523-5219</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student Affairs</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrollment Services (Admissions, Advising, Registration Assistance, Veteran Affairs)</td>
<td>523-6464</td>
<td>523-6464</td>
<td>523-6464</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>(855) 874-6682</td>
<td>(855) 874-6682</td>
<td>(855) 874-6682</td>
</tr>
<tr>
<td>Services for Students with Disabilities</td>
<td>523-5628</td>
<td>523-5290</td>
<td>523-5290</td>
</tr>
<tr>
<td>Student Life</td>
<td>523-5082</td>
<td>523-5983</td>
<td>523-5983</td>
</tr>
<tr>
<td>Telecommunications Devices for the Deaf (TDD)</td>
<td>786-8800</td>
<td>786-8800</td>
<td>786-8800</td>
</tr>
</tbody>
</table>
Campus Locations

Downtown Campus (DTC)
700 East Jackson Street, Richmond

The Downtown Campus is located near the Richmond Coliseum and provides one- and two-year occupational/technical programs in a number of allied health, business, and community service areas, as well as college transfer programs in business, computer science, liberal arts, and science.

Goochland Campus
1851 Dickinson Road, Goochland

Located on the same campus as the Goochland Family YMCA near routes 6 and 632, this campus offers a range of programs in automotive and diesel mechanics, horticulture, sustainable agriculture, and welding, as well as general education and transfer courses.

Parham Road Campus (PRC)
1651 East Parham Road, Richmond

The Parham Road Campus, located one mile west of I-95 in Henrico County, offers college-transfer programs in computer science, education, engineering, liberal arts, and science, as well as a broad range of occupational/technical programs in the areas of business, engineering, and public service.

Visit reynolds.edu/locations for virtual interactive campus maps.
Admission Requirements

Reynolds Community College is an equal opportunity institution providing educational and employment opportunities, programs, services, and activities. Reynolds does not discriminate on the basis of age, color, disability, family medical history or genetic information, military service, national origin, parental status, political affiliation, race, religion, sex (including pregnancy and gender identity), sexual orientation, or any other non-merit based factor. See the full Nondiscrimination Policy and Contact Information section in this catalog.

Consistent with its mission of providing educational access and development in its region, Reynolds admits as either a non-curricular or curricular student, anyone with a recognized high school diploma, a GED, or certificate of completion of home schooling, or who is 18 years of age and has demonstrated college readiness.

Non-curricular applicants are persons who plan to enroll in credit courses without earning a degree or certificate at Reynolds.

Curricular applicants are persons who plan to enroll in credit courses in order to earn a degree or certificate. An applicant applying as a curricular student must have received a recognized high school diploma, a GED, or certificate of completion of home schooling, or who is 18 years of age and has demonstrated college readiness.

New students, students returning from an absence of at least three years, or students who submitted an application and did not attend within one year must complete a Reynolds Application for Admission. Official high school transcripts that include graduation date or official GED exam results are required of applicants who are in the process of completing secondary studies. Applicants to the Nursing or Practical Nursing programs must submit official high school transcripts that document graduation or a GED. For reinstatement from suspension or dismissal refer to the Classroom and Instructional Policies and Procedures section in this catalog.

Non-curricular students who have accumulated nine or more semester credits in college courses and are experiencing academic difficulty in one or more areas will be required to take placement tests. Non-curricular students who have experienced academic difficulty in one or more areas will be required to take placement tests. Developmental courses prepare students for college-level math and English. Before registering, all students entering as curricular students must take placement tests in English and mathematics. Testing times and resources for test preparation can be found on the Testing Center website at reynolds.edu/student_services/testing_center or by contacting any campus Testing Center (Downtown Campus, (804) 523-5470; Parham Road Campus, (804) 523-5411; Goochland Campus, (804) 523-5421).

Test scores are valid for five years after the date of the test. In general, students may not take a placement test in the same subject matter more than one time in a four-month period. Students who take the math placement test and who do not enroll in developmental math are allowed to take one retest within 12 months. Students who attempt developmental mathematics will be ineligible for a retest. Exceptions to this retest policy may be made on a case-by-case basis.

Non-curricular students registering for English, mathematics, biology, chemistry, and other courses requiring tests as listed in the Reynolds catalog and/or class schedule, must take the appropriate placement tests. Non-curricular students who have accumulated nine or more semester credits in college courses and are experiencing academic difficulty in one or more areas will also be required to take placement tests. (Academic difficulty is defined as having a cumulative GPA of less than 2.0 or receiving an “F” or “U” in a course.)

A placement test may be waived on the basis of one or more of the criteria listed below. Students must provide official documentation of college AP scores, SAT, or other scores used to waive the placement tests or provide documentation of college courses taken that would qualify the student for the waiver.

Placement Testing

At Reynolds, the goal of the Placement Testing program is to enroll students in courses that maximize their opportunity for success. Placement tests determine what, if any, developmental courses students need to take. Developmental courses prepare students for college-level math and English. Before registering, all students entering as curricular students must take placement tests in English and mathematics. Testing times and resources for test preparation can be found on the Testing Center website at reynolds.edu/student_services/testing_center or by contacting any campus Testing Center (Downtown Campus, (804) 523-5470; Parham Road Campus, (804) 523-5411; Goochland Campus, (804) 523-5421).

Test scores are valid for five years after the date of the test. In general, students may not take a placement test in the same subject matter more than one time in a four-month period. Students who take the math placement test and who do not enroll in developmental math are allowed to take one retest within 12 months. Students who attempt developmental mathematics will be ineligible for a retest. Exceptions to this retest policy may be made on a case-by-case basis.

Non-curricular students registering for English, mathematics, biology, chemistry, and other courses requiring tests as listed in the Reynolds catalog and/or class schedule, must take the appropriate placement tests. Non-curricular students who have accumulated nine or more semester credits in college courses and are experiencing academic difficulty in one or more areas will also be required to take placement tests. (Academic difficulty is defined as having a cumulative GPA of less than 2.0 or receiving an “F” or “U” in a course.)

A placement test may be waived on the basis of one or more of the criteria listed below. Students must provide official documentation of college AP scores, SAT, or other scores used to waive the placement tests or provide documentation of college courses taken that would qualify the student for the waiver.
Reynolds dual enrollment coordinator. Other students, including Reynolds or high school locations. Dual enrollment is initiated with local school systems to offer college-level courses at enrollment students. Reynolds has dual enrollment agreements. Students enrolled in local school systems may enroll as dual-level courses at Reynolds prior to graduating from high school. High school students may be permitted to enroll in college-level courses as special admission students. As a requirement for special admission, high school students must demonstrate college readiness as determined by Reynolds. Exceptions for enrolling freshman and sophomore students are considered by the Reynolds President. Requests for exceptions for high school freshman and sophomores are collected through the Central Admissions and Records office. Reynolds must receive written permission from the student’s high school principal for each semester or term the student would like to enroll. The parent of home school students will be recognized as the high school principal. High school students cannot register for developmental, health, or physical education courses. High school students are not eligible to apply for financial aid.

**Transient Students**

Students indicating that they are enrolling at Reynolds in order to satisfy program requirements at their home institution (college or university) will be admitted as non-curricular transient students. Such students should submit a completed Reynolds Transient Student Approval Form signed by the student’s home institution advisor for each semester of enrollment at Reynolds. This form ensures transfer of the courses to the home institution program. Based on the certification of readiness by the home institution, Reynolds may waive certain placement tests, and may not require college transcripts or proof of the completion of certain course prerequisites.

**College Readiness for Non-High School Graduates**

Students who are at least 18 years of age seeking admission into one of Reynolds’ curricular programs and who lack a recognized high school diploma or the recognized equivalent (General Equivalency Diploma or Home School Completion Certificate) will be required to meet the college readiness standards administered by the Reynolds Testing Center. Students who pass meet the college readiness standards may be admitted to Reynolds in either non-curricular or curricular programs, provided they have also satisfied other admission requirements. The college readiness assessment cannot be used to gain admission into the Nursing and Practical Nursing programs; these programs require completion of a high school diploma or GED.

Students who do not meet the college readiness standard and wish to enroll will be admitted as non-curricular students only. They will remain non-curricular students until such time as they obtain a high school diploma or GED certificate. Students may be allowed to retake the test for mitigating circumstances or after a minimum of four months.

**International Student Admissions**

Reynolds is authorized under Federal law to enroll non-immigrant students. The deadline for submission of international student applications with accompanying documentation is:
June 1 for the fall semester
September 28 for the spring semester

Contact the international student advisor for more information and to request an International Student packet for admission. F-1 applicants will be considered for admission to an associate degree program or to the ESL program depending on placement test scores. Admission is not guaranteed and is particularly selective for A.A. and A.S. (university transfer) degree programs. Reynolds does not admit F-1 applicants to any allied health program. Also, applicants will not be considered for admission to the Hospitality Management program or any Reynolds program offered primarily through distance education.

Contact the international student advisor in the Central Admissions and Records Office at (804) 523-5029 or email international@reynolds.edu, for the International Student packet which explains the admission process and the eligibility requirements for a student visa.

Student Identification

Social Security Number and Date of Birth
It is highly recommended that individuals provide their social security number at the time of application (per Section 6050S of the Restructuring and Reform Act of 1998). An individual’s social security number will be used in accordance with federal/state reporting requirements and/or identification and research purposes within the VCCS.

Applicants for financial aid are required to submit their Social Security numbers. Pell Grant program applicants should note that the U. S. Department of Education requires Social Security numbers when processing applications. The Internal Revenue Service also requires valid Social Security numbers.

Student Identification Number (EMPL ID)
Reynolds assigns a student identification number at the time of application. Students must use this number to access various services at the college. When requested through the Reynolds application, students new to Reynolds that have attended another VCCS college should supply the EMPL ID assigned by the other college. Students who have records that exist at Reynolds and another VCCS college should contact the Admissions & Records office, or campus Enrollment Services for guidance on the student identification number to select.
Domicile Determination for In-State Tuition Eligibility

Reynolds makes an initial determination of a student’s eligibility for in-state tuition rates (domiciliary status) based on the information the applicant and/or the applicant’s parent, legal guardian, or spouse supplies on the Application for Admission. Applicants certify that they have provided accurate information on behalf of parents, legal guardians, and spouses. The determination is made under the provisions of section 23-7.4 of the Code of Virginia (on file in Central Admissions and Records). Non-U.S. citizens seeking eligibility for in-state tuition rates must provide immigration and other required documents. Occasionally Reynolds may require clarification or additional information from the applicant before making the determination.

Students requesting to appeal out-of-state status must submit a completed Application for Re-Classification Of Student’s Domicile Status. This form is available at any campus Enrollment Services or the Central Admissions and Records Office. The completed form, with needed supporting documentation, must be submitted at least two weeks prior to the first day of classes of the semester the student is attempting to enroll. The determination will be issued in writing prior to the first official day of classes. Requests for review of domicile and domicile appeals that are received after the first day of classes will be considered for subsequent semesters only. Residency status must be determined prior to the start of the term. Appeals and domicile status changes are not retroactive.

Financial Aid

Financial aid is money provided to students to help pay college expenses, including direct educational expenses such as tuition, fees, books, and supplies, as well as cost of living expenses like food, housing, and transportation. Reynolds processes over 19,000 financial aid applications each year. Each year more than 8,000 degree- and certificate-seeking students receive over $40 million in loans, grants, and work-study.

This section contains a brief overview of selected financial aid information and is subject to revision without notice. Current details on aid programs, policies, and procedures are available on the Reynolds website at reynolds.edu/financialaid. Students needing assistance should contact Enrollment Services. The staff within the Enrollment Services can assist students with completing applications, reviewing verification documents and worksheets, obtaining financial aid information, understanding financial aid policies, and will work with students to collect requested documents to ensure timely processing of their financial aid. To receive printed information about financial aid programs and regulations, submit a written request to the Office of Financial Aid at P.O. Box 85622, Richmond, VA 23285-5622.

Eligibility Criteria

Program Eligibility

Students may be eligible for financial aid assistance in the form of a loan, grant, or work-study award.

To be eligible for most federal and state aid programs, a student must:

- Be a U.S. citizen or an eligible non-citizen;
- Be admitted to, and pursuing, an eligible degree or certificate program;
- Have a high school diploma, a General Education Development (GED), or a certificate of completion of homeschooling;
- Have a valid Social Security number;
- Make satisfactory academic progress;
- Certify on the Free Application for Federal Student Aid (FAFSA) that federal student aid will be used only for educational purposes;
- Certify on the FAFSA that they are not in default on a federal student loan and do not owe money on a federal grant;
- Register with the Selective Service if required (males only); and
- Be enrolled in eligible credit courses. No financial aid is available for non-credit or audited courses.

NOTE: To be considered for Virginia state financial aid programs, applicants must qualify for the in-state tuition rate.

General Eligibility Criteria

A student’s eligibility for financial aid is determined using the following formula:

\[ \text{Estimated Cost of Attendance} - \text{Expected Family Contribution} = \text{Demonstrated Financial Need} \]

The federal government, using information reported on the Free Application for Federal Student Aid (FAFSA), computes the Expected Family Contribution (EFC).

The Office of Financial Aid at Reynolds develops a financial aid package that attempts to meet students’ demonstrated financial need. However, because the various funding sources are limited, the amount of financial aid funds awarded may not meet full need. Students should contact Enrollment Services if they believe that there are changes in their financial circumstances, not covered by information provided on the FAFSA that could have an impact on their financial aid eligibility.

Students admitted as non-curricular, transient, dual-enrolled or concurrent are ineligible to receive financial aid. Students enrolled in career studies certificate programs that require less than 16 credits to complete are ineligible to receive financial aid. Certain other career studies certificate programs are also ineligible for financial aid. If you have any questions regarding a specific program’s eligibility for financial aid, contact Enrollment Services.

Application Process

1. If new to Reynolds, apply for admission to Reynolds as a degree/certificate candidate. Students must be admitted into an
approved curricular program in order to be eligible for financial aid.

2. Complete a Free Application for Federal Student Aid (FAFSA) at the US Department of Education’s free website: [fafsa.ed.gov](http://fafsa.ed.gov). FAFSA on the web is the best way to apply for aid.

Students do not need to receive an admissions decision before applying for financial aid. Students must complete a new or renewal FAFSA that coincides with the new academic year to reapply for financial aid. For more information on the process, please visit our website at: reynolds.edu/financialaid and select “Applying for Financial Aid.” It is important that students list Reynolds (federal code #003759) as an institution that will receive their completed FAFSA information.

3. Renewal applicants may access their renewal FAFSA at [fafsa.ed.gov](http://fafsa.ed.gov) by selecting “Fill out a Renewal FAFSA.”

NOTE: Reynolds encourages applicants to apply electronically using FAFSA on the web. The web application will automatically prompt the student to enter all required fields and will question any erroneous data. In addition, the results of a FAFSA completed electronically are received in approximately three to five business days, whereby a paper FAFSA takes approximately four to six weeks.

4. After completing the 2017-2018 FAFSA, applicants will receive a Student Aid Report (SAR) from the US Department of Education. If any corrections are necessary, students should correct the information on the web, or on the signed SAR and mail it back to the Central Processor at the address listed on the SAR. Students are randomly selected by the federal government to verify the financial information that is listed on the FAFSA. Students who are selected for verification will receive a request for additional information from the Reynolds Office of Financial Aid. This information should be returned to Enrollment Services; students will not be awarded financial aid until all requested information has been submitted.

5. Students should promptly respond to any financial aid or admissions inquiries sent by Reynolds. The student should be sure to complete and return other financial aid materials, such as loan applications, if applying for an educational loan. Students must have applied and have ALL requested documents on file, to include Verification materials and SAR corrections, in the Office of Financial Aid on or before the posted deadline for each semester. FAFSAs and incoming documents received on or before the posted deadline will receive priority processing. FAFSAs and incoming documents received after the posted deadline will be processed after the priority applications are completed. (Refer to the Financial Aid Deadlines section.)

6. After a completed FAFSA is received by the federal processor, the results will be sent to the student and to Reynolds. The Office of Financial Aid will use the information from the FAFSA to determine a student’s eligibility, develop an award package and notify the student of the award by email to the VCCS email account. It is anticipated that award notifications will be emailed beginning in July. All financial aid is awarded assuming full-time enrollment (i.e. 12 or more credit hours) for each of two semesters (fall and spring). If a student enrolls less than full-time, the award amount will be prorated accordingly.

---

**Deadlines**

To ensure the timely processing of financial aid applications (FAFSA), students should complete and submit the FAFSA to the federal processor by no later than April 15 for the fall semester; September 15 for the spring semester; and February 15 for the summer semester. The chart below lists deadlines for the FAFSA and for other information related to the financial aid application process.

<table>
<thead>
<tr>
<th>Document</th>
<th>Fall 18 Deadline</th>
<th>Spring 19 Deadline</th>
<th>Summer 19 Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAFSA</td>
<td>April 15, 2018</td>
<td>Sept 15, 2018</td>
<td>March 15, 2019</td>
</tr>
<tr>
<td>Loan Request</td>
<td>July 1, 2018</td>
<td>Oct 15, 2018</td>
<td>April 1, 2019</td>
</tr>
<tr>
<td>Admission and Program Placed</td>
<td>June 15, 2018</td>
<td>Nov 16, 2018</td>
<td>April 15, 2019</td>
</tr>
<tr>
<td>Verification and SAR Corrections</td>
<td>June 15, 2018</td>
<td>Nov 16, 2018</td>
<td>April 15, 2019</td>
</tr>
<tr>
<td>Other Missing Information</td>
<td>June 15, 2018</td>
<td>Nov 16, 2018</td>
<td>April 15, 2019</td>
</tr>
</tbody>
</table>

**Loan Applications**

Students interested in applying for federal student loans must complete the FAFSA and a separate loan application. Students interested in this type of assistance must submit their loan request form, in addition to having a valid FAFSA reflecting correct data on file, to Enrollment Services by July 1 if applying for a loan for the fall, October 15 for the spring and April 1 for the summer. The last day a loan application may be submitted for processing is October 15 for the fall semester; April 1 for the spring semester; and July 1 for the summer semester. Students must also complete an entrance counseling session and master promissory note at studentloans.gov before their loan can be disbursed. In addition, students must maintain enrollment in at least six semester hours in order to remain eligible for a loan.
## Federal and State Financial Aid Programs Offered at Reynolds

<table>
<thead>
<tr>
<th>Program</th>
<th>Who is Eligible</th>
<th>Value</th>
<th>Application Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children of Law Enforcement Officers</td>
<td>Children, ages 16 to 25, of Virginia law enforcement officers, firefighters, or rescue squad members who have been killed in the line of duty.</td>
<td>May be eligible for full tuition and fees.</td>
<td>Contact the Central Admissions and Records Office.</td>
</tr>
<tr>
<td>Commonwealth Award (COMA)</td>
<td>Undergraduates, enrolled at least half-time (six credits), who prove financial need. Virginia domicile required.</td>
<td>The amount of tuition and fees, or proven need, whichever is less.</td>
<td>Complete the FAFSA.</td>
</tr>
<tr>
<td>Federal Pell Grant</td>
<td>Undergraduate students, who prove exceptional financial need.</td>
<td>$300 to $5,920 per year (Subject to yearly change)</td>
<td>Complete the FAFSA.</td>
</tr>
<tr>
<td>Federal Direct Stafford Loan Subsidized</td>
<td>Students enrolled at least half-time (six credits), who prove financial need.</td>
<td>Up to $3,500 for the 1st year of undergraduate education. Up to $4,500 for each subsequent year of undergraduate education. (Subject to change)</td>
<td>Complete the FAFSA. Obtain a Federal Stafford Loan request from Enrollment Services or Reynolds Financial Aid website.</td>
</tr>
<tr>
<td>Federal Direct Stafford Loan Unsubsidized</td>
<td>Students enrolled at least half-time (six credits). Financial need is not a factor.</td>
<td>Up to $6,000 for each year of Undergraduate Education. (Subject to change)</td>
<td>Complete the FAFSA. Obtain a Federal Stafford Loan request from Enrollment Services or Reynolds Financial Aid website.</td>
</tr>
<tr>
<td>Federal Supplemental Educational Opportunity Grant Program (FSEOG)</td>
<td>Undergraduate students who prove exceptional financial need, and who qualify for a Federal Pell Grant.</td>
<td>$100 to $4,000 per year. (Subject to change)</td>
<td>Complete the FAFSA.</td>
</tr>
<tr>
<td>Federal Work-Study Program (FWS)</td>
<td>Undergraduate students who prove financial need.</td>
<td>Varies with the hourly wage and hours worked. Students awarded FWS are not guaranteed employment.</td>
<td>Complete the FAFSA. Interview and be selected for a job.</td>
</tr>
<tr>
<td>Part-Time Tuition Assistance Program Grant (PTAP)</td>
<td>Undergraduate students, enrolled for 1-8 credit hours, who prove financial need. Virginia domicile required.</td>
<td>The amount of tuition and fees, or proven need, whichever is less.</td>
<td>Complete the FAFSA.</td>
</tr>
<tr>
<td>Senior Citizen Program</td>
<td>Senior citizens, age 60 or older, who have been legally domiciled in Virginia for a year. For credit courses, senior citizens must meet Virginia taxable income guidelines.</td>
<td>May take advantage of tuition-free courses, on a space available basis, after paying students have been enrolled.</td>
<td>Contact the Central Admissions and Records Office.</td>
</tr>
<tr>
<td>Veteran's Administration Educational Assistance</td>
<td>Veterans; active duty, Reserve &amp; National Guard personnel; and certain spouses and children of veterans.</td>
<td>Varies according to the program. Usually a monthly benefit check.</td>
<td>Contact Enrollment Services, or the VA Regional Office in Roanoke, Virginia.</td>
</tr>
<tr>
<td>Virginia Guaranteed Assistance Program Grant (VGAP)</td>
<td>Initial awards made to first-time students enrolled full-time, who graduated from a Virginia high school with a cumulative grade point average of 2.5 or higher. Must prove financial need, be a dependent student for federal financial aid.</td>
<td>The amount of tuition and fees plus an allowance for books, or proven need, whichever is less.</td>
<td>Complete the FAFSA and submit a copy of high school transcript to the Financial Aid Office.</td>
</tr>
</tbody>
</table>
purposes, and Virginia domicile required.

**Virginia Military Survivors and Dependents Education Program (VMSDEP)**

- Children, ages 16 to 29, and Spouses of certain wounded, disabled, or deceased Virginia veterans or armed service personnel may be eligible for educational assistance.
- The amount of the student’s tuition and required fees.
- Contact Enrollment Services.

**Vocational Rehabilitation**

- Students with disabilities.
- Determined by the Virginia Department Rehabilitative Services.
- Contact your local Rehabilitative Service Office.

---

### Disbursement

Students who are receiving financial aid will have their aid applied directly to tuition and fees. Financial aid recipients may use a portion of their award to purchase books and supplies at a campus bookstore if the amount of their financial aid award exceeds the cost of tuition and fees. Typically, students may begin charging books to their financial aid at least five days prior to the first day of classes. The last day to drop a class with a refund for the regular session is also the last day students may charge books and supplies to their financial aid.

A student’s financial aid funds will be disbursed to student accounting after the census date has passed for all the classes in which they are enrolled. Refunds will be sent to the student by way of either direct deposit or a prepaid debit card. Refunds represent the amount of the student’s semester award, minus any funds used to pay tuition and fees or to purchase books and supplies.

All services will be withheld from a student who owes money to Reynolds or who has books and materials outstanding from the Reynolds libraries. This means no transcripts will be issued, the student will not be permitted to re-register, and no other college services will be provided.

Students must pay tuition and fees, or have sufficient anticipated aid by the published payment deadlines or they will be dropped from all or some courses for non-payment. Anticipated financial aid will hold a student’s registered classes if that aid is greater than or equal to the total tuition and fees. Students who want to use financial aid to pay bookstore charges must first register for classes. Students who are not certain if their aid is sufficient to cover their tuition and fees can contact Enrollment Services, a campus Business Office, or review the information in the Student Information System (SIS).

### Students Attending Two Colleges at the Same Time

Students who are enrolled at two different colleges or universities are not able to receive financial aid at both institutions. A student who is enrolled concurrently at Reynolds and another college must decide which college financial aid will be received and communicate that decision to the financial aid office of that institution.

Students who receive financial aid from two different institutions as a result of concurrent enrollment will lose eligibility for further financial assistance and may be required to repay financial aid funds received at one of the institutions.

### Impact of Drops/Withdrawals from Course(s)

Students are eligible for a refund of tuition and fees paid for those credit hours dropped during the published drop period. After the published drop period has passed, there will be no refunds. In all cases of dropped courses, any financial aid the student received based on those credits will be canceled, and the student will owe funds to Reynolds and/or federal government.

To obtain a refund during the published drop period, a student must complete an official Drop form and submit it to Enrollment Services or complete the drop process in SIS.

Federal and state financial aid regulations state that a student’s financial aid must be recalculated based on the number of calendar days they attended classes if he/she officially or unofficially withdraws from all classes on or before completing 60% of the semester or does not complete the entire semester. The calculated unearned portion of the total of Title IV funds awarded a student (Pell Grant, SEOG, Federal Direct Stafford Loan, Federal Direct PLUS Loan COMA, and VGAP) must be returned, according to the provisions of the Higher Education Amendments of 1998. The calculation of the return of these funds will likely result in the student owing a balance to Reynolds and/or the federal government.

### Satisfactory Academic Progress

Federal and state guidelines require that institutions monitor students’ academic progress towards the completion of a degree or certificate. Students must make Satisfactory Academic Progress (SAP) from both qualitative and quantitative measures. SAP is measured by cumulative GPA, completion rate and maximum time frame. In order to be in compliance with SAP, a student must meet all three criteria. Failure to make satisfactory academic progress results in the loss of financial aid eligibility.

Cumulative grade point average (GPA): A student must achieve a minimum grade point average which is listed below. Only non-remedial courses with grades of A, B, C, D, and F are included
in this calculation. Transfer credits are not included in this calculation.

<table>
<thead>
<tr>
<th>Credit Hours Attempted</th>
<th>Minimum Expected GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 15</td>
<td>1.5</td>
</tr>
<tr>
<td>16 - 30</td>
<td>1.75</td>
</tr>
<tr>
<td>31+</td>
<td>2.0</td>
</tr>
</tbody>
</table>

Completion Rate:
(Number of credit hours earned in relation to the number of credit hours attempted) Students must successfully complete two thirds (67%) of the credit hours attempted at the time satisfactory progress is assessed. By law, Reynolds must count developmental, ESL, and all credit courses. Successful completion is considered earned grades of A, B, C, D, P, or S. Courses are not considered successfully completed when grades of F, I, U, W, or R or missing grades are earned. Accepted transfer credits will be counted as both attempted and completed.

Maximum Time Frame:
(Number of credit hours attempted in relation to number of credit hours necessary to complete the degree or certification program, including transfer credits). Students must complete their program within 150% of the program’s total credit requirements. Developmental credits are not included in this calculation. All non-developmental and transfer credits are included, regardless of whether or not financial aid was received.

Veterans Benefits
Eligible veterans are entitled to receive certain educational benefits. The educational benefits for which an eligible veteran may qualify can only be used for courses taken towards the completion of a degree or certificate program.
To receive these benefits, eligible veterans must:
1. Apply to use their Montgomery GI Bill benefits via the GI Bill website gibill.va.gov.
2. Apply to Reynolds and be accepted into a degree or certificate program.
3. Register for classes and request certification each semester from the veterans certifying officer at a campus Enrollment Services.
4. Notify the certifying officer if repeating a course or taking a course for no credits.
5. Ensure college transcripts from any institutions previously attended are submitted to the Central Admissions and Records office.
6. Notify the certifying officer if he/she drops or withdraws from classes, or stops attending Reynolds.

For more information on veterans benefits for educational assistance, contact the veterans certifying officer at veterans@reynolds.edu or any campus Enrollment Services at (804) 523-6464.

State Educational Assistance Programs
Information about benefits and eligibility for the programs listed below is available in the Central Admissions and Records Office:

**Senior Citizens Program (Policy 1-33):**
Senior citizens 60 years of age or older and legally domiciled in Virginia for one year, as determined by the Application for In-state Tuition of the college application, may take advantage of tuition-free classes. For credit courses, senior citizens must also provide documentation indicating a taxable individual income not exceeding $15,000 for the year preceding the year in which enrollment is sought. Under this provision senior citizens may also register for and audit courses offered for academic credit regardless of income level. In any one term, regardless of income, senior citizens may take up to three courses for audit or enroll in non-credit courses. Requests from senior citizens to register for tuition-free classes will be considered beginning the first day of scheduled classes for each course for which they wish to register. All classes, credit and non-credit, must achieve a minimum enrollment of tuition-paying students, who will be accommodated before senior citizens participating in this program are enrolled. Senior citizens interested in utilizing this benefit should visit any campus Enrollment Services. Requests for tuition refunds will not be granted for senior citizens who enroll and pay for courses prior to the first day of class, in order to utilize the Senior Citizens Program. Additional information about this policy can be found at reynolds.edu/student_services/policies.aspx

**Virginia Military Survivors and Dependents Education Program (VMSDEP):**
Through this program, children, ages 16 to 25, of Virginia law enforcement officers, firefighters, or rescue squad members killed in the line of duty, may be eligible to receive payment for full tuition and fees.

**Children of Law Enforcement Officers:**
Through this program, children, ages 16 to 25, of Virginia law enforcement officers, firefighters, or rescue squad members killed in the line of duty, may be eligible to receive payment for full tuition and fees.

**Scholarships**
Through the kind generosity of individuals, businesses, and organizations, Reynolds offers scholarships to full-time and part-time students. Specific application criteria apply to each scholarship; however, students may apply for any or all scholarships by completing a Reynolds Scholarship application. The application is available online between January and April and the deadline for submission is April 15 of each year. All scholarship awards are subject to availability of funds during the year of award. To apply for scholarships a student must:
1. Complete and submit an Application for Admission to Reynolds, if not currently attending
2. Complete and submit a Reynolds Scholarship Application online between January and April 15 (reynolds.edu/scholarship)

3. Be enrolled in a curricular/degree or certificate program

4. Submit a minimum of one letter of recommendation after completing the online application
   • High School Students: An instructor, advisor or administrator, employer, supervisor, community or social organization leader
   • Current College Students: A faculty member or advisor, employer, supervisor, community or social organization leader
   • Other Prospective Students: An employer, mentor, manager, etc.

5. Have a minimum 2.0 cumulative grade point average

6. Incoming students and current students with less than 12 credit hours completed at Reynolds, should submit transcripts from their most recent school (college or high school)

In order for your application to be considered, all parts of the application must be submitted on time. Supporting documents required to complete the application packet should be submitted through the Scholarship Application online.

**Scholarship List**

This list is subject to change each year. For the most current listing of available scholarships, visit reynolds.edu/scholarship.

- Alan Waters Memorial Endowed Scholarship
- Allison and James Aman Memorial Endowed Scholarship
- American Society of Highway Engineers, Old Dominion Section Scholarship
- Andrew H. McCutcheon, Jr. Memorial Scholarship
- Association for Corporate Growth Scholarship
- Betty Green Parson Memorial Endowed Scholarship
- Brian Cho Memorial Scholarship
- Burford Leimenstoll Foundation of Betty Sams Christian Endowed Fund
- Calling to Care Scholarship
- CarMax Foundation Automotive Scholarship
- Cedar Street Baptist Church of God Scholarship
- Clyde, Dorothy and Rand Pittman Memorial Endowed Scholarship
- Dennis and Hanh Hellenguard Endowed Scholarship
- Dennis Foundation Endowed Scholarship
- Dimitri and Maggie Georgiadis Endowed Scholarship
- Dual Enrollment Scholarship
- Earl Smith Memorial Scholarship
- Emerge Honors Scholarship
- Eric and Jeanette Lipman Endowed Scholarship
- Esbach Family Scholarship
- Evelyn D. Reinhart Endowed Nursing Scholarship
- Executive Women International ASIST Scholarship
- Follett Endowed Scholarship
- Foster Foundation Nursing Scholarship
- Fred McConnell Engineering Scholarship
- George and Mae Bartek Endowed Scholarship
- George H. Flowers, Jr. Memorial Endowed Scholarship
- George H. Flowers III Scholarship
- Gibb Family Veterans Scholarship
- Grace Crank Sargeant Memorial Endowed Scholarship
- Grace Hospital Alumnae Association Nursing Scholarship
- Harry and Virginia Ritchie Memorial Scholarship
- Helen Barlow Bryant Memorial Scholarship
- Hope Fried Memorial Scholarship
- Hugh and Pat Rooney Endowed Scholarship
- Ida Chumakova Endowed Scholarship for Immigrant Students
- J. Franklin Sargeant Memorial Endowed Scholarship
- James Bauer Funkhouser Memorial Endowed Scholarship
- Jerry and Mary Owen Endowed Scholarship
- John Augustine Boothe Memorial/PAVE Scholarship
- John H. Wilton, Jr. Memorial/ HBAR Endowed Scholarship
- Josephine Holcomb Memorial Endowed Scholarship
- Julie Arturo Memorial Nursing Scholarship
- Lawrence C. Roderer Memorial Scholarship
- Lettie Pate Whitehead Foundation Nursing Scholarship
- Lonnie Wolfe Memorial Scholarship
- Margaret Whitesel Endowed Scholarship
- Markel Business Scholars Endowed Scholarship
- Mary Jo Moton Scholarship
- Mary Morton Parsons Endowed Scholarship
- McCormick Scholarship Fund
<table>
<thead>
<tr>
<th>Scholarship Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mended Hearts Scholarship</td>
</tr>
<tr>
<td>Metropolitan Health Foundation Scholarship</td>
</tr>
<tr>
<td>Michael David Dobbs Memorial Endowed Scholarship</td>
</tr>
<tr>
<td>Mitchell F. Haddon and Sabine Neumann Nursing Scholarship</td>
</tr>
<tr>
<td>Moriah and Carlos McNeil Memorial Scholarship</td>
</tr>
<tr>
<td>Nathan and Marni Bushnell Nursing Scholarship</td>
</tr>
<tr>
<td>Nathan and Sophia Gumenick Family Endowed Scholarship</td>
</tr>
<tr>
<td>Nelson Beane Memorial Scholarship</td>
</tr>
<tr>
<td>Nina Peace Memorial Scholarship</td>
</tr>
<tr>
<td>Nunnally Healthcare Scholarships</td>
</tr>
<tr>
<td>Nursing Endowed Scholarship</td>
</tr>
<tr>
<td>Owens &amp; Minor Nursing Scholarship</td>
</tr>
<tr>
<td>Pat Perkinson Memorial Scholarship</td>
</tr>
<tr>
<td>Paul Rooney Memorial Scholarship</td>
</tr>
<tr>
<td>Protech Dental Studio Scholarship</td>
</tr>
<tr>
<td>RECO Foundation Scholarship</td>
</tr>
<tr>
<td>Reynolds Classified Council Scholarship</td>
</tr>
<tr>
<td>Reynolds College Board Scholarship</td>
</tr>
<tr>
<td>Reynolds Culinary Arts and Hospitality Management Scholarship</td>
</tr>
<tr>
<td>Reynolds Faculty Scholarship</td>
</tr>
<tr>
<td>Reynolds Family Honors Scholars Endowed Fund</td>
</tr>
<tr>
<td>Reynolds Family Scholarships in Memory of J. Sargeant Reynolds</td>
</tr>
<tr>
<td>Reynolds Healthcare Scholarship</td>
</tr>
<tr>
<td>Reynolds Horticulture Scholarship</td>
</tr>
<tr>
<td>Richmond Academy of Medicine Alliance Foundation Scholarship</td>
</tr>
<tr>
<td>Robert and Lucille Gordon Memorial Endowed Scholarship</td>
</tr>
<tr>
<td>Robert A. Heinz Memorial Scholarship</td>
</tr>
<tr>
<td>Robert Lane Memorial Automotive Endowed Scholarship</td>
</tr>
<tr>
<td>Robert T. Greene, Sr. Memorial Scholarship</td>
</tr>
<tr>
<td>Roland E. Moore Mathematics Scholarship</td>
</tr>
<tr>
<td>Rose Marie Liggan Endowed Scholarship</td>
</tr>
<tr>
<td>Rotary Club of Hanover County Scholarship</td>
</tr>
<tr>
<td>Rotary Club of Henrico North Scholarship</td>
</tr>
<tr>
<td>Rotary Club of Innsbrook GED Scholarship</td>
</tr>
<tr>
<td>Rotary Club of Short Pump Scholarship</td>
</tr>
<tr>
<td>Rotary Club of Western Henrico/Becky Briggs Memorial Scholarship</td>
</tr>
<tr>
<td>S. A. Burnette Endowed Scholarship</td>
</tr>
<tr>
<td>School of Humanities &amp; Social Sciences Scholarship</td>
</tr>
<tr>
<td>Science Endowed Scholarship</td>
</tr>
<tr>
<td>Sharon and Jack Manzari Endowed Scholarship</td>
</tr>
<tr>
<td>Short Pump Ruritan Club Nursing Scholarship</td>
</tr>
<tr>
<td>Short Pump Ruritan/Civic Foundation Endowed Scholarship</td>
</tr>
<tr>
<td>Stevenson Nursing Endowed Scholarship</td>
</tr>
<tr>
<td>Stuart and Bland Noel Memorial Endowed Scholarship</td>
</tr>
<tr>
<td>Stuart B. Medlin Liberal Arts Endowed Scholarship</td>
</tr>
<tr>
<td>Susan Lynn Pahle Memorial Scholarship</td>
</tr>
<tr>
<td>Sutton-Jamerson Family Scholarship</td>
</tr>
<tr>
<td>Thomas F. Hughes Memorial Scholarship</td>
</tr>
<tr>
<td>Tri Club Woman's Club Scholarship</td>
</tr>
<tr>
<td>VAMAC Endowed Scholarship</td>
</tr>
<tr>
<td>VAMAC Commonwealth Legacy Scholarship</td>
</tr>
<tr>
<td>Virginia Nonprofit Housing Coalition Scholarship</td>
</tr>
<tr>
<td>Volkswagen and Reynolds: Partners in Education Automotive Scholarship</td>
</tr>
<tr>
<td>West End Community Center Endowed Fund</td>
</tr>
<tr>
<td>Westminster Canterbury Scholarship</td>
</tr>
</tbody>
</table>
# ADVISING

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Advising</td>
<td>31</td>
</tr>
<tr>
<td>Reynolds Advising Days</td>
<td>31</td>
</tr>
<tr>
<td>Transfer Advising</td>
<td>31</td>
</tr>
</tbody>
</table>
Academic Advising

Reynolds is committed to providing a variety of services to help students experience success. Academic advising, as one of these services, is designed to assist students in developing and following an educational plan that is meaningful and compatible with their educational and career goals. Academic advisors assist students with: selecting the appropriate program; developing a plan or timetable for completing the program; developing student and semester-specific course schedules; monitoring and following up on academic progress; identifying and making referrals to appropriate learning assistance opportunities as necessary; and re-evaluating career and educational goals in light of job market shifts and other considerations.

Advising services at Reynolds vary based on student needs. Trained academic advising specialists are available through Enrollment Services. All new students should meet with an Enrollment Services advising specialist via attending a Student Orientation Advising and Registration (SOAR) prior to their first enrollment in Reynolds. During this initial session, the student's educational and career goals are discussed in relationship to their academic preparation.

Although faculty advisors are assigned to students during application process, curricular students are encouraged to receive support through their relationship with an advising specialist until they have successfully completed 15 credit hours. Non-curricular students should meet with an advising specialist regardless of the number of credit hours they have completed. For more information, call (804) 523-6464.

Curricular students who have completed more than 15 credit hours are strongly encouraged to meet with their assigned faculty advisor each semester for assistance with course selection, developments relating to their educational and career objectives, and graduation requirements. All students, curricular and non-curricular, who are not in good academic standing, are blocked from self-advising and may be required to meet with their faculty advisor or a Retention Services specialist regardless of the number of credit hours they have completed.

Students who are in good academic standing may choose to self-adviser. Self-advising allows curricular students to select and schedule courses without their advisor's approval each semester. However, students who self-adviser agree to accept full responsibility for their course selection decisions and for following their curriculum requirements for graduation.

Reynolds Advising Days

In support of Reynolds academic advising initiatives, specific advising days are designated each semester. These days provide an opportunity for faculty, staff, and students to focus on the advising function. Students approved to self-adviser may make an appointment to consult with their assigned advisor, if they wish to do so.

Transfer Advising

Students who plan to transfer to a four-year college or university should become acquainted with the senior institution’s requirements in the intended major and be guided by those in selecting their curriculum and electives. The center for Career, Employment, and Transfer houses specialists that can assist students with the selection of an appropriate institution and with the interpretation of its requirements. Students are advised that courses with grades below "C" normally are not accepted at other institutions. For further information see the Transfer Opportunities section of this catalog.
STUDENT RESOURCES

- Academic Support Centers (Tutoring)
- Campus Stores
- Career, Employment and Transfer Centers
- Center for the Deaf
- College Success Skills Classes
- Computer Access
- Counseling
- Enrollment Services
- Libraries
- Math Central
- New Student Orientation
- Program for Adults in Vocational Education (PAVE)
- Resources for Students in Academic Difficulty
- Services for Students with Disabilities
- Student Life
Academic Support Centers (Tutoring)

reynolds.edu/tutor

The Academic Support Centers (ASC) are home to Reynolds’ tutorial programs. Faculty and peer tutors provide one-on-one and small group tutorial conferences for Reynolds students. Tutoring is available free of charge to students currently enrolled in Reynolds credit courses. Students should check with the ASC on their campus to find out if tutors are available for the courses in which they wish to receive tutoring.

ASC Tutors offer strategies that help students

- Define their assignment tasks
- Increase understanding of course materials
- Improve reading, writing, and computational skills
- Study effectively and manage their time efficiently
- Reduce test anxiety

ASC Tutors cannot

- Provide tutoring in non-credit courses or in audited courses
- Provide tutoring for seniors in tuition-free courses
- Serve students in the College’s special programs that feature tutoring or reduced-size classes
- Do homework assignments for students
- Assist students with take-home tests

For each course, students may use two 50-minute peer tutorial sessions per week. Walk-in sessions are available with faculty volunteers for some courses. Students should check with the ASC each term for walk-in tutoring opportunities. To receive tutoring, students must complete a Request for Tutoring application each term and bring a valid Reynolds ID. Request for Tutoring applications may be obtained from the Parham Road Campus and Downtown Campus locations or online at reynolds.edu/tutor. Additional learning assistance resources may be viewed at our website.

Academic Support Center Locations and Contact Numbers:
Downtown Campus (804) 523-5687
Room 329

Parham Road Campus (804) 523-5927
Burnette Hall, Room 102

Goochland Campus (804) 523-5927

Campus Store

reynolds.edu/campus_store

A campus store is located on the Downtown and Parham Road Campuses. There is also a temporary campus store at the Goochland Campus during the first week of classes each semester.

Students have the option to purchase new textbooks, used textbooks, rental textbooks, digital textbooks, supplies, Reynolds logo clothing and gifts, etc. The campus stores accepts personal checks, major credit cards and Follett gift cards, in addition to cash.

Students receiving financial aid may only charge textbooks and supplies to their financial aid awards. Authorized agency charge accounts may be maintained for students who are financially supported by recognized state, federal, or private institutions. Students may charge to their financial aid or third party account during specific charge dates during each semester. Check with your local store for dates pertaining to a specific semester.

Textbooks are stocked by course identification and section number, i.e., BUS 100 81PR. A full refund will be given in the original form of payment if textbooks are returned during the first week of classes with original receipt. With proof of schedule change and original receipt, a full refund will be given in the original form of payment up until the last day to drop with refund (with the exception of the summer semester). No refunds on unwrapped loose leaf books or access codes. Textbooks must be in original condition. No refunds or exchanges without original receipt.

Students have the opportunity to sell textbooks back to the campus stores if they are in good condition. In order to sell back textbooks to the campus store, the student must present a valid Reynolds student ID. Students can sell their books back year round and can receive up to 50% back of the original purchasing price until our limits are reached during the week of finals.

For general questions or additional information regarding the hours of operation for a specific campus, please contact the Reynolds Campus Store - Downtown at (804) 786-8580 and the Reynolds Campus Store - Parham Road at (804) 371-3266 or visit our websites at jsrdowntownshop.com and jsrparhamshop.com. For information about the Goochland Campus contact the store on Parham Road.

Career, Employment, and Transfer Centers
reynolds.edu/cet

Through the Career, Employment and Transfer Center (CETC), Reynolds provides services for students and alumni in the process of career exploration, career development, and employment preparation. Career specialists guide students in establishing career goals, planning and preparing for a chosen occupation. Workshops on resume assistance, interview preparation, and other career topics are regularly scheduled. Individual appointments are also available.

The center maintains an electronic jobs board, College Central Network. Students interested in full time, part time, summer positions, or internships should visit collegecentral.com/Reynolds to view job announcements. The staff of the CETC assists students in researching four-year colleges and universities, academic programs, and admission requirements. Additionally the CETC sponsors numerous events to help students make connections with transfer counselors, admissions officers, and academic representatives in Virginia and the regional area.
Center for the Deaf
reynolds.edu/accommodations

The Center for the Deaf, which is a part of the Office of Student Accommodations (OSA) coordinates support services for students with documented disabilities on all campuses enrolled in college programs. The center also provides interpreters for the Deaf and hard of hearing students.

For additional information, contact the Office of Student Accommodations:
**Downtown Campus:** (804)523-5628, First Floor Lobby, Room 105
**Parham Road Campus and Goochland Campus:** (804) 523-5290, Parham Road Campus, Georgiadis Hall, suite 101
**VA Relay 711** for any number at Reynolds
**Email:** OSA@reynolds.edu

College Success Skills Classes
reynolds.edu/sdv

Student development courses (SDV 100, 101, and 108) provide students with information and experiences which help them succeed in college. Career development, study skills, academic advising, financial literacy, and college policies and procedures are covered in this class. Instructors provide individual assistance and referrals to students as needed. Completion of an SDV course is required for all students enrolled in associate, applied associate, and certificate programs, and is a general education requirement within the Virginia Community College System. It is taken within the student’s first 15 credit hours at Reynolds. Special topic SDV 101 and 109 classes are offered for students participating in Learning Communities, Teacher Education, Leadership Development and specific majors such as Culinary Arts.

Counseling

Students experiencing non-academic difficulties should contact the Office of Student Affairs at (804) 523-5296. Staff is able to help students connect with appropriate community resources. Reynolds does not provide personal or mental health counseling.

Enrollment Services
reynolds.edu/enrollment

Enrollment Services provide services and resources to meet the specialized needs of students in a centralized location. Specifically, Enrollment Services provide advising services to new and returning students in the areas of admissions, registration, financial aid, academic advising, and veteran’s services.

Academic advising within Enrollment Services is designed to facilitate a seamless transition into Reynolds and to provide institutional support that will encourage academic success, and assist students with clarification of their academic and career goals.

Curricular students are encouraged to utilize academic advising services within Enrollment Services through the completion of the first 15 academic credits. Non-curricular students are encouraged to utilize academic advising services through Enrollment Services regardless of the number of credit hours they have completed.

For more information, call (804) 523-6464, email enroll@reynolds.edu, or visit Enrollment Services on any of our three Reynolds campuses.

Libraries
library.reynolds.edu

Our mission is to provide an environment where students, faculty and staff can meet their learning and teaching needs and develop lifelong habits of learning, self-improvement, free inquiry and free expression. Consistent with the Reynolds mission, we are committed to providing innovative and quality resources and services to students to ensure their academic success.

Reynolds Libraries offer:
- Premium computers with high-speed Internet access and MS Office Suite
- Over 90,000 books in print and 35,000 eBooks
- Approximately 400 print periodicals and over 180 online databases that provide access to millions of full-text journal, magazine and newspaper articles
- Group Study Rooms for collaborative projects
- Wi-fi throughout the campuses
- Research consultation in person, by phone, email, and via 24/7 live chat
- Workshops on various topics to help you improve your research skills, overall academic achievement, and lifelong learning.
Library databases are accessible 24/7 from off-campus with a MyREYNOLDS login. Students may also submit an interlibrary loan request online or check out books from any participating member library of VIVA Cooperative Borrowing Program (www.vivalib.org/borrowing).

Downtown Campus Library  (804) 523-5333  
Goochland Campus Library  (804) 523-5419  
Parham Road Campus Library  (804) 523-5329

Math Central  
www.reynolds.edu/go/math

Math Central provides coaching and support for math students. Qualified faculty and peer math coaches offer a variety of techniques to support students through developmental and credit-level math courses. Whether you need help with a single homework assignment or ongoing support throughout the completion of your courses, Math Central coaches provide important tools for success and to cheer you on. We also provide assistance with preparing to take the VPT (Virginia Placement Test), registration for BSK / MTE / MTH courses, and related software registration for mathematics coursework.

About our coaches
Math Central coaches are not only knowledgeable, they are great mentors who lead by example. Math Central offers walk-in, one-on-one, and group coaching sessions. Many of our seasoned coaches are qualified to teach several of our courses. These coaches may offer topics through workshops or individual tips on how to study math. Peer coaches are students that have completed a college level mathematics course and have been recommended by our instructors to work in Math Central. Our peer coaches work directly with students by helping them with course content and mentoring them to become better prepared mathematics students.

Downtown Campus  (804) 523-5037  
Parham Road Campus  (804) 523-5525

Hours:  
Monday - Thursday:  9 a.m. - 7 p.m.  
Friday - Saturday:  9 a.m. - 1 p.m.

New Student Orientation  
reynolds.edu/orientation

The Office of First-Year Initiatives supports efforts to provide a successful start for new students at Reynolds by offering on-campus and online orientation programs for new students. Reynolds offers two ways for new students to become oriented to Reynolds:

- All new students should complete online orientation at reynolds.edu/orientation to learn about Reynolds, programs, degree types, financial aid, advising, and student life.
- New first-time college students for the fall semester are required to participate in on-campus orientation known as SOAR (Student Orientation, Advising & Registration).

- New students starting in the spring semester are encouraged to attend a welcome program before classes begin in January. Students who need to be advised for Spring semester should go to Enrollment Services.

SOAR sessions are designed to assist students with the following:

- Learn about student success resources at Reynolds.
- Have placement test results interpreted for accurate placement in courses.
- Answer any questions related to academic programs or course requirements.
- Establish a sound class schedule for the upcoming term.
- Become familiar with your MyREYNOLDS account.
- Learn the location of campus resources.
- Gain a better understanding of college policies.

Research has shown that students who participate in SOAR before their first semester have higher first semester grade point averages, stay in college longer, and have an easier transition into college. SOAR sessions require advance registration. Please contact soar@reynolds.edu or (804) 523-5900 for more information.

Program for Adults in Vocational Education (PAVE)  
reynolds.edu/pave

The Program for Adults in Vocational Education (PAVE) is a two-year career studies certificate program that provides vocational and technical training for adults with intellectual disabilities, severe learning disabilities, and emotional disabilities. Certificates are awarded in the following areas: Child Care Assistant, Clerical Assistant, Food Service Assistant, and Health Care Assistant.

The overall purpose of PAVE is to provide post-secondary training programs that incorporate functional academic instruction, job skills training, and community-based internships, which prepares the student to apply for employment in the competitive job market. Successful completion of a Career Studies Certificate through PAVE can lead to the development of effective work skills and increased confidence in the work place.

Applicants must meet Reynolds general admission requirements and the program’s specific requirements. These requirements include: completion of a high school program with a diploma recognized by the Virginia Community College System (VCCS), or GED; and possession of social skills necessary to function independently among peers in the college environment.

For additional information regarding the PAVE program, call (804) 523-5572, email PAVE@reynolds.edu, or use the 711 Relay system for any number at Reynolds. PAVE is located on the Downtown Campus, Room 444.

Academic Advising for Students with Academic Difficulty

Students whose academic standing is academic warning or academic probation must meet with an advisor before registering. Students with 15 or fewer graded credit hours and students who have not declared a program will meet with an advisor in Enrollment Services. Students with 16 or more graded credit hours who have declared a program should meet with an advisor in their school.

Students whose academic standing is academic suspension or students who wish to be readmitted after dismissal from Reynolds should meet with an academic advisor through the Office of Retention Services. Referral to Retention Services can be made through Enrollment Services on any campus.

SAILS (Student Assistance and Intervention for Learning Strategies) is an early alert program designed to help students during the semester before they run into long-term academic trouble. Students receiving an email from their instructor through this initiative may also receive one from a Student Success Coach or advisor who can provide them with additional academic support.

Office of Student Accommodations

Reynolds complies with both the letter and the spirit of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the ADA Amendments Act of 2008 (ADA AA) and other laws protecting the rights of individuals with disabilities. The Office of Student Accommodations (OSA) seeks to provide access to educational opportunities for individuals with disabilities by removing barriers and providing programmatic and physical access to participate.

Students with documented disabilities may request reasonable accommodations through the OSA office. In order to be eligible for accommodation, students must comply with the institution’s established process. Reynolds does not exclude any otherwise qualified individuals, solely by reason of their disability, from participation in any programs or services offered by Reynolds.

Services and accommodations are provided to students with a variety of disabilities including and not limited to Attention Deficit Hyperactivity Disorders, blindness/low vision, deafness/hard of hearing, learning disabilities, mobility and chronic health, psychological disorders (including Autism Spectrum Disorders), and other impairments.

The OSA staff encourages and assists students in their understanding of the nature of their disability and its impact on their learning and participating in Reynolds community College. Students are provided with opportunities to learn about their rights and responsibilities, procedures for requesting accommodations and about the wide range of programs and opportunities available at Reynolds and the surrounding community.

Students planning to request accommodations services from OSA are encouraged to contact the OSA at least three weeks from the start of the semester they plan to enroll.

For additional information, contact the Office of Student Accommodations:
Downtown Campus: (804) 523-5628
Parham Road Campus and Goochland Campus: (804) 523-5290
VA Relay 711 for any number at Reynolds
Email: OSA@reynolds.edu

Student Life

Reynolds has many active student clubs. Getting involved in student clubs and organizations is an exciting way for students to meet fellow students, develop leadership skills, and enhance their classroom experiences. By planning or participating in student activities, students can help make a positive impact. Students who do not find an on-campus club that meets their interests are welcome to work with the Office of Student Life to start a new club.

Applications for JSR LEAD, the Reynolds student leadership development program, are accepted at the beginning of each fall semester. Students should contact the Office of Student Life or the Office of First-Year Initiatives for more information.

The Office of Student Life coordinates trips to sporting events, theaters, and four-year colleges and universities. It also plans a variety of student activities, fairs, speakers, community service activities, free fitness classes and sports tournaments for students. In addition, Student Life oversees the Student Life Game Centers located at the Parham Road and Downtown Campuses and Student Lounge at the Goochland Campus.

For more information, call (804) 523-5983, (804) 523-5082, or email studentlife@reynolds.edu.
Center for Distance Learning
reynolds.edu/cde

The Center for Distance Learning supports online education options in a variety of degree and certificate programs. These options increase access to education and provide opportunities to complete programs of study in an interactive, online environment. Within a given semester, students often integrate online courses with their on-campus classes; such scheduling allows students to achieve their education goals while also maintaining work, family, and personal responsibilities. Additionally, some degree and certificate programs are fully online. Students who pursue their programs entirely online also have access to important online support resources such as digital library research materials, academic tutoring, and connections to Reynolds faculty.

For some online courses, students may be required to make a limited number of visits to a campus location for labs, presentations, and/or other class activities; some courses may require visits to a community site for clinicals or internships. Many courses require proctored testing that can be completed at Reynolds testing centers, testing sites at other VCCS institutions, or at an approved site outside of the state of Virginia. Students should carefully review course schedule notes to determine if any campus or other site visits are required.

Students considering enrolling in online courses should plan to have reliable internet access, as well as regular access to a computer. Students planning to access online course materials through technology services available at Reynolds libraries or at a public library should carefully evaluate their work and personal schedules to ensure that they are able to accommodate sufficient time to complete the work required for an online course.

The successful online learner is typically a strong independent learner who has well-developed reading, writing, research, and technology skills. Online students should plan to commit to a consistent, weekly schedule that may include 8 to 10 hours of academic work each week, for each course. Prior to registration in an online course, students may need to complete necessary placement exams and/or course prerequisites. Students new to online learning at Reynolds should plan to complete Go2Orientation’s CDL001: Orientation to Learning Online available at https://www.go2reynolds.com.

To learn more about online learning at Reynolds, visit reynolds.edu/cde, contact the Center for Distance Learning at distance-ed@reynolds.edu, or call (804) 523-5612 or (800) 711-1628 (Virginia only).

Fully Online Degree and Certificate Programs

Some courses may require campus labs, seminars, demonstrations, community clinical, and/or proctored exams.

School of Business
Entrepreneurship in Small Business CSC

Information Systems Technology Computer Applications concentration and Computer Applications CSC
Real Estate Agent/Broker CSC

The following program can be completed online with the exceptions noted:
Management Small Business Management Specialization AAS
*except a coordinated internship course

School of Humanities and Social Sciences
Early Childhood Development AAS
Early Childhood Development C
Early Childhood Education CSC
Early Childhood Education – Advanced CSC
General Education C
Liberal Arts AA
Social Sciences AS

School of Mathematics, Science, and Engineering
The following program can be completed online with the exceptions noted:
Science AS - Science Specialization
*except CHM 112 offered as a hybrid course and on campus labs for the science core

School of Nursing and Allied Health
Advanced Medical Coder (Health Information Management) CSC
Medical Records Coder (Health Information Management) CSC
Opticians Apprentice CSC
Pre-Medical Lab Technology CSC
Pre-Nursing CSC
Pre-Respiratory Therapy CSC
Release of Heath Information Specialist (Health Information Management) CSC

The following programs can be completed online with exception of labs and clinical, which must be completed at an approved site:
Medical Laboratory Technology AAS
Opticianry AAS
Respiratory Therapy AAS

AAS Associate of Applied Science
AA Associate of Arts
AS Associate of Science
C Certificate
CSC Career Studies Certificate

Teacher Preparation

Students can complete their first two years of teacher preparation courses in the Pre-Teacher Education Program (P-TEP), receive an associate degree from Reynolds, and then transfer to a four-year college or university. Several Virginia four-year institutions offer transfer opportunities for P-TEP students.

Reynolds offers Teacher Preparation Specialization associate degrees in Science, Social Sciences, and Liberal Arts for prospective teachers that transfer to Virginia’s four-year colleges and universities. Reynolds advisors work closely with students to ensure optimum transferability. Reynolds also has transfer
centers with catalogs and transfer guides from many four-year colleges.

It is highly recommended that P-TEP students determine what content area and/or grade level they would like to teach, as well as the school to which they wish to transfer. The transfer process for P-TEP students can be complicated. It is very important for you to meet with your advisor and a counselor from the Career, Employment and Transfer Center. Additionally, you should communicate directly with your transfer school. This will help to ensure that you maximize your time at Reynolds.

PROGRAM NOTE:
The Virginia Department of Education has the authority to deny licensure to any applicant as described in 8VAC20-22-720 of the Licensure Regulations for School Personnel. Any student entering the Pre-Teacher Education Program (P-TEP) who has committed any illegal offense other than minor traffic violations should discuss these matters with the Program Head for Teacher Preparation prior to enrolling in SDV 101 Orientation to Teacher Preparation and/or EDU 200 Introduction to Teaching as a Profession for clarification. Reynolds requires a criminal history records check of all entering P-TEP students. Inability to obtain field experience site placement due to a negative background check will result in removal from the program.

Teacher Licensure Requirements for the Community College Student

The Virginia Board of Education has established general requirements for initial teacher licensure. The candidate must be at least 18 years of age; have earned a baccalaureate degree from an accredited institution of higher education with a Board-approved teacher education program; possess good moral character; have satisfied requirements for a teaching endorsement area; have met general and professional studies requirements (including student teaching), and have obtained passing scores on the RVE: Reading for Virginia Educators (for certain endorsement areas), the VCLA: Virginia Communication and Literacy Assessment, and the appropriate Specialty Area test (Praxis™ I).

Additionally, transfer institutions require students to successfully complete the Praxis™ Core Academic Skills for Educators (Reading, Writing and Mathematics) prior to enrollment in their teacher preparation programs. More information regarding these requirements can be obtained from the Program Head for Teacher Preparation.

The teaching license provides the prospective teacher with a credential to serve as a teacher in Virginia while the endorsement describes the subject area or grade levels to which the prospective teacher may be appropriately assigned to teach.

Students seeking licensure at the elementary level (grades PreK-3 or PreK-6) may major in a wide range of disciplines. Most transfer institutions have a specific degree that is required for students pursuing elementary education licensure. Contact your transfer institution or the Program Head for Teacher Preparation for additional information.

Students seeking licensure at the middle school level (grades 6-8), should select one of the four basic content areas—mathematics, a science, history/social science or English—as a major. To increase your employability you may choose to pursue a second content area if possible during your course of studies.

Students seeking licensure to teach at the secondary level (grades 6-12) major in the area in which they will seek endorsement. Possible majors include, but are not limited to, biology, chemistry, computer science, English, French, German, history, mathematics, physics, political science, and Spanish. Special education students may choose a major from the humanities, social sciences, or sciences.

Students who have decided on their teacher licensure endorsement area and selected their four-year transfer institution should contact their advisor to explore whether a Teacher Education Admission Agreement exists between the Virginia Community College System and that institution. The advisor can provide further information about the requirements and benefits of the agreement.

Virginia Teaching Scholarship Loan Program

The Virginia Teaching Scholarship Loan Program is an incentive to students interested in pursuing a teaching career in a critical shortage teaching area. These scholarships begin in the junior year. The critical shortage teaching areas are determined annually, but usually include fields such as special education, mathematics, earth science, career and technical education, foreign language, English as a second language, middle grades, library media, art, and reading specialist.

More information is available from the Virginia Department of Education at doe.virginia.gov.

Professional Development for School Personnel

Reynolds Community College provides credit-based coursework for teachers and school divisions. We offer a wide variety of licensure renewal courses and can develop customized courses for cohorts, schools and/or divisions.

Contact the Program Head for Teacher Preparation for additional information.

EducateVA Career Switcher Program

www.educateva.com

The Community College Workforce Alliance (CCWA) offers an alternative teacher licensure program - EducateVA. This is a statewide initiative to address critical shortages in the teaching profession. EducateVA is certified by the Virginia Department of Education and provides a pathway for professionals seeking an entrance into the field of education. EducateVA partners with the community colleges, across the state, to provide an accessible program, no matter where the students reside. The...
list of endorsements supported by the program can be found on their website.

Do You Qualify?

- Bachelor’s degree from an accredited institution
- Five (5) or more years of full time professional, post-baccalaureate work experience
- Content area expertise
- GPA of 2.5 or better
- Required assessments (Praxis Subject Assessment and VCLA)
- Must be willing to undergo a criminal background check prior to field placement or employment in the classroom
- May not currently hold a Provisional License or expired Provisional License issued by the Virginia Department of Education or a full professional teaching license in Virginia or another state

What is Required?

- Complete the 18-week Level 1 program, which includes 40 hours of classroom field experience
- Upon successful completion of Level 1, a one-year Career Switcher Provisional License is issued
- During Level II, candidates must teach successfully for one full year while completing additional online training and instructor-led sessions in order to be recommended for a full five-year renewable teaching license

Community College Workforce Alliance
ccwatraining.org

Community College Workforce Alliance (CCWA), the workforce development partnership between Reynolds Community College and John Tyler Community College, serves the training needs of the region with a comprehensive suite of courses and services. The partnership combines the strengths of the two colleges in order to provide the highest quality of training in four cities and 12 counties throughout Central Virginia.

CCWA provides non-credit training, individual and custom-designed instruction, consulting, skills assessments and educational programs. CCWA offers on-line registration, customer support and courses delivered by adjunct faculty with related industry experience and expertise. These trainers have the skills and certifications to assist both employers and individuals to achieve their professional development and strategic business goals.

With a focus on responding to regional business needs, CCWA also works with new and expanding businesses in the areas of recruitment and candidate assessments to identify employee skills, to design and conduct startup operations or to facilitate the retooling of training programs. CCWA consultants help employers develop comprehensive and effective training programs that produce a return on investment.

Programs (including many industry certifications) and services may be offered at one of CCWA’s three locations, online, or at client locations.

Non-credit classes include, but are not limited to:
- Management & Supervision
- Computer Applications
- Contractor/Tradesmen Licensing Courses
- IT Programming/Systems/Networking and Certification Prep
- Quality Improvement
- Professional Certifications
- Human Resource Management
- Customer Service
- Writing & Communications
- Healthcare
- Teacher & Childhood Education
- Operations Management
- Workplace Spanish
- Project Management Certification Prep
- Truck Driver Training (CDL)
- ISO & Productivity
- Manufacturing & Engineering

Individuals are not required to apply for admission to the colleges in order to take CCWA classes. Participants can register phone, fax, walk-in and on-line at ccwatraining.org.

CCWA now has financial assistance that provides tuition and fees for workforce training and credentials to qualified program participants seeking new jobs or preparing for future promotion. CCWA can also connect businesses to financial support for workforce training. Through a new partnership with the region’s adult education providers, CCWA has short-term workforce training for adults and out-of-school youth who need to obtain job training and their high school equivalency - targeted to high demand industries.

Facility rentals and meeting services are available for business meetings, conferences, corporate training sessions and events. CCWA also offers skills assessments and testing services.

Find CCWA online at ccwatraining.org.

CCWA locations include:
- Henrico: Workforce Development and Conference Center (on the campus of Reynolds Community College) 1651 Parham Road, Richmond (804) 523-CCWA (2292)
- Chester: Bird Hall (on the campus of John Tyler Community College) 13101 Jefferson Davis Highway, Chester (804) 706-5175
- Midlothian: Elides Hall, 2nd Floor (on the campus of John Tyler Community College) 800 Charter Colony Parkway, Midlothian (804) 897-7600

Reynolds College Academies

Reynolds College Academies provide outstanding high school students the opportunity to earn an associate degree while completing the requirements for their high school diploma. Reynolds has carefully selected and sequenced the college coursework in the program in order to satisfy the requirements of the high school diploma and associate degree at the same time.

reynolds.edu/aca
In the Reynolds Advance College Academies (ACA) serving Goochland, Hanover, Henrico, and Powhatan County Public Schools, students typically apply in the 8th grade through their local school division, enroll in advanced high school courses in the 9th and 10th grade, and take the required college coursework for the associate degree during the 11th and 12th grade.

In the Reynolds Early College Academy (ECA) serving Richmond Public Schools, students take the required college coursework for the associate degree on the Reynolds Downtown Campus.

**High School Dual Enrollment**
reynolds.edu/dual_enrollment

The Dual Enrollment Program at Reynolds is offered to high school juniors and seniors enrolled in one of the local participating schools. This program allows students to take college-level courses that fulfill both high school and college graduation requirements. Currently, Reynolds has agreements to offer the Dual Enrollment program with the following schools or school systems: Charlottesville Albemarle Technical Education Center, Chesterfield County, Culpeper County, Goochland County, Hanover County, Henrico County, Louisa County, Powhatan County, Richmond City, and Salem Christian School. Interested high school students should speak with their school counselor.

**Middle College**
reynolds.edu/MiddleCollege

The Middle College is a workforce training program where individuals can train and receive certifications targeting specific industries. Classes are offered for individuals who have a GED/HS diploma as well as for those who need a GED. Middle College training programs are typically four to six months in length and include academic instruction, soft skills training, and training for the industry recognized certifications needed to successfully enter and maintain a career in a high demand field. All training classes are supported through grant funded resources, resulting in low cost to no cost academic/workforce training classes for qualified students.

**Great Expectations**
reynolds.edu/GreatExpectations

The Great Expectations Program assists youth and young adults, who are currently or were formerly affiliated with the Virginia Foster Care System, gain access to a community college education. Eligible individuals include foster youth between the ages of 17 and 24, youth adopted after the age of 13, or special needs adoptions. Services include guidance with the admission and FAFSA application processes, accessing college resources and supports, and referrals to and collaboration with community resources and services.

**English as a Second Language**
reynolds.edu/get_started/esl

Reynolds offers classes for students whose first language is not English. Classes are designed to help students successfully speak, read, and write English outside of the classroom and to prepare them for academic coursework. Day and evening classes meet on the Parham Road Campus and follow the Reynolds academic calendar.

**Learning Communities**
reynolds.edu/lc

A learning community is when two (or more) course sections in the same semester are linked together and the same students enroll in both course sections. Professors work together to coordinate assignments, content, and improve crossover learning between the courses. Classes are typically back-to-back, or at the same time on alternating days. Learn more about the benefits of learning communities and the courses offered each semester at reynolds.edu/lc.

**Reynolds Honors Program**
www.reynolds.edu/honors

The Reynolds Honors Program offers high-achieving students an opportunity to participate in more advanced academic coursework based on four foundational pillars: critical thinking, reading, and writing; independent research; interdisciplinary approaches; and student engagement. These foundations help create a community of highly motivated and intellectually curious students who, through collaboration with dedicated faculty, will be prepared for the challenges of university degree programs and beyond. Among other benefits, Honors students receive additional scholarship funds.

To be eligible for the Honors Program, students must:

- Be enrolled in a transfer degree program (AA/AS degree)
- Have a GPA of 3.5 or above
- Have successfully completed all developmental coursework before being accepted
- High school students applying before their first semester of college coursework should submit their most recent transcript. Students who have not yet completed 12 credit hours of transferable college coursework at the time of application may submit transcripts from a previous institution for consideration. Submit unofficial transcripts to the Honors Program Office, Massey LTC, Room 143 or via email to honors@reynolds.edu.

ANY student may apply to enroll in a designated Honors course section by completing the Honors Course Permission form at www.reynolds.edu/honors.
# POLICIES AND PROCEDURES

## Enrollment Policies & Procedures
- Classification of Students 44
- Registration Information 44
- Registration Periods 44
- Self-Registration 44
- Academic Course Load 44
- Prerequisites and Course Sequencing 44
- Repeating a Course 44
- Withdrawal from Courses 44
- Auditing a Course 45
- Military Students During National Emergency 45
- Non-Native Speakers of English (English Proficiency) 45

## Classroom & Instructional Policies & Procedures
- Grading — Developmental Studies 47
- Grade Point Average 47
- Repeated Grade 47
- Final Grades 47
- Academic Renewal 47
- Academic Standing 47
- Reinstatement from Suspension or Dismissal 48
- Advanced Standing and Transfer Credit from other Colleges 48
- Transfer Credit from International Institutions 49
- Credit by Assessment by Local Exam (ABLE) 49
- Prior Learning Activity for Credit Evaluation 49
- Military Credit 49
- Credit for Occupational Experience 49
- Credit by Advanced Placement 50
- Graduation and Program Requirements 53
- Change of Curriculum (Program/Plan) 54
- Waiver and Substitution of Course Requirements 54
- Student Records 54
- Family Educational Rights and Privacy Act 54
- Notice Regarding Directory Information 55

## Student Policies & Procedures
- Student Rights and Responsibilities 57
- Student Complaints 57
- Student Grievances 57
- Student Advocacy 57
- Student Conduct 57
- Academic Honesty 58
- Student Sexual Misconduct 58
- Substance Abuse 58
- Student Assessment 58
- Reynolds Community College, Virginia Community College System, Information Technology Student/Patron Acceptable Use Agreement 58
Enrollment Policies & Procedures
Classification of Students

Curricular
Curricular students are students who have satisfied general college curricular and any additional program admission requirements and are enrolled in credit or developmental courses for the purpose of earning a degree, certificate, or career studies certificate.

Non-Curricular
Non-curricular students are students who are enrolled in credit and/or developmental courses without curricular admission and who do not currently intend to earn a degree, certificate, or career studies certificate at Reynolds. The Virginia Community College System recognizes the following types of non-curricular enrollments:

- Upgrading Skills for Present Job
- Developing Skills for New Job
- Career Exploration
- Personal Satisfaction and General Knowledge
- Transient Student
- Non-degree Transfer Student
- High School Student
- (Dual/Concurrent enrollment/Home School enrollment)
- Curricular Admission Pending

Freshman
Students are classified as freshmen until they have earned 30 semester credits.

Sophomore
Students are classified as sophomores after they have earned more than 30 semester credits.

Registration Information
Current information about the registration schedule and procedures can be found for each semester/term on the Reynolds website at reynolds.edu.

Registration Periods
Priority registration periods for a term are scheduled before the open registration period, primarily to provide priority to continuing curricular students. High school students intending to register for classes must register during the open registration period on campus.

Open registration periods are available to students to register in person or online. Students that have academic or financial holds must come to campus for registration.

Schedule adjustment periods are available each semester or term to permit adjustment of class schedules.

Self-Registration
Students who are in good academic standing (2.0 GPA or higher) and who are either non-curricular or curricular may generally register (without approval) online. All other students are required to meet with their advisors before registering in person.

Academic Course Load
A full-time course load is 12 or more credit hours. Any student wishing to carry an academic load of more than 18 credits should have a 3.0 GPA or higher and should have the recommendation of a faculty advisor prior to seeking the approval of the school dean. This approval must be presented in person when registering beyond the limit. A student who has received academic warning or academic probation may be required to take less than the normal load for the next semester.

Prerequisites and Course Sequencing
If any prerequisites are required before enrolling in a course, they will be identified in the course description or by an indication of course sequence (please refer to the Course Information section of this catalog). Courses listed ACC 211-212 and ENG 111-112, for example, must be taken in sequence unless otherwise noted in the course description. Courses in special sequences (usually identified by the numerals I-II) must also be taken in sequence, unless otherwise noted in the course description. Prerequisites must be satisfactorily completed before enrolling in a course unless special permission is obtained from the school dean, or designee. Co-requisite courses are to be taken simultaneously.

Repeating a Course
Students are normally limited to two (2) enrollments in the same course. Prior to registering to take a course for a third time, students must submit a completed Request to Repeat Course Form with all required approvals, and documentation of extenuating circumstances to a campus Enrollment Services. Repeat approval is not required for certain exempted courses, and all attempted hours and grade points for these courses will be calculated in the GPA. (Also see Repeated Grade.)

PLEASE NOTE: Repeating courses may negatively affect financial aid eligibility.

Withdrawal from Courses
Students are strongly encouraged to meet with the instructor of the course to discuss their academic standing in the course prior to withdrawing from the course. Withdrawal transactions are final and will not be rescinded or modified unless an administrative error by Reynolds has taken place.

On-Time Withdrawals
After the add/drop period and within the first 60% of a semester or term, a student may withdraw from a course without academic penalty and receive a grade of “W” for each withdrawn course. After that time, students shall receive a grade of “F,” except under documented mitigating circumstances.

The student must submit a completed “Request to Withdraw from Course” form to one of the Enrollment Services prior to the college’s published withdrawal deadline. The form must be
submitted prior to the completion of 60% of the class. Students should consult their instructor for withdrawal deadlines for classes that are not the standard semester length.

**Late Withdrawals**
Withdrawal requests received after 60% of the semester or term will not be granted except under mitigating circumstances. To request a withdrawal after the appropriate withdrawal deadline or after the term has ended, the student must submit a “Late Request for Withdrawal from Course” Form with a narrative and documentation to support a claim of mitigating circumstances to a campus Enrollment Services Center. Requests for late withdrawals are forwarded to the Academic Standing Committee for determination.

Official withdrawal for a student, if approved, will become effective on the date the withdrawal form is received by the Enrollment Services. Course withdrawals (on time and late) should be presented in person or by the student’s authorized representative.

**Deadlines for Late Withdrawal Requests**
- Fall Semester - January 30
- Spring Semester - June 30
- Summer Semester - September 30

For more information about late withdrawals, contact Enrollment Services at (804) 523-6464.

**Auditing a Course**
Students who enroll in a course with audit status are exempt from course examinations or other course achievement measures. Registrations for audit will not be accepted before the first day of class and will require approval of the instructor and school dean. The regular tuition rates will be charged. Requests for credit enrollment in a class will be given priority over audit enrollment.

Audited courses carry no credit and do not count as part of the student’s course load. Students who wish to change the status of a course from audit to credit or from credit to audit must do so within the schedule adjustment period for the semester or session.

**Military Students During National Emergency**
Reserves/National Guard who are called to active duty and active military that are mobilized during a National Emergency should contact a Enrollment Services for special assistance with their enrollment needs at (804) 523-6464.

**Non-Native Speakers of English (English Proficiency)**
Admitted curricular and non-curricular students from countries other than Australia, English speaking Canadian provinces, English speaking Caribbean island nations, the Republic of Ireland, the United Kingdom, New Zealand, or the United States will be required to demonstrate their proficiency in English prior to enrollment. To document English proficiency, applicants may forward TOEFL (Test of English as a Foreign Language) scores or appropriate substitute documents to the Central Admissions and Records Office. A minimum score of 80 is required on the iBT TOEFL. Appropriate substitute documents would include completion of a post-secondary degree or the equivalent of ENG 111 (English Composition) with a grade of ‘C’ or better at an institution located in one of the countries listed above. Non-native speaking applicants who cannot present the minimum required TOEFL score or a substitute document must schedule an English as a Second Language (ESL) test with the ESL office. Reynolds ESL assessment will also involve a personal interview and submission of a written assignment. Questions about ESL test waivers should be directed to the ESL Department. The ESL assessment will result in one of the following:

- Clearance to take the Reynolds VPT placement tests with native speakers of English (no ESL classes required);
- Initial placement into intensive ESL classes only (no academic classes permitted until ESL department documents preparedness); or,
- Initial placement into certain ESL classes with permission to enroll in a limited area of academic subjects.

**NOTE:** Admitted students with ESL requirements will be required to satisfactorily complete the requirements prior to progressing in certain curricular programs, such as Nursing. Please refer to the Program Information section in this Catalog. F-1 Visa applicants should refer to the International Student Admission section in this catalog.
Classroom & Instructional Policies & Procedures
Grading — Developmental Studies
A grade of "S" (Satisfactory) shall be assigned for satisfactory completion of each course in developmental studies or English as a Second Language (ESL) courses numbered 1 - 99. "S" grades are not included in grade point average calculations.

Students making satisfactory progress but not completing all of the instructional objectives for courses in developmental studies or ESL courses shall be graded with an "R" (Re-enroll). A student who has earned an "R" must enroll again and successfully complete the course.

Students not making satisfactory progress in developmental studies or ESL courses shall be given a “U” grade. Students on financial aid should check each semester on their grade requirements for making satisfactory progress.

The “I” and “W” grades may be utilized, as appropriate, for developmental studies and ESL courses.

Grade Point Average
The term and cumulative grade point average (GPA) is determined by dividing the total number of grade points earned in courses by the total number of credits attempted. Courses which do not generate grade points are not included in credits attempted (audits, developmental courses, ESL courses, courses taken with pass/unsatisfactory option). The GPA is carried out to three digits past the decimal point (i.e. there is no rounding). See Repeated Grade and Academic Renewal sections below.

Repeated Grade
Effective with the Summer 1994 term, the Virginia Community College System (VCCS) implemented a policy which provided that when a course was repeated, only the most recent attempt would be used in the calculation of the student’s cumulative grade point average (GPA). This policy only applied to courses attempted and repeated during or after the Summer 1994 term. While only the most recent attempt was used in the calculation of the cumulative GPA, all previous attempts remained on the academic record.

Effective with the Fall 1996 semester, the policy was made retroactive to Summer 1988. Therefore, when students repeat a course taken Fall 1996 or later that was repeated Summer 1988 or later, only the most recent attempt is used to calculate the cumulative GPA. Courses completed and repeated during the initial period of the repeat policy (Summer 1994 - Summer 1996) for which GPA adjustments have already been made, are not affected. Additionally, adjustments made as a part of “academic renewal” are not affected. Only the latest attempt is used in determining if graduation requirements are met.

Certain courses are exempt from consideration as repeats and an adjustment to the GPA is not made, including but not limited to courses with course numbers 090, 190, 290, 095, 195, 295, 096, 196, 296, 097, 197, 297, 098, 198, 298, 099, 199, and 299.

Periodically the VCCS will rename or renumber courses but they remain equivalent to the previous named and numbered courses. In such cases, completion of a renumbered/renamed course may be determined to be a repeat of a course completed previously under a different department and/or course number. These determinations are made on a college-wide basis, and exceptions cannot be made for an individual student.

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. Any questions should be directed to the Registrar.

Final Grades
Final grades for each semester can be viewed and printed using MyREYNOLDS. Students must have their Reynolds EMPLID and password to obtain their grades. 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.

Academic Renewal
Students who re-enroll at Reynolds after a separation of at least 60 consecutive months may submit the “Petition for Academic Renewal” form to the Central Admissions and Records Office or to a campus Enrollment Services. If the student is found eligible, an Academic Renewal notation will be placed on the student’s permanent record and transcript. All “D” and “F” grades earned prior to the re-enrollment will appear on the record, but they will be deleted from the cumulative grade point average, subject to the following conditions:

Prior to petitioning, the student must earn at least a 2.500 grade point average (using grades of “A,” “B,” “C,” “D,” and “F”) in the first twelve hours after re-enrollment.

Any course credit with a grade of “D” earned prior to the re-enrolment will not count toward graduation requirements. Previous diplomas, certificates, or degrees will not be rescinded in order to qualify the student.

Academic Renewal adjustment will be granted only once and cannot be revoked. The granting of Academic Renewal does not affect any previous academic, financial, or administrative decisions made by Reynolds.

Academic Standing
President’s Honor Roll
The President’s Honor Roll is awarded to curricular and non-curricular students who demonstrate the highest level of academic achievement at Reynolds. In order to receive this recognition, students must have:

- Earned a cumulative GPA of 3.8 or higher
- Earned a semester GPA of 3.5 or higher
- Carried at least 6 non-developmental credit hours for the semester
- Earned 20 or more credit hours at Reynolds
Students who have been reinstated from academic suspension or dismissal shall be placed on the students' permanent record. Subsequent to their reinstatement and must earn at least a 1.75 GPA in each subsequent semester of attendance. If they achieve at least a 2.00 GPA for the semester of their reinstatement following academic suspension must earn at least a cumulative 1.75 GPA in each subsequent semester of enrollment. Failure to earn a 1.75 GPA in each subsequent semester until the cumulative GPA reaches 1.75 will result in academic dismissal. The statement “Academic Dismissal” will be placed on the student’s permanent record. Academic dismissal is normally permanent. In exceptional circumstances, students submit an appeal form to Enrollment Services or to Central Admissions and Records. (see Reinstatement from Suspension or Dismissal). Students who have been reinstated after academic dismissal will remain subject to dismissal until their cumulative GPA is raised to a minimum of 1.75.

Academic Dismissal

Students who do not attain at least a 2.000 GPA for the semester of reinstatement following academic suspension will be academically dismissed. Students who achieve at least a 2.000 GPA for the semester of their reinstatement following academic suspension must earn at least a cumulative 1.75 GPA in each subsequent semester of enrollment. Failure to earn a 1.75 GPA in each subsequent semester until the cumulative GPA reaches 1.75 will result in academic dismissal. The statement “Academic Dismissal” will be placed on the student’s permanent record. Academic dismissal is normally permanent. In exceptional circumstances, students submit an appeal form to Enrollment Services or to Central Admissions and Records. (see Reinstatement from Suspension or Dismissal). Students who have been reinstated after academic dismissal will remain subject to dismissal until their cumulative GPA is raised to a minimum of 1.75.

Reinstatement from Suspension or Dismissal

To be considered for immediate reinstatement, a suspended student must submit a Reinstatement Form or written appeal along with any documentation that helps support the request for reinstatement prior to the late registration period for the semester they wish to attend.

Dismissed students that would like to be considered for reinstatement must submit the Reinstatement Form along with supporting documentation by the following deadlines:

- July 1 for fall reinstatement
- November 1 for spring reinstatement
- April 1 for summer reinstatement

The Reinstatement Form or written appeal is forwarded to the Academic Standing Committee for consideration. Reynolds will ensure consideration of all appeals for reinstatement received by the deadline, including a review of the student’s academic history at Reynolds and documentation of mitigating circumstances. Once the appeal is received, students will be contacted regarding the appeal meeting. Students are strongly encouraged to attend the appeal meeting with the Academic Standing Committee.

Decisions to reinstate may be accompanied by conditions designed to ensure the student’s improved performance. Decisions to deny reinstatement will result in the continued enforcement of suspension or dismissal terms. Students who are not granted reinstatement will be dropped from any courses for which they may have pre-registered, and their tuition will be refunded automatically.

Advanced Standing and Transfer Credit from other Colleges

Advanced standing is defined as the application of awarded credit, earned by means other than instruction at this institution,
toward satisfying program requirements. No more than 75% of a degree or certificate may be earned through advanced standing credit. Transcripts are evaluated for curricular students only. Courses from a student’s official transcript that are equivalent and relevant to the curriculum in which he or she is enrolled will be applied towards credit in his or her program. Awarded credit is added to the student’s permanent record, but is not used for computation of the grade point average and does not carry a letter grade.

The Central Admissions and Records Office evaluates requested advanced standing and places advanced standing, by type, on the permanent record and transcript. It is the student’s responsibility to ensure that all relevant and official documents have been forwarded to the Central Admissions and Records Office. Transcripts are considered official if they are in a sealed envelope and carry the seal of the institution, are printed on official college letterhead, or delivered through a transcripting service.

Credit evaluation for courses taken at other VCCS colleges can be requested in writing; official transcripts from other VCCS colleges are not necessary.

Transfer credit awarded is available to view on the Student Information System. Official transcripts received four weeks prior to the beginning of the desired semester or term will be placed on the Student Information System prior to the final registration period. Transcripts received after that point will be evaluated as time permits and in date priority. Students should address questions regarding advanced standing with the Admissions and Records office.

Credit will be awarded only for courses earning a grade of “C” or better or the equivalent. When the course contains equivalent content and credit, the course may transfer to satisfy a program requirement at this institution. This college evaluates credit for transfer from other colleges and universities, using the guidance of the American Association of Collegiate Registrars and Admission Officers or the National Association for Foreign Student Affairs, and the Southern Association of Colleges and Schools.

**Transfer Credit from International Institutions**

Credit from international post-secondary institutions may be awarded upon evaluation by a private evaluation agency that is a member of the National Association of Credential Evaluation Services (naces.org). This process pertains to both international students seeking Reynolds transfer credit and Reynolds students earning credits at foreign institutions during study-abroad experiences. The student will send official transcripts to an approved agency to obtain a course-by-course evaluation. All fees must be paid by the students directly to the evaluation agency. This evaluation is provided to Central Admissions and Records so that credit can be assigned based on the student’s chosen curriculum in accordance with established college policies.

**Credit by Assessment by Local Exam (ABLE)**

Credit by ABLE is available at the discretion of the academic program and is not available for all courses taught at Reynolds. Academic deans and program heads have the discretion to deny requests for credit by ABLE. In programs where CLEP/ AP/IB credit are not available as a means to test to receive academic credit, credit by ABLE may be a means of earning college credit for prior learning by demonstrating satisfactory academic competency in a particular subject.

Students interested in pursuing credit by ABLE should contact the appropriate academic program head of the curriculum.

**Prior Learning Activity for Credit Evaluation**

This process is designed for adults who have gained college-level learning through work, volunteer activities, participation in civic and community assignments and similar life experiences. The process allows for students to develop portfolios, based on their experiences, to demonstrate learning equivalency to one or more college courses. Credit can only be applied if it is accepted by the faculty and after the student has successfully completed at least one course at Reynolds. Portfolio-based credit for prior experiential learning may be awarded for no more than 25 percent of the credit hours applied toward a degree. The determination of such credit must be determined by the program head and approved by the school dean.

**Military Credit**

Credit will be granted for military service school courses and skills if the awarding of credit is recommended in the current edition of the American Council on Education publication, a Guide to the Evaluation of Educational Experiences in the Armed Services, and approved by the division dean of the student’s chosen curriculum.

**Credit for Occupational Experience**

Credit for occupational experience may be granted for courses or programs offered by employers, professional organizations and other agencies only if those courses or programs have been evaluated by the American Council on Education (ACE). Non-traditional sources of college-equivalent learning may include a combination of formal and/or informal workplace training programs as evaluated by ACE and military training programs.
Credit by Advanced Placement

Students may receive advanced standing through the administration of the College Level Examination Program (CLEP), the College Entrance Examination Board (CEEB), advanced placement (AP) program, or the International Baccalaureate (IB) program, provided the examination scores are acceptable for credit. The required scores and appropriate credit hours awarded are listed on the following pages:

<table>
<thead>
<tr>
<th>CLEP Exam Title</th>
<th>Written Test Minimum Score for credit prior to 7/1/01</th>
<th>Computer Test Minimum Score for credit as of 7/1/01</th>
<th>Number of Credits Awarded</th>
<th>Reynolds/VCCS Course Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GENERAL EXAMS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Composition Modular</td>
<td>420</td>
<td>50</td>
<td>3</td>
<td>ENG 111</td>
</tr>
<tr>
<td>Humanities</td>
<td>460</td>
<td>50</td>
<td>6</td>
<td>Humanities Elective</td>
</tr>
<tr>
<td>College Mathematics</td>
<td>450</td>
<td>50</td>
<td>6</td>
<td>MTH 151-152</td>
</tr>
<tr>
<td>Social Sciences and History</td>
<td>430</td>
<td>50</td>
<td>6</td>
<td>Social Science or History Elective</td>
</tr>
<tr>
<td><strong>SUBJECT EXAMINATIONS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>COMPOSITION AND LITERATURE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Literature</td>
<td>46 plus essay</td>
<td>50</td>
<td>6</td>
<td>ENG 241-242</td>
</tr>
<tr>
<td>English Literature</td>
<td>46 plus essay</td>
<td>50</td>
<td>6</td>
<td>ENG 243-244</td>
</tr>
<tr>
<td><strong>FOREIGN LANGUAGE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>French</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Level 1</td>
<td>39</td>
<td>50</td>
<td>8</td>
<td>FRE 101-102</td>
</tr>
<tr>
<td>• Level 2</td>
<td>45</td>
<td>59</td>
<td>14</td>
<td>FRE 101-102, 201-202</td>
</tr>
<tr>
<td>German</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Level 1</td>
<td>36</td>
<td>50</td>
<td>8</td>
<td>GER 101-102</td>
</tr>
<tr>
<td>• Level 2</td>
<td>42</td>
<td>60</td>
<td>14</td>
<td>GER 101-102, 201-202</td>
</tr>
<tr>
<td>Spanish</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Level 1</td>
<td>41</td>
<td>50</td>
<td>8</td>
<td>SPA 101-101</td>
</tr>
<tr>
<td>• Level 2</td>
<td>50</td>
<td>63</td>
<td>14</td>
<td>SPA 101-102, 201-202</td>
</tr>
<tr>
<td><strong>HISTORY AND SOCIAL SCIENCE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Government</td>
<td>47</td>
<td>50</td>
<td>3</td>
<td>Social Science Elective</td>
</tr>
<tr>
<td>History of United States / Early Colonization to 1877</td>
<td>45</td>
<td>50</td>
<td>3</td>
<td>HIS 121</td>
</tr>
<tr>
<td>History of United States II, 1865 to Present</td>
<td>45</td>
<td>50</td>
<td>3</td>
<td>HIS 122</td>
</tr>
<tr>
<td>Human Growth and Development</td>
<td>45</td>
<td>50</td>
<td>3</td>
<td>PSY 230</td>
</tr>
<tr>
<td>Principles of Macroeconomics</td>
<td>44</td>
<td>50</td>
<td>3</td>
<td>ECO 201</td>
</tr>
<tr>
<td>Principles of Microeconomics</td>
<td>41</td>
<td>50</td>
<td>3</td>
<td>ECO 202</td>
</tr>
<tr>
<td>Introduction to Psychology</td>
<td>47</td>
<td>50</td>
<td>3</td>
<td>PSY 200</td>
</tr>
</tbody>
</table>
Some four-year institutions do not allow transferred CLEP credits to satisfy degree requirements. If planning to transfer to a college or university, contact its Admissions office to find out how it uses CLEP credits.

<table>
<thead>
<tr>
<th>AP Exam Title</th>
<th>Minimum Score for Credit</th>
<th># of Credits Awarded</th>
<th>Reynolds/VCCS Course Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>THE ARTS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art History</td>
<td>3</td>
<td>6</td>
<td>ART 101-102 History and Appreciation of Art I-II, 3 credits each</td>
</tr>
<tr>
<td>Art, Studio: Drawing</td>
<td>3</td>
<td>4</td>
<td>ART 121 Drawing I, 4 credits</td>
</tr>
<tr>
<td>Art Studio: 3D Design</td>
<td>3</td>
<td>4</td>
<td>ART 131 Fundamentals of Design I, 4 credits</td>
</tr>
<tr>
<td>Music Theory</td>
<td>3</td>
<td>4</td>
<td>MUS 111</td>
</tr>
<tr>
<td><strong>THE SCIENCES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Biology</td>
<td>4</td>
<td>8</td>
<td>BIO 101-102</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4</td>
<td>8</td>
<td>CHM 111-112</td>
</tr>
<tr>
<td>Computer Science A</td>
<td>4</td>
<td>4</td>
<td>CSC 201</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>3</td>
<td>5</td>
<td>MTH 173</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>3</td>
<td>10</td>
<td>MTH 173-174</td>
</tr>
<tr>
<td>Physics B</td>
<td>4</td>
<td>8</td>
<td>PHY 201-202</td>
</tr>
<tr>
<td>Physics C Mechanics</td>
<td>N/A</td>
<td>0</td>
<td>There is none. This is not equivalent to PHY 241 University Physics</td>
</tr>
<tr>
<td>Physics C Electricity and Magnetism</td>
<td>N/A</td>
<td>0</td>
<td>This is not equivalent to PHY 242 University Physics</td>
</tr>
<tr>
<td>Statistics</td>
<td>3</td>
<td>3</td>
<td>MTH 240</td>
</tr>
<tr>
<td><strong>LANGUAGES AND LITERATURE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English, Language &amp; Composition</td>
<td>3</td>
<td>3</td>
<td>ENG 111</td>
</tr>
<tr>
<td>English, Literature &amp; Composition</td>
<td>3</td>
<td>3</td>
<td>ENG 111</td>
</tr>
<tr>
<td>French, Language</td>
<td>3</td>
<td>8</td>
<td>FRE 101-102</td>
</tr>
</tbody>
</table>
**REYNOLDS COMMUNITY COLLEGE**

<table>
<thead>
<tr>
<th></th>
<th>Minimum Score for Credit</th>
<th># of Credits Awarded</th>
<th>Reynolds/VCCS Course Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ARTS AND SOCIAL SCIENCES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art Design HL</td>
<td>5,6,7</td>
<td>4</td>
<td>ART 131 – Fundamentals of Design</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8</td>
<td>ART 131-132 – Fundamentals of Design I and II</td>
</tr>
<tr>
<td>English A1</td>
<td>5,6,7</td>
<td>3</td>
<td>ENG 111 – College Composition I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6</td>
<td>ENG 111-112 – College Composition I and II</td>
</tr>
<tr>
<td>English B</td>
<td>5,6,7</td>
<td>3</td>
<td>ENG 111 – College Composition I</td>
</tr>
<tr>
<td>French Language HL</td>
<td>5,6,7</td>
<td>12</td>
<td>FRE 101, 102, 201, 202</td>
</tr>
<tr>
<td>German Language HL</td>
<td>5,6,7</td>
<td>12</td>
<td>GER 101, 102, 201, 202</td>
</tr>
<tr>
<td>History: Americas HL</td>
<td>5,6,7</td>
<td>6</td>
<td>HIS 121-122 – United States History I-II</td>
</tr>
<tr>
<td>History: Africa HL</td>
<td>5,6,7</td>
<td>3</td>
<td>HIS 203 – History of African Civilization</td>
</tr>
<tr>
<td>History: Europe HL</td>
<td>5,6,7</td>
<td>6</td>
<td>HIS 101-102 – History of Western Civilization I-II</td>
</tr>
<tr>
<td>Philosophy HL</td>
<td>5,6,7</td>
<td>3</td>
<td>PHI 101 – Introduction to Philosophy</td>
</tr>
<tr>
<td>Spanish HL</td>
<td>5,6,7</td>
<td>12</td>
<td>SPA 101, 102, 201, 202</td>
</tr>
</tbody>
</table>

All Virginia community colleges shall accept a score of three (3) and higher for Advanced Placement (AP) courses, however, students are encouraged to check required scores for transferability to four-year institutions. The amount of credit awarded for each examination will be consistent with the Reynolds College Board recommendation.
### Theory of Knowledge

<table>
<thead>
<tr>
<th>Course</th>
<th>Level</th>
<th>Credit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHI 101 – Introduction to Philosophy</td>
<td>A,B,C</td>
<td>3</td>
<td>PHI 101 – Introduction to Philosophy</td>
</tr>
</tbody>
</table>

### MATHEMATICS AND SCIENCES

<table>
<thead>
<tr>
<th>Subject</th>
<th>Level</th>
<th>Credit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology HL</td>
<td>5,6,7</td>
<td>4</td>
<td>BIO 106 - Life Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>BIO 101 - General Biology I</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>BIO 101-102 - General Biology I-II</td>
</tr>
<tr>
<td>Chemistry HL</td>
<td>5,6,7</td>
<td>4</td>
<td>CHM 111 - General Chemistry I</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CHM 111-112 - General Chemistry I-II</td>
</tr>
<tr>
<td>Physics HL</td>
<td>5,6,7</td>
<td>4</td>
<td>PHY 201 - General College Physics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PHY 201-202 - General College Physics</td>
</tr>
<tr>
<td>Mathematics HL</td>
<td>5,6,7</td>
<td>3</td>
<td>MTH 163 – Precalculus</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MTH 173 – Calculus/Analytic Geo. I</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MTH 173-174 - Calculus/Analytic Geo. I-II</td>
</tr>
<tr>
<td>Mathematical Studies</td>
<td>5,6,7</td>
<td>3</td>
<td>MTH 163 - Precalculus</td>
</tr>
<tr>
<td>Computer Science HL</td>
<td>5,6,7</td>
<td>4</td>
<td>CSC 201</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CSC 201-202</td>
</tr>
</tbody>
</table>

---

### Graduation and Program Requirements

**Graduation Honors**

Students who have fulfilled the requirements of degree or certificate programs (with the exception of career studies certificates) are eligible for graduation honors. The honors based upon scholastic achievement are as follows:

- *Graduating GPA Honor*
  - 3.200 Cum laude (with honor)
  - 3.500 Magna cum laude (with high honor)
  - 3.800 Summa cum laude (with highest honor)

**NOTE:** The cumulative GPA is used to determine graduation honors.

**Graduation Requirements and Procedures**

1. A curricular student eligible for graduation is required to complete the graduation application through the Student Information System for each degree and certificate they are completing by the deadline for that semester or term.
   - Fall 2018 graduation application deadline: September 28, 2018
   - Spring 2019 graduation application deadline: January 31, 2019
   - Summer 2019 graduation application deadline: June 28, 2019

2. If a student files for graduation but does not graduate, he or she must submit another graduation application for a subsequent term. Students may graduate after fall, spring, or summer terms. See section on “Commencement.”

3. The student must complete all program requirements as specified in their catalog, including curricular admission requirements.

4. The student must earn a grade point average of at least 2.000 in the curriculum.

5. The student must fulfill all of the course and credit-hour requirements of the curriculum with at least 25% of credit semester hours earned at Reynolds Community College.

6. The student must submit all documentation of training, education, or tests from organizations outside of Reynolds to the Central Admissions and Records Office by the last day of classes in their final semester. All Reynolds courses must also be completed by the last day of classes in their final semester. Incomplete "I" grades must be completed by this time in order to be used for graduation.

7. The school dean for the curriculum must recommend the student for graduation, and the registrar must certify completion of all graduation requirements.

8. The student must resolve all financial obligations with Reynolds and must return all library and college materials.

**Commencement**

Reynolds has one formal commencement ceremony each year, which occurs after the spring semester for students completing certificate or associate degree curricula throughout the academic year. A student is not permitted to participate in a commencement ceremony prior to the completion of the program of study. Students who graduate in the summer or fall will be invited to participate in the next spring commencement ceremony.

**Program Requirements**

The catalog that will be used to review a student’s progress toward completion of program requirements and certification...
for graduation will be the catalog in effect at the time of the 
student’s initial matriculation into the program or any subsequent 
catalog in effect during the time of the student’s enrollment in 
the program, to be chosen by the student, provided that:

A. The student has not been discontinued, as a result of breaks 
in enrollment. Otherwise the catalog in effect at the time of their 
return will become the effective catalog; and,

B. The catalog is no more than seven years old at the time of 
graduation. Otherwise either the current catalog or any catalog 
that is no more than seven years old becomes the effective 
catalog. The catalog year to be used should be chosen by 
the student in consultation with the program head/curricular 
advisor, with the program head having the final determination of 
appropriate catalog year. Wherever possible, substitutions will be 
utilized to maximize the usage of previously-taken courses while 
maintaining the integrity of the degree.

**Associate Degree**
To be awarded an associate degree from Reynolds, a student 
must have fulfilled all course requirements of the curriculum as 
outlined in the Reynolds Catalog with a minimum of 25% of the 
credits earned at Reynolds.

**Certificate**
To be eligible for graduation with a certificate or career studies 
certificate from Reynolds, a student must have fulfilled all course 
requirements of the curriculum as outlined in the Reynolds 
Catalog with a minimum of 25% of the credits earned at Reynolds.

**Second Degree Or Certificate**
Reynolds may grant credit for all completed applicable courses 
which are requirements of the additional degree, diploma, 
certificate, or career studies certificate. However, the awards 
must differ from one another by at least 25% of the credits.

**Change of Curriculum (Program/Plan)**
Students who desire to change programs must consult with a 
faculty advisor or advising specialist in Enrollment Services. The 
Central Admissions and Records Office will process the request, 
provided all applicable admission requirements for the new 
program have been satisfied. Program/plan changes are effective 
for subsequent semesters in most cases.

Students should be aware that program/plan changes affect the 
catalog year of their respective program. Students will follow the 
curricular requirements based upon the effective date of the plan 
change.

**Waiver and Substitution of Course Requirements**
Students may petition the appropriate school dean for the waiver 
of required courses in the curriculum. If required courses are 
waived, other courses must be substituted in the curriculum to 
meet the specified credit hour requirement.

No credit is granted for the waived courses.

**Student Records**

**Mailing Address**
It is the student's responsibility to keep this information up-
to-date with the Central Admissions and Records Office. 
Timely reporting of name and address changes will assist 
Reynolds in ensuring proper delivery of important notices and 
announcements. Students can submit address changes through 
the Student Information System (SIS) or by visiting a campus 
Enrollment Services or the Central Admissions and Records 
Office.

**Email Communication**
Electronic mail or “email” is an official method for communication 
at Reynolds. All official email communication will be distributed 
to VCCS email accounts only. Reynolds will utilize the VCCS email 
to communicate important information to students. Students 
should check the student email regularly.

**Transcripts**
A transcript is a copy of the student’s permanent academic 
record at Reynolds. An official transcript carries the Reynolds 
seal and is sent to other educational institutions and agencies. 
Scanned and written requests for transcripts must be delivered, 
mailed, emailed, or sent by fax to any campus Enrollment 
Services or to the Central Admissions and Records Office, where 
the transcripts will generally be produced within two weeks. 
Reynolds policy does not allow email transmission of transcript 
requests unless the form is scanned and attached to an email 
because a signature is required. Transcripts will not be mailed 
until all obligations to the business office, bookstore, or library 
have been paid in full. Students may produce an unofficial 
transcript on Reynolds Online, or they may request a copy in 
Enrollment Services.

**Enrollment Verification and Certifications for Loan Deferment**
At the written request of the student, the Admissions and 
Records Office will produce official verification of enrollment. 
These are typically required as documentation to continue 
the student’s eligibility for dependent services, benefits, and 
insurance external to Reynolds.

Students wishing to defer repayment of certain loans should 
submit the appropriate forms from the lending agency to any 
campus Enrollment Services or to the Central Admissions and 
Records Office. Reynolds will transmit the student’s enrollment 
data to the National Student Loan Clearinghouse for distribution 
to the appropriate lending agency. Official and final enrollment 
verification as well as loan deferment certifications will be 
processed after the deadline to drop with a refund for any 
particular semester or term.

**Family Educational Rights and Privacy Act**
The Family Educational Rights and Privacy Act (FERPA) offers 
students certain rights with respect of their education records. 
They are:

1. The right to inspect and review the student’s education records 
within 45 days of the day Reynolds receives a request for 
access. Students should submit written requests to the Central
Admission & Records Office, Parham Road Campus, Georgiadis Hall, Room 351. The request must identify the record(s) they wish to inspect. The Records office staff will make arrangements for access and notify the student of the time and place where the records may be inspected.

2. The right to request the amendment of the student’s education records that the student believes to be inaccurate or misleading. Students may ask Reynolds Community College to amend a record that they believe is inaccurate or misleading. They should write the Reynolds official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If Reynolds decides not to amend the record as requested by the student, Reynolds 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.

3. 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 Reynolds or the Virginia Community College System (VCCS) in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff). Other typical exceptions include:

- Other schools to which a student is transferring;
- High schools of dual or concurrent enrollment students;
- Specified officials for audit or evaluation purposes;
- Appropriate officials in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies;
- State and local authorities, within a juvenile justice system, and pursuant to specific State law;
- A person or company with whom Reynolds or VCCS has contracted (such as an attorney, auditor, or collection agent);
- A person serving on the Reynolds College Board or Foundation Board;
- A student serving on an official college committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks, excluding student government/leadership organization tasks; and
- A school official with a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by Reynolds to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA are:

**Family Policy Compliance Office**
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605

**Notice Regarding Directory Information**

FERPA designates certain information as “directory information,” which may be released upon request without the student’s expressed written consent. It is the policy of Reynolds Community College not to publish a student directory. However, name, address, telephone number, major field of study, dates of attendance, degrees and awards received, and term course load can be released upon request unless a student notifies the Admissions and Records Office either in writing or through the Student Information System.
Student Policies & Procedures
Visit reynolds.edu/student_services/policies for the most recent version of each policy.

Student Rights and Responsibilities

This statement of rights and responsibilities is designed to clarify those rights, which the student may expect to enjoy as a member of the student body of a community college and the obligations which admission to Reynolds places upon the student.

The submission of an application for admission to a community college represents a voluntary decision on the part of the prospective student to participate in the programs offered by the institution pursuant to the policies, rules, and regulations of the community colleges and rules and regulations of the State Board of Community Colleges. In turn, college approval of that application represents the extension of a privilege to join the college community and to remain a part of it so long as the student meets the required academic and behavior standards of the college system.

Each individual student is guaranteed the privileges of exercising his/her rights without fear or prejudice. Such rights include the following:

- Students are free to pursue their educational goals; appropriate opportunities for learning in the classroom and on the campus shall be provided by Reynolds or curricula offered by Reynolds.
- No disciplinary sanctions may be imposed upon any student without due process.
- Free inquiry, expression, and assembly are guaranteed to all students provided their actions do not interfere with the rights of others or the effective operation of the institution.
- Academic evaluation of student performance shall be neither arbitrary nor capricious.
- Reynolds and members of the college community have the right to expect safety, protection of property and the continuity of the educational process.
- Upon written request to the Director of Admissions and Records, a student will be permitted to inspect and review his/her permanent educational record within forty-five (45) days following the date on which the request.

Student Complaints

Reynolds is committed to providing an exceptional educational experience through the delivery of high-quality programs and services. As such, Reynolds strives to create an open environment where students may provide feedback regarding the quality of services or the environment. In instances where a student may be dissatisfied with services or conditions of the environment, he or she has the right to lodge concerns related to service, instruction, or the environment at Reynolds. This written complaint must be submitted to the Office of Student Affairs where it will be sent to the manager of the area of concern for follow up with the student.

Policy 1-4 (Student Complaint Policy) in its entirety can be found in the Office of Student Affairs and online at reynolds.edu/student_services/policies.

Student Grievances

Students have the right and opportunity to initiate grievances (academic and non-academic) they may have with a faculty or staff member. Students are first encouraged to speak directly with the faculty or staff member to determine an appropriate resolution.

If the problem is not resolved between the student and the individual, the student is encouraged to contact the Office of Student Affairs room 350, Georgiadis Hall, Parham Road Campus, (804) 523-5296, who will review Policy 1-12 (Student Appeal of Academic and/or Administrative Decisions) with the student.

Policy 1-12 (Student Appeal of Academic and/or Administrative Decisions) in its entirety can be found in the Office of Student Affairs and online at reynolds.edu/student_services/policies.

Student Advocacy

In the design and improvement of programs, courses and services, Reynolds constantly focuses upon student needs. Students and staff members are encouraged to advocate student interest pertaining to any issue or problem confronting the college community. Students may voice their interest through the Office of Student Affairs, Office of Student Life and through participation on various college-wide standing committees. Particular responsibility for identifying and supporting student needs and interests, with respect to college operations and procedures, lies with the Division of Student Affairs and the Student Affairs Policy Committee.

For more information, visit the Office of Student Affairs, Georgiadis Hall (room 204), Parham Road Campus, call at (804) 523-5296, or email at vpsa@reynolds.edu.

Student Conduct

Reynolds holds its students to the highest standards of academic and social behavior. In the instance where a student commits a disruptive act either inside or outside of the classroom, that student may be subject to disciplinary action by the Office of Student Affairs. Faculty, staff, or other students may file a report against a student if he or she has witnessed an offense. The Office of Student Affairs will oversee the administration of all conduct cases in accordance with the Student Conduct Policy 1-35.

Jurisdiction of the student conduct policy extends to any student who is enrolled in a course sponsored by the institution, as well as any incident involving a Reynolds student that occurs off campus at college leased or owned facilities, or attending activities that are sponsored, initiated, authorized, or supervised by Reynolds. Depending on the nature of the incident, students may be processed by the Reynolds Department of Police for violation of local, state or federal laws.

Policy 1-35 in its entirety can be found in the Office of Student Affairs and online at reynolds.edu/student_services/policies.
Academic Honesty

Reynolds subscribes to the notion of academic honesty and integrity as it relates to students’ behavior within the classroom or with assignments and examinations.

Reynolds Policy 1-34, Academic Honesty, outlines those behaviors that are unacceptable at the institution, as well as procedures used to address those behaviors. Any student who is found to have violated the policy will be subject to disciplinary action which could result in sanctions from a failing grade on the assignment to expulsion from the institution.

Policy 1-34 in its entirety can be found in the Office of Student Affairs and online at reynolds.edu/student_services/policies.

Sexual Misconduct

Reynolds is an educational institution that strives to provide students and other members of the community with an academic learning environment that is free from sexual misconduct or gender-based discrimination. In compliance with this commitment, Reynolds has established Policy 4-17 (Title IX - Sexual Misconduct).

Policy 4-17 states Reynolds will not tolerate sexual misconduct which may be inclusive of sexual harassment, nonconsensual sexual intercourse, nonconsensual sexual contact, or sexual exploitation. Reynolds considers these types of behaviors serious threats to the integrity of the community and will pursue all charges. Moreover, certain acts may be criminal, and as such, 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. A person who believes that he/she may have experienced sexual misconduct, but are uncertain as to whether a complaint is justified or whether they wish to initiate a formal complaint, may find it helpful to discuss their concerns confidentially and informally with the vice president of student affairs (VPSA), or designee in the Office of Student Affairs, Georgiadis Hall (room 204), Parham Road Campus, (804) 523-5296.

Policy 4-17 in its entirety can be found in the Office of Student Affairs and online at reynolds.edu/student_services/policies.

Substance Abuse

Reynolds maintains an environment that aims to protect the health, safety and welfare of its students, faculty and staff by enforcing a drug-free environment. In compliance with this commitment and the Drug-Free Schools and Communities Act of 1989, Reynolds recognizes any unlawful use, possession, manufacture, sale, or distribution of any illegal or controlled substance, including alcoholic beverages, as a violation of policy 1-35 (Student Conduct). Disciplinary action, as outlined in Policy 1-35, will be taken against any student who is found in violation of substance abuse on campus, off campus at college leased or owned facilities, or attending activities that are sponsored, initiated, authorized, or supervised by Reynolds. Policy 1-35 (Student Conduct) in its entirety can be found in the Office of Student Affairs and online at reynolds.edu/student_services/policies.

Student Assessment

In addition to the placement testing required of all entering curricular students and all non-curricular students registering for English, mathematics, and certain other courses, Reynolds systematically evaluates the effectiveness of teaching and learning, academic and administrative support services, and co-curricular activities in meeting student needs.

Students may be requested to participate in one or more assessment activities appropriate to their fields of study during their academic course work at Reynolds. The results of such assessment activities shall be confidential and shall be used by Reynolds for the purpose of evaluating and improving the effectiveness of Reynolds academic programs and services to maximize student success.

Reynolds Community College, Virginia Community College System, Information Technology Student/Patron Acceptable Use Agreement

Thousands of users share the VCCS and Reynolds computing resources. Everyone must use these resources responsibly since misuse by even a few individuals has the potential to disrupt business or the educational work of others. Therefore students, faculty and staff must exercise ethical behavior when using these information resources, and agree to abide by information technology acceptable use.

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

The VCCS has granted access to me as a necessary privilege in order to perform authorized functions at the college where I am currently enrolled. I will not knowingly permit use of my entrusted access control mechanism for any purposes other than those required to perform authorized functions related to my status as a student. These include logon identification, password, workstation identification, user identification, digital certificates, or two-factor authentication mechanisms.

I will not disclose information concerning any access control mechanism unless properly authorized to do so by my enrolling college. I will not use any access mechanism that the VCCS has not expressly assigned to me. I will treat all information maintained on the college computer systems as strictly confidential and will not release information to any unauthorized person.

I agree to abide by all applicable state, federal, VCCS, and college policies, procedures and standards that relate to the VCCS Information Security Standard, the VCCS Information Security Standard, the VCCS Information Security Standard, the VCCS Information Security Standard, the VCCS Information Security Standard.
Technology Student/Patron Acceptable Use Agreement, and JSRCC Policy No: 4-32, Use of Computer and Information Technology Resources. Inappropriate use of college computer resources includes, but is not limited to the following:

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

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

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

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

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

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


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

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

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

Award — Associate of Science (AS)
Associate of Arts (AA)

Reynolds transfer programs include freshman- and sophomore-level courses in arts and sciences and pre-professional education, meeting standards acceptable for transfer to bachelor’s degree programs in four-year colleges and universities. These programs are specifically designed for transfer at the junior level.

University Parallel Study

Reynolds offers programs leading to the Associate of Arts (AA) degree or the Associate of Science (AS) degree. Commonly referred to as college transfer or university parallel study, these programs are designed for students who plan to complete the freshman and sophomore years of college work at Reynolds and then transfer to universities and four-year colleges of their choice. Each university has different requirements for baccalaureate programs. Reynolds advisors and specialists in the Career, Employment and Transfer Centers will assist students in the selection of the curriculum of study most applicable to their baccalaureate plans. Earned credits in the program are generally transferable to the senior college or university and applicable toward a bachelor’s degree. Students should work with their academic advisors and transfer specialists to select their courses to match the requirements of the transfer institution.

Reynolds has articulation agreements for specific academic programs with several Virginia universities and colleges. Such agreements guarantee that the student with the associate degree has complete transferability of all credits. A student transferring prior to the receipt of the associate of arts or associate of science degree is not assured of such status. Advisors and transfer specialists can provide information about articulation agreements.

Reynolds offers the following specific programs of study leading to the associate of arts or associate of science degree:

Associate of Arts Degree
Liberal Arts
   Teacher Preparation Specialization

Associate of Science Degree
Business Administration
   Engineering
      Mechanical/General Engineering Specialization
      Chemical/Biological Engineering Specialization
      Electrical/Computer Engineering Specialization
General Studies
Science
   Computer Science Specialization
   Mathematics Specialization
   Science Specialization
   Mathematics and Science Teacher Preparation Specialization
Social Sciences
   American Sign Language/Deaf Studies Specialization
   Pre-Social Work Specialization
   Teacher Preparation Specialization

The foundation courses are available (through the Associate of Arts or Associate of Science degrees) for advanced professional degree programs in the following fields:

- Dentistry
- Law
- Medicine
- Optometry
- Pharmacy
- Veterinary Medicine

Reynolds also offers two-year programs that lead to the Associate of Applied Science (AAS) degree. These occupational/technical programs are specifically designed to prepare students for immediate employment. Some four-year colleges and universities have accepted courses into their program counterparts from AAS degree programs that are not designed for transfer purposes. It is the responsibility of the four-year institution to determine and publish its policies on the admission of transfer students and the criteria for determining the acceptability of transfer credits completed at another institution. Additional general education courses may be required to transfer with junior status from AAS degree programs. Students should work closely with their academic advisors and the transfer specialists to select courses that match requirements of the transfer institution.

State Policy on Transfer from Community Colleges to Senior Institutions

Virginia’s system of public colleges and universities has extended higher education throughout the Commonwealth from Eastern Shore to Big Stone Gap and from Fairfax to Southside. The system gives students ready access to college and enables them to choose from among many two- and four-year institutions. Ideally, students should be able to move through Virginia’s public education system as if it were a continuum, rather than a system of distinct levels or separate stages. The State Board for Community Colleges and the Council of Higher Education for Virginia have endorsed a coherent statewide policy to facilitate transfer between state-supported community colleges and senior colleges and universities. This policy requires commitment by both community colleges and senior institutions to common goals on behalf of students and education.

Transfer Agreements

Reynolds has agreements with many senior institutions covering the conditions for student transfer from Reynolds to a baccalaureate program at the four-year college or university. Many of the agreements guarantee admission. These formal arrangements are referred to as transfer agreements. The arrangements fall into two categories—the master transfer agreement, which provides general guarantees to transferring students, and the program-specific articulation agreement covering the conditions for the transfer into a particular curriculum. Students transferring prior to the receipt of the associate of arts or associate of science degree are not covered under these articulation agreements. Advisors and transfer specialists can provide information about these agreements.
Reynolds has current agreements, as a result of either direct negotiations between Reynolds and the transfer institution or the creation of a system-wide agreement between the Virginia Community College System and the transfer institution.

Bellevue University
Bluefield College
Bluefield College-Nursing
Christopher Newport University
College of William and Mary
College of William and Mary (Co-Enrollment Agreement)
ECPI University
ECPI-Nursing
Emory & Henry College
Ferrum College
George Mason University
George Washington University-Nursing
George Washington University-Medicine and Health Sciences
Hollins University
James Madison University-Guaranteed Admission Agreement
Jefferson College of Health Sciences
Johnson and Wales
Liberty University
Longwood University-Business AS Degree
Longwood University-Guaranteed Admission Agreement
Lynchburg College-Guaranteed Admission Agreement
Lynchburg College-Nursing
Mary Baldwin College
Norfolk State University
Old Dominion University
Radford University-Guaranteed Admission Agreement
Radford University-Nursing
Randolph College
Randolph-Macon College
Regent University
Regis University
Shenandoah University
St. Leo University
Strayer University
Troy University
University of Mary Washington
University of Richmond, School of Professional & Continuing Studies
University of Virginia-Guaranteed Admission Agreement
University of Virginia-Engineering
University of Virginia-Nursing
University of Virginia, School of Continuing and Professional Studies-Respiratory Therapy
University of Virginia’s College at Wise
Virginia Commonwealth University-Guaranteed Admission Agreement
Virginia Commonwealth University-Business Administration
Virginia Commonwealth University-Engineering and Computer Science
Virginia Commonwealth University-Teacher Preparation
Virginia Commonwealth University-Medical Laboratory Technology
Virginia Commonwealth University-Nursing
Virginia Commonwealth University-Social Work
Virginia State University-Guaranteed Admission Agreement
Virginia State University-Business Administration AS
Virginia Tech-Guaranteed Admission Agreement
Virginia Tech, College of Agriculture and Life Sciences
Virginia Tech, College of Engineering
Virginia Union University
Virginia Wesleyan College
Western Governors University-Online Nursing

For the most current list of transfer agreements, visit reynolds.edu/gta.

Occupational and Technical Programs

Award — Associate of Applied Science (AAS) Certificate

The occupational and technical education programs are designed to prepare students for employment as technicians, paraprofessionals, and skilled craftpersons.

The associate of applied science degree is awarded for completion of two-year programs.

The certificate is awarded for completion of a program less than two years in length, generally two or three semesters.

Career Studies Programs

Award — Certificate

Career studies certificates can be completed in a shorter period of time than other certificate programs. These programs provide opportunities for upgrading occupational or technical skills, retraining for a career change, and investigating new career possibilities.

Computer Competency Requirement for Students

Reynolds emphasizes the importance of computer competency for all students who are enrolled in a college program that requires a minimum of 30 credits for graduation. Programs with 30 or more credits provide for the computer competency of students in one of three ways:

1. including a computer competency course - ITE 115 or CSC 155 in the curriculum,
2. requiring that students in the curriculum pass the Reynolds computer competency exam, or
3. including a course or courses that meet or exceed the computer competency requirements as a part of the curriculum. Students should consult the catalog description of their program to determine the computer competency requirement.

Students in programs that require ITE 115 or CSC 155 can satisfy the computer competency course requirement in the curriculum by passing the Reynolds computer competency exam administered in the testing centers on each campus. Because CSC 155 includes content that is not covered in ITE 115, students seeking college credit for CSC 155 will take a different
version of the computer competency exam. Those students who successfully pass the computer competency exam will receive college credit for either ITE 115 or CSC 155, without enrolling in the course, depending on the version of the exam taken.

Any student not passing the computer competency exam will do one of the following based on the results of the test:

1. successfully complete ITE 115 or CSC 155 or
2. learn the competencies the student is lacking through self-study or any other method that will enable the student to learn the competencies and then retake the computer competency exam. Students will be allowed to retake the computer competency exam only once. Upon retaking the computer competency exam, students who do not pass the exam must complete either ITE 115 or CSC 155.

A computer competent student at Reynolds 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, and apply networked information resources, e.g., online catalog, virtual libraries, the Internet and World Wide Web; and
- use telecommunication software, e.g., electronic mail, listservs, bulletin boards, and/or newsgroups, to communicate with faculty, students, and information providers.
### Academic Program Directory A-Z

The following table shows the respective plan’s contact number for each campus location as appropriate. In the campus location columns, **COMPLETE** indicates that the plan’s certificate or degree can be completed at that campus. **COURSES** indicates that one or more courses for the plan are offered at that campus.

The **ONLINE** campus location indicates Distance Learning courses. These are typically administered online, but some courses may require proctored exams, on-campus labs, clinicals, or other special on-campus meetings. For information on Distance Learning, visit reynolds.edu/cde or call the Center for Distance Learning at (804) 523-5612 or (800) 711-1628 (Virginia only).

Certificates or degrees shown with an asterisk (*) indicates transfer degree and certificate programs.

<table>
<thead>
<tr>
<th>School/Plan Code</th>
<th>Plans</th>
<th>Certificate or Degree</th>
<th>Campus Location</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B</strong> 203</td>
<td>Accounting</td>
<td>AAS</td>
<td>523-5177 Courses</td>
<td>Courses</td>
</tr>
<tr>
<td><strong>B</strong> 202</td>
<td>Accounting</td>
<td>C</td>
<td>523-5177 Courses</td>
<td>Courses</td>
</tr>
<tr>
<td><strong>B</strong> 221-203-02</td>
<td>Accounting</td>
<td>CSC</td>
<td>523-5301 Complete</td>
<td>Courses</td>
</tr>
<tr>
<td><strong>B</strong> 400-01</td>
<td>Administration of Justice</td>
<td>AAS</td>
<td>Courses</td>
<td>Courses</td>
</tr>
<tr>
<td><strong>N&amp;AH</strong> 221-152-07</td>
<td>Advanced Medical Coder (Health Information Management)</td>
<td>CSC</td>
<td>523-5012 Courses</td>
<td>Complete</td>
</tr>
<tr>
<td><strong>H&amp;SS</strong> 221-640-01</td>
<td>American Sign Language</td>
<td>CSC</td>
<td>523-5178 Courses</td>
<td>Courses</td>
</tr>
<tr>
<td><strong>H&amp;SS</strong> 640</td>
<td>American Sign Language - English Interpretation¹</td>
<td>AAS</td>
<td>523-5178 Courses</td>
<td>Courses</td>
</tr>
</tbody>
</table>

### Architectural and Engineering Technology

<table>
<thead>
<tr>
<th>School/Plan Code</th>
<th>Plans</th>
<th>Certificate or Degree</th>
<th>Campus Location</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B</strong> 895-01</td>
<td>Contemporary Technology for Design Specialization</td>
<td>AAS</td>
<td>Courses</td>
<td>Courses</td>
</tr>
<tr>
<td><strong>B</strong> 895-02</td>
<td>Building Construction Management Specialization</td>
<td>AAS</td>
<td>Courses</td>
<td>Courses</td>
</tr>
<tr>
<td><strong>B</strong> 221-909-01</td>
<td>Automotive Maintenance and Light Repair</td>
<td>CSC</td>
<td>523-5432 Complete</td>
<td>Courses</td>
</tr>
<tr>
<td><strong>B</strong> 902</td>
<td>Automotive Technology</td>
<td>C</td>
<td>Courses</td>
<td>Complete</td>
</tr>
<tr>
<td><strong>B</strong> 213</td>
<td>Business Administration*</td>
<td>AS</td>
<td>523-5177 Complete</td>
<td>Complete</td>
</tr>
<tr>
<td><strong>N&amp;AH</strong> 221-174-01</td>
<td>Central Sterile Technician</td>
<td>CSC</td>
<td>523-5375 Courses</td>
<td>Courses</td>
</tr>
<tr>
<td><strong>B</strong> 221-729-01</td>
<td>Computer-Aided Design Specialist</td>
<td>CSC</td>
<td>Courses</td>
<td>Complete</td>
</tr>
<tr>
<td><strong>B</strong> Criminal Justice</td>
<td>CSC</td>
<td>523-5177</td>
<td>Courses</td>
<td>Complete</td>
</tr>
<tr>
<td>Program Code</td>
<td>Program Name</td>
<td>Degree</td>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------</td>
<td>--------</td>
<td>-------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>221-400-45</td>
<td><strong>Culinary Arts</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Culinary Arts Specialization</td>
<td>AAS</td>
<td>523-5781</td>
<td>Courses</td>
</tr>
<tr>
<td>B 242-01</td>
<td>Pastry Arts Specialization</td>
<td>AAS</td>
<td>523-5781</td>
<td>Courses</td>
</tr>
<tr>
<td>B 242-02</td>
<td>Culinary Management Specialization</td>
<td>AAS</td>
<td>523-5781</td>
<td>Courses</td>
</tr>
<tr>
<td>N&amp;AH 120</td>
<td>Dental Assisting</td>
<td>C</td>
<td>523-5380</td>
<td>Complete</td>
</tr>
<tr>
<td>B 920</td>
<td>Diesel Mechanics Technology</td>
<td>C</td>
<td></td>
<td>Courses</td>
</tr>
<tr>
<td>H&amp;SS 636</td>
<td>Early Childhood Development</td>
<td>AAS</td>
<td>523-5178</td>
<td>Courses</td>
</tr>
<tr>
<td>H&amp;SS 632</td>
<td>Early Childhood Development</td>
<td>C</td>
<td>523-5178</td>
<td>Courses</td>
</tr>
<tr>
<td>H&amp;SS 221-636-06</td>
<td>Early Childhood Education</td>
<td>CSC</td>
<td>523-5178</td>
<td>Complete</td>
</tr>
<tr>
<td>H&amp;SS 221-636-08</td>
<td>Early Childhood Education - Advanced</td>
<td>CSC</td>
<td>523-5178</td>
<td>Courses</td>
</tr>
<tr>
<td>B 221-251-01</td>
<td>eCommerce</td>
<td>CSC</td>
<td></td>
<td>Courses</td>
</tr>
<tr>
<td>N&amp;AH 146</td>
<td>Emergency Medical Services - Paramedic</td>
<td>AAS</td>
<td>523-5768</td>
<td>Courses</td>
</tr>
<tr>
<td>N&amp;AH 221-146-01</td>
<td>Emergency Medical Services - Emergency</td>
<td>CSC</td>
<td>523-5768</td>
<td>Complete</td>
</tr>
<tr>
<td>N&amp;AH 221-146-03</td>
<td>Emergency Medical Services - Intermediate</td>
<td>CSC</td>
<td>523-5768</td>
<td>See footnote #4</td>
</tr>
<tr>
<td>N&amp;AH 221-146-05</td>
<td>Emergency Medical Services - Paramedic</td>
<td>CSC</td>
<td>523-5768</td>
<td>See footnote #4</td>
</tr>
<tr>
<td><strong>Engineering</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MS&amp;E 831-04</td>
<td>Chemical/Biological Engineering Specialization*</td>
<td>AS</td>
<td>523-5374</td>
<td>Courses</td>
</tr>
<tr>
<td>MS&amp;E 831-03</td>
<td>Electrical/Computer Engineering Specialization*</td>
<td>AS</td>
<td>523-5374</td>
<td>Courses</td>
</tr>
<tr>
<td>MS&amp;E 831-01</td>
<td>Mechanical/General Engineering Specialization*</td>
<td>AS</td>
<td>523-5374</td>
<td>Courses</td>
</tr>
<tr>
<td>B 221-212-10</td>
<td>Entrepreneurship in Small Business</td>
<td>CSC</td>
<td>523-5177</td>
<td>Courses</td>
</tr>
<tr>
<td>B 427-01</td>
<td>Fire Science Technology</td>
<td>AAS</td>
<td></td>
<td>Courses</td>
</tr>
<tr>
<td>B 427-03</td>
<td>Emergency Services Leadership Specialization</td>
<td>AAS</td>
<td></td>
<td>Courses</td>
</tr>
<tr>
<td>B 428</td>
<td>Fire Science Technology</td>
<td>C</td>
<td></td>
<td>Courses</td>
</tr>
<tr>
<td>B Floral Design</td>
<td></td>
<td>CSC</td>
<td></td>
<td>Courses</td>
</tr>
</tbody>
</table>

*Specialization options available. Please check with your advisor for specific course requirements.

See footnote #4 for additional information.
<table>
<thead>
<tr>
<th>Code</th>
<th>Program</th>
<th>Degree</th>
<th>Start Code</th>
<th>End Code</th>
<th>Complete Code</th>
<th>Type</th>
<th>Notes</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>221-335-02</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H&amp;SS 695</td>
<td>General Education*</td>
<td>C</td>
<td>523-5178</td>
<td>Complete</td>
<td>523-5263</td>
<td>Complete</td>
<td></td>
<td>Courses</td>
</tr>
<tr>
<td>H&amp;SS 699</td>
<td>General Studies*</td>
<td>AS</td>
<td>523-5178</td>
<td>Complete</td>
<td>523-5263</td>
<td>Courses</td>
<td></td>
<td>Complete</td>
</tr>
<tr>
<td>N&amp;AH 221-190-06</td>
<td>Health Care Technician (CNA)</td>
<td>CSC</td>
<td>523-5247</td>
<td>Complete</td>
<td></td>
<td>Courses</td>
<td></td>
<td>Courses</td>
</tr>
<tr>
<td>N&amp;AH 152</td>
<td>Health Information Management</td>
<td>AAS</td>
<td>523-5012</td>
<td>Courses</td>
<td></td>
<td>Courses</td>
<td></td>
<td>Courses</td>
</tr>
<tr>
<td>N&amp;AH 221-190-01</td>
<td>Health Science I</td>
<td>CSC</td>
<td>523-5375</td>
<td>Courses</td>
<td></td>
<td>Courses</td>
<td></td>
<td>Courses</td>
</tr>
<tr>
<td>B 335</td>
<td>Horticulture Technology&lt;sup&gt;5&lt;/sup&gt;</td>
<td>AAS</td>
<td>523-5178</td>
<td>Complete</td>
<td>523-5432</td>
<td>Courses</td>
<td></td>
<td>Courses</td>
</tr>
<tr>
<td>B 775</td>
<td>Hospitality Management&lt;sup&gt;6&lt;/sup&gt;</td>
<td>AAS</td>
<td>523-5069</td>
<td>Courses</td>
<td></td>
<td>Courses</td>
<td></td>
<td>Courses</td>
</tr>
<tr>
<td>H&amp;SS 480</td>
<td>Human Services</td>
<td>AAS</td>
<td>523-5178</td>
<td>Complete</td>
<td>523-5432</td>
<td>Courses</td>
<td></td>
<td>Courses</td>
</tr>
<tr>
<td>B 221-909-46</td>
<td>Hybrid and Electric Vehicle Technology</td>
<td>CSC</td>
<td>523-5177</td>
<td>Courses</td>
<td></td>
<td>Courses</td>
<td></td>
<td>Courses</td>
</tr>
<tr>
<td>B 299</td>
<td>Information Systems Technology</td>
<td>AAS</td>
<td>523-5177</td>
<td>Courses</td>
<td>523-5301</td>
<td>Complete</td>
<td></td>
<td>Courses</td>
</tr>
<tr>
<td>B 221-299-06</td>
<td>Computer Programmer</td>
<td>CSC</td>
<td>523-5177</td>
<td>Courses</td>
<td>523-5301</td>
<td>Complete</td>
<td></td>
<td>Courses</td>
</tr>
<tr>
<td>B 221-732-09</td>
<td>Cyber Security</td>
<td>CSC</td>
<td>523-5177</td>
<td>Courses</td>
<td>523-5301</td>
<td>Complete</td>
<td></td>
<td>Courses</td>
</tr>
<tr>
<td>B 221-299-18</td>
<td>Web Development</td>
<td>CSC</td>
<td>523-5177</td>
<td>Courses</td>
<td>523-5301</td>
<td>Complete</td>
<td></td>
<td>Courses</td>
</tr>
<tr>
<td>B 221-299-03</td>
<td>Computer Applications</td>
<td>CSC</td>
<td>523-5177</td>
<td>Courses</td>
<td>523-5301</td>
<td>Complete</td>
<td></td>
<td>Courses</td>
</tr>
<tr>
<td>B 221-732-00</td>
<td>Network Administration</td>
<td>CSC</td>
<td>523-5177</td>
<td>Courses</td>
<td>523-5301</td>
<td>Complete</td>
<td></td>
<td>Courses</td>
</tr>
<tr>
<td>H&amp;SS 648</td>
<td>Liberal Arts*</td>
<td>AA</td>
<td>523-5178</td>
<td>Complete</td>
<td>523-5263</td>
<td>Complete</td>
<td></td>
<td>Courses</td>
</tr>
<tr>
<td>H&amp;SS 648-TP</td>
<td>Teacher Preparation Specialization*</td>
<td>AA</td>
<td>523-5178</td>
<td>Complete</td>
<td>523-5263</td>
<td>Complete</td>
<td></td>
<td>Courses</td>
</tr>
</tbody>
</table>

**Management**

<table>
<thead>
<tr>
<th>Code</th>
<th>Program</th>
<th>Degree</th>
<th>Start Code</th>
<th>End Code</th>
<th>Complete Code</th>
<th>Type</th>
<th>Notes</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>B 212-03</td>
<td>Retail Management Specialization&lt;sup&gt;7&lt;/sup&gt;</td>
<td>AAS</td>
<td>523-5177</td>
<td>Courses</td>
<td>523-5301</td>
<td>Courses</td>
<td></td>
<td>Courses</td>
</tr>
<tr>
<td>B 212-04</td>
<td>Small Business Management Specialization&lt;sup&gt;8&lt;/sup&gt;</td>
<td>AAS</td>
<td>523-5177</td>
<td>Courses</td>
<td>523-5301</td>
<td>Courses</td>
<td></td>
<td>Courses</td>
</tr>
</tbody>
</table>

**N&AH 151**

<table>
<thead>
<tr>
<th>Code</th>
<th>Program</th>
<th>Degree</th>
<th>Start Code</th>
<th>End Code</th>
<th>Complete Code</th>
<th>Type</th>
<th>Notes</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>N&amp;AH 221-152-06</td>
<td>Medical Records Coder (Health Information Management)</td>
<td>CSC</td>
<td>523-5012</td>
<td>Courses</td>
<td></td>
<td>Courses</td>
<td></td>
<td>Courses</td>
</tr>
<tr>
<td>N&amp;AH 156</td>
<td>Nursing</td>
<td>AAS</td>
<td>523-5476</td>
<td>Complete</td>
<td></td>
<td>Courses</td>
<td></td>
<td>Courses</td>
</tr>
<tr>
<td>N&amp;AH 160</td>
<td>Opticianry&lt;sup&gt;9&lt;/sup&gt;</td>
<td>AAS</td>
<td>523-5415</td>
<td>Complete</td>
<td></td>
<td>Courses</td>
<td></td>
<td>Courses</td>
</tr>
</tbody>
</table>

See footnote #8 for Retail Management Specialization<sup>7</sup> and Small Business Management Specialization<sup>8</sup>.
<table>
<thead>
<tr>
<th>Program Code</th>
<th>Program Name</th>
<th>Credit Hours</th>
<th>Course Code</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>N&amp;AH 221-160-04</td>
<td>Opticians Apprentice⁰</td>
<td></td>
<td>CSC 523-5415</td>
<td>Complete</td>
</tr>
<tr>
<td>N&amp;AH 221-190-08</td>
<td>Pharmacy Technician</td>
<td></td>
<td>CSC 523-5183</td>
<td>Complete</td>
</tr>
<tr>
<td>N&amp;AH 221-151-01</td>
<td>Pre-Medical Laboratory Technology</td>
<td></td>
<td>CSC 523-5763</td>
<td>Complete</td>
</tr>
<tr>
<td>N&amp;AH 221-156-02</td>
<td>Pre-Nursing</td>
<td></td>
<td>CSC 523-5476</td>
<td>Complete</td>
</tr>
<tr>
<td>N&amp;AH 221-181-02</td>
<td>Pre-Respiratory Therapy</td>
<td></td>
<td>CSC 523-5009</td>
<td>Complete</td>
</tr>
<tr>
<td>B 221-212-70</td>
<td>Real Estate Agent/Broker</td>
<td></td>
<td>CSC 523-5177</td>
<td>Courses</td>
</tr>
<tr>
<td>N&amp;AH 221-152-02</td>
<td>Release of Health Information Specialist</td>
<td></td>
<td>CSC 523-5012</td>
<td>Courses</td>
</tr>
<tr>
<td>N&amp;AH 181</td>
<td>Respiratory Therapy⁹</td>
<td></td>
<td>AAS 523-5009</td>
<td>Complete</td>
</tr>
<tr>
<td>N&amp;AH 221-335-06</td>
<td>Sustainable Agriculture</td>
<td></td>
<td>CSC</td>
<td>Courses</td>
</tr>
<tr>
<td>B 221-335-06</td>
<td>Welding</td>
<td></td>
<td>CSC</td>
<td>Courses</td>
</tr>
</tbody>
</table>

**Paralegal Studies**

<table>
<thead>
<tr>
<th>Program Code</th>
<th>Program Name</th>
<th>Credit Hours</th>
<th>Course Code</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>B 260-01</td>
<td>General Practice Specialization</td>
<td></td>
<td>AAS Courses 523-5301</td>
<td>Courses</td>
</tr>
<tr>
<td>B 260-02</td>
<td>Litigation Specialization</td>
<td></td>
<td>AAS Courses 523-5301</td>
<td>Courses</td>
</tr>
<tr>
<td>N&amp;AH 221-120-01</td>
<td>Pre-Dental Assisting</td>
<td></td>
<td>CSC 523-5380</td>
<td>Complete</td>
</tr>
<tr>
<td>N&amp;AH 221-151-01</td>
<td>Pre-Medical Laboratory Technology</td>
<td></td>
<td>CSC 523-5763</td>
<td>Complete</td>
</tr>
<tr>
<td>N&amp;AH 221-156-02</td>
<td>Pre-Nursing</td>
<td></td>
<td>CSC 523-5476</td>
<td>Complete</td>
</tr>
<tr>
<td>N&amp;AH 221-181-02</td>
<td>Pre-Respiratory Therapy</td>
<td></td>
<td>CSC 523-5009</td>
<td>Complete</td>
</tr>
<tr>
<td>B 221-212-70</td>
<td>Real Estate Agent/Broker</td>
<td></td>
<td>CSC 523-5177</td>
<td>Courses</td>
</tr>
<tr>
<td>N&amp;AH 221-152-02</td>
<td>Release of Health Information Specialist</td>
<td></td>
<td>CSC 523-5012</td>
<td>Courses</td>
</tr>
<tr>
<td>N&amp;AH 181</td>
<td>Respiratory Therapy⁹</td>
<td></td>
<td>AAS 523-5009</td>
<td>Complete</td>
</tr>
</tbody>
</table>

**Science**

<table>
<thead>
<tr>
<th>Program Code</th>
<th>Program Name</th>
<th>Credit Hours</th>
<th>Course Code</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS&amp;E 880-02</td>
<td>Computer Science Specialization*</td>
<td></td>
<td>AS 523-5374</td>
<td>Courses</td>
</tr>
<tr>
<td>MS&amp;E 880-TP</td>
<td>Mathematics and Science Teacher Preparation Specialization*</td>
<td></td>
<td>AS 523-5374</td>
<td>Courses</td>
</tr>
<tr>
<td>MS&amp;E 880-05</td>
<td>Mathematics Specialization*</td>
<td></td>
<td>AS 523-5374</td>
<td>Courses</td>
</tr>
<tr>
<td>MS&amp;E 880-01</td>
<td>Science Specialization*</td>
<td></td>
<td>AS 523-5374</td>
<td>Complete</td>
</tr>
<tr>
<td>H&amp;S 882</td>
<td>Social Sciences*</td>
<td></td>
<td>AS 523-5178</td>
<td>Complete</td>
</tr>
<tr>
<td>H&amp;S 882-01</td>
<td>American Sign Language/Deaf Studies Specialization*</td>
<td></td>
<td>AS 523-5178</td>
<td>Complete</td>
</tr>
<tr>
<td>H&amp;S 882-02</td>
<td>Pre-Social Work Specialization*</td>
<td></td>
<td>AS 523-5178</td>
<td>Complete</td>
</tr>
<tr>
<td>H&amp;S 882-TP</td>
<td>Teacher Preparation Specialization*</td>
<td></td>
<td>AS 523-5178</td>
<td>Complete</td>
</tr>
<tr>
<td>H&amp;S 221-480-30</td>
<td>Substance Abuse Counseling Education¹¹</td>
<td></td>
<td>CSC 523-5178</td>
<td>Courses</td>
</tr>
<tr>
<td>B 221-335-06</td>
<td>Sustainable Agriculture</td>
<td></td>
<td>CSC Courses</td>
<td>Courses</td>
</tr>
<tr>
<td>B 221-335-06</td>
<td>Sustainable Agriculture</td>
<td></td>
<td>CSC 523-5432</td>
<td>Complete</td>
</tr>
</tbody>
</table>

⁰See footnote #10

¹¹See footnote #11
The following footnote references are used in the table.

1 A majority of the courses in the American Sign Language–English Interpretation program are offered only via distance learning.
2 All courses in the Culinary Arts AAS degree may be completed at the Downtown Campus except HRI 119, which is offered only via distance learning.
3 Completion of the courses in the EMS - Paramedic AAS degree requires that most EMS courses be taken at local fire/EMS training centers.
4 All courses in this program may be completed at the Goochland Campus except for the social/behavioral science and humanities/fine arts electives, which may be completed at the Downtown Campus, Parham Road Campus, or via distance learning.
5 All courses in this program must be completed at local fire/EMS training centers.
6 Completion of the Hospitality Management AAS degree requires that courses be taken both at the Downtown Campus and via distance learning.
7 All courses in the Management AAS, Retail Specialization, may be completed at the Parham Road Campus with the exception of MKT 220 and MKT 271, which are offered only via distance learning.
8 All courses in the Management AAS, Small Business Specialization, may be completed at the Parham Road Campus with the exception of BUS 260, which is offered only via distance learning.
9 All courses in this program are offered via distance learning with the exception of labs and clinicals, which must be completed at an approved site.
10 All courses in this program are offered via distance learning. Apprentice students are also required to complete 2,000 hours of on-the-job training per year, for a total of 6,000 hours.
11 Completion of the Substance Abuse Counseling Education Career Studies Certificate requires that some courses be taken via distance learning.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Information Pertaining to</td>
<td>70</td>
</tr>
<tr>
<td>Curricular Offerings</td>
<td></td>
</tr>
<tr>
<td>General Education Definition</td>
<td>70</td>
</tr>
<tr>
<td>General Education Goals and Objectives/</td>
<td></td>
</tr>
<tr>
<td>Outcomes</td>
<td>70</td>
</tr>
<tr>
<td>General Education Electives</td>
<td>72</td>
</tr>
<tr>
<td>Foreign Language Electives</td>
<td>75</td>
</tr>
</tbody>
</table>
General Information Pertaining to Curricular Offerings

In the following section, descriptions of all associate degree and certificate curriculums offered by the college are presented. Each curriculum description (1) provides a statement of purpose or intent of the curricular program, (2) states the occupational or transfer objectives for the program, (3) specifies curriculum admission requirements for entry into the program, (4) states the required courses and minimum number of credit hours for completion, and (5) provides an outline for sequencing the courses of study. Each curriculum is structured in accordance with policies established by the State Board for Community Colleges in Virginia. Additionally, the curriculums for all associate degree programs meet criteria set forth by the Commission on Colleges of the Southern Association of Colleges and Schools.

Curriculums for which the associate of applied science degree and certificate are awarded are all structured to ensure that graduates of these programs have a significant general education foundation, in addition to the necessary skill development training. For the AAS degree, general education comprises approximately 25 percent of the total credit hours; for certificate programs (not career studies certificates), this figure is a minimum of 15 percent.

The associate of arts and associate of science degree programs are designed for transfer to baccalaureate programs offered at four-year colleges and universities. To avoid transfer problems, students should carefully select courses to fulfill elective requirements with the assistance of their advisors and upon an investigation of the transfer requirements of the institution to which transfer is considered. Not all curriculums of study are available on all campuses due to the specialized nature of the human and physical resources required to offer the instructional program. General education courses in the curriculums, however, may be taken at any of the three campus locations at which they are offered.

The following table presents the requirements for associate degrees at Reynolds:

Minimum Requirements for Associate Degrees in the VCCS

<table>
<thead>
<tr>
<th>Minimum Number Of Semester Hour Credits</th>
<th>General Education</th>
<th>AA</th>
<th>AS</th>
<th>AAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td></td>
<td>6</td>
<td>6</td>
<td>3-6</td>
</tr>
<tr>
<td>Humanities/Fine Arts</td>
<td></td>
<td>6</td>
<td>6</td>
<td>3-6</td>
</tr>
<tr>
<td>Foreign Language (Intermediate level)</td>
<td></td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Social/Behavioral Sciences</td>
<td></td>
<td>9</td>
<td>g</td>
<td>3-6</td>
</tr>
</tbody>
</table>

**Natural Sciences**

<table>
<thead>
<tr>
<th>Natural Sciences</th>
<th>7-8</th>
<th>7-8</th>
<th>See footnote b</th>
</tr>
</thead>
</table>

**Mathematics**

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>6</th>
<th>6</th>
<th>See footnote b</th>
</tr>
</thead>
</table>

**Total for General Education**

<table>
<thead>
<tr>
<th>Total for General Education</th>
<th>40-41</th>
<th>34-35</th>
<th>15</th>
</tr>
</thead>
</table>

As specified above, degree programs must contain a minimum of 15 semester hours of general education as defined by SACSCOC.

Other Requirements for Associate Degrees

<table>
<thead>
<tr>
<th>Personal Development</th>
<th>1-2</th>
<th>1-2</th>
<th>1-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major field courses and electives (columns 1-2)</td>
<td>17-22</td>
<td>23-28</td>
<td>43-54</td>
</tr>
<tr>
<td>Career/technical courses (column 3)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total for Degree

<table>
<thead>
<tr>
<th>Total for Degree</th>
<th>60-63</th>
<th>60-63</th>
<th>60-69</th>
</tr>
</thead>
</table>

* Only 6 semester hours of social/behavioral sciences are required for engineering majors who plan to transfer to a baccalaureate degree engineering program that requires 6 or fewer hours in this category, provided that the college/university publishes such requirements in its transfer guide.

* Must include a minimum of 3 credits in mathematics or science. May include an additional course in mathematics or science.

General Education Definition

General education is that portion of the collegiate experience that addresses the knowledge, skills, competencies, attitudes, and values characteristic of an educated and well-informed citizen capable of functioning effectively in a complex and rapidly changing world. General education is unbounded by disciplines and honors the connections among bodies of knowledge – it is that portion of the college experience that pertains to the overall development of the student and not just to the specific occupational and/or program skills.

General Education Goals and Objectives/Outcomes
Reynolds Community College 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
   1. understand and interpret complex materials;
   1.2 assimilate, organize, develop, and present an idea formally and informally;
   1.3 use standard English;
   1.4 use appropriate verbal and non-verbal responses in interpersonal relations and group discussions;
   1.5 use listening skills; and
   1.6 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
   2.1 discriminate among degrees of credibility, accuracy, and reliability of inferences drawn from given data;
   2.2 recognize parallels, assumptions, or presuppositions in any given source of information;
   2.3 evaluate the strengths and relevance of arguments on a particular question or issue;
   2.4 weigh evidence and decide if generalizations or conclusions based on the given data are warranted;
   2.5 determine whether certain conclusions or consequences are supported by the information provided; and
   2.6 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, and global communities. Degree graduates will demonstrate the ability to
   3.1 assess the impact that social institutions have on individuals and culture—past, present, and future;
   3.2 describe their own as well as others’ personal ethical systems and values within social institutions;
   3.3 recognize the impact that arts and humanities have upon individuals and cultures;
   3.4 recognize the role of language in social and cultural contexts; and
   3.5 recognize the interdependence of distinctive world-wide social, economic, geo-political, 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. This statement was adapted from the Association of College and Research Libraries (ACRL) definition, a division of the American Library Association (ALA). Degree graduates will demonstrate the ability to
   4.1 determine the nature and extent of the information needed;
   4.2 access needed information effectively and efficiently;
   4.3 evaluate information and its sources critically and incorporate selected information into his or her knowledge base;
   4.4 use information effectively, individually or as a member of a group, to accomplish a specific purpose; and
   4.5 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
   5.1 develop and/or refine personal wellness goals; and
   5.2 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
   6.1 use logical and mathematical reasoning within the context of various disciplines;
   6.2 interpret and use mathematical formulas;
   6.3 interpret mathematical models, such as graphs, tables, and schematics and draw inferences from them;
   6.4 use graphical, symbolic, and numerical methods to analyze, organize, and interpret data;
   6.5 estimate and consider answers to mathematical problems in order to determine reasonableness; and
   6.6 represent mathematical information numerically, symbolically, and 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:

7.1 generate an empirically evidenced and logical argument;
7.2 distinguish a scientific argument from a non-scientific argument;
7.3 reason by deduction, induction, and analogy;
7.4 distinguish between causal and correlational relationships; and
7.5 recognize methods of inquiry that lead to scientific knowledge.

General Education Electives

Following is a list of approved general education electives in the areas of humanities/fine arts, mathematics, personal wellness, science, and social/behavioral sciences. Prior to enrolling in the courses on this list, students should check the course descriptions to ensure that they meet any pre- or co-requisites. To avoid transfer problems, students should carefully select courses to fulfill elective requirements with the assistance of their advisors and upon an investigation of the transfer requirements of the institution to which transfer is contemplated.

**Humanities/Fine Arts**

ARC 201 History of Modern Architecture  
ART 100 Art Appreciation  
ART 101, 102 History and Appreciation of Art I, II  
ART 106 History of Modern Art  
ASL 125 History and Culture of the Deaf Community I  
ASL 220 Comparative Linguistics: ASL and English  
ASL 225 Literature of the U.S. Deaf Community  
CST 151 Film Appreciation I  
CST 152 Film Appreciation II  
CST 229 Intercultural Communication  
HUM 100 Survey of the Humanities  
HUM 260 Survey of Twentieth-Century Culture  
MUS 121 Music Appreciation I  
MUS 221 History of Music I  
MUS 225 The History of Jazz  
PHI 101 Introduction to Philosophy I  
PHI 111 Logic I  
PHI 220 Ethics  
PHI 225 Selected Problems in Applied Ethics  
PHI 260 Studies in Eastern Thinking  
REL 231, 232 Religions of the World I, II  
REL 233 Introduction to Islam  
REL 240 Religions in America  
REL 255 Selected Problems and Issues in Religion: Christianity in Film  
REL 255 Selected Problems and Issues in Religion: Women and the Bible  
SPA 233 Introduction to Spanish Civilization and Literature I

**Humanities Courses that Require ENG 112 as a Prerequisite**

ENG 233 The Bible as Literature  
ENG 241 Survey of American Literature I  
ENG 242 Survey of American Literature II  
ENG 243 Survey of English Literature I  
ENG 244 Survey of English Literature II  
ENG 251 Survey of World Literature I  
ENG 252 Survey of World Literature II  
ENG 253 Survey of African American Literature I  
ENG 254 Survey of African American Literature II  
ENG 273 Women in Literature I  
ENG 274 Women in Literature II  
ENG 295 Topics in English: Literature

1 These courses have been designated writing-intensive (offer enhanced instruction in writing) by the English faculty.  
2 Students needing to take two literature courses are not required to take both Part I and Part II of the same literature course.  
3 These courses have an international focus.

Additional humanities/fine arts courses may be approved by the dean, School of Humanities and Social Sciences.

**Personal Wellness**

DIT 121 Nutrition I
EDU 235 Health, Safety, and Nutrition Education
EMS 111 Emergency Medical Technician
EMS 112, 113 Emergency Medical Technician I, II
EMS 151 Introduction to Advanced Life Support
HLT 105 Cardiopulmonary Resuscitation
HLT 106 First Aid and Safety
HLT 110 Concepts of Personal and Community Health
HLT 115 Introduction to Personal and Community Health
HLT 116 Introduction to Personal Wellness Concepts
HLT 119\(^1\) First Responder
HLT 121 Introduction to Drug Use and Abuse
HLT 200 Human Sexuality
HLT 203 Men's Health
HLT 204 Women's Health
HLT 215 Personal Stress and Stress Management
HLT 226 AIDS Awareness
HLT 230 Principles of Nutrition and Human Development
PED 109 Yoga
PED 110 Zumba
PED 111, 112 Weight Training I, II
PED 116 Lifetime Fitness and Wellness
PED 117 Fitness Walking
PED 120 Yoga II
PED 135 Bowling I
PED 136 Bowling II
PED 137, 138 Martial Arts I, II
PED 170 Tai Chi I

\(^1\) HLT 119 counts as a wellness elective for AAS degrees, but NOT AA and AS degrees.

Additional personal wellness courses may be approved by the dean, School of Nursing and Allied Health.

Mathematics (new courses beginning in Fall 2018)
MTH 111\(^1\) Basic Technical Mathematics
MTH 130\(^1\) Fundamentals of Reasoning
MTH 131\(^1\) Technical Mathematics
MTH 132\(^1\) Business Mathematics
MTH 154 Quantitative Reasoning
MTH 155\(^1\) Statistical Reasoning
MTH 156 Elementary Geometry
MTH 161\(^5\) Precalculus I
MTH 162 Precalculus II
MTH 165 Finite Math
MTH 167\(^2\) Precalculus with Trigonometry
MTH 245 Statistics I
MTH 246 Statistics II
MTH 261 Applied Calculus I
MTH 262 Applied Calculus II
MTH 263 Calculus I
MTH 264 Calculus II
MTH 265 Calculus III
MTH 266 Linear Algebra
MTH 267 Differential Equations
MTH 280 College Geometry

Mathematics (available through Spring 2019)
MTH 120\(^1\) Introduction to Mathematics
MTH 121\(^1\) Fundamentals of Mathematics I
MTH 146\(^1\) Introduction to Elementary Statistics
MTH 151\(^1,2,3\) Mathematics for Liberal Arts I
MTH 152\(^1,2,3\) Mathematics for Liberal Arts II
MTH 163\(^4\) Precalculus I
MTH 166\(^4\) Precalculus with Trigonometry
MTH 170 Foundations in Contemporary Mathematics
MTH 173, 174 Calculus with Analytic Geometry I-II
MTH 240 Statistics
MTH 270 Applied Calculus
MTH 282 Mathematical Reasoning: Introduction to Higher Mathematics

Mathematics (available through Spring 2019)
MTH 120\(^1\) Introduction to Mathematics
MTH 121\(^1\) Fundamentals of Mathematics I
MTH 146\(^1\) Introduction to Elementary Statistics
MTH 151\(^1,2,3\) Mathematics for Liberal Arts I
MTH 152\(^1,2,3\) Mathematics for Liberal Arts II
MTH 163\(^4\) Precalculus I
MTH 166\(^4\) Precalculus with Trigonometry
MTH 170 Foundations in Contemporary Mathematics
MTH 173, 174 Calculus with Analytic Geometry I-II
MTH 240 Statistics
MTH 270 Applied Calculus
MTH 282 Mathematical Reasoning: Introduction to Higher Mathematics

Mathematics (available through Spring 2019)
MTH 120\(^1\) Introduction to Mathematics
MTH 121\(^1\) Fundamentals of Mathematics I
MTH 146\(^1\) Introduction to Elementary Statistics
MTH 151\(^1,2,3\) Mathematics for Liberal Arts I
MTH 152\(^1,2,3\) Mathematics for Liberal Arts II
MTH 163\(^4\) Precalculus I
MTH 166\(^4\) Precalculus with Trigonometry
MTH 170 Foundations in Contemporary Mathematics
MTH 173, 174 Calculus with Analytic Geometry I-II
MTH 240 Statistics
MTH 270 Applied Calculus
MTH 282 Mathematical Reasoning: Introduction to Higher Mathematics

Mathematics (available through Spring 2019)
MTH 120\(^1\) Introduction to Mathematics
MTH 121\(^1\) Fundamentals of Mathematics I
MTH 146\(^1\) Introduction to Elementary Statistics
MTH 151\(^1,2,3\) Mathematics for Liberal Arts I
MTH 152\(^1,2,3\) Mathematics for Liberal Arts II
MTH 163\(^4\) Precalculus I
MTH 166\(^4\) Precalculus with Trigonometry
MTH 170 Foundations in Contemporary Mathematics
MTH 173, 174 Calculus with Analytic Geometry I-II
MTH 240 Statistics
MTH 270 Applied Calculus
MTH 282 Mathematical Reasoning: Introduction to Higher Mathematics
MTH 281 Introductory Abstract Algebra
MTH 283 Probability and Statistics
MTH 288 Discrete Mathematics
MTH 289 Differential Equations Extended

1. This course typically does not transfer to a four-year college.
2. Enrollment in this course must be approved by a faculty advisor.
3. This course does not count for any of the college’s AA or AS (transfer) degrees.
4. Students will not receive credit for both MTH 163 and MTH 166.
5. Students will not receive credit for both MTH 161 and MTH 167.

Additional mathematics courses may be approved by the dean, School of Mathematics, Science, and Engineering.

Science

BIO 1011 General Biology I
BIO 1022 General Biology II
BIO 107 General Ecology
BIO 141, 1422,3 Human Anatomy and Physiology I, II
BIO 1502 Introductory Microbiology
BIO 2052 General Microbiology
BIO 2062 Cell Biology
BIO 231, 232 Human Anatomy and Physiology I, II
BIO 2562 General Genetics
BIO 2702 General Ecology
CHM 111, 112 General Chemistry I, II
CHM 241/245 Organic Chemistry I and Lab
CHM 242/246 Organic Chemistry II and Lab
ENV 1952 Topics in Environmental Science: The Environment and its Chemistry
GOL 105 Physical Geology
GOL 106 Historical Geology
PHY 201, 202 General College Physics I, II
PHY 241, 242 University Physics I, II

The following are additional laboratory science courses that may be taken by non-Science majors only:

BIO 100 Basic Human Biology (not recommended for students in AA or AS degrees)
BIO 1061 Life Science
CHM 101, 102 Introductory Chemistry I, II
PHY 101 Introduction to Physics I

1. Students will not receive credit for both BIO 101 and BIO 106 or BIO 102 and BIO 106.
2. Science AS students may use these courses only as laboratory science electives beyond the two laboratory science electives that must be year-long courses, e.g. BIO 101-102 and PHY 201-202.
3. BIO141-142 generally do not transfer for the Liberal Arts AA and Social Sciences AS degree programs. Please check with the four-year institution you plan to attend.

Additional science courses may be approved by the dean, School of Mathematics, Science, and Engineering.

Social/Behavioral Sciences

ECO 120 Survey of Economics
ECO 201 Principles of Macroeconomics
ECO 202 Principles of Microeconomics
GEO 200 Introduction to Physical Geography
GEO 210 People and the Land: Introduction to Cultural Geography
GEO 225 Economic Geography
HIS 1011, 1021 History of Western Civilization I, II
HIS 1111, 1121 History of World Civilization I, II
HIS 121, 122 United States History I, II
HIS 127 Women in American History
HIS 141, 142 African-American History I, II
HIS 2031 History of African Civilization
HIS 2531, 2541 History of Asian Civilizations I, II
HIS 2671 The Second World War
HIS 269 Civil War and Reconstruction
HIS 276 United States History Since World War II
PLS 211, 212 United States Government I, II
PSY 200 Principles of Psychology
PSY 215 Abnormal Psychology
PSY 230 Developmental Psychology
PSY 235 Child Psychology
PSY 270 Psychology of Human Sexuality
SOC 200 Principles of Sociology
SOC 210 Survey of Physical and Cultural Anthropology
SOC 215 Sociology of the Family
SOC 268 Social Problems

These courses have an international focus.

Additional social/behavioral sciences courses may be approved by the dean, School of Humanities and Social Sciences.

Foreign Language Electives

Following is a list of approved foreign language electives. These foreign language courses do not count as humanities/fine arts general education electives. To avoid transfer problems, students should carefully select courses to fulfill elective requirements with the assistance of their advisors and upon an investigation of the transfer requirements of the institution to which transfer is contemplated.

ARA 101 Beginning Arabic I
ARA 102 Beginning Arabic II
ASL 101 American Sign Language I
ASL 102 American Sign Language II
ASL 201 American Sign Language III or
ASL 295 American Sign Language III
ASL 202 American Sign Language IV or
ASL 295 American Sign Language IV
CHI 101 Beginning Chinese I
CHI 102 Beginning Chinese II
FRE 101 Beginning French I
FRE 102 Beginning French II
FRE 201 Intermediate French I
FRE 202 Intermediate French II
GER 101 Beginning German I
GER 102 Beginning German II
GER 201 Intermediate German I
GER 202 Intermediate German II
SPA 101 Beginning Spanish I
SPA 102 Beginning Spanish II
SPA 201 Intermediate Spanish I
SPA 202 Intermediate Spanish II
## MAJORS

### BUSINESS
- Accounting AAS.................................................. 99
- Accounting CSC.................................................. 100
- Business Administration AS (Transfer).................... 81
- Ecommerce CSC................................................... 157
- Entrepreneurship in Small Business CSC.................. 161
- Hospitality Management AAS................................. 122
- Management AAS................................................ 127
- Real Estate Agent/Broker CSC................................. 172

### COMMUNICATION, EDUCATION & HUMAN SERVICES
- American Sign Language CSC............................... 151
- American Sign Language-English Interpretation AAS... 101
- Early Childhood Development AAS.......................... 114
- Early Childhood Education CSC............................... 156
- Early Childhood Education – Advanced CSC............... 157
- Human Services AAS.......................................... 124
- Liberal Arts AA (Transfer)..................................... 86
- Science AS (Transfer).......................................... 89
- Social Sciences AAS (Transfer)............................... 92
- Substance Abuse Counseling Education CSC.............. 173

### CONSTRUCTION & MANUFACTURING
- Architectural and Engineering Technology AAS.......... 103
- Computer-Aided Design Specialist CSC...................... 155
- Engineering AS (Transfer).................................... 82
- Welding CSC...................................................... 174

### CULINARY ARTS, HORTICULTURE & SUSTAINABLE AGRICULTURE
- Culinary Arts AAS............................................. 105
- Floral Design CSC.............................................. 161
- Horticulture Technology AAS................................. 120
- Science AS (Transfer).......................................... 89

### HEALTH PROFESSIONS & NURSING
- Sustainable Agriculture CSC.................................. 174

### INFORMATION TECHNOLOGY
- Information Systems Technology - Network Administration CSC............................................. 166
- Information Systems Technology AAS...................... 125
- Information Systems Technology - Computer Applications CSC............................................. 166
- Information Systems Technology – Web Development CSC....................................................... 167
- Information Systems Technology - Network Administration CSC............................................. 166

### LAW & PUBLIC SAFETY
- Administration of Justice AAS............................... 100
- Criminal Justice CSC........................................... 156
- Fire Science Technology AAS................................ 117
- Fire Science Technology C...................................... 119
- Liberal Arts AA (Transfer)..................................... 86
- Social Sciences AAS (Transfer)............................... 92

### TRANSFER TO 4-YEAR DEGREE
- Business Administration AS (Transfer)..................... 81
- Business Administration A (Transfer)......................... 82
- Criminal Justice CSC........................................... 156
- General Education C (Transfer)................................ 84
- General Studies AS (Transfer).................................. 85
- Liberal Arts AA (Transfer)..................................... 86
- Science AS (Transfer).......................................... 89
- Social Sciences AAS (Transfer)............................... 92

### TRANSPORTATION
- Automotive Maintenance and Light Repair C............. 151
- Automotive Technology C..................................... 105
- Business Administration AS (Transfer)..................... 81
- Diesel Mechanics Technology C............................. 112

---

**Note:** American Sign Language AS degree can be found under Social Science AS; Mathematics AS degree can be found under Science AS; Pre-Social Work AS degree can be found under Social Science AS; Teacher Prep degrees can be found under Liberal Arts AA, Science AS, and Social Science AS.
Explanatory Notes

COURSE NUMBERS

NUMBERS 1-9 INDICATE DEVELOPMENTAL STUDIES COURSES.
Credits earned in these courses are not applicable toward certificate or associate degree programs.

NUMBERS 10-99 INDICATE BASIC OCCUPATIONAL COURSES (EXCEPT FOR ESL COURSES).
Credits earned for these courses are applicable toward certificate programs. These credits are not applicable toward an associate degree.

NUMBERS 100-199 INDICATE FRESHMAN-LEVEL COURSES.
Credits earned for these courses are applicable toward associate degree and certificate programs.

NUMBERS 200-299 INDICATE SOPHOMORE-LEVEL COURSES.
Credits earned for these courses are applicable toward associate degree and certificate programs.

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.

COURSE HOURS

The number of lecture hours in class each week (including lecture, seminar, and discussion hours) and/or the number of laboratory hours in each week (including laboratory, shop, supervised practice, and cooperative work experiences) are indicated for each course in the course description. In addition to the lecture and laboratory hours in class each week, students must spend time on out-of-class assignments under their own direction.

PREREQUISITES AND CO-REQUISITES

If any prerequisites are required before enrolling in a course, they will be identified in the course description or by an indication of course sequence. Courses listed as ACC 111-112 and ENG 111-112, for example, must be taken in sequence unless otherwise noted in the course description. Courses in special sequences (usually identified by the numerals I-II or I-II-III) must also be taken in sequence unless otherwise noted in the course description. The prerequisites must be completed satisfactorily before enrolling in a course unless special permission is obtained from the school dean or designee. Co-requisite courses are to be taken simultaneously.

GENERAL USAGE COURSES

The following “General Usage Courses” apply to multiple curricula and may carry a variety of prefix designations. The descriptions of the courses are normally identical for each different prefix and are as follows:

90-190-290 COORDINATED INTERNSHIP
Provides supervised on-the-job training in selected health agencies, 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.

93-193-293 STUDIES IN
Covers new content not covered in existing courses in the discipline. Allows instructor to explore content and instructional methods to assess the course’s viability as a permanent offering. Variable hours.

95-195-295 TOPICS IN
Provides an opportunity to explore topical areas of interest to or needed by students. May be used also for special honors courses. May be repeated for credit. Variable hours.

96-196-296 ON-SITE TRAINING
Specializes in career orientation and training program without pay in selected businesses and industry, supervised and coordinated by the college. Credit/work ratio not to exceed 1:5 hours. May be repeated for credit. Variable hours.

97-197-297 COOPERATIVE EDUCATION
Provides on-the-job training for pay in approved businesses, industrial, and service firms. Is applicable to all occupational/technical curricula at the discretion of the college. Credit/work ratio not to exceed 1:5 hours. May be repeated for credit. Variable hours.

98-198-298 SEMINAR AND PROJECT
Requires completion of a project or research report related to the student’s occupational objective and a study of approaches to the selection and pursuit of career opportunities in the field. May be repeated for credit. Variable hours.

99-199-299 SUPERVISED STUDY
Assigns problems for independent study incorporating previous instruction and supervised by the instructor. May be repeated for credit. Variable hours.
Transfer Associate Degrees & Certificates
Business Administration AS (Transfer)
Associate of Science

PURPOSE: With the rapid development of business and industry in Virginia, there is a great demand for qualified personnel in business administration to provide leadership for this economic growth. The Associate of Science degree with a major in Business Administration is designed for persons who plan to transfer to a four-year college or university to complete a baccalaureate degree in business administration.

ADMISSION REQUIREMENTS: General college curricular admission

PROGRAM NOTES: The following high school units are strongly recommended: four units of English, three units of college preparatory mathematics, and one unit of laboratory science. This curriculum requires courses in mathematics, natural sciences, social sciences, and health and physical education, in addition to principles of economics and accounting, which are usually required in the first two years of a baccalaureate business administration curriculum. With the assistance of their advisor, students are urged to acquaint themselves with the requirements of the major department in the institution to which transfer is contemplated. Students are advised to complete the AS degree at the community college, choosing courses that satisfy the mathematics, laboratory science and elective requirements of the four-year college as well as the AS degree. If students contemplate transferring to an out-of-state college, they should also make contact with the four-year college and consult that administration curriculum. With the assistance of their advisor, students are urged to acquaint themselves with the requirements of the major department in the institution to which transfer is contemplated. Students are advised to complete the AS degree at the community college, choosing courses that satisfy the mathematics, laboratory science and elective requirements of the four-year college as well as the AS degree. If students contemplate transferring to an out-of-state college, they should also make contact with the four-year college and consult that college’s catalog before deciding which courses to take.

COMPETENCY REQUIREMENT: Students in this program will meet the college’s computer competency requirement by successfully completing ITE 115. Students can also meet this requirement by passing the college’s computer competency exam, administered in the testing centers on each campus, in which case they will receive college credit for ITE 115. Students not passing the computer competency exam may retake the exam only once.

FOUR-YEAR COLLEGE/UNIVERSITY TRANSFER INFORMATION: Additional information regarding transfer requirements for JMU, VSU, ODU, UVA Continuing and Professional Studies, MBC Adult Degree Program in Richmond, Longwood University, and UR SPCS is available at reynolds.edu/curriculum/business_administrationas.

CURRICULUM:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC. LAB. CRS. HRS.</th>
<th>HRS. CRE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111</td>
<td>College Composition I</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>HIS ___</td>
<td>United States History or History of Western Civilization</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>MTH 161</td>
<td>Pre-Calculus I</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>ITE 115</td>
<td>Introduction to Computer Applications and Concepts</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>BUS 100</td>
<td>Introduction to Business</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>____ 2</td>
<td>Personal Wellness Elective</td>
<td>0-1</td>
<td>0-2</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>16-17</td>
<td>0-2</td>
</tr>
<tr>
<td>ENG 112</td>
<td>College Composition II</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>HIS ___</td>
<td>United States History or History of Western Civilization</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>MTH 261</td>
<td>Applied Calculus I</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>____ 2,3,5</td>
<td>Approved Elective (does not include personal wellness courses and non-transfer math courses)</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>ITE 140 or ITE 150</td>
<td>Spreadsheet Software (Excel) or Desktop Database Software (Access)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>ACC 211</td>
<td>Principles of Accounting I</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>ECO 201</td>
<td>Principles of Economics I - Macroeconomics</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>ENG ___ 2,5</td>
<td>Any 200-Level Literature Course</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>____ 2,5</td>
<td>Laboratory Science</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>____ 2,3,5</td>
<td>Approved Elective (does not include personal wellness courses and non-transfer math courses)</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>ACC 212</td>
<td>Principles of Accounting II</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>ECO 202</td>
<td>Principles of Economics II - Microeconomics</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>ENG ___ 2</td>
<td>Any 200-Level Literature Course</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>____ 2</td>
<td>Laboratory Science</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>12</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Minimum Credits for AS Degree in Business Administration 61

03.02.18

1 Students transferring to Virginia Commonwealth University are required to complete a semester of precalculus and a semester of calculus. If transferring to another university, students should see the program head for substitution of an appropriate math course.

2 A list of approved general education electives (humanities/fine arts, social/behavioral sciences, mathematics, science, and personal wellness) is provided in the General Education section of the catalog under Curriculum Planning and Design. Students planning to transfer must take two semesters of laboratory sciences.
The Chemical/Biological Engineering specialization is designed for students who plan to transfer to a four-year college or university to pursue a bachelor's degree in chemical, biomedical, biological, or environmental engineering.

The Electrical/Computer Engineering specialization is designed for students who plan to transfer to a four-year college or university to pursue a degree in electrical or computer engineering.

PROGRAM NOTES: Applicants shall have (a) completed placement testing and (b) met with their advisor to establish a planned course of study prior to being allowed to register for courses.

Satisfactory completion of the following high school units or their equivalent, at a minimum, is strongly recommended: four units of English, one unit of laboratory science (preferably physical science), one unit of social studies, and four units of mathematics (two units of algebra, one unit of plane geometry, one unit of advanced mathematics or trigonometry and solid geometry).

This program requires a steady progression through at least four high-level mathematics courses, generally taken at a rate of one per semester. MTH 263 and MTH 264 are pre- or corequisites for several engineering courses. Applicants who place into developmental mathematics will face additional mathematics courses, which do not count toward degree progress, before even qualifying for MTH 263. Accordingly, applicants are urged to study their math thoroughly before taking the mathematics placement test to avoid having to repeat one or more mathematics courses unnecessarily.

This program includes the courses usually required in the first two years of a baccalaureate engineering curriculum. Students should consult with their engineering advisor at the earliest possible date to acquaint themselves with the requirements of the engineering program at the college or university to which transfer is planned.

COMPUTER COMPETENCY REQUIREMENT: Students in this program will meet the college's computer competency requirement by successfully completing EGR 124.

CURRICULUM:

Mechanical/General Engineering Specialization

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC.</th>
<th>LAB.</th>
<th>HRS.</th>
<th>CRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111</td>
<td>College Composition I</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CHM 111</td>
<td>General Chemistry I</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MTH 263</td>
<td>Calculus I</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>EGR 124</td>
<td>Introduction to Engineering and Engineering Methods</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SDV 100</td>
<td>College Success Skills</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>______</td>
<td>Personal Wellness Elective</td>
<td>0-1</td>
<td>0-2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>14-15</td>
<td>3-5</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>ENG 112</td>
<td>College Composition II</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

3 Personal wellness courses and non-transfer math courses may not be used to satisfy this approved elective. Students planning to transfer to Virginia Commonwealth University must take CST 100 or CST 110 to satisfy this approved elective. Students planning to transfer to institutions other than VCU may also select from the list of approved general education electives (humanities/fine arts, social/behavioral sciences, mathematics, and science) that is provided in the General Education section of the catalog under Curriculum Planning and Design.

4 In addition to the Reynolds Business Administration program's MTH 161 and MTH 261 requirements, the business programs of the following senior institutions require MTH 245: College of William and Mary, Radford University, JMU, University of Richmond, and University of Virginia. If majoring in Information Systems at VCU, students should take an additional math course at Reynolds: MTH 288. MTH 263 is a prerequisite for MTH 288.

5 Students planning to transfer to Virginia State University (VSU) as 3rd year business school majors must complete the following courses at Reynolds rather than the ones listed in the table above: World History or World Geography elective, BUS 240, BUS 220, CST 229, MTH 162, and FIN 107.
### ACADEMIC PROGRAMS

#### CURRICULUM:
**Chemical/Biological Specialization**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC.</th>
<th>LAB.</th>
<th>CRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111</td>
<td>College Composition I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>CHM 111</td>
<td>General Chemistry I</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>MTH 263</td>
<td>Calculus I</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>EGR 124</td>
<td>Introduction to Engineering and Engineering Methods</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>SDV 100</td>
<td>College Success Skills</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total:** 14-15 3-5 16

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC.</th>
<th>LAB.</th>
<th>CRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 112</td>
<td>College Composition II</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>EGR 110</td>
<td>Engineering Graphics or Scientific Programming</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Minimum Credits for AS Degree in Engineering, Chemical/Biological Specialization:** 65

#### CURRICULUM:
**Electrical/Computer Specialization**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC.</th>
<th>LAB.</th>
<th>CRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111</td>
<td>College Composition I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>CHM 111</td>
<td>General Chemistry I</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>MTH 263</td>
<td>Calculus I</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>EGR 124</td>
<td>Introduction to Engineering and Engineering Methods</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>SDV 100</td>
<td>College Success Skills</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total:** 14-15 3-5 16

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC.</th>
<th>LAB.</th>
<th>CRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 112</td>
<td>College Composition II</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>CSC 130</td>
<td>Scientific Programming</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>EGR 206</td>
<td>Engineering Economy or Electrical/Computer Engineering Elective</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>MTH 264</td>
<td>Calculus II</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Minimum Credits for AS Degree in Engineering, Electrical/Computer Specialization:** 66

---

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC.</th>
<th>LAB.</th>
<th>CRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EGR 110</td>
<td>Engineering Graphics or Scientific Programming</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Minimum Credits for AS Degree in Engineering, Mechanical/General Engineering Specialization:** 65
### General Education C (Transfer) Certificate

**PURPOSE:** The General Education Certificate is designed to serve as an intermediate step toward the associate of arts or associate of science degree for students who plan to transfer to a four-year college or university. The curriculum provides students with a foundation in the general education core competency areas of communication, critical thinking, information literacy, cultural and social understanding, personal development, quantitative reasoning, and scientific reasoning.

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. Counter and retail clerks, administrative support, social and human service assistants, and customer service positions, as well as a variety of other fields, require individuals to apply their entry-level knowledge and skills while exploring the world of work and relevant career opportunities. 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:** General college curricular admission

**PROGRAM NOTES:** This certificate is approximately equivalent to the first year of study in any one of Reynolds' associate of arts or associate of science transfer degree programs. The associate degree is the gateway for transfer to a four-year college or university through one of many articulation and guaranteed admission agreements currently available to Reynolds students.

**CURRICULUM:**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC.</th>
<th>LAB.</th>
<th>CRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDV 100</td>
<td>College Success Skills</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>ENG 111</td>
<td>College Composition I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>1 Approved Transfer Mathematics</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>2 Humanities/Fine Arts Elective</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>1 Social/Behavioral Science Elective</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>PHY 242</td>
<td>University Physics II</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>MTH 267</td>
<td>Differential Equations</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>15</td>
<td>3</td>
<td>18</td>
</tr>
</tbody>
</table>

**Total Minimum Credits for AS Degree in Engineering, Electrical/Computer Specialization:**

|            |________|______|______|
|            | 67 HRS.|

### 03.02.18

1. CHM 112 may be required by some four-year institutions for their engineering baccalaureate degree programs. Students should verify the chemistry requirements of the institutions to which they plan to transfer. JMU requires both CHM 111 and CHM 112.

2. A list of approved general education electives (humanities/fine arts, social/behavioral sciences, mathematics, science, and personal wellness) is provided in the General Education section of the catalog under Curriculum Planning and Design.

3. EGR 110 and EGR 124 as a package are required for Mechanical Engineering or Nuclear Engineering at VCU. EGR 110 and EGR 124 satisfy JMU’s ENGR 112 course. Students not having these courses should transfer in a spring semester.

4. Engineering electives are: EGR 110, EGR 245, EGR 246, EGR 248, EGR 251, EGR 255, MTH 266, CSC 130, and CSC 210.

5. Chemical/Biological Engineering electives are: CHM 241 and lab, CHM 242 and lab, MTH 266, EGR 140, EGR 246, EGR 110, EGR 206, EGR 251 and 255, EGR 248, BIO 101, and BIO 102.

6. Electrical/Computer Engineering electives are: EGR 110, EGR 206, and EGR 248.

NOTES: 1) Virginia Tech requires a two-credit linear algebra course. That requirement can be satisfied by completing MTH 266 at Reynolds. 2) Students should consult with their engineering advisor at the earliest possible date to acquaint themselves with the requirements of the engineering program at the college or university to which transfer is planned.
Total Minimum Credits for General Education Certificate 33

03.02.18

1 A list of approved general education electives (humanities/fine arts, social/behavioral sciences, mathematics, science, and personal wellness) is provided in the General Education section of the catalog under Curriculum Planning and Design. Courses on that list footnoted as “typically does not transfer” do not meet the electives requirements for this program.

2 Students should consult their advisor and transfer institution about which math course to take. Mathematics courses that will fulfill this requirement include MTH 154, MTH 161, MTH 167, MTH 245, and MTH 263.

General Studies AS (Transfer)
Associate of Science

PURPOSE: The Associate of Science degree in General Studies is a flexible degree that allows students to design a curriculum that meets particular transfer objectives that are not fulfilled by existing Reynolds transfer programs. The program consists of 46 credits of general education coursework and 15 additional credits that may be selected in consultation with an advisor to ensure they will be accepted for the preferred program at the four-year institution to which students plan to transfer.

TRANSFER INFORMATION: The AS in General Studies is designed to provide transfer paths that will match the requirements of senior institutions (four-year colleges and universities). However, these institutions differ in their requirements, so students are recommended to work closely with their advisors for program planning and course scheduling. The responsibility for appropriate course selection rests with the student, and electives should be chosen to meet the requirements of the transfer institution.

PROGRAM OUTCOMES:
Graduates of the program will be able to
1. Demonstrate critical thinking strategies by comprehensively exploring issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion;
2. Demonstrate an understanding of human diversity and an awareness of global issues through analysis of art, history, culture, geography, and economics;
3. Interpret key concepts in social sciences and liberal arts;
4. Use quantitative skills to solve problems and interpret data;
5. Apply the basic principles of scientific inquiry;
6. Demonstrate when there is a need for information, and identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand;
7. Effectively communicate in writing to diverse audiences and for a variety of purposes; and
8. Work independently and in teams to complete tasks.

Students from the AS in General Studies degree will be able to transfer into a wide variety of majors at senior institutions including, but not limited to, the following:

<table>
<thead>
<tr>
<th>Business</th>
<th>Human Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communications</td>
<td>Journalism</td>
</tr>
<tr>
<td>Economics</td>
<td>Political Science</td>
</tr>
<tr>
<td>Education</td>
<td>Pre-law</td>
</tr>
<tr>
<td>Humanities</td>
<td>Psychology</td>
</tr>
</tbody>
</table>

ADMISSION REQUIREMENTS: General college curricular admission

COMPUTER COMPETENCY REQUIREMENT: Students in this program will meet the college’s computer competency requirement by successfully completing ITE 115 or CSC 155. Students can also meet this requirement by passing the college’s computer competency exam, administered in the testing centers on each campus, in which case they will receive college credit for ITE 115 or CSC 155. Students not passing the computer competency exam may retake the exam only once.

CURRICULUM:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC.</th>
<th>LAB.</th>
<th>CRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111</td>
<td>College Composition I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>SDV 100</td>
<td>College Success Skills</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>HIS____</td>
<td>History Elective</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>MTH____</td>
<td>Mathematics Elective</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ITE 115</td>
<td>Introduction to Computer Applications and Concepts</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>CSC 155</td>
<td>Introduction to Computer Concepts and Applications</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>____</td>
<td>Approved Transfer Elective</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>16</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>ENG 112</td>
<td>College Composition II</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>____</td>
<td>Social/Behavioral Science Elective</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>MTH____</td>
<td>Mathematics Elective</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>____</td>
<td>Approved Transfer Elective</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>____</td>
<td>Approved Transfer Elective</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>15</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>ENG____</td>
<td>Literature Elective</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>____</td>
<td>Social/Behavioral Science Elective</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>____</td>
<td>Approved Transfer Elective</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>____</td>
<td>Personal Wellness Elective</td>
<td>0-1</td>
<td>0-2</td>
<td>1</td>
</tr>
</tbody>
</table>
Students may select any of the following courses to meet this requirement: HIS 101, 102, 111, 112, 121, or 122.

A list of approved mathematics electives is provided in the General Education section of the catalog under Curriculum Planning and Design. MTH courses numbered less than MTH 154 cannot be used to fulfill the mathematics requirement. To avoid transfer problems, students should carefully select courses to fulfill elective requirements with the assistance of their advisors and based upon transfer requirements of the desired transfer institution. It is recommended that students check with the advisor of the desired four-year institution.

Students should consult their advisor and transfer institution about the computer literacy course to take. Students who have good backgrounds in computers may petition for credit by examination.

“Approved Transfer Electives” may be satisfied with any mathematics, natural science, social/behavioral science, humanities/fine arts, or foreign language electives provided in the General Education section of the catalog under Curriculum Planning and Design. Courses in the personal wellness category do NOT satisfy the transfer elective requirement. To avoid transfer problems, students should carefully select courses to fulfill elective requirements with the assistance of their advisors and based upon transfer requirements of the desired transfer institution. It is recommended that students check with the advisor of the desired four-year institution.

A list of approved social/behavioral science electives is provided in the General Education section of the catalog under Curriculum Planning and Design. To avoid transfer problems, students should carefully select courses to fulfill elective requirements with the assistance of their advisors and based upon transfer requirements of the desired transfer institution. It is recommended that students check with the advisor of the desired four-year institution.

Students may take any 200-level LITERATURE course. ENG 215 and 217 do NOT satisfy the requirement. For transfer purposes, students should consult their advisor and transfer institution about their literature selections.

A list of approved personal wellness electives is provided in the General Education section of the catalog under Curriculum Planning and Design. To avoid transfer problems, students should carefully select courses to fulfill elective requirements with the assistance of their advisors and based upon transfer requirements of the desired transfer institution. It is recommended that students check with the advisor of the desired four-year institution.

A list of approved laboratory science electives is provided in the General Education section of the catalog under Curriculum Planning and Design. NAS and below 100-level science courses do not satisfy this requirement. To avoid transfer problems, students should carefully select courses to fulfill elective requirements with the assistance of their advisors and based upon transfer requirements of the desired transfer institution. It is recommended that students check with the advisor of the desired four-year institution.

Students may substitute CST 100 for CST 110.

Liberal Arts AA (Transfer)
Associate of Arts

SPECIALIZATION
Teacher Preparation

PURPOSE: The Associate of Arts degree in Liberal Arts lays the foundation for a Bachelor of Arts degree in art and art history, communication, English/literature, history, humanities, journalism, music, philosophy, pre-law, social sciences, religious studies, and world languages. The liberal arts promote a broad background of knowledge across the arts, humanities, languages, and social sciences to develop students’ abilities in analytical and critical thinking, written and oral communication, and understanding global cultural awareness. The Liberal Arts degree is a two-year program designed for those students who plan to transfer to a four-year college or university to complete a Bachelor of Arts degree. While the program is designed to provide transfer paths that will match the requirements of four-year colleges and universities, the requirements may differ. Therefore, students are strongly urged to work with their assigned advisor and to acquaint themselves with the requirements of the major department in the college or university to which they plan to transfer. This program requires intermediate proficiency (two years of coursework or its equivalent) in a language other than English.

Each student admitted to the program is assigned an academic advisor to help plan the appropriate course of studies to transfer to the student's choice of a four-year college or university. Students who complete the program generally transfer as juniors.
THE TEACHER PREPARATION SPECIALIZATION is designed for students who plan to transfer to a four-year college or university in a major that requires a background in the liberal arts, and who plan to teach at the elementary, middle, or secondary school level. The Teacher Preparation specialization enables the student to participate in two field experiences in area schools.

ADMISSION REQUIREMENTS: General college curricular admission

PROGRAM NOTES: The following high school units are strongly recommended: three units of college preparatory mathematics and two years of a foreign language.

NOTE TO PROSPECTIVE TEACHERS: Students who wish to be licensed to teach in Virginia should earn a baccalaureate degree in a liberal arts, science, or mathematics field. Students should consult with their advisor regarding elective choices that match their desired teaching endorsement area(s). While enrolled at the community college, students should prepare for and successfully complete Praxis Core (Reading, Writing, and Mathematics), the initial teacher licensure examination.

COMPUTER COMPETENCY REQUIREMENT: Students in the Liberal Arts degree program will meet the college’s computer competency requirement by successfully completing ITE 115 or CSC 155. Students can also meet this requirement by passing their college’s computer competency exam, administered in the testing centers on each campus, in which case they will receive college credit for ITE 115 or CSC 155. Students not passing the computer competency exam may retake the exam only once.

PROGRAM OUTCOMES:
Upon successful completion of the AA degree in Liberal Arts, the student will be able to demonstrate:

• An interdisciplinary understanding of the human experience from different global, cultural, sociological, and historical perspectives;
• An awareness of how social and cultural contexts shape and influence forms of human expression; and
• An understanding of the interdependence of academic disciplines and how an interdisciplinary perspective contributes to understanding the human experience.

CURRICULUM:

Liberal Arts — Associate of Arts

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC.</th>
<th>LAB.</th>
<th>CRS.</th>
<th>HRS.</th>
<th>HRS.</th>
<th>CRE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 112</td>
<td>College Composition I</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SDV 100</td>
<td>College Success Skills</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIS___</td>
<td>Western Civilization, World History, or other non-U.S. History</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTH 154</td>
<td>Quantitative Reasoning or Precalculus I</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTH 161</td>
<td>Applied Calculus I</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ITE 115</td>
<td>Introduction to Computer Applications and Concepts or Computer Concepts and Applications</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Minimum Credits for AA Degree in Liberal Arts: 60

01.22.18

1 Students should consult with their advisor and preferred transfer institution about which math courses to take. MTH 161 followed by MTH 245 or MTH 261 are more universally transferable. Students planning to transfer to VCU may take MTH 154, followed by MTH 240. Students who intend to major in economics or anthropology at VCU must take MTH 161.

2 A list of approved general education electives (humanities/fine arts, social/behavioral sciences, mathematics, science, and personal wellness) is provided in the General Education section of the catalog under Curriculum Planning and Design. Students are advised to work with an advisor to choose electives related to their transfer goals and to check the requirements of their transfer institution.
A list of approved foreign language courses is provided in the catalog under the Curriculum Planning and Design section. Students must take the same foreign language through the 202-level or its equivalent. Students who have satisfactorily completed two years of a foreign language in high school may take the Foreign Language Achievement Testing Service (FLATS) test through the testing centers to receive up to 12 credits toward their foreign language requirement. Students who have acquired foreign language CLEP scores should refer to the College Catalog for the acceptable minimum scores for any Reynolds/VCCS course equivalent. Students can then apply to Admissions and Records to have the scores evaluated. Some BS programs require intermediate-level foreign language. Many colleges and universities accept American Sign Language as a foreign language credit. Students should consult their transfer institution about language requirements.

Students should consult their advisor and transfer institution about the computer literacy course to take. Students who have good backgrounds in computers may petition for credit by examination.

Students may take any 200-level LITERATURE course. 200-level literature courses are designated writing-intensive. ENG 210, 215, and 217 do NOT satisfy the literature requirement. For transfer purposes, students should consult their advisor and transfer institution about their literature selections. Degree requirements may be fulfilled by students taking sequential or non-sequential courses in the same or different subject area.

Degree requirements may be fulfilled by students taking sequential or non-sequential courses in the same or different subject area. Students are advised to work with an advisor to choose electives related to their transfer goals and to check the requirements of their transfer institution.

A list of approved laboratory science electives is provided in the General Education section of the catalog under Curriculum Planning and Design. NAS and below 100-level sciences do not satisfy this requirement. Students are advised to work with an advisor to choose laboratory science electives related to their transfer goals and to check the requirements of their transfer institution. A frequent transfer option for Liberal Arts students is BIO 106 or BIO 107, followed by GOL 105.

### CURRICULUM:
Liberal Arts — Associate of Arts
Teacher Preparation Specialization

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC.</th>
<th>LAB.</th>
<th>CRS.</th>
<th>HRS.</th>
<th>HRS.</th>
<th>CRE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111</td>
<td>College Composition I</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SDV 101</td>
<td>Orientation to Teacher Preparation</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIS___</td>
<td>United States History, or African-American History, or Western Civilization</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTH 154¹   or</td>
<td>Quantitative Reasoning</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTH 161¹</td>
<td>Precalculus I</td>
<td>2</td>
<td>0-1</td>
<td>0-2</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Personal Wellness Elective</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Foreign Language</td>
<td>3</td>
<td>0</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>15-16</td>
<td>0-2</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 112</td>
<td>College Composition II</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIS___</td>
<td>United States History, or African-American History, or Western Civilization</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTH 245¹ or</td>
<td>Statistics I</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTH 261¹</td>
<td>Applied Calculus I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Foreign Language</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ITE 115⁴  or</td>
<td>Introduction to Computer Applications and Concepts or Computer Concepts and Applications</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>16</td>
<td>0</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG___⁵</td>
<td>Any 200-Level Literature Course</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEO 210</td>
<td>People and the Land: Introduction to Cultural Geography</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Foreign Language</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 200</td>
<td>Introduction to Teaching as a Profession</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Approved Laboratory Science Elective</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>14</td>
<td>5</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECO 201 or</td>
<td>Principles of Economics I-</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECO 202 or</td>
<td>Principles of Economics II-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECO 120⁷</td>
<td>Survey of Economics</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Foreign Language</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>12</td>
<td>3</td>
<td>15-16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>12</td>
<td>3</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Minimum Credits for AA Degree in Liberal Arts, Teacher Preparation Specialization

61

¹ Students should consult with their advisor and preferred transfer institution about which math course to take. MTH 161 followed by MTH 245 or MTH 261 are more universally transferable. Students...
planning to transfer to VCU may take MTH 154. Students who intend to major in economics or anthropology at VCU must take MTH 161.

2 A list of approved general education electives (humanities/fine arts, social/behavioral sciences, mathematics, science, and personal wellness) is provided in the General Education section of the catalog under Curriculum Planning and Design. To avoid transfer problems, students should carefully select courses to fulfill elective requirements with the assistance of their advisors and upon an investigation of the transfer requirements of the institution to which transfer is contemplated.

3 A list of approved foreign language courses is provided in the catalog under the Curriculum Planning and Design section. Students must take the same foreign language through the 202-level or its equivalent. Students who have satisfactorily completed two years of a foreign language in high school may take the Foreign Language Achievement Testing Service (FLATS) test through the testing centers for up to 12 credits toward their language requirement.

Students who have acquired foreign language CLEP scores should refer to the College Catalog for the acceptable minimum scores for any Reynolds/VCCS course equivalent. Students can then apply to Admissions and Records to have the scores evaluated. Some BS programs require intermediate-level foreign language. Many colleges and universities accept American Sign Language as a foreign language credit. Students are advised to clarify transfer opportunities with their transfer institution.

4 Students should consult with their advisor and transfer institution about the computer literacy course to take. Students who have good backgrounds in computers may petition for credit by examination.

5 Students may take any 200-level LITERATURE course. 200-level literature courses are designated writing-intensive. ENG 210, 215, and 217 do NOT satisfy the literature requirement. For transfer purposes, students should consult their advisor and transfer institution about their literature selections. Degree requirements may be fulfilled by students taking sequential or non-sequential courses in the same or different subject area.

6 A list of approved laboratory science electives is provided in the General Education section of the catalog under Curriculum Planning and Design. Future elementary teachers are recommended to take one semester of physical science and one semester of biological science. NAS and below 100-level sciences do not satisfy this requirement. Students are advised to check the requirements of their transfer institution. A frequent transfer option for Liberal Arts students is BIO 106 or BIO 107 followed by GOL 105.

7 Students should consult with their advisor and transfer institution to determine the best choice for their program.

Mathematics and Science Teacher Preparation

PURPOSE: The associate degree in Science is intended for those who plan to transfer to a four-year college or university to complete a bachelor of science degree in the natural and physical sciences, mathematics, or computer science. There are four specializations in this degree program that enable students to complete courses that align with their intended majors at a four-year college or university.

The Science specialization is designed for persons who plan to transfer to a four-year college or university in a major that requires a background in the natural or physical sciences and mathematics. With the many advances taking place in all areas of science, the opportunities for persons with expertise in this area are rapidly increasing. This program provides the necessary training for transfer into a broad range of scientific fields, from botany to zoology and from chemistry or geology to physics. In addition, the Science specialization is designed to meet the requirements for admission to a professional school or upper-division major for career preparation in many of the medical professions including nursing, pharmacy, medicine, and veterinary medicine.

The Computer Science specialization is designed for persons who plan to transfer to a four-year college or university in a major that requires a background in the sciences, mathematics, and computer science. Student familiarity with or expertise in computer science is frequently a requirement for study in the disciplines of biology, chemistry, physics, science education, engineering, manufacturing, and related fields. This program will provide the opportunity to obtain this needed preparation. In this rapidly changing field, students should regularly meet with their advisor to keep up with course and curriculum updates.

The Mathematics specialization is designed for persons who plan to transfer to a four-year college or university in a major that requires a background in the sciences, mathematics, and computer science. The Mathematics specialization includes the courses usually required in the first two years of a baccalaureate degree program in mathematics.

The Mathematics and Science Teacher Preparation specialization is designed for persons who plan to transfer to a four-year college or university in a major that requires a background in the sciences and/or mathematics, and who plan to teach at the elementary, middle, or secondary school level. The Mathematics and Science Teacher Preparation specialization enables the student to participate in field experiences in area schools.

ADMISSION REQUIREMENTS: General college curricular admission

PROGRAM NOTES: The following high school units are strongly recommended for the Science specialization: four units of English, three units of college preparatory mathematics, one unit of laboratory science, and two units of foreign language.

The following high school units are strongly recommended for the Computer Science and Mathematics specializations: four units of English; four units of college preparatory mathematics, including algebra (two units), geometry, and trigonometry

Science AS (Transfer)

Associate of Science

SPECIALIZATIONS
Science
Computer Science
Mathematics
(or advanced math); two units of laboratory science; and one unit of social studies. Students in the Computer Science and Mathematics specializations are urged to begin their programs of study during the fall semester because many courses are sequential and only offered once a year.

Students are encouraged to seek information from the upper-division college, university, or professional school to which transfer is intended as to specific requirements for a particular major or specific admission requirements.

**NOTE TO PROSPECTIVE TEACHERS:** Students who wish to be licensed to teach in Virginia should earn a baccalaureate degree in a liberal arts, science, or mathematics field. Students should consult with their advisor regarding elective choices that match their desired teaching endorsement area(s). While enrolled at the community college, students should prepare for and successfully complete Praxis Core (Reading, Writing, and Mathematics), the initial teacher licensure examination.

**COMPUTER COMPETENCY REQUIREMENT:** Students in this program will meet the college’s computer competency requirement by passing the computer competency exam, administered in the testing centers on each campus, or by completing CSC 155. Students not passing the computer competency exam for CSC 155 may retake the exam only once.

**CURRICULUM:**

Science Specialization

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC. HRS.</th>
<th>LAB. HRS.</th>
<th>CRS. CRE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDV 100</td>
<td>College Success Skills</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>ENG 111</td>
<td>College Composition I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>MTH 167</td>
<td>Precalculus with Trigonometry</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>or</td>
<td>Calculus I</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>CSC 201</td>
<td>Computer Science Elective</td>
<td>3-4</td>
<td>0</td>
<td>3-4</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>14-16</td>
<td>3-5</td>
<td>15-17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC. HRS.</th>
<th>LAB. HRS.</th>
<th>CRS. CRE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDV 100</td>
<td>College Success Skills</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>ENG 111</td>
<td>College Composition I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>MTH 245</td>
<td>Statistics I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>Applied Calculus I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>MTH 261</td>
<td>Calculus I</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>or</td>
<td>Calculus II</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Social/Behavioral Science Elective</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>12-14</td>
<td>3-5</td>
<td>14-15</td>
</tr>
</tbody>
</table>

**TOTAL**

<table>
<thead>
<tr>
<th></th>
<th>15-17</th>
<th>3-6</th>
<th>16-18</th>
</tr>
</thead>
</table>

**NOTE TO PROSPECTIVE TEACHERS:** Students who wish to be licensed to teach in Virginia should earn a baccalaureate degree in a liberal arts, science, or mathematics field. Students should consult with their advisor regarding elective choices that match their desired teaching endorsement area(s). While enrolled at the community college, students should prepare for and successfully complete Praxis Core (Reading, Writing, and Mathematics), the initial teacher licensure examination.

**COMPUTER COMPETENCY REQUIREMENT:** Students in this program will meet the college’s computer competency requirement by passing the computer competency exam, administered in the testing centers on each campus, or by completing CSC 155. Students not passing the computer competency exam for CSC 155 may retake the exam only once.

**CURRICULUM:**

Computer Science Specialization

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC. HRS.</th>
<th>LAB. HRS.</th>
<th>CRS. CRE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDV 100</td>
<td>College Success Skills</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>ENG 111</td>
<td>College Composition I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>MTH 263</td>
<td>Calculus I</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>or</td>
<td>Calculus II</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Laboratory Science I</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>15</td>
<td>3</td>
<td>16</td>
</tr>
</tbody>
</table>

---

1 A list of approved general education electives (humanities/fine arts, social/behavioral sciences, mathematics, science, and personal wellness) is provided in the General Education section of the catalog under Curriculum Planning and Design.

2 MTH 263-264 are recommended for students planning to major in Physics or Chemistry. Students not prepared for MTH 263 may be required to take MTH 167 prior to taking MTH 263.

3 Approved Laboratory Science I and II should be a year-long laboratory science, e.g., BIO 101-102 and PHY 201-202.

4 Approved elective cannot be a personal wellness course.
Academic Programs

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC.</th>
<th>LAB.</th>
<th>CRS.</th>
<th>HRS.</th>
<th>CRE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDV 100</td>
<td>College Success Skills</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 111</td>
<td>College Composition I</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>____</td>
<td>Approved Laboratory Science I</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTH 263²</td>
<td>Calculus I</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSC 208</td>
<td>Computer Science Elective</td>
<td>3-4</td>
<td>0</td>
<td>3-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>14-15</td>
<td>3-5</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| ENG 112 | College Composition II | 3 | 0 | 3 |
| ____ | Approved Laboratory Science II | 3 | 3 | 4 |
| MTH 264 | Calculus II | 4 | 0 | 4 |
| CSC 202 | Computer Science II | 4 | 0 | 4 |
| TOTAL | 13 | 0 | 13 |
| SDV 100 | College Success Skills | 1 | 0 | 1 |
| ENG 111 | College Composition I | 3 | 0 | 3 |
| ____ | Approved Laboratory Science I | 3 | 3 | 4 |
| MTH 263² | Calculus I | 4 | 0 | 4 |
| CSC 208 | Computer Science Elective | 3-4 | 0 | 3-4 |
| TOTAL | 14-15 | 3 | 15-16 |

| ENG 112 | College Composition II | 3 | 0 | 3 |
| ____ | Approved Laboratory Science II | 3 | 3 | 4 |
| MTH 264 | Calculus II | 4 | 0 | 4 |
| ____ | Approved Elective | 3-4 | 0-3 | 3-4 |
| TOTAL | 13-14 | 3-6 | 16-18 |

| MTH 265 | Calculus III | 4 | 0 | 4 |
| MTH 245³ | Statistics | 3 | 0 | 3 |
| HIS 101 or HIS 121 | History of Western Civilization I or United States History I | 3 | 0 | 3 |
| ____ | Social/Behavioral Science Elective | 3 | 0 | 3 |
| ____ | Humanities/Fine Arts Elective | 3 | 0 | 3 |
| TOTAL | 16 | 0 | 16 |
| MTH 265 | Calculus III | 4 | 0 | 4 |
| MTH 245³ | Statistics | 3 | 0 | 3 |
| HIS 101 or HIS 121 | History of Western Civilization I or United States History I | 3 | 0 | 3 |
| ____ | Social/Behavioral Science Elective | 3 | 0 | 3 |
| ____ | Humanities/Fine Arts Elective | 3 | 0 | 3 |
| TOTAL | 16-18 | 0-5 | 16-18 |

**Curriculum:**

Mathematics Specialization

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC.</th>
<th>LAB.</th>
<th>CRS.</th>
<th>HRS.</th>
<th>CRE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 265</td>
<td>Calculus III</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTH 245³</td>
<td>Statistics</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIS 101 or HIS 121</td>
<td>History of Western Civilization I or United States History I</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>____</td>
<td>Social/Behavioral Science Elective</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>____</td>
<td>Humanities/Fine Arts Elective</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>16</td>
<td>0</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Minimum Credits for AS Degree in Science, Mathematics Specialization:**

61

1. Selection of lab science depends upon the transfer institution selected. Students should consult their advisor for appropriate courses. Approved Laboratory Science I and II should be a year-long laboratory science, e.g., BIO 101-102 and CHM 111-112.

2. A list of approved general education electives (humanities/fine arts, social/behavioral sciences, mathematics, science, and personal wellness) is provided in the General Education section of the catalog under Curriculum Planning and Design.

3. Students must see their advisor for appropriate courses. Students transferring to VCU should consider taking CSC 295 - Introduction to the Theory of Computations this semester.

4. Approved elective cannot be a personal wellness course.
Students may take CSC 201 or another CSC programming course.

Approved electives include CSC 202, CSC 205, MTH 266, or another course approved by the student’s advisor.

MTH 245 transfers as an elective for students majoring in mathematics at Virginia Tech and the University of Virginia. At VCU, MTH 245 transfers for a mathematics major if the student takes an additional upper-level statistics course at VCU; in this case, the student will receive credit for both MTH 245 and the upper-level statistics course.

It is expected that most students intending to major in mathematics will take MTH 267, Differential Equations, for this elective. For additional elective options, students should consult the list of approved electives in the General Education section of the catalog under Curriculum Planning and Design.

Approved Laboratory Science I and II should be a year-long laboratory science, e.g., BIO 101-102 and PHY 201-202.

Approved elective cannot be a personal wellness course.

CURRICULUM:
Mathematics and Science Teacher Preparation

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC.</th>
<th>LAB.</th>
<th>CRS. HRS. HRS. CRE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDV 101</td>
<td>Orientation to Teacher Preparation</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>ENG 111</td>
<td>College Composition I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Approved Laboratory Science I</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>MTH 167</td>
<td>Precalculus with Trigonometry</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>or MTH 263</td>
<td>Calculus I</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>CSC ___</td>
<td>Computer Science Elective</td>
<td>3-4</td>
<td>0</td>
<td>3-4</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>15-17</td>
<td>3</td>
<td>16-18</td>
</tr>
<tr>
<td>ENG 112</td>
<td>College Composition II</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Approved Laboratory Science II</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>MTH 245</td>
<td>Statistics I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>or MTH 261</td>
<td>Applied Calculus I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>or MTH 263</td>
<td>Calculus I</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>or MTH 264</td>
<td>Calculus II</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Any 200-Level English Literature Course or Approved Humanities/Fine Arts Elective</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>HLT 106</td>
<td>First Aid and Safety</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

Approved Mathematics, Laboratory Science, or Computer Science Elective

Approved Laboratory Science I

History of Western Civilization I or United States History I

Introduction to Teaching as a Profession

Approved Mathematics or Laboratory Science Elective

History of Western Civilization II or United States History II

Humanities/Fine Arts Elective

Social/Behavioral Science Elective

Total Minimum Credits for AS Degree in Science – Mathematics and Science Teacher Preparation Specialization

03.02.18

A list of approved general education electives (humanities/fine arts, social/behavioral sciences, mathematics, science, and personal wellness) is provided in the General Education section of the catalog under Curriculum Planning and Design.

MTH 263-264 are recommended for students planning to major in Physics or Chemistry. Students not prepared for MTH 263 may be required to take MTH 167 prior to taking MTH 263.

Students completing the Mathematics and Science Teacher Preparation Specialization with the intention of being a science teacher must check with their transfer institution to determine the appropriate elective. Students completing the Teacher Preparation Specialization in Mathematics and Science with the intention of being a mathematics teacher are strongly encouraged to contact their transfer institution to determine the appropriate elective.

Students should consult with their advisor and transfer institution to determine the best choice for their program.

Social Sciences AS (Transfer)

Associate of Science

SPECIALIZATIONS:
American Sign Language/Deaf Studies
Pre-Social Work
**ACADEMIC PROGRAMS**

**Teacher Preparation**

**PURPOSE:** The social sciences are concerned with the study of human society and emphasize the role of analysis, experimentation, and the scientific method. The chief academic disciplines of the social sciences are anthropology, economics, political science, psychology, and sociology. The Social Sciences AS degree is designed for those who plan to transfer to a four-year college or university to complete a bachelor's degree in the social sciences. The curricula consist of courses in general education (including foreign language, natural science, and social science) typically required in the first two years of a baccalaureate curriculum in the social sciences.

Students from the Science AS degree transfer into a wide variety of majors at senior institutions including, but not limited to, the following:

<table>
<thead>
<tr>
<th>Major</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>anthropology</td>
<td>pre-law</td>
</tr>
<tr>
<td>history</td>
<td>social work</td>
</tr>
<tr>
<td>economics</td>
<td>government/political science</td>
</tr>
<tr>
<td>mass communications</td>
<td>sociology</td>
</tr>
<tr>
<td>psychology</td>
<td>speech-language pathology</td>
</tr>
<tr>
<td>education/Deaf studies</td>
<td>ASL: interpretation/linguistics</td>
</tr>
</tbody>
</table>

The Social Sciences AS degree lays the foundation for a bachelor of science degree in anthropology, economics, political science, psychology, and sociology. The program includes one year of coursework in the same foreign language. The Social Sciences program is designed to provide transfer paths that will match the requirements of senior institutions (four-year colleges and universities); however, senior institutions differ in their requirements, so students are strongly urged to work with their assigned advisor and to acquaint themselves with the requirements of the major department in the college or university to which they plan to transfer.

Students should understand that the line between the humanities and social sciences is not always clear and that some colleges and universities award BA degrees in what are usually considered the social sciences. Each student admitted to the program is assigned an academic advisor to help plan the appropriate course of studies to transfer to the student’s choice of a four-year college or university. Students who complete the program generally transfer as juniors.

The ASL/Deaf Studies specialization is designed for students who plan to transfer to a four-year college or university in a major that requires a background in American Sign Language and Deaf persons as a cultural group. These expanding fields include speech-language pathology, deaf education, ASL instruction, interpretation, interpreter education, linguistics, and Deaf studies (e.g., history, literature, and research).

The Pre-Social Work specialization is designed for students who plan to transfer to Virginia Commonwealth University and major in social work. This specialization was developed in collaboration with VCU, and an articulation agreement exists for eligible students who transfer to VCU. Students who pursue a different degree program at VCU will be subject to a reevaluation of transferable credits for their elected course of study. Students interested in this specialization should meet with the Pre-Social Work program head at Reynolds and are required to do so during their first semester of study.

The Teacher Preparation specialization is designed for students who plan to transfer to a four-year college or university in a major that requires a background in the social sciences, and who plan to teach at the elementary, middle, or secondary school level. The Teacher Preparation specialization enables the student to participate in two field experiences in area schools.

**ADMISSION REQUIREMENTS:** General college curricular admission

**PROGRAM NOTES:** The following high school units are strongly recommended: three units of college preparatory mathematics and two years of a foreign language.

**PRE-SOCIAL WORK ARTICULATION AGREEMENT WITH VCU:** The VCU School of Social Work guarantees admission into its BSW program with junior standing to eligible students who have completed requirements for Pre-Social Work specialization for the AS in Social Sciences at Reynolds. Eligible students are those who meet the following criteria:

- Earn an Associate of Science degree in Social Sciences at Reynolds;
- Earn a minimum cumulative grade point average of 2.5 on a 4.0 scale;
- Earn an individual grade no lower than B in HMS 100 - Introduction to Human Services and HMS 121 - Basic Counseling Skills I; and
- Earn an individual grade no lower than a C in all other courses listed for the Pre-Social Work specialization.

**NOTE TO PROSPECTIVE TEACHERS:** Students who wish to be licensed to teach in Virginia should earn a baccalaureate degree in a liberal arts, science, or mathematics field. Students should consult with their advisor regarding elective choices that match their desired teaching endorsement area(s). While enrolled at the community college, students should prepare for and successfully complete Praxis Core (Reading, Writing, and Mathematics), the initial teacher licensure examination.

**COMPUTER COMPETENCY REQUIREMENT:** Students in the Social Sciences AS degree will meet the college's computer competency requirement by successfully completing ITE 115 or CSC 155. Students can also meet this requirement by passing the college's computer competency exam, administered in the testing centers on each campus, in which case they will receive college credit for ITE 115 or CSC 155. Students not passing the computer competency exam may retake the exam only once.

**CURRICULUM:**

Social Sciences — Associate of Science
### REYNOLDS COMMUNITY COLLEGE

#### Total Minimum Credits for AS Degree in Social Sciences

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC.</th>
<th>LAB.</th>
<th>CRS.</th>
<th>HRS.</th>
<th>HRS.</th>
<th>CRE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111</td>
<td>College Composition I</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SDV 100</td>
<td>College Success Skills</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIS 101</td>
<td>United States History, or African-American History, or Western Civilization, or World Civilization, or any 200-level History Course</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTH 154</td>
<td>Quantitative Reasoning or Precalculus I</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTH 161</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ 2</td>
<td>Personal Wellness Elective</td>
<td>0-1</td>
<td>0-2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ 3</td>
<td>Foreign Language</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>14-15</td>
<td>0-2</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 112</td>
<td>College Composition II</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIS 101</td>
<td>United States History, or African-American History, or Western Civilization, or World Civilization, or any 200-level History Course</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTH 245</td>
<td>Statistics I</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ 3</td>
<td>Foreign Language</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ITE 115</td>
<td>Introduction to Computer Applications and Concepts or Computer Concepts and Applications</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>16</td>
<td>0</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 112</td>
<td>Any 200-Level Literature Course</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ 2.6</td>
<td>Social/Behavioral Science Elective</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ 7</td>
<td>Approved Laboratory Science Elective</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ 8</td>
<td>Approved Elective (personal wellness courses not included)</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>12</td>
<td>3</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 112</td>
<td>Any 200-Level Literature Course</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ 2.6</td>
<td>Social/Behavioral Science Elective</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ 7</td>
<td>Approved Laboratory Science Elective</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ 8</td>
<td>Approved Electives (personal wellness courses not included)</td>
<td>6</td>
<td>0</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>15</td>
<td>3</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Minimum Credits for AS Degree in Social Sciences: 60

---

1. Students should consult with their advisor and preferred transfer institution about which math courses to take. MTH 161 followed by MTH 245 or MTH 261 are more universally transferable. Students planning to transfer to VCU may take MTH 154, followed by MTH 245. Students who intend to major in economics or anthropology at VCU must take MTH 161.

2. A list of approved general education electives (humanities/fine arts, social/behavioral sciences, mathematics, science, and personal wellness) is provided in the General Education section of the catalog under Curriculum Planning and Design.

3. A list of approved foreign language courses is provided in the catalog in the Curriculum Planning and Design section. Students must take the same foreign language through the 102-level. Students who have satisfactorily completed two years of a foreign language in high school may take the Foreign Language Achievement Testing Service (FLATS) test through the testing centers to receive up to 8 credits toward their foreign language requirement. Students who have acquired foreign language CLEP scores should refer to the College Catalog for the acceptable minimum scores for any Reynolds/VCCS course equivalent. Students can then apply to Admissions and Records to have the scores evaluated. Some BS programs require intermediate-level foreign language. Many colleges and universities accept American Sign Language as a foreign language credit. Students should consult with their transfer institution about language requirements.

4. Students should consult with their advisor and transfer institution about the computer literacy course to take. Students who have good backgrounds in computers may petition for credit by examination.

5. Students may take any 200-level LITERATURE course. ENG 215 and 217 do NOT satisfy this literature requirement. For transfer purposes, students should consult with their advisor and transfer institution about their literature selections.

6. Degree requirements may be fulfilled by students taking sequential or non-sequential courses in the same or different subject area. Students are advised to check the requirements of their transfer institution.

7. A list of approved general education electives (humanities/fine arts, social/behavioral sciences, mathematics, science, and personal wellness) is provided in the General Education section of the catalog under Curriculum Planning and Design. NAS and below 100-level sciences do not satisfy this requirement. Students are advised to check the requirements of their transfer institution.

8. A list of approved general education electives (humanities/fine arts, social/behavioral sciences, mathematics, and science) is provided in the General Education section of the catalog under Curriculum Planning and Design. Personal wellness courses do not satisfy this requirement. For the Social Sciences AS degree, students are recommended to complete six hours in a course or courses designated as having an international focus. Courses having an international focus are identified on the approved general education electives list.
## CURRICULUM:
Social Sciences — Associate of Science
American Sign Language/Deaf Studies Specialization

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC. HRS.</th>
<th>LAB. HRS.</th>
<th>CRS. HRS.</th>
<th>CRE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111</td>
<td>College Composition I</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SDV 101</td>
<td>Orientation to American Sign Language and Interpreter Education</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HIS___</td>
<td>United States History, or African-American History, or Western Civilization, or World Civilization, or any 200-level History Course</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MTH 154(^1) or MTH 161(^1)</td>
<td>Quantitative Reasoning or Precalculus I</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>______</td>
<td>Personal Wellness Elective</td>
<td>0-1</td>
<td>0-2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ASL 295(^3)</td>
<td>Topics in ASL: American Sign Language III</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>15-16</td>
<td>0-2</td>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC. HRS.</th>
<th>LAB. HRS.</th>
<th>CRS. HRS.</th>
<th>CRE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 112</td>
<td>College Composition II</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HIS___</td>
<td>United States History, or African-American History, or Western Civilization, or World Civilization, or any 200-level History Course</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MTH 245(^1)</td>
<td>Statistics I</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ASL 295(^3)</td>
<td>Topics in ASL: American Sign Language IV</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ITE 115(^4) or CSC 155(^4)</td>
<td>Introduction to Computer Applications and Concepts or Computer Concepts and Applications</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>15</td>
<td>0</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC. HRS.</th>
<th>LAB. HRS.</th>
<th>CRS. HRS.</th>
<th>CRE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG___</td>
<td>Any 200-Level Literature Course</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>______</td>
<td>Social/Behavioral Science Elective</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>______</td>
<td>Approved Laboratory Science Elective</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>ASL 125</td>
<td>History and Culture of the Deaf Community</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>12</td>
<td>3</td>
<td>13</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC. HRS.</th>
<th>LAB. HRS.</th>
<th>CRS. HRS.</th>
<th>CRE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG___</td>
<td>Any 200-Level Literature Course</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>______</td>
<td>Social/Behavioral Science Elective</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>______</td>
<td>Approved Laboratory Science Elective</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Total Minimum Credits for AS Degree in Social Sciences, ASL/Deaf Studies Specialization 60

\(^1\) Students should consult with their advisor and preferred transfer institution about which math course to take. MTH 161 followed by MTH 245 or MTH 261 are more universally transferable. Students planning to transfer to VCU may take MTH 154, followed by MTH 245. Students who intend to major in economics or anthropology at VCU must take MTH 161.

\(^2\) A list of approved general education electives (humanities/fine arts, social/behavioral sciences, mathematics, science, and personal wellness) is provided in the General Education section of the catalog under Curriculum Planning and Design. To avoid transfer problems, students should carefully select courses to fulfill elective requirements with the assistance of their advisors and upon an investigation of the transfer requirements of the institution to which transfer is contemplated.

\(^3\) ASL 295 - ASL III and ASL 295 - ASL IV satisfy the one-year foreign language requirement. Completion of ASL 101 and ASL 102 with a grade of "C" or higher satisfies the prerequisites for ASL 295 - ASL III.

\(^4\) Students should consult their advisor and transfer institution about the computer literacy course to take.

\(^5\) Students may take any 200-level LITERATURE course. ENG 215 and 217 do NOT satisfy this literature requirement. For transfer purposes, students should consult with their advisor and transfer institution about their literature selections.

\(^6\) A list of approved general education electives (humanities/fine arts, social/behavioral sciences, mathematics, science, and personal wellness) is provided in the General Education section of the catalog under Curriculum Planning and Design. NAS and below 100-level sciences do not satisfy this requirement. Students are advised to check the requirements of their transfer institution.

### CURRICULUM:
Social Sciences — Associate of Science
Pre-Social Work Specialization

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC. HRS.</th>
<th>LAB. HRS.</th>
<th>CRS. HRS.</th>
<th>CRE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111</td>
<td>College Composition I</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SDV 100</td>
<td>College Success Skills</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>HMS 100(^1)</td>
<td>Introduction to Human Services</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MTH 154</td>
<td>Quantitative Reasoning</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
### CURRICULUM:
Social Sciences — Associate of Science
Teacher Preparation Specialization

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC.</th>
<th>LAB.</th>
<th>CRS. HRS.</th>
<th>HRS.</th>
<th>CRE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111</td>
<td>College Composition I</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SDV 101</td>
<td>Orientation to Teacher Preparation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIS 1</td>
<td>United States History, or African-American History, or Western Civilization</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTH 154</td>
<td>Quantitative Reasoning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>or MTH 161</td>
<td>Precalculus I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>____ 2</td>
<td>Personal Wellness Elective</td>
<td>0-1</td>
<td>0-2</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>____ 4</td>
<td>Foreign Language</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>16-16</td>
<td>0-2</td>
<td>16-17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 112</td>
<td>College Composition II</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIS 1</td>
<td>United States History, or African-American History, or Western Civilization</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTH 245</td>
<td>Statistics I</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>____ 4</td>
<td>Foreign Language</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>16</td>
<td>0</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECO 201</td>
<td>Principles of Economics I</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or ECO 202</td>
<td>or Principles of Economics I- Macroeconomics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>____ 4</td>
<td>Foreign Language</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ITE 115</td>
<td>Introduction to Computer Applications and Concepts</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

1 Students must complete a social work-designated section with a minimum grade of “B.”

2 A list of approved general education electives (humanities/fine arts, social/behavioral sciences, mathematics, science, and personal wellness) is provided in the General Education section of the catalog under Curriculum Planning and Design.

3 Students should consult their advisor and transfer institution about the computer literacy course to take.

4 A list of approved foreign language courses is provided in the catalog in the Curriculum Planning and Design section. Students must take a foreign language course, either at an introductory-level (101 or 102) or intermediate-level (201 or 202). An American Sign Language (ASL) course may be taken to satisfy the foreign language requirement. Students who have satisfactorily completed two years of a foreign language in high school may take the Foreign Language Achievement Testing Service (FLATS) test through the testing centers to demonstrate mastery at an introductory-level (101 or 102). Students who have acquired foreign language CLEP scores should refer to the College Catalog for the acceptable minimum scores for any Reynolds/VCCS course equivalent. Students can then apply to Admissions and Records to have the scores evaluated for competence through an introductory-level. Students who demonstrate mastery through the intermediate-level should discuss having credits accepted and/or substituting an approved elective in place of the foreign language course.

5 Students may also take PHI 225 or PHI 226 to meet this requirement.
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 120</td>
<td>Principles of Economics II-Microeconomics or Survey of Economics</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Approved Laboratory Science Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDU 200</td>
<td>Introduction to Teaching as a Profession</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td>ENG</td>
<td>Any 200-Level English Literature Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>GEO 210</td>
<td>People and the Land: Introduction to Cultural Geography</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Approved Laboratory Science Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>3,9</td>
<td>Approved Elective (personal wellness courses not included)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>3,9</td>
<td>Approved Elective (personal wellness courses not included)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>15</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Minimum Credits for AS Degree in Social Sciences, Teacher Preparation Specialization: 61

03.02.18

1. Students are recommended to take one semester of United States, African-American, or Virginia History, and one semester of Western or World Civilization.

2. Students should consult with their advisor and preferred transfer institution about which math course to take. MTH 161 followed by MTH 245 or MTH 261 are more universally transferable. Students planning to transfer to VCU may take MTH 154, followed by MTH 245. Students who intend to major in economics or anthropology at VCU must take MTH 161.

3. A list of approved general education electives (humanities/fine arts, social/behavioral sciences, mathematics, science, and personal wellness) is provided in the General Education section of the catalog under Curriculum Planning and Design. To avoid transfer problems, students should carefully select courses to fulfill elective requirements with the assistance of their advisors and upon an investigation of the transfer requirements of the institution to which transfer is contemplated.

4. Students must take the same foreign language through the 102-level. Students who have satisfactorily completed two years of a foreign language in high school may take the Foreign Language Achievement Testing Service (FLATS) through the testing centers to receive up to 8 credits toward their foreign language requirement. Students who have acquired foreign language CLEP scores should refer to the College Catalog for the acceptable minimum scores for any Reynolds/VCCS course equivalent. Students can then apply to Admissions and Records to have the scores evaluated. Some BS programs require intermediate-level foreign language. Many colleges and universities accept American Sign Language as a foreign language credit. Students should consult their transfer institution about language requirements.

5. Students should consult with their advisor and transfer institution about the computer literacy course to take. Students who have good backgrounds in computers may petition for credit by examination.

6. Students may take any 200-level LITERATURE course. ENG 215 and 217 do NOT satisfy this literature requirement. For transfer purposes, students should consult with their advisor and transfer institution about their literature selections.

7. Students should consult with their advisor and transfer institution to determine the best choice for their program.

8. A list of approved general education electives (humanities/fine arts, social/behavioral sciences, mathematics, science, and personal wellness) is provided in the General Education section of the catalog under Curriculum Planning and Design. Future elementary teachers are recommended to take one semester of physical science and one semester of biological science. NAS and below 100-level sciences do not satisfy this requirement. Students are advised to check the requirements of their transfer institution.

9. Approved elective cannot be a personal wellness course.
Associate Degrees & Certificates
Accounting AAS
Associate of Applied Science

PURPOSE: The rapid expansion of business and industry in Virginia has created a large, steady demand for qualified personnel to assist in the preparation and interpretation of accounting and financial information. The AAS degree in Accounting is designed for persons who are seeking their first full-time employment in the accounting field immediately upon completion of the curriculum. In addition, the program is designed for persons presently employed in accounting who desire to increase their knowledge and update their skills.

OCCUPATIONAL OBJECTIVES: The AAS degree in Accounting prepares graduates to function in responsible paraprofessional positions in the current employment market. Occupational objectives include Accounting Assistant, Senior Accounting Clerk, Bookkeeper, Junior Accountant, Tax Specialist, and Fiscal Technician.

ADMISSION REQUIREMENTS: General college curricular admission

TRANSFER INFORMATION: Four-year college and university transfer opportunities for AAS degrees, if existing, are usually very specific in nature. A transfer opportunity in Accounting at Mary Baldwin University - Adult Degree Program exists for students in the Accounting Associate of Applied Science program. Students interested in this transfer opportunity or transferring in general should consult their faculty advisor upon program entry for further guidance. Please see http://www.reynolds.edu/get_started/gta/agreements/Mary_baldwin.pdf.

PROGRAM NOTES: The Accounting AAS degree requires that students have the following competencies: (1) competency in Math Essentials MTE 1-3 as demonstrated through the placement and diagnostic tests or by satisfactorily completing the required MTE units, or equivalent, and (2) competencies in reading and writing as demonstrated by placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3.

The purpose of the associate of applied science (AAS) degree curriculum is to prepare students for immediate employment upon graduation.

COMPUTER COMPETENCY REQUIREMENT: Students in this program will meet the college’s computer competency requirement by successfully completing ITE 115. Students can also meet this requirement by successfully passing the college’s computer competency exam, administered in the testing centers on each campus, in which case they will receive college credit for ITE 115. Students not passing the computer competency exam may retake the exam only once.

CURRICULUM:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC.</th>
<th>LAB.</th>
<th>CRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 211</td>
<td>Principles of Accounting I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

| BUS 100 | Introduction to Business | 3 | 0 | 3 |
| ENG 111 | College Composition I | 3 | 0 | 3 |
| ITE 115 | Introduction to Computer Applications and Concepts | 3 | 0 | 3 |
| MTH 130 | Fundamentals of Reasoning | 3 | 0 | 3 |
| SDV 100 | College Success Skills | 1 | 0 | 1 |

TOTAL: 16 0 16

| ACC 198 | Seminar and Project: Accounting Capstone | 4 | 0 | 4 |
| ACC 134 | Small Business Taxes | 3 | 0 | 3 |
| ACC 212 | Principles of Accounting II | 3 | 0 | 3 |
| ACC 215 | Computerized Accounting | 3 | 0 | 3 |
| ECO 201 | Principles of Economics I - Macroeconomics | 3 | 0 | 3 |

TOTAL: 16 0 16

| BUS 220 | Introduction to Business Statistics | 3 | 0 | 3 |
| ACC 221 | Intermediate Accounting I | 3 | 0 | 3 |
| ACC 231 | Cost Accounting I | 3 | 0 | 3 |
| BUS 240 | Introduction to Business Law | 3 | 0 | 3 |
| CST 110 | Introduction to Communication | 3 | 0 | 3 |
| ITE 140 | Spreadsheet Software | 3 | 0 | 3 |

TOTAL: 18 0 18

| ACC 222 | Intermediate Accounting II | 3 | 0 | 3 |
| ACC 241 | Auditing I | 3 | 0 | 3 |
| ACC 261 | Principles of Federal Taxation I | 3 | 0 | 3 |
| ____ | Accounting Elective | 3 | 0 | 3 |
| ____ | Humanities/Fine Arts Elective | 3 | 0 | 3 |
| ____ | Personal Wellness Elective | 0-1 | 0-2 | 1 |

TOTAL: 15-16 0-2 16

Total Minimum Credits for AAS Degree in Accounting 66

Reviewer: 03.02.18

1 Students may substitute MTH 161 for MTH 130 as a transfer option.

2 Prerequisite is ACC 211 with a grade of “C” or higher. ACC 134 can be prerequisite or co-requisite.

3 A list of approved general education electives (humanities/fine arts, social/behavioral sciences, mathematics, science, and personal wellness) is provided in the General Education section of the catalog under Curriculum Planning and Design.

4 Students may select either ACC 217 or ACC 240.

5 Prerequisite is ACC 212 with a grade of “C” or higher.
Prerequisite is ACC 211 with a grade of “B” or higher.

Accounting C
Certificate

PURPOSE: The rapid expansion of business and industry in Virginia has created a large, steady demand for qualified personnel to assist in the preparation and interpretation of accounting and financial information. The certificate in Accounting is designed for persons who are seeking their first full-time employment in the accounting field immediately upon completion of the curriculum. In addition, the program is designed for persons presently employed in accounting who desire to increase their knowledge and update their skills.

OCCUPATIONAL OBJECTIVES: The Certificate in Accounting prepares graduates for employment in any of the following occupations: Accounts Receivable Clerk, Accounts Payable Clerk, Payroll Clerk, Inventory Clerk, and other clerical positions in accounting.

ADMISSION REQUIREMENTS: General college curricular admission

PROGRAM NOTES: The Accounting Certificate requires that students have the following competencies: (1) competency in Math Essentials MTE 1-3 as demonstrated through the placement and diagnostic tests or by satisfactorily completing the required MTE units, or equivalent, and (2) competencies in reading and writing as demonstrated by placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3.

Students should consult with their faculty advisor in choosing electives or course substitutions. All program electives and course substitutions must be approved in writing by the Accounting program head.

The Accounting Certificate may transfer at the student's option directly into the Accounting AAS degree.

COMPUTER COMPETENCY REQUIREMENT: Students in this program will meet the college’s computer competency requirement by successfully completing ITE 115. Students can also meet this requirement by passing the college’s computer competency exam, administered in the testing centers on each campus, in which case they will receive college credit for ITE 115. Students not passing the computer competency exam may retake the exam only once.

GAINFUL EMPLOYMENT DISCLOSURE INFORMATION: Please see http://www.reynolds.edu/curriculum/gainful-employment-html/ge_info_202.html to access gainful employment disclosure information for this program.

CURRICULUM:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC.</th>
<th>LAB.</th>
<th>CRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 117</td>
<td>Essentials of Accounting</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

03.02.17

1 Prerequisite is ACC 211 with a grade of “C” or higher. ACC 134 can be prerequisite or co-requisite.

Administration of Justice AAS
Associate of Applied Science

PURPOSE: The Administration of Justice program is for students anticipating a career in the justice system, as well as for persons already employed in the justice system who want to enhance their professional standing and update their skills.

OCCUPATIONAL OBJECTIVES: The Administration of Justice program is designed for students who are planning careers in law enforcement, corrections (juvenile and adult), or employment in related agencies.

ADMISSION REQUIREMENTS: General college curricular admission

PROGRAM NOTES: All new students should take the English and mathematics placement tests immediately after applying. The following high school units are strongly recommended for the Administration of Justice program: four units of English, three units of college preparatory mathematics, one unit of laboratory science, and two units of foreign language. There are no physical requirements such as height, weight, eyesight, and physical dexterity; however, the student should understand that there may be such requirements for employment in criminal justice agencies.

The purpose of the Associate of Applied Science (AAS) degree curriculum is to prepare students for immediate employment...
upon graduation. Four-year college and university transfer opportunities for AAS degrees, if existing, are usually very specific in nature. Reynolds has formal transfer articulation agreements with four-year institutions that enable graduates who qualify to transfer courses completed in the AAS degree. These transfer articulation agreements are subject to change or expiration.

In addition, students may substitute some courses in the AAS degree curriculum with courses that typically transfer to senior institutions. Students interested in transferring in general or transferring under a formal transfer articulation agreement should consult with their faculty advisor upon program entry for further guidance.

COMPUTER COMPETENCY REQUIREMENT: Students in this program will meet the college's computer competency requirement by successfully completing ITE 115. Students can also meet this requirement by passing the college's computer competency exam administered in the testing centers on each campus, in which case they will receive college credit for ITE 115. Students not passing the computer competency exam may retake the exam only once.

CURRICULUM:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC. HRS.</th>
<th>LAB. HRS.</th>
<th>CRS. HRS.</th>
<th>CRE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDV 100</td>
<td>College Success Skills</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ENG 111</td>
<td>College Composition I</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ADJ 100</td>
<td>Survey of Criminal Justice</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ADJ 130</td>
<td>Introduction to Criminal Law</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ADJ 105</td>
<td>The Juvenile Justice System</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>___ 1</td>
<td>Personal Wellness Elective</td>
<td>0-2</td>
<td>0-4</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>13-15</td>
<td>0-4</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>ENG 112</td>
<td>College Composition II</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ADJ 212</td>
<td>Criminal Law, Evidence, and Procedures I</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ADJ 201</td>
<td>Criminology</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ADJ 128</td>
<td>Patrol Administration and Operations</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>___ 1</td>
<td>Approved Mathematics or Science Elective</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>___ 1</td>
<td>Social/Behavioral Science Elective</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>18</td>
<td>0</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>ADJ 2</td>
<td>Approved ADJ Elective</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ADJ 2</td>
<td>Approved ADJ Elective</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PHI 220</td>
<td>Ethics</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENG 1</td>
<td>200-Level Literature Course</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ADJ 290</td>
<td>Coordinated Internship</td>
<td>0</td>
<td>15</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>or Approved ADJ Elective, or Approved ADJ Elective</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Approved ADJ Elective

TOTAL 15 0-15 18

ADJ 116 Special Enforcement Topics 3 0 3
ITE 115 Introduction to Computer Applications and Concepts 3 0 3
CST 100 Principles of Public Speaking 3 0 3
___ 3 Approved Elective 3 0 3
___ 3 Approved Elective 3 0 3
TOTAL 15 0 15

Total Minimum Credits for AAS Degree in Administration of Justice 66

American Sign Language-English Interpretation AAS
Associate of Applied Science

PURPOSE: The degree in American Sign Language (ASL)-English Interpretation is designed to prepare individuals for a career in sign language interpretation.

OCCUPATIONAL OBJECTIVES: A majority of full-time ASL-English Interpretation positions in the Commonwealth are found in the K-12 public school setting. The minimum requirement to work as an ASL-English Interpreter in the K-12 setting in Virginia is a VQAS Level III, an EIPA of 3.5 or higher, or National Interpreting Certificate (NIC) certification. Those interpreters who attain NIC certification may also consider freelance and contract interpreting opportunities, including the expanding fields of video relay service (VRS) and video remote interpreting (VRI), which both utilize interactive video technology via the Internet.

ADMISSION REQUIREMENTS: General college curricular admission

PROGRAM NOTES: ASL-English Interpretation is a two-year, full-time course of study that enrolls new students annually to begin coursework during the spring or summer.
semester with programmatic content provided year-round until completion. Candidates for admission to the program must provide evidence of fluency in both English and ASL. Fluency in English is demonstrated by placement into ENG 111. Fluency in ASL is demonstrated by completion of the American Sign Language Career Studies Certificate. Fluency in ASL may also be demonstrated through a diagnostic interview with the American Sign Language and Interpreter Education (ASL&IE) coordinator.

Successful completion of the 3-step NIC process results in national certification as an ASL-English Interpreter, which may be maintained through the Registry of Interpreters for the Deaf (RID) via continuing education. As of July 1, 2012, individuals are required to have a bachelor's degree, or equivalent, as determined by the National Council on Interpreting (NCI), in order to sit for the NIC evaluation. For more information, please contact the ASL&IE coordinator regarding alternative pathways to certification (i.e., without a bachelor's degree). For more information on the NIC, please visit www.rid.org.

As part of the ASL-English Interpretation AAS curriculum, the student must receive a passing score on either the VQAS, EIPA, or NIC written assessment portion and “C” or higher in INT 130 prior to initiating INT 280, Interpreter Assessment Preparation. It is typical for students to sit for the VQAS or EIPA performance exam during the fall semester of year 2. Initiation of INT 290, ASL-English Interpretation Internship, during the spring of year 2 is typical. The Virginia Quality Assurance Screening (VQAS) is a state screening, valid for three years, by which time the interpreter must be screened again or the credential is no longer valid. For more information on the VQAS, please visit http://www.vddhh.org or contact the Virginia Department for the Deaf and Hard of Hearing (VDDHH) at 1-800-552-7917 [V/TTY]. The Educational Interpreter Performance Assessment (EIPA) is administered by Boys’ Town. For more information, please visit www.classroominterpreting.org

FINANCIAL REQUIREMENTS:

Books and Supplies $400 first semester; $200 for all other semesters
Certification/Testing Fees Contact RID for NIC fees; contact VDDHH for VQAS fees; contact Boys’ Town for EIPA fees

COMPUTER COMPETENCY REQUIREMENT: Students in this program will meet the college’s computer competency requirement by successfully completing ITE 115. Students can also meet this requirement by passing the college’s computer competency exam administered in the testing centers on each campus, in which they will receive college credit for ITE 115. Students not passing the computer competency exam may retake the exam only once.

CURRICULUM:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC.</th>
<th>LAB.</th>
<th>CRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>HRS.</td>
<td>HRS.</td>
<td>CRE.</td>
</tr>
<tr>
<td>Summer, Year 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SDV 100</td>
<td>College Success Skills</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>INT 105</td>
<td>Interpreting Foundations I (English)</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>INT 106</td>
<td>Interpreting Foundations II (ASL)</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>9</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Fall, Year 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 111</td>
<td>College Composition I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>INT 107</td>
<td>Translation Skills</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>INT 133¹</td>
<td>ASL-to-English Interpretation I</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>INT 134¹</td>
<td>English-to-ASL Interpretation I</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>11</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>Spring, Year 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INT 130²</td>
<td>Interpreting: An Introduction to the Profession</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>INT 233¹</td>
<td>ASL-to-English Interpretation II</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>INT 234¹</td>
<td>English-to-ASL Interpretation II</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>ASL 225</td>
<td>Literature of the U.S. Deaf Community</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>10</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>Summer, Year 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ITE 115</td>
<td>Introduction to Computer Applications and Concepts</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>INT 280²</td>
<td>Interpreter Assessment Preparation</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>6</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Fall, Year 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INT 237</td>
<td>Interpreting ASL in Safe Settings</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>______³</td>
<td>Personal Wellness Elective</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>ASL__⁴</td>
<td>ASL or INT Elective</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>______⁴</td>
<td>ASL or INT Elective</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>INT 250</td>
<td>Dialogic Interpretation I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>______⁵</td>
<td>Math or Science Elective</td>
<td>3-4</td>
<td>0-2</td>
<td>3-4</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>13-14</td>
<td>0-2</td>
<td>13-14</td>
</tr>
<tr>
<td>Spring, Year 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INT 290⁶</td>
<td>ASL-English Interpreter Internship</td>
<td>0</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>______³</td>
<td>Social/Behavioral Science Elective</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ASL__⁴</td>
<td>ASL or INT Elective</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>______⁴</td>
<td>ASL or INT Elective</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>CST 100⁷</td>
<td>Principles of Public Speaking</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>
### Architectural and Engineering Technology AAS

#### Associate of Applied Science

**SPECIALIZATIONS:**
- Contemporary Technology for Design
- Building Construction Management

**PURPOSE:** The Architectural and Engineering Technology degree is designed to develop qualified technicians for the field of engineering. The technician serves as an important link between the engineering professional and the skilled tradesperson in the design, construction, and operation of engineering projects.

**OCCUPATIONAL OBJECTIVES:** This program will provide graduates with the skills and specialized knowledge for employment as highly-trained architectural draftspersons; managers for the construction industry; technicians for construction projects, such as highway, bridge, dam, commercial, and residential construction; and other related occupations in a highly active industry. Employment opportunities are numerous from the planning stage through project completion and inspection in the following areas: construction industry in private enterprise, government-related business, consulting, and other engineering-related activities.

**ADMISSION REQUIREMENTS:** General college curricular admission

**PROGRAM NOTES:** In addition to general college admission, applicants shall have (1) completed placement testing and (2) met with their advisor to establish a planned course of study prior to being allowed to register for courses.

Satisfactory completion of the following high school units or their equivalent, at a minimum, is strongly recommended: four units of English, one unit of laboratory science (preferably physical science), one unit of social studies, and two units of mathematics (one unit of algebra and one unit of geometry).

**COMPUTER COMPETENCY REQUIREMENT:** Students in this program will meet the Reynolds computer competency requirement by successfully completing CSC 155 or ITE 115. Students can also meet this requirement by passing the Reynolds computer competency exam, administered in the testing centers on each campus, in which case they will receive college credit equivalent, at a minimum, is strongly recommended: four units of English, one unit of laboratory science (preferably physical science), one unit of social studies, and two units of mathematics (one unit of algebra and one unit of geometry).

**CURRICULUM:**

### All Specializations

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC.</th>
<th>LAB.</th>
<th>CRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DRF 231</td>
<td>Computer-Aided Drafting I</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>CSC 155 or ITE 115</td>
<td>Computer Concepts and Applications or Introduction to Computer Applications and Concepts</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>5</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td><strong>Fall, Year 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SDV 100</td>
<td>College Success Skills</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>MTH 131</td>
<td>Technical Mathematics</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ARC 121</td>
<td>Architectural Drafting I</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>ARC 131</td>
<td>Materials and Methods of Construction I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>DRF 232</td>
<td>Computer-Aided Drafting II</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
### CURRICULUM: Contemporary Technology for Design

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC.</th>
<th>LAB.</th>
<th>CRS.</th>
<th>CRE.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spring, Year 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BLD 103</td>
<td>Principles of Residential Building Construction Inspection</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>DRF 238</td>
<td>Computer-Aided Modeling and Rendering I</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ARC 122</td>
<td>Architectural Drafting II</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ARC 132</td>
<td>Materials and Methods of Construction II</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ARC 221</td>
<td>Architecture CAD Applications Software I</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>12</td>
<td>7</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Fall, Year 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 111</td>
<td>College Composition I</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BLD 103</td>
<td>Principles of Residential Building Construction Inspection</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ARC 241</td>
<td>Building Mechanical Systems</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BLD 200</td>
<td>Sustainable Construction</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Personal Wellness Elective</td>
<td>0-1</td>
<td>0-2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>12-13</td>
<td>0-2</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td><strong>Spring, Year 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARC 242</td>
<td>Building Electrical Systems</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BLD 231</td>
<td>Construction Estimating</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ARC 201</td>
<td>History of Modern Architecture or Humanities/Fine Arts Elective</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ARC 222</td>
<td>Architecture CAD Applications Software II</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MTH 154</td>
<td>Quantitative Reasoning</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>14</td>
<td>2</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

**Total Minimum Credits for AAS Degree in Architectural and Engineering Technology, Contemporary Technology for Design Specialization**

65

---

### CURRICULUM: Building Construction Management Specialization

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC.</th>
<th>LAB.</th>
<th>CRS.</th>
<th>CRE.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spring, Year 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BLD 200</td>
<td>Sustainable Construction</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ARC 122</td>
<td>Architectural Drafting II</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ARC 132</td>
<td>Materials and Methods of Construction II</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BLD 101</td>
<td>Construction Management I</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>11</td>
<td>3</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td><strong>Fall, Year 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 111</td>
<td>College Composition I</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BLD 103</td>
<td>Principles of Residential Building Construction Inspection</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ARC 241</td>
<td>Building Mechanical Systems</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BLD 210</td>
<td>Building Structures</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ARC 221</td>
<td>Architectural CAD Applications Software I</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Personal Wellness Elective</td>
<td>0-1</td>
<td>0-2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>14-15</td>
<td>2-4</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Spring, Year 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BLD 231</td>
<td>Construction Estimating</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BLD 247</td>
<td>Construction Planning and Scheduling</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MTH 154</td>
<td>Quantitative Reasoning</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Approved Technical Elective</td>
<td>2-3</td>
<td>0-3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ARC 201</td>
<td>History of Modern Architecture or Humanities/Fine Arts Elective</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Humanities/Fine Arts Elective</td>
<td>2</td>
<td>0-3</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>14-15</td>
<td>0-3</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

**Total Minimum Credits for AAS Degree in Architectural and Engineering Technology, Building Construction Management Specialization**

65

---

1. Students with experience in computer-aided drafting may petition the program head to earn credit by ABLE for this course.

2. A list of approved general education electives (humanities/fine arts, social/behavioral sciences, mathematics, science, and personal wellness) is provided in the General Education section of the catalog under Curriculum Planning and Design.

3. ARC 201 is the preferred course. However, a list of approved humanities/fine arts electives is provided in the General Education section of the catalog under Curriculum Planning and Design.

4. Approved technical electives are ARC 222 and GOL 105.
Automotive Technology C Certificate

PURPOSE: The Automotive Certificate curriculum trains future technicians to help meet the community’s transportation needs. An automotive technician ensures that automobiles and trucks are safe to operate on roads and highways and is responsible for educating vehicle owners regarding the status of their vehicle. The curriculum covers both theory and shop training with an emphasis on service and minor repair. As a result of instruction, students should be able to describe the purpose and function of each vehicle system and identify the parts involved and how they work. The program will provide students with experience and sufficient hands-on experience in the maintenance and repair of a wide variety of automobiles, as well as light to medium duty trucks.

OCCUPATIONAL OBJECTIVES: Automotive technicians are typically employed at automotive repair shops or dealerships where they collaborate to meet the needs of customers. They may work in a wide variety of positions, such as quick lube technicians, maintenance technicians, diagnostic experts, parts department workers, service advisors, shop foremen, or service managers.

ADMISSION REQUIREMENTS: General college curricular admission

PROGRAM NOTES: Students are required to meet with the program head either before registering for their first semester or early in their first semester of study.

COMPUTER COMPETENCY REQUIREMENT: Students in this program will meet the college’s computer competency requirement by successfully completing ITE 115. Students can also meet this requirement by successfully passing the college’s computer competency exam, administered in the testing centers on each campus, in which case they will receive college credit for ITE 115. Students not passing the computer competency exam may retake the exam only once.

GAINFUL EMPLOYMENT DISCLOSURE INFORMATION: Please see www.reynolds.edu/curriculum/gainful-employment-html/ge_info_902.html to access gainful employment disclosure information for this program.

CURRICULUM:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC. HRS.</th>
<th>LAB. HRS.</th>
<th>CRS. CRE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUT 101</td>
<td>Introduction to Automotive Systems</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>WEL 120</td>
<td>Fundamentals of Welding</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>MTH 111</td>
<td>Basic Technical Mathematics</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>SDV 100</td>
<td>College Success Skills</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>AUT 265</td>
<td>Automotive Braking Systems</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>AUT 241</td>
<td>Automotive Electricity I</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>11</td>
<td>11</td>
<td>15</td>
</tr>
</tbody>
</table>

03.02.18

1 A list of approved general education electives (humanities/fine arts, social/behavioral sciences, mathematics, and science) is provided in the General Education section of the catalog under Curriculum Planning and Design.

2 With program head approval, in writing, the following is a list of AUT 197 substitutions that may be allowed:

- AUT 136 -- Automotive Vehicle Inspection (2 cr.)
- BUS 100 -- Introduction to Business (3 cr.)
- BUS 200 -- Principles of Management (3 cr.)
- BUS 201 -- Organizational Behavior (3 cr.)
- CST 110 -- Introduction to Communication (3 cr.)

Culinary Arts AAS Associate of Applied Science

SPECIALIZATIONS:
REYNOLDS COMMUNITY COLLEGE

Culinary Arts
Pastry Arts
Culinary Management

PURPOSE: The Culinary Arts program provides a comprehensive occupational-technical education that prepares students with the skills needed for immediate industry employment opportunities as culinary artisans and managers within a variety of culinary, food service, hospitality, and retail paths.

OCCUPATIONAL OBJECTIVES: The Culinary Arts specialization prepares graduates to enter kitchens as professional cooks in hotels, resorts, restaurants, catering operations, and a variety of retail businesses. The Pastry Arts specialization prepares students to enter kitchens as professional pastry cooks in hotels, resorts, restaurants, catering operations, and a variety of businesses, while also preparing students interested in opening their own pastry facility or business. The Culinary Management specialization prepares students to enter kitchens as entry-level supervisors and managers in hotels, resorts, restaurants, catering operations, and a variety of retail businesses.

ADMISSION REQUIREMENTS: General college curricular admission

PROGRAM NOTES: The Culinary Arts AAS degree requires that students have the following competencies: (1) competency in Math Essentials MTE 1-3 as demonstrated through the placement and diagnostic tests or by satisfactorily completing the required MTE units, or equivalent, and (2) competencies in reading and writing as demonstrated by placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3 or completion of a college-level composition course. Students needing to complete developmental studies courses in English or mathematics may take those courses concurrently with HRI courses, if approved by the program head.

Faculty provide advising to enhance student success. All students wishing to enroll in Culinary Arts must attend an advising session. Once enrolled, students must meet with their advisor every semester to review their scheduling strategy and status toward graduation. Information about advising and enrolling in classes is available at http://www.reynolds.edu/CulinaryAdvising.

Students who earn a final grade lower than “C” in any HRI course must obtain permission from their advisor to continue the major in Culinary Arts. Students will be required to repeat courses in their major when grades lower than “C” are earned. Exceptions must be approved in writing by the program head.

The competency-based nature of the curriculum allows students with previous educational studies, training, or experience to be evaluated for advanced standing. Students who believe they are eligible for such consideration are required to meet with the program head to discuss eligibility for evaluation and possible advanced standing.

The purpose of the associate of applied science (AAS) degree curriculum is to prepare students for immediate employment upon graduation. Four-year college and university transfer opportunities for AAS degrees, if existing, are usually very specific in nature. Students may however, substitute some courses in the AAS degree curriculum with courses that generally transfer to senior institutions. Students should consult the program head at the earliest possible date for further guidance and are advised to get assurances in writing in advance from the institution to which they wish to transfer.

ACCREDITATION: The Culinary Arts Associate of Applied Science is accredited by the American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC). Students who graduate from our Culinary Arts Associate of Applied Science in Culinary Arts and are American Culinary Federation (ACF) members at the time of graduation are eligible for free ACF certification as a Certified Culinarian®. Students who are not ACF members may still earn their Certified Culinarian® credential for a fee set by the ACFEFAC. Graduates who use this benefit have an advantage when seeking employment, because certification is representative of having the knowledge and skills to be successful.

CULINARY APPRENTICESHIP: The American Culinary Federation (ACF) offers a three-year apprenticeship program. Reynolds does not administer the apprenticeship, but does provide the educational component of the program. Interested parties should contact the ACF Virginia Chefs Association at vachefs.org for further information.

COMPUTER COMPETENCY REQUIREMENT: Students in this program will meet the college’s computer competency requirement by successfully completing HRI 159.

CURRICULUM SEQUENCE: The curriculum sequences illustrated below are examples of how courses may be completed. For complete information, visit http://www.reynolds.edu/ApprenticeSequence. Many students are academically prepared and disciplined enough to earn the Culinary Arts Associate of Applied Science in an accelerated manner. A fast-track, 15-month schedule may be viewed at http://www.reynolds.edu/ApprenticeSequence. Due to the accelerated pace and intensive workload, students should carefully consider this scheduling option prior to enrolling. Students must meet with the program head and receive approval for entry into this track; college transfer credit and prior related work experience are required.

REQUIRED UNIFORMS AND TOOL KITS: Students enrolled in HRI courses must wear an approved uniform and possess an approved tool kit for HRI courses. Specifications may be obtained at http://www.reynolds.edu/uniforms-for-culinary or from the program head. All required items are available through the campus bookstore, and financial aid may be used to assist with obtaining these items.

FINANCIAL REQUIREMENTS: In addition to the regular college tuition and fees, the Culinary Arts AAS degree and specializations require the following:

<table>
<thead>
<tr>
<th>Approved uniform items:</th>
<th>$160.00 +/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>chef jacket, chef pants, slip resistant black kitchen safety shoes, hat, apron</td>
<td></td>
</tr>
<tr>
<td>Supplies: medium black sharpie marker, yellow highlighter, basic pocket</td>
<td>$25.00 +/-</td>
</tr>
</tbody>
</table>
These costs are approximate, are subject to change without notice, and do not cover transportation costs.

**DIETARY EXCEPTION POLICY:** While enrolled and participating in the Culinary Arts program, especially laboratories, students will come into contact with various ingredients, some of which are familiar to them and many that are not. The Culinary Arts AAS is aligned with industry standards and expectations, which require students to be industry-ready upon completion of the program. The industry expects taste development; therefore, a majority of the program revolves around “tasting as you go” as a standard of higher-level cooking, comprehension, and assessment. Without directly participating in tasting, the chances of a successful dish and grade are highly compromised. The following areas address these potential concerns:

**Tasting** – Part of the educational portion of the program is exposure to new ingredients, products, and flavor pairings. During required classes, students will participate in tasting activities of foods that include safe to eat raw and fresh ingredients; cooked ingredients; and fresh, uncooked, and cooked dishes. Students will be expected to taste all items, except those that are documented on file as food restrictions. The process of discerning tastes, flavors, seasonings, and “dish needs” is included as part of the grading rubric. Students who do not participate in tasting activities will have their grade adjusted accordingly.

**Allergies** – The college is committed to student safety. Students with allergy concerns need to provide documentation of food allergies from their doctor to be registered and on file with the Office of Student Accommodations, at which time the student will be provided an accepted accommodations form for presentation to every instructor for each related course, each semester. Students need to provide in written form the process for assisting them if an issue arises related to this. It is the student’s responsibility to assure these documents are on file with the Office of Student Accommodations and that they are shared with faculty prior to being needed. In the event that a student opts out of a tasting activity, the instructor will offer a relevant alternative written assignment for the student to complete as a graded alternative to the objectionable tasting activity. A second option, referred to as the “Taste and Spit Method,” is also available. Tasting and subsequent spitting allow the student to experience the sensory attributes of the food without actually consuming the food. This option satisfies the intended learning benefits of tasting and would not require the completion of the alternative written assignment. During the first week of classes, students need to inform faculty in written form of any religious restrictions.

**Restrictive and Medical Diets** – Documented accommodations through the Office of Accommodations are intended to provide a safe environment for students. Only documented restrictions that provide students a reasonable ability to complete the course and program objectives may be accommodated. It is possible that not all requested accommodations will be granted through the Office of Student Accommodations, as those that are provided may still require students to complete tasks, recipes, and formulas that work with the product in question as part of comprehensive learning. As an example, a student with Celiac’s Disease who opts out of a tasting activity will be offered a relevant alternative written assignment as a graded alternative to the objectionable tasting activity.

**Lifestyle and Elective Diets** – Whereas the choice of following a lifestyle or elective diet is respected, there are instances where they may not be accommodated within this program. These diets include, but are not limited to, Vegan, Raw Only, Vegetarian, Lacto-Ovo, Lacto, Ovo, Pollotarian, Pescatarian, and Flexitarian. Students may choose not to participate in certain tasting activities; however, their grade will be reflective of these choices. Students may choose an option referred to as the “Taste and Spit Method.” Tasting and subsequent spitting allow the student to experience the sensory attributes of the food without actually consuming the food. Students who choose to taste may spit out the product after assessing the characteristics related to the educational objectives. Students with a particular concern or question should reach out directly to the program head or the Office of Student Accommodations.

**TECHNICAL STANDARDS:** It is understood that any student who is otherwise qualified may be able to use reasonable accommodations in order to meet program standards that are necessary for employment in the culinary industry. Students with an identified disability should contact the Office of Student Accommodations in order to receive available, reasonable accommodations. Students in the Culinary Arts program must have the ability to perform sufficiently kitchen, internship, externship, dining room, market cafe, laboratory, and classroom activities and procedures. A list of essential functions, educational and industry standards, and related examples is provided at http://www.reynolds.edu/standards.

**CURRICULUM:**

Culinary Arts Specialization

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC.</th>
<th>LAB.</th>
<th>CRS. HRS.</th>
<th>HRS.</th>
<th>CRE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111</td>
<td>College Composition I</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### CURRICULUM:
#### Culinary Arts Specialization

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRI 106</td>
<td>Principles of Culinary Arts I</td>
</tr>
<tr>
<td>HRI 115</td>
<td>Food Service Managers Sanitation Certification</td>
</tr>
<tr>
<td>MTH 130</td>
<td>Fundamentals of Reasoning</td>
</tr>
<tr>
<td>SDV 101</td>
<td>Orientation to Culinary and Pastry Arts</td>
</tr>
<tr>
<td>HRI 195</td>
<td>Topics in Hospitality Management: Storeroom Operations and Inventory Management</td>
</tr>
<tr>
<td>SPA 195</td>
<td>Topics in Spanish: Spanish Communications for the Hospitality Industry</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>HRI 190</td>
<td>Coordinated Internship in Culinary Arts</td>
</tr>
<tr>
<td>HRI 218</td>
<td>Fruit, Vegetable, and Starch Preparation</td>
</tr>
<tr>
<td>HRI 106</td>
<td>Principles of Culinary Arts I</td>
</tr>
<tr>
<td>HRI 119</td>
<td>Applied Nutrition for Food Service</td>
</tr>
<tr>
<td>HRI 195</td>
<td>Topics in Hospitality Management: Applied Nutrition for Food Service Laboratory</td>
</tr>
<tr>
<td>HRI ___</td>
<td>Approved Culinary Arts Elective</td>
</tr>
<tr>
<td>HRI 218</td>
<td>Fruit, Vegetable, and Starch Preparation</td>
</tr>
<tr>
<td>HRI ___</td>
<td>Approved Culinary Arts Elective</td>
</tr>
<tr>
<td>HRI 119</td>
<td>Applied Nutrition for Food Service</td>
</tr>
<tr>
<td>HRI 195</td>
<td>Topics in Hospitality Management: Applied Nutrition for Food Service Laboratory</td>
</tr>
<tr>
<td>HRI 218</td>
<td>Fruit, Vegetable, and Starch Preparation</td>
</tr>
<tr>
<td>HRI ___</td>
<td>Approved Culinary Arts Elective</td>
</tr>
<tr>
<td>HRI 119</td>
<td>Applied Nutrition for Food Service</td>
</tr>
<tr>
<td>HRI 195</td>
<td>Topics in Hospitality Management: Applied Nutrition for Food Service Laboratory</td>
</tr>
<tr>
<td>HRI ___</td>
<td>Approved Culinary Arts Elective</td>
</tr>
<tr>
<td>HRI 119</td>
<td>Applied Nutrition for Food Service</td>
</tr>
<tr>
<td>HRI 195</td>
<td>Topics in Hospitality Management: Nutrition for Food Service Laboratory</td>
</tr>
</tbody>
</table>

| TOTAL | 10-11 8-13 13 |

#### Pastry Arts Specialization

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRI 115</td>
<td>Food Service Managers Sanitation Certification</td>
</tr>
<tr>
<td>MTH 130</td>
<td>Fundamentals of Reasoning</td>
</tr>
<tr>
<td>ENG 111</td>
<td>College Composition I</td>
</tr>
<tr>
<td>HRI 195</td>
<td>Topics in Hospitality Management: Storeroom Operations and Inventory Management</td>
</tr>
<tr>
<td>SPA 195</td>
<td>Topics in Spanish: Spanish Communications for the Hospitality Industry</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>HRI 190</td>
<td>Coordinated Internship in Pastry Arts</td>
</tr>
<tr>
<td>HRI 159</td>
<td>Introduction to Hospitality Industry Computer Systems</td>
</tr>
<tr>
<td>___</td>
<td>Social/Behavioral Science Elective</td>
</tr>
<tr>
<td>HRI 226</td>
<td>Leadership and Kitchen Management or Contemporary Culinary Artistry and Innovation</td>
</tr>
<tr>
<td>HRI 287</td>
<td>Contemporary Culinary Artistry and Innovation</td>
</tr>
<tr>
<td>HRI 295</td>
<td>Topics in Hospitality Management: Current Issues and Environmental Responsibilities in the Hospitality Industry</td>
</tr>
<tr>
<td>HRI 251</td>
<td>Food and Beverage Cost Control I</td>
</tr>
<tr>
<td>HRI 220</td>
<td>Meat, Seafood, and Poultry Preparation</td>
</tr>
<tr>
<td>HRI ___</td>
<td>Approved Culinary Arts Elective</td>
</tr>
<tr>
<td>___</td>
<td>Humanities/Fine Arts Elective</td>
</tr>
<tr>
<td>HRI 134</td>
<td>Food and Beverage Service Management</td>
</tr>
</tbody>
</table>

| TOTAL | 10-11 8-13 13 |
### ACADEMIC PROGRAMS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRI 226 or HRI 287</td>
<td>Leadership and Kitchen Management or Contemporary Culinary Artistry and Innovation</td>
<td>2 0 2</td>
</tr>
<tr>
<td>HRI 295</td>
<td>Topics in Hospitality Management: Current Issues and Environmental Responsibilities in the Hospitality Industry</td>
<td>1 0 1</td>
</tr>
<tr>
<td>___ ___ 2</td>
<td>Social/Behavioral Science Elective</td>
<td>3 0 3</td>
</tr>
<tr>
<td>HRI 159</td>
<td>Introduction to Hospitality Industry Computer Systems</td>
<td>2 2 3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>7-8 2-4 9</td>
</tr>
<tr>
<td>HRI 251</td>
<td>Food and Beverage Cost Control I</td>
<td>3 0 3</td>
</tr>
<tr>
<td>HRI 288</td>
<td>Health-conscious Baking</td>
<td>2 3 3</td>
</tr>
<tr>
<td>HRI ___ 4</td>
<td>Approved Pastry Arts Elective</td>
<td>2 3 3</td>
</tr>
<tr>
<td>___ ___ 2</td>
<td>Humanities/Fine Arts Elective</td>
<td>3 0 3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>10 6 12</td>
</tr>
<tr>
<td>HRI 134</td>
<td>Food and Beverage Service Management</td>
<td>2 3 3</td>
</tr>
<tr>
<td>HRI 286</td>
<td>Wedding and Specialty Cakes</td>
<td>2 3 3</td>
</tr>
<tr>
<td>HRI 281</td>
<td>Artisan Breads</td>
<td>2 3 3</td>
</tr>
<tr>
<td>CST 100</td>
<td>Principles of Public Speaking</td>
<td>3 0 3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>9 9 12</td>
</tr>
<tr>
<td>HRI 299</td>
<td>Supervised Study: Capstone Study in Pastry Arts</td>
<td>0 15 3</td>
</tr>
<tr>
<td>HRI 190</td>
<td>Coordinated Internship in Pastry Arts</td>
<td>0 15 3</td>
</tr>
<tr>
<td>HRI 290</td>
<td>Coordinated Internship in Pastry Arts</td>
<td>0 15 3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>0 45 9</td>
</tr>
</tbody>
</table>

*Total Minimum Credits for AAS Degree in Culinary Arts, Pastry Arts Specialization: 67*

**CURRICULUM:**

**Culinary Management Specialization**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDV 101</td>
<td>Orientation to Culinary and Pastry Arts</td>
<td>1 0 1</td>
</tr>
<tr>
<td>HRI 115</td>
<td>Food Service Managers Sanitation Certification</td>
<td>1 0 1</td>
</tr>
<tr>
<td>HRI 106</td>
<td>Principles of Culinary Arts I</td>
<td>2 3 3</td>
</tr>
<tr>
<td>MTH 130</td>
<td>Fundamentals of Reasoning</td>
<td>3 0 3</td>
</tr>
<tr>
<td>ENG 111</td>
<td>College Composition I</td>
<td>3 0 3</td>
</tr>
<tr>
<td>HRI 195</td>
<td>Topics in Hospitality Management: Storeroom</td>
<td>0 5 1</td>
</tr>
</tbody>
</table>

**Concentration in Pastry Arts:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRI 226 or HRI 287</td>
<td>Leadership and Kitchen Management or Contemporary Culinary Artistry and Innovation</td>
<td>2 0 2</td>
</tr>
<tr>
<td>HRI 287</td>
<td>Contemporary Culinary Artistry and Innovation</td>
<td>1 2 2</td>
</tr>
<tr>
<td>HRI 299</td>
<td>Supervised Study: Capstone Study in Culinary Management</td>
<td>0 15 3</td>
</tr>
<tr>
<td>HRI 190</td>
<td>Coordinated Internship in Pastry Arts</td>
<td>0 15 3</td>
</tr>
<tr>
<td>HRI 290</td>
<td>Coordinated Internship in Culinary Management</td>
<td>0 15 3</td>
</tr>
</tbody>
</table>

**Leadership and Kitchen Management or Contemporary Culinary Artistry and Innovation**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRI 295</td>
<td>Topics in Hospitality Management: Current Issues and Environmental Responsibilities in the Hospitality Industry</td>
<td>1 0 1</td>
</tr>
<tr>
<td>SPA 195</td>
<td>Topics in Spanish: Spanish Communications for the Hospitality Industry</td>
<td>1 0 1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>11 8 13</td>
</tr>
<tr>
<td>HRI 218</td>
<td>Fruit, Vegetable, and Starch Preparation</td>
<td>2 3 3</td>
</tr>
<tr>
<td>HRI 119</td>
<td>Applied Nutrition for Food Service</td>
<td>2 0 2</td>
</tr>
<tr>
<td>HRI 122</td>
<td>Applied Nutrition for Food Service Laboratory</td>
<td>0 5 1</td>
</tr>
<tr>
<td>ACC 117</td>
<td>Essentials of Accounting</td>
<td>3 0 3</td>
</tr>
<tr>
<td>HRI 190</td>
<td>Coordinated Internship in Pastry Arts</td>
<td>0 5 1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>7 13 10</td>
</tr>
<tr>
<td>HRI 226</td>
<td>Leadership and Kitchen Management</td>
<td>2 0 2</td>
</tr>
<tr>
<td>HRI 237</td>
<td>Current Issues and Environmental Responsibilities in the Hospitality Industry</td>
<td>1 0 1</td>
</tr>
<tr>
<td>HRI 159</td>
<td>Introduction to Hospitality Industry Computer Systems</td>
<td>2 2 3</td>
</tr>
<tr>
<td>___ ___ 2</td>
<td>Social/Behavioral Science Elective</td>
<td>3 0 3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>8 2 9</td>
</tr>
<tr>
<td>HRI 251</td>
<td>Food and Beverage Cost Control I</td>
<td>3 0 3</td>
</tr>
<tr>
<td>HRI 257</td>
<td>Catering Management</td>
<td>3 0 3</td>
</tr>
<tr>
<td>HRI 275</td>
<td>Hospitality Law</td>
<td>3 0 3</td>
</tr>
<tr>
<td>___ ___ 2</td>
<td>Humanities/Fine Arts Elective</td>
<td>3 0 3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>12 0 12</td>
</tr>
<tr>
<td>HRI 134</td>
<td>Food and Beverage Service Management</td>
<td>2 3 3</td>
</tr>
<tr>
<td>HRI ___ 5</td>
<td>Approved Culinary Management Elective</td>
<td>3 0 3</td>
</tr>
<tr>
<td>HRI ___ 5</td>
<td>Approved Culinary Management Elective</td>
<td>3 0 3</td>
</tr>
<tr>
<td>HRI ___ 5</td>
<td>Approved Culinary Management Elective</td>
<td>3 0 3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>11 3 12</td>
</tr>
</tbody>
</table>

College Catalog 2018-2019
Dental Assisting Certificate

**Purpose:** (1) To prepare students to perform the following services under supervision of a dentist: chairside assistance, including preparation of impression and restorative materials; exposing and processing intraoral or extraoral dental radiographs; laboratory and office management procedures; dental health education; recognition of emergencies; and patient care as authorized by the Virginia Board of Dentistry. (2) To qualify students for the Dental Assisting National Board Certification Examination.

**Occupational Objectives:** This program is designed to provide essential technological and practical knowledge required for a dental assistant to perform efficiently in a dental office. Training experiences in nearby dental clinics and private dental offices are provided.

**Admission Requirements:** General college curricular admission

**Additional Admission Requirements:** Applicants must complete placement testing and submit their official high school transcript, GED, or certificate of completion of home schooling and college (if applicable) transcripts to Central Admissions and Records. The transcript must document completion of high school biology and one unit of high school math with a grade of "C" or better or completion of Reynolds equivalent BIO 1 and MTE 3 with a grade of "S." Students must complete all developmental coursework prescribed as a result of Reynolds placement tests.

**Program Notes:** This program accepts new students in the spring and fall semesters of each year. Students admitted to Dental Assisting will be approved for entry into major/clinical courses (DNA 100 and higher) when they have satisfied the following requirements:

1. All applicants will need to complete the general education prerequisites included in the Pre-Dental Assisting Career Studies Certificate and any developmental courses prescribed by placement testing. (Please see reynolds.edu/career/Pre-Dental_AssistingCSC.aspx for information on this career studies certificate.) All developmental courses must be completed with a grade of "S." General education courses must be completed with a grade of "C" or better.

2. College students transferring in all general education course requirements need to contact the program head for information. Students transferring in a partial number of courses must complete relevant components of the Pre-Dental Assisting CSC to ensure all prerequisites are met.

3. The Dental Assisting Certificate program has two program starts during the year, once in the spring semester and once in the fall semester. Students wishing to enter the Dental Assisting Certificate program must have all developmental and Pre-Dental Assisting CSC courses completed prior to the semester they plan to enroll in.

4. After completing all developmental and Pre-Dental Assisting CSC courses, students will need to interview with the program head to be eligible to enter the Dental Assisting Certificate. Enrollment in the Dental Assisting program is limited, so contact with the program head is imperative. Students enrolling in a fall semester should have the interview completed by the end of June. Students enrolling in a spring semester should have the interview completed by the end of September.

5. A completed Student Health Form must be submitted prior to registering for the first semester of courses. This form will be obtained during the interview with the program head.

Any student whose final grade falls below "C" in any course must obtain permission from the program head to continue the major in Dental Assisting. Students are responsible for transportation to and from facilities used for clinical experiences. DNA courses are sequential unless otherwise determined by the program head.

**Financial Requirements:** Due to the increase in enrollment in the program, the number of DNA courses a student can enroll into may not meet the full-time status for financial aid.

In addition to the regular college tuition and fees, the Dental Assisting program requires the following:

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbooks</td>
<td>$300.00*</td>
</tr>
<tr>
<td>Uniforms, Lab Coat, Safety Glasses, Name Tag, Physical</td>
<td>$300.00*</td>
</tr>
</tbody>
</table>
**ESSENTIAL FUNCTIONAL SKILLS REQUIREMENTS:** Students entering the Dental Assisting program must possess the physical ability to do the following: 1) aid in lifting and moving supplies and patients; 2) hear verbal communication and equipment sounds; 3) discern shades of color; 4) interact effectively with instructors, patients, and clinical and extern personnel; and 5) demonstrate manual dexterity to manipulate materials. These essential functions are all validated on the Student Health Form and include the following:

- Sufficient eyesight to observe small objects inside and outside the mouth; to read procedures manuals, records, and computers; and to manipulate materials.
- Sufficient hearing to communicate with instructors, patients, and dental staff and to monitor and operate equipment.
- Satisfactory speaking, reading, and writing skills to effectively understand and communicate in English in a timely manner.
- Sufficient gross and fine motor skills and coordination to exhibit excellent eye-hand skills and dexterity to manipulate materials, equipment, and instruments and to have coordination in lifting, stooping, walking, and bending.
- Satisfactory physical strength and endurance to be sitting or on feet for extended periods of time; to move heavy equipment and supplies; and to walk, bend, and reach.
- Satisfactory intellectual, emotional, and psychological health and functioning to ensure instructor, patient, and dental staff safety and to exercise independent judgment and discretion to perform assigned tasks.
- Sufficient time management skills to effectively attend to multiple priorities and operate in a fast-paced setting.
- Satisfactory critical thinking skills and comprehension of detailed instructions to effectively operate in a dental setting.

Clinical facilities used by the program may mandate additional requirements for students that include, but may not be limited to, dress, body jewelry, and tattoo codes and conformance with professional standards. Students will be informed prior to clinical rotations of any additional requirements.

**BACKGROUND CHECKS:** Background checks are required of all students prior to entering any clinical rotations. Details concerning cost and vendor use will be provided to students during the interview appointment. Students who are aware of any potential problems in their backgrounds must discuss these with the program head. Continuation within and graduation from the program may be affected.

**PROGRESSION THROUGH THE PROGRAM:** The college offers this program in affiliation with the health care agencies and practitioners in the communities the college serves. The college relies on its community affiliates to provide clinical education opportunities for its students, expert clinical preceptors, and course instructors for many courses. The often rapid changes in health care law, standards of practice, technology, and content of credentialing examinations increasingly necessitate sudden changes in the program’s course content, policies, procedures, and course scheduling. As a result, the college cannot guarantee every student continuous and uninterrupted clinical and course instruction as outlined in the printed catalog curriculum for this program. Circumstances beyond the control of the college may necessitate the postponement of course offerings or changes in the sequencing and/or location of scheduled courses or clinical assignments. Additionally, the college may have to change the instructor for courses after instruction has started.

**COMPUTER COMPETENCY REQUIREMENT:** Students in this program will meet the college’s computer competency requirement by successfully completing ITE 115 or CSC 155. Students can also meet this requirement by passing the college’s computer competency exam, administered in the testing centers on each campus, in which case they will receive college credit for ITE 115 or CSC 155. Those students not passing the computer competency exam may retake the exam only once.

**PROGRAM ACCREDITATION:** The program in Dental Assisting is accredited by the Commission on Dental Accreditation and has been granted the accreditation status of “approval with 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 website address is www.ada.org/coda.

**GAINFUL EMPLOYMENT DISCLOSURE INFORMATION:** Please see www.reynolds.edu/curriculum/Gainful%20Employment/GE_Info_120.aspx to access gainful employment disclosure information for this program.

**CURRICULUM:**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC.</th>
<th>LAB.</th>
<th>CRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDV 100</td>
<td>College Success Skills</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>HLT 105</td>
<td>Cardiopulmonary Resuscitation</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>ENG 111</td>
<td>College Composition I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ITE 115</td>
<td>Introduction to Computer Applications and Concepts</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>PSY 230</td>
<td>Developmental Psychology</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>11</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>DNA 100</td>
<td>Introduction to Oral Health Professions</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>DNA 103</td>
<td>Introduction to Oral Health</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>DNA 108</td>
<td>Dental Science</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>DNA 109</td>
<td>Practical Infection Control</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

*Costs listed are approximate.*
**DNA 110**
Dental Materials
2 3 3

**DNA 113**
Chairside Assisting I
2 3 3

**DNA 190**
Coordinated Internship in Dental Assisting
0 8 2

**TOTAL**
10 20 16

**DNA 114**
Chairside Assisting II
2 6 4

**DNA 119**
Dental Therapeutics
1 0 1

**DNA 120**
Community Health
1 0 1

**DNA 134**
Dental Radiology and Practicum
2 3 3

**TOTAL**
6 9 9

**DNA 196**
On-Site Training
0 24 5

**TOTAL**
0 24 5

**DNA 130**
Dental Office Management
2 3 3

**TOTAL**
2 3 3

**Total Minimum Credits for Certificate in Dental Assisting**
44

---

**COMPUTER COMPETENCY REQUIREMENT:** Students in this program will meet the college’s computer competency requirement by successfully completing ITE 115. Students can also meet this requirement by passing the college’s computer competency exam, administered in the testing centers on each campus, in which case they will receive college credit for ITE 115. Students not passing the computer competency exam may retake the exam only once.

**GAINFUL EMPLOYMENT DISCLOSURE INFORMATION:** Please see http://www.reynolds.edu/curriculum/gainful-employment-html/ge_info_902.html to access gainful employment disclosure information for this program.

**CURRICULUM:**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC. HRS.</th>
<th>LAB. HRS.</th>
<th>CRS. CRE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSL 152</td>
<td>Diesel Power Trains, Chassis, and Suspension</td>
<td>2</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>WEL 120</td>
<td>Fundamentals of Welding</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>SDV 100</td>
<td>College Success Skills</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>DSL 143</td>
<td>Diesel Truck Electrical Systems</td>
<td>2</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>DSL 150</td>
<td>Mobile Hydraulics and Pneumatics</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>ENG 111</td>
<td>or College Composition I or Communication Processes</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ENG 137</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>11</td>
<td>13</td>
<td>17</td>
</tr>
<tr>
<td>DSL 176</td>
<td>Transportation Air Conditioning</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>DSL 126</td>
<td>Diesel Engine Reconditioning</td>
<td>3</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>DSL 131</td>
<td>Diesel Fuel Systems and Tune-up</td>
<td>2</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>DSL 160</td>
<td>Air Brake Systems</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>ITE 115</td>
<td>Introduction to Computer Applications and Concepts</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>11</td>
<td>14</td>
<td>18</td>
</tr>
<tr>
<td>DSL 197</td>
<td>Cooperative Education or Approved Elective</td>
<td>0</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>0</td>
<td>15</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Minimum Credits for Certificate in Diesel Mechanics Technology**
38

---

**Early Childhood Development AAS**
Associate of Applied Science
PURPOSE: The two-year degree program in Early Childhood Development is designed to prepare students with skills and theoretical knowledge related to the care, supervision, education, and development of young children from birth to age twelve. Upon successful completion of the curriculum, students will be prepared to seek employment in a variety of positions in the childcare field.

OCCUPATIONAL OBJECTIVES: Employment opportunities include preparation or upgrading of skills for positions as childcare center directors, assistant directors, before- and after-school teachers or assistant teachers, aides, playroom attendants, home-based providers or day care workers, camp directors, and before- and after-school teachers in the following types of facilities: child day care centers, nursery schools, family day care homes, Head Start programs, recreational before- and after-school programs, hospital-based childcare programs, preschool at-risk programs, and pre-kindergarten church-sponsored programs.

ADMISSION REQUIREMENTS: General college curricular admission

PROGRAM NOTES: In addition to the general college curricular admission requirements, all entering students will be required to take placement tests in math and English to aid placement in the appropriate courses. Students who do not meet required placement levels must enroll in developmental studies courses. It is recommended that students arrange for a personal interview and advising appointment with the program head.

It is recommended that students take courses in the sequence listed in the catalog. Students must attain a grade of “C” or higher in all courses with CHD, EDU, and PSY prefixes.

An observation and participation in an approved early childhood/primary setting are required. This is practicum experience internship in a licensed or approved childcare setting. It is a planned learning experience for the purpose of pulling together theories and practices learned in the classroom. A Criminal Record Clearance/Sex Offender Registry check is required for placement and volunteering. Students should see the program head for a list of convictions that will prevent employment. Students will be expected to complete a tuberculosis test before placement.

The purpose of the associate of applied science (AAS) degree curriculum is to prepare students for immediate employment upon graduation. Four-year college and university transfer opportunities for associate of applied science degrees, if existing, are usually very specific in nature. Students may, however, substitute some courses in the AAS degree curriculum with courses that generally transfer to senior institutions. Students should consult their advisor at the earliest possible date for further guidance and are advised to get assurances in writing in advance from the institution to which they wish to transfer.

COMPUTER COMPETENCY REQUIREMENT: Students in this program will meet the college’s computer competency requirement by successfully completing ITE 115. Students can also meet this requirement by passing the college’s computer competency exam, administered in the testing centers on each campus, in which case they will receive college credit for ITE 115. Students not passing the computer competency exam may retake the exam only once.

CURRICULUM:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC.</th>
<th>LAB.</th>
<th>CRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111</td>
<td>College Composition I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>SDV 100</td>
<td>College Success Skills</td>
<td>1-2</td>
<td>0</td>
<td>1-2</td>
</tr>
<tr>
<td>or SDV 101</td>
<td>Orientation to Teacher Preparation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHD 120</td>
<td>Introduction to Early Childhood Education</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>CHD 145</td>
<td>Teaching Art, Music, and Movement to Children</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>EDU 235</td>
<td>Health, Safety, and Nutrition Education</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ITE 115</td>
<td>Introduction to Computer Applications and Concepts</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>15-16</td>
<td>2</td>
<td>16-17</td>
</tr>
</tbody>
</table>

| ENG 112 | College Composition II | 3 | 0 | 3 |
| CHD 146 | Math, Science, and Social Studies for Children | 2 | 2 | 3 |
| CHD 205 | Guiding the Behavior of Children | 3 | 0 | 3 |
| CHD 165 | Observation and Participation in Early Childhood/Primary Settings | 1 | 6 | 3 |
| TOTAL | | 9 | 8 | 12 |

| PSY 230 | Developmental Psychology | 3 | 0 | 3 |
| MTH 154 | Quantitative Reasoning | 3 | 0 | 3 |
| CHD 118 | Language Arts for Young Children | 2 | 2 | 3 |
| CHD 270 | Administration of Childcare Programs | 3 | 0 | 3 |
| ENG 250 | Children’s Literature | 3 | 0 | 3 |
| or | | | | |
| ENG 241 | Survey of American Literature I | | | |
| or | | | | |
| ENG 242 | Survey of American Literature II | | | |
| or | | | | |
| EDU 200 | Introduction to Teaching as a Profession | 3 | 0 | 3 |
| TOTAL | | 17 | 2 | 18 |

| CHD 166 | Infant and Toddler Programs | 3 | 0 | 3 |
| CHD 210 | Introduction to Exceptional Children | 3 | 0 | 3 |
| CHD 216 | Early Childhood Programs, School, and Social Change | 3 | 0 | 3 |
Early Childhood Development C
Certificate

PURPOSE: The one-year certificate in Early Childhood Development is designed to prepare students with skills related to the care, supervision, education, and development of young children from birth to age eight. There is also the ability to become qualified to work with children up to the age of twelve in programs that serve before- and after-school and recreational programs.

OCCUPATIONAL OBJECTIVES: Employment opportunities include preparation or upgrading skills for positions as child care center directors, assistant directors, before- and after-school teachers or assistant teachers, aides, playroom attendants, home-based providers or day care workers, camp directors, and before- and after-school teachers in the following types of facilities: child day care centers, nursery schools, family day care homes, Head Start programs, recreational before- and after-school programs, hospital-based child care programs, pre-school at-risk programs, and pre-kindergarten church-sponsored programs.

ADMISSION REQUIREMENTS: General college curricular admission

PROGRAM NOTES: In addition to the general college curricular admission requirements, all entering students will be required to take placement tests in math and English to aid placement in the appropriate courses. Students who do not meet required placement levels must enroll in developmental studies courses. It is recommended that students arrange for a personal interview and advising appointment with the program head.

An observation and participation in an approved early childhood/primary setting are required in the second semester of the Early Childhood curriculum. This is a practicum experience internship in a licensed or approved child care setting. It is a planned learning experience for the purpose of pulling together the theories and practice learned in the classroom. A Criminal Record Clearance/Sex Offender Registry Check is required for placement and volunteering. Students should see the program head for a list of convictions that will prevent employment. Students will be expected to complete a tuberculosis test before practicum placement.

Students must attain a grade of “C” or higher in all courses with CHD, PSY, and EDU course prefixes.

COMPUTER COMPETENCY REQUIREMENT: Students in this program will meet the college’s computer competency requirement by successfully completing ITE 115. Students can also meet this requirement by passing the college’s computer competency exam, administered in the testing centers on each campus, in which case they will receive college credit for ITE 115. Students not passing the computer competency exam may retake the exam only once.

GAINFUL EMPLOYMENT DISCLOSURE INFORMATION: Please see http://www.reynolds.edu/curriculum/gainful-employment-html/ge_info_632.html to access gainful employment disclosure information for this program.

CURRICULUM:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC.</th>
<th>LAB.</th>
<th>CRS. HRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111</td>
<td>College Composition I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>CHD 120</td>
<td>Introduction to Early Childhood Education</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>CHD 145</td>
<td>Teaching Art, Music, and Movement to Children</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>CHD 205</td>
<td>Guiding the Behavior of Children</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ITE 115</td>
<td>Introduction to Computer Applications and Concepts</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>SDV 100</td>
<td>College Success Skills</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>or SDV 101</td>
<td>Orientation to Teacher Preparation</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>CHD 166</td>
<td>Infant and Toddler Programs</td>
<td>18</td>
<td>2</td>
<td>19</td>
</tr>
</tbody>
</table>

Total Minimum Credits for AAS Degree in Early Childhood Development

03.02.18

1 Students considering transferring to a four-year university should consider taking SDV 101 - Orientation to Teacher Preparation.

2 EDU 235 fulfills the general education personal wellness requirement.

3 ENG 250 is preferred. ENG 241 or ENG 242 are accepted. ENG 112 is a prerequisite.

4 A supervised field placement in a K-12 school is required.

5 Prerequisite is CHD 165. A observation and participation in an approved early childhood/primary setting is required. This is a practicum experience internship in a licensed or approved child care setting. It is a planned learning experience for the purpose of pulling together the theories and practices learned in the classroom. A Criminal Record Clearance/Sex Offender Registry Check is required for placement and volunteering. Students should see the program head for a list of convictions that will prevent employment. Students will be expected to complete a tuberculosis test before practicum placement.

6 HIS 121 is preferred. HIS 122 is accepted.
Emergency Medical Services - Paramedic AAS

Associate of Applied Science

PURPOSE: To prepare students to be knowledgeable, competent, entry-level, pre-hospital care practitioners and fill positions at the level of Paramedic.

OCCUPATIONAL OBJECTIVES: Emergency Medical Services - Paramedic

ADMISSION REQUIREMENTS: General college curricular admission

PROGRAM NOTES: In addition to the general college curriculum admissions requirements, the student must have a current Virginia or National Registry EMT Certification and a valid CPR card for either the American Heart Association Healthcare Provider or the American Red Cross Professional Rescuer. Applicants to the program must have completed one unit of high school biology and one unit of high school chemistry with a minimum grade of “C” or obtain the permission of the EMS program head for a waiver to that requirement.

The program meets the National EMS Education Standards and is approved by the Virginia Office of Emergency Medical Services, the National Registry of Emergency Medical Technicians, and the Committee on Accreditation of Educational Programs for EMS Professions (CoAEMSP) through the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

In compliance with the Virginia State Board of Health and Virginia EMS regulations (12 VAC 5-31-1200 and 12 VAC 5-31-1460), students wishing to register for any of the courses with an EMS prefix in this program must be at least 18 years of age at the time of their enrollment. Students younger than 18 are encouraged to enroll in any of the non-EMS prefix courses until they reach their 18th birthday and are legally eligible for enrollment in EMS courses.

FINANCIAL REQUIREMENTS: In addition to the regular college tuition and fees, the EMS program requires the items listed below. The costs listed are subject to change.

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbooks, Workbook, and Certification Fees (CPR, ACLS, PHTLS, EPC, and AMLS)</td>
<td>$830.00</td>
</tr>
<tr>
<td>Background Check and Drug Testing</td>
<td>$81.00</td>
</tr>
<tr>
<td>FISDAP Scheduler and Final Exams</td>
<td>$225.00</td>
</tr>
<tr>
<td>Uniforms (boots, belt, pants, two Reynolds EMS program shirts)</td>
<td>$178.00</td>
</tr>
<tr>
<td>Testing Fees: ODEMSA</td>
<td>$250.00</td>
</tr>
<tr>
<td>National Registry Paramedic Cognitive Examination</td>
<td>$110.00</td>
</tr>
<tr>
<td>Medical Check Up</td>
<td>varies according to student's doctor fees</td>
</tr>
</tbody>
</table>

To determine current tuition and fees, visit www.reynolds.edu/pay_for_college/tuition.aspx or call the School of Nursing and Allied Health office at (804) 523-5375. The instructor will inform students of the textbooks and other required learning materials needed in the syllabus for each course.

FUNCTIONAL SKILLS REQUIREMENTS: The functional skills listed below apply to students entering the EMS – Emergency Medical Technician CSC, EMS – Intermediate CSC, EMS – Paramedic CSC, and EMS – Paramedic AAS degree. Students entering these programs must have the ability to:

- Verbally communicate in person, via telephone and telecommunications using the English language;
- Hear spoken information from co-workers, patients, physicians, and dispatchers and sounds common to the emergency scene;
- Lift, carry, and balance a minimum of 125 pounds equally distributed (250 pounds with assistance), a height of 33 inches, and a distance of 10 feet;
- Read and comprehend written materials under stressful conditions;
- Use a prescribed format to document patient information in writing or by entry into a computer program;
- Demonstrate manual dexterity and fine motor skills, with ability to perform all tasks related to quality patient care in a safe manner;
- Bend, stoop, crawl, and walk on even surfaces; and
- Meet minimum vision requirements to operate a motor vehicle within the state.

CONTINUATION IN THE PROGRAM: To continue in the program, students must achieve a minimum course grade of “B” (80) in
each EMS course with the exception of EMS 205, which requires a minimum grade of “C” (70).

PROGRESSION THROUGH THE PROGRAM: The college offers this program in affiliation with the health care agencies and practitioners in the communities the college serves. The college relies on its community affiliates to provide clinical education opportunities for its students, expert clinical preceptors, and course instructors for many courses. The often rapid changes in health care law, standards of practice, technology, and content of credentialing examinations increasingly necessitate sudden changes in the program’s course content, policies, procedures, and course scheduling. As a result, the college cannot guarantee every student continuous and uninterrupted clinical and course instruction as outlined in the printed catalog curriculum for this program. Circumstances beyond the control of the college may necessitate the postponement of course offerings or changes in the sequencing and/or location of scheduled courses or clinical assignments. Additionally, the college may have to change the instructor for courses after instruction has started.

NATIONAL REGISTRY OF EMERGENCY MEDICAL TECHNICIANS - PARAMEDIC (NRP) TEST PASS RATES: Reynolds EMS - Paramedic AAS students achieved a pass rate of 80% on the NRP test for 2015.

COMPUTER COMPETENCY REQUIREMENT: Students in this program will meet the college’s computer competency requirement by successfully completing ITE 115. Students can also meet this requirement by passing the college’s computer competency exam, administered in the testing centers on each campus, in which case they will receive college credit for ITE 115. Students not passing the computer competency exam may retake the exam only once.

The Emergency Medical Services - Paramedic program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of CoAEMSP.

Commission on Accreditation of Allied Health Education Programs
25400 US Highway 19 N., Suite 158
Clearwater, FL 33763
727-210-2350
www.caahep.org

CURRICULUM:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC. HRS.</th>
<th>LAB. HRS.</th>
<th>CRS. HRS.</th>
<th>CRE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMS 111, EMS 112, or EMS 113</td>
<td>Emergency Medical Technician or Emergency Medical Technician I or Emergency Medical Technician II</td>
<td>5</td>
<td>4</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>EMS 120</td>
<td>Emergency Medical Technician Clinical</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>BIO 141</td>
<td>Human Anatomy and Physiology I</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC. HRS.</th>
<th>LAB. HRS.</th>
<th>CRS. HRS.</th>
<th>CRE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMS 151</td>
<td>Introduction to Advanced Life Support</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>EMS 170</td>
<td>ALS Internship I</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>EMS 153</td>
<td>Basic ECG Recognition</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>EMS 157</td>
<td>ALS – Trauma Care</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENG 111</td>
<td>College Composition I</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>9</td>
<td>9</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>EMS 155</td>
<td>ALS – Medical Care</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>EMS 159</td>
<td>ALS – Special Populations</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EMS 172</td>
<td>ALS Clinical Internship II</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>EMS 173</td>
<td>ALS Field Internship II</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>HLT 143</td>
<td>Medical Terminology</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ITE 115</td>
<td>Introduction to Computer Applications and Concepts</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>10</td>
<td>7</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>BIO 142</td>
<td>Human Anatomy and Physiology II</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>EMS 207</td>
<td>Advanced Patient Assessment</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EMS 242</td>
<td>ALS Clinical Internship III</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>EMS 243</td>
<td>ALS Field Internship III</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>EMS 201</td>
<td>EMS Professional Development</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EMS 205</td>
<td>Advanced Pathophysiology</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>12</td>
<td>11</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>EMS 209</td>
<td>Advanced Pharmacology</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social/Behavioral Science Elective</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EMS 211</td>
<td>Operations</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>EMS 244</td>
<td>ALS Clinical Internship IV</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>EMS 245</td>
<td>ALS Field Internship IV</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Humanities/Fine Arts Elective</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>10</td>
<td>10</td>
<td>14</td>
<td></td>
</tr>
</tbody>
</table>

Total Minimum Credits for AAS Degree in Emergency Medical Services – Paramedic 71

03.02.18

1 EMS 112 and 113 taken in two consecutive semesters are equivalent to the one semester EMS 111 and are interchangeable for the degree. The required CPR certification is included in EMS 111 and 112. EMS 112 is a prerequisite for EMS 113.

2 EMS 120 must be taken concurrently with EMS 111 or EMS 113.

3 PSY 230 is the recommended social/behavioral science elective.
Fire Science Technology AAS
Associate of Applied Science

SPECIALIZATION:
Emergency Services Leadership

PURPOSE: The Fire Science Technology AAS has been designed for students desiring to advance in the fire protective service occupations and to acquire knowledge in fire protection fundamentals useful in related occupations. With the increasing complexity of modern technology in the fire protection field, it is necessary for fire protection personnel to acquire specialized knowledge and problem-solving skills to meet the challenge of a changing society.


The Emergency Services Leadership specialization is designed for first responders with at least five years of occupational experience seeking to advance into leadership positions. This specialization will provide first responders with the knowledge and skills to succeed in leadership, management, and administration within the emergency response services. Students will be prepared to prevent and manage critical fire and emergency safety situations, write technical fire and medical reports, manage personnel, and provide emergency scene leadership.

ADMISSION REQUIREMENTS: General college curricular admission

PROGRAM NOTES: The purpose of the associate of applied science (AAS) degree is to prepare students for immediate employment upon graduation. Four-year college and university transfer opportunities for AAS degrees, if existing, are usually very specific in nature. Reynolds has formal transfer articulation agreements with four-year institutions that enable graduates who qualify to transfer courses completed in the AAS degree. These transfer articulation agreements are subject to change or expiration. In addition, students may substitute some courses in the AAS degree with courses that typically transfer to senior institutions. Students interested in transferring in general or transferring under a formal transfer articulation agreement should consult their faculty advisor upon program entry for further guidance.

There are no physical requirements, such as height, weight, eyesight, and physical dexterity; however, the student should understand that there may be some requirements for employment in fire or rescue service agencies.

COMPUTER COMPETENCY REQUIREMENT: Students in this program will meet the college’s computer competency requirement by successfully completing ITE 115. Students can also meet this requirement by passing the college’s computer competency exam, administered in the testing centers on each campus, in which case they will receive college credit for ITE 115. Students not passing the computer competency exam may retake the exam only once.

CURRICULUM:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC.</th>
<th>LAB.</th>
<th>CRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDV 100</td>
<td>College Success Skills</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>ENG 111</td>
<td>College Composition I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>FST 100</td>
<td>Principles of Emergency Services</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>FST 110</td>
<td>Fire Behavior and Combustion</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>BIO 107</td>
<td>Biology of the Environment</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>____</td>
<td>Social/Behavioral Science Elective</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>16</td>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td>ENG 115</td>
<td>Technical Writing</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>FST 112</td>
<td>Hazardous Materials Chemistry</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>FST 115</td>
<td>Fire Prevention</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>MTH 130</td>
<td>Fundamentals of Reasoning</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>____</td>
<td>Social/Behavioral Science Elective</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ITE 115</td>
<td>Introduction to Computer Applications and Concepts</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>18</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td>FST 240</td>
<td>Fire Administration</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>FST 235</td>
<td>Strategy and Tactics</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>____</td>
<td>Personal Wellness Elective</td>
<td>0-1</td>
<td>0-2</td>
<td>1</td>
</tr>
<tr>
<td>FST 121</td>
<td>Principles of Fire and Emergency Services Safety and Survival</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>FST 220</td>
<td>Building Construction for Fire Protection</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>____</td>
<td>Humanities/Fine Arts Elective</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>15-16</td>
<td>0-2</td>
<td>16</td>
</tr>
<tr>
<td>FST 205</td>
<td>Fire Protection Hydraulics and Water Supply</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>FST 245</td>
<td>Fire and Risk Analysis</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

4 A list of approved general education electives (humanities/fine arts, social/behavioral sciences, mathematics, science, and personal wellness) is provided in the General Education section of the catalog under Curriculum Planning and Design.

5 EMS 111, 112, and 151 fulfill the general education requirement for personal wellness.
FST 210 Legal Aspects of Fire Service 3 0 3
FST 215 Fire Protection Systems 3 0 3
CST 100 Principles of Public Speaking 3 0 3
or or
FST 135 Fire Instructor I
TOTAL 15 0 15

Total Minimum Credits for AAS Degree in Fire Science Technology 66

03.02.18

1 Students with certain fire service certifications may be awarded credit for this course. See course descriptions or program head for more details.

2 A list of approved general education electives (humanities/fine arts, social/behavioral sciences, mathematics, science, and personal wellness) is provided in the General Education section of the catalog under Curriculum Planning and Design.

3 Students planning to attend a four-year institution are recommended to take MTH 154 or 161 in place of MTH 130.

4 EMS 111 or 112 will also satisfy the general education requirements for personal wellness. Students who have a valid EMT certificate will be given credit for EMS 112 when all other curriculum requirements have been met.

CURRICULUM: Emergency Services Leadership Specialization

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC.</th>
<th>LAB.</th>
<th>CRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDV 100</td>
<td>College Success Skills</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>ENG 111</td>
<td>College Composition I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>CST 100</td>
<td>Principles of Public Speaking</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FST 135</td>
<td>Fire Instructor</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>FST 121</td>
<td>Principles of Fire and Emergency Services Safety and Survival</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>BIO 107</td>
<td>Biology of the Environment</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>______</td>
<td>______ 2 Social/Behavioral Science Elective</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>______</td>
<td>______ 3 Technical Elective</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>______</td>
<td>______ 3 Technical Elective</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>MTH 130</td>
<td>Fundamentals of Reasoning</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>16</td>
<td>3</td>
<td>17</td>
</tr>
</tbody>
</table>

| ENG 115 | Technical Writing                                     | 3    | 0    | 3    |
| or      | ______ 3 Technical Elective                            | 3-4  | 0    | 3-4  |
| ______  | ______ 3 Technical Elective                            | 3    | 0    | 3    |

TOTAL 15 0 15

Total Minimum Credits for AAS Degree Fire Science, Emergency Services Leadership Specialization 66

03.02.18

1 Students with certain fire service certifications may be awarded credit for this course. See course descriptions or program head for more details.

2 Select two different courses from the following to fulfill the six total credits of social/behavioral science electives required for this program: PSY 200, SOC 200, PLS 211.

3 Select five different courses from the list below to fulfill 15 total credits of technical electives.

4 Students planning to attend a four-year institution are recommended to take MTH 154 or 161 in place of MTH 130.

5 A list of approved personal wellness electives is provided in the General Electives section of the catalog under Curriculum Planning and Design.

6 EMS 111 or 112 will also satisfy the general education requirement for personal wellness. Students who have a valid EMT certificate will be given credit for EMS 112 when all other curriculum requirements have been met.

Technical Electives

The following course meets the required outcomes of the International Association of Fire Chiefs Supervising Fire Officer education recommendations:
BUS 205 - Human Resource Management

The following courses meet the required outcomes of the International Association of Fire Chiefs Managing Fire Officer education recommendations:

- ACC 211 - Principles of Accounting
- BUS 265 - Ethical Issues in Management
- CST 229 - Intercultural Communication
- MTH 155 - Statistical Reasoning

The following courses meet the required outcomes of both the International Association of Fire Chiefs Supervising Fire Officer and the International Association of Fire Chiefs Managing Fire Officer education recommendations:

- BUS 117 - Leadership Development
- FST 140 - Fire Officer I
- FST 237 - Emergency Services Supervision
- FST 250 - Fire Officer II

**Fire Science Technology C Certificate**

**PURPOSE:** The certificate in Fire Science Technology is designed to provide a broad-based knowledge of current and future advances in the fire science field. Rapid advances in technology require that personnel in the field keep abreast of the latest changes in technology and equipment.

**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.

**ADMISSION REQUIREMENTS:** General college curricular admission

**PROGRAM NOTES:** This program is designed to provide full transferability to the AAS degree program where more in-depth knowledge in management is emphasized.

There are no physical requirements, such as height, weight, eyesight, and physical dexterity; however, the student should understand that there may be some requirements for employment in fire or rescue service agencies.

**COMPUTER COMPETENCY REQUIREMENT:** Students in this program will meet the college’s computer competency requirement by successfully completing ITE 115. Students can also meet this requirement by passing the college’s computer competency exam, administered in the testing centers on each campus, in which case they will receive college credit for ITE 115. Students not passing the computer competency exam may retake the exam only once.

**Health Information Management AAS Associate of Applied Science**

**PURPOSE:** The program is designed to provide students with a comprehensive education that prepares entry-level health information management professionals to perform a wide variety of functions related to emerging technologies and informatics,
coding, data quality and reporting, billing and reimbursement, and management of health care delivery systems.

OCCUPATIONAL OBJECTIVES: HIM professionals work in hospitals, doctors' offices, insurance companies, government agencies, and as independent freelance consultants.

ADMISSION REQUIREMENTS: General college curricular admission

PROGRAM NOTES: In addition, students admitted to this program must have the following competencies: (1) competency in Math Essentials, MTE 1-5, as demonstrated through the placement and diagnostic tests or by satisfactorily completing the required MTE units or equivalent, and (2) competencies in reading and writing as demonstrated by placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3. It is strongly suggested that students meet with the program head after completion of the first semester.

CONTINUATION IN THE PROGRAM: A student must obtain permission from the program head to continue in the program under the following conditions: 1) a grade below a "C" is earned in any major course; 2) overall GPA falls below a 2.0 average in one semester.

COMPUTER COMPETENCY REQUIREMENT: Students in this program must meet the college's computer competency requirement by successfully completing ITE 115 or CSC 155. Students can also meet this requirement by passing the college's computer competency exam administered in the testing centers on each campus, in which they will receive college credit for ITE 115 or CSC 155. Students not passing the computer competency exam may retake the exam. Either ITE 115, CSC 155, or the competency test must be completed in the first semester or students may not progress to the second semester.

CURRICULUM:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC. HRS</th>
<th>LAB. HRS</th>
<th>CRS. CRE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDV 100</td>
<td>College Success Skills</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>ITE 115</td>
<td>Introduction to Computer Applications and Concepts</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>or CSC 155</td>
<td>Computer Concepts and Applications</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HLT 143</td>
<td>Medical Terminology I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ENG 111</td>
<td>College Composition I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>BIO 141</td>
<td>Human Anatomy and Physiology I</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>13</td>
<td>3</td>
<td>14</td>
</tr>
<tr>
<td>1</td>
<td>Social/Behavioral Science Elective</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>BIO 142</td>
<td>Human Anatomy and Physiology II</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>10</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>1</td>
<td>Personal Wellness Elective</td>
<td>0-1</td>
<td>0-2</td>
<td>1</td>
</tr>
<tr>
<td>HIM 130</td>
<td>Health Care Information Systems</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>12-13</td>
<td>3-5</td>
<td>14</td>
</tr>
<tr>
<td>HIM 226</td>
<td>Legal Aspects of Health Record Documentation</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>Humanities/Fine Arts Elective</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>HIM 110</td>
<td>Introduction to Human Pathology</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>HIM 220</td>
<td>Health Statistics</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>HIM 250</td>
<td>Health Data Classification Systems I (ICD-9/10-CM)</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>14</td>
<td>0</td>
<td>14</td>
</tr>
<tr>
<td>HIM 151</td>
<td>Reimbursement Issues In Medical Practice Management</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>HIM 142</td>
<td>Fundamentals of Health Information Systems II</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>HIM 295</td>
<td>Topics In HIM: Health Data Classification Systems II: CPT</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>HIM 229</td>
<td>Performance Improvement in Health Care Settings</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>HIM 230</td>
<td>Information Systems and Technology in Health Care</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>11</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>HIM 293</td>
<td>Studies In HIM: Health Data Classification Systems III</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>HIM 249</td>
<td>Supervision and Management Practices</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>HIM 233</td>
<td>Electronic Health Records Management</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>HIM 251</td>
<td>Clinical Practice I</td>
<td>0</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>9</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Total Minimum Credits Required for AAS Degree in Health Information Management</td>
<td>67</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

03.02.18

A list of approved general education electives (humanities/fine arts, social/behavioral sciences, mathematics, science, and personal wellness) is provided in the General Education section of the catalog under Curriculum Planning and Design.

Horticulture Technology AAS
Associate of Applied Science

PURPOSE: The Horticulture Technology program is designed to prepare students for a wide range of horticulture careers.
Training is available for those who seek to begin a career track, and those who are changing careers. Individuals already in the green industry are invited to improve or upgrade their skills and knowledge with appropriate courses.

**OCCUPATIONAL OBJECTIVES:** The program offers hands-on laboratory work and classroom instruction in the design-install-maintain aspects of landscaping, in floral design, and in production of horticultural materials. Many of our graduates own and operate their own businesses, while others are employed by corporate, commercial, or governmental entities.

**ADMISSION REQUIREMENTS:** General college curricular admission

**PROGRAM NOTES:** Students in the Horticulture Technology program must complete a basic core of specified horticulture technology and general education courses. In addition, in consultation with the program head, the students will select technical courses that match their career objectives.

Students who already have a two-year, four-year, or graduate degree should request that their transcripts be sent to the college registrar if transfer credit is desired. It is strongly recommended that students meet with the program head or counselor either before registering or early in their first semester of study.

**COMPUTER COMPETENCY REQUIREMENT:** Students in this program will meet the college's computer competency requirement by successfully completing ITE 115. Students can also meet this requirement by passing the college's computer competency exam, administered in the testing centers on each campus, in which case they will receive college credit for ITE 115. Students not passing the computer competency exam may retake the exam only once.

**CURRICULUM SEQUENCE:** The curriculum sequence that follows is one example of how courses may be completed. Students should work with their program advisor to determine the most appropriate sequence.

**CURRICULUM:**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC.</th>
<th>LAB.</th>
<th>CRS. HRS.</th>
<th>HRS.</th>
<th>CRE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDV 100</td>
<td>College Success Skills</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 111</td>
<td>College Composition I</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTH 111</td>
<td>Basic Technical Mathematics</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTH 130</td>
<td>Fundamentals of Reasoning</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_____1</td>
<td>Social/Behavioral Science</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_____1</td>
<td>Humanities/Fine Arts Elective</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HRT 106</td>
<td>Practical Horticulture</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HRT 110</td>
<td>Principles of Horticulture</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>16</td>
<td>2</td>
<td>17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 112</td>
<td>College Composition II</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ITE 115</td>
<td>Introduction to Computer</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>____1</td>
<td>Social/Behavioral Science</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HRT 125</td>
<td>Chemicals in Horticulture</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HRT 127</td>
<td>Horticultural Botany</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_____1</td>
<td>Personal Wellness Elective</td>
<td>0-2</td>
<td>0-4</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>13-15</td>
<td>4-8</td>
<td>17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HRT 201</td>
<td>Landscape Plant Materials I</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HRT_____4</td>
<td>Approved HRT Elective</td>
<td>2-3</td>
<td>0-2</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HRT_____4</td>
<td>Approved HRT Elective</td>
<td>2-3</td>
<td>0-2</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HRT_____4</td>
<td>Approved HRT Elective</td>
<td>2-3</td>
<td>0-2</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HRT_____4</td>
<td>Approved HRT Elective</td>
<td>2-3</td>
<td>0-2</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>10-14</td>
<td>2-10</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HRT 202</td>
<td>Landscape Plant Materials II</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HRT_____4</td>
<td>Approved HRT Elective</td>
<td>2-3</td>
<td>0-2</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HRT_____4</td>
<td>Approved HRT Elective</td>
<td>2-3</td>
<td>0-2</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HRT_____4</td>
<td>Approved HRT Elective</td>
<td>2-3</td>
<td>0-2</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HRT_____4</td>
<td>Approved HRT Elective</td>
<td>2-3</td>
<td>0-2</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HRT 290</td>
<td>Coordinated Internship</td>
<td>0</td>
<td>10</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>10-14</td>
<td>12-20</td>
<td>17</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Minimum Credits for AAS Degree in Horticulture** 66

03.02.18

1 A list of approved general education electives (humanities/fine arts, social/behavioral sciences, mathematics/science, and personal wellness) is provided in the General Education section of the catalog under Curriculum Planning and Design.

2 Course is required of all Horticulture Technology AAS students.

3 Credit will be given for HRT 125 - Chemicals in Horticulture upon evidence of a valid Commercial Pesticide Applicator Certificate (with an endorsement in 3-A and 3-B) issued from VDACS or completion of HRT 135 - Training for Commercial Pesticide Application. A college-level chemistry course (ex. CHM 101, 102, 111) may be substituted for HRT 125 - Chemicals in Horticulture.

4 Approved HRT electives are listed below according to focus areas in the field of horticulture.

5 Coordinated Internship will be waived on evidence of five or more years' experience in the green industry. An approved HRT elective will be substituted.
A college-level biology course (ex. BIO 101, 102, 107, 270) may be substituted for HRT 127 - Horticultural Botany.

Following is a list of approved Horticulture electives that is organized according to focus areas within the green industry. In consultation with their HRT advisor, students will select a total of 24 credits of HRT electives from this list that are consistent with students’ career objectives.

Horticulture electives in the SUSTAINABLE AGRICULTURE focus

- HRT 130 Introduction to Biointensive Mini-farming (3 cr.)
- HRT 134 Four Season Food Production (3 cr.)
- HRT 195 Alternative Food Crops and Production Methods (3 cr.)
- HRT 205 Soils (3 cr.)
- HRT 238 Growing for Market Mini-farming (3 cr.)
- HRT 239 Complete Diet Mini-farming (3 cr.)
- HRT 295 Sustainable Landscape Design (3 cr.)

Horticulture electives in the LANDSCAPE DESIGN focus

- HRT 120 History of Garden Design (3 cr.)
- HRT 150 Theory of Landscape Design (3 cr.)
- HRT 231 Planting Design I (3 cr.)
- HRT 232 Planting Design II (3 cr.)
- HRT 235 Landscape Drawing (3 cr.)
- HRT 244 Computer-Aided Drafting and Design (CADD) for Landscape Designers (3 cr.)
- HRT 249 Perennial Plants (3 cr.)
- HRT 275 Landscape Construction and Maintenance (3 cr.)
- HRT 285 Management of a Horticultural Business (3 cr.)
- HRT 295 Sustainable Landscape Design (3 cr.)

Horticulture electives in the PLANT PRODUCTION focus

- HRT 115 Plant Propagation (3 cr.)
- HRT 121 Greenhouse Crop Production I (3 cr.)
- HRT 122 Greenhouse Crop Production II (3 cr.)
- HRT 205 Soils (3 cr.)
- HRT 226 Greenhouse Management (3 cr.)
- HRT 285 Management of a Horticultural Business (3 cr.)

Horticulture electives in the FLORAL DESIGN focus

- HRT 260 Introduction to Floral Design (3 cr.)
- HRT 266 Advanced Floral Design (3 cr.)
- HRT 268 Advanced Floral Design Applications (3 cr.)

Horticulture electives in the LANDSCAPE and TURF MANAGEMENT focus

- HRT 119 Irrigation Systems for Turf and Ornamentals (3 cr.)
- HRT 126 Home Landscaping (3 cr.)
- HRT 135 Training for Commercial Pesticide Application (3 cr.)
- HRT 205 Soils (3 cr.)
- HRT 227 Professional Landscape Management (3 cr.)
- HRT 249 Perennial Plants (3 cr.)
- HRT 259 Arboriculture (3 cr.)
- HRT 269 Professional Turf Care (3 cr.)
- HRT 275 Landscape Construction and Maintenance (3 cr.)
- HRT 285 Management of a Horticultural Business (3 cr.)
- HRT 295 Sports Turf Management (3 cr.)

Hospitality Management AAS
Associate of Applied Science

PURPOSE: The Hospitality Management program provides a specialized business education and is intended to lead to management employment in the hospitality industry.

OCCUPATIONAL OBJECTIVES: The Hospitality Management degree prepares graduates to contribute leadership at manager and director levels in hotels, resorts, restaurants, catering operations, non-commercial food service operations, and a variety of retail businesses, including business development and ownership.

ADMISSION REQUIREMENTS: General college curricular admission

PROGRAM NOTES: The Hospitality Management AAS degree requires that students have the following competencies: (1) competency in Math Essentials MTE 1-3 as demonstrated through the placement and diagnostic tests or by satisfactorily completing the required MTE units, or equivalent, and (2) competencies in reading and writing as demonstrated by placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3 or completion of a college-level composition course. Students needing to complete developmental studies courses in English or mathematics may take those courses concurrently with HRI courses, if approved by the program head.

Faculty provide advising to enhance student success. All students wishing to enroll in Hospitality Management must attend an advising session. Once enrolled, students must meet with their advisor every semester to review their scheduling strategy and status toward graduation. Information about advising and enrolling in classes is available at http://www.reynolds.edu/get_started/programs/business/culinary_and_hospitality/admission.aspx.
Students who earn a final grade lower than “C” in any HRI course must obtain permission from their advisor to continue the major in Hospitality Management. Students will be required to repeat courses in their major when grades lower than “C” are earned.

The competency-based nature of the curriculum allows students with previous educational studies or training experience to be evaluated for advanced standing. Students who believe they are eligible for such consideration are required to meet with their advisor to discuss eligibility for evaluation and possible advanced standing.

The purpose of the associate of applied science (AAS) degree curriculum is to prepare students for immediate employment upon graduation. Four-year college and university transfer opportunities for associate of applied science degrees, if existing, are usually very specific in nature. Students may, however, substitute some courses in the AAS degree curriculum with courses that generally transfer to senior institutions. Students should consult their advisor at the earliest possible date for further guidance and are advised to get assurances in writing in advance from the institution to which they wish to transfer.

COMPUTER COMPETENCY REQUIREMENT: Students in this program will meet the college’s computer competency requirement by successfully completing HRI 159.

CURRICULUM SEQUENCE: The courses listed below are required for degree completion, but do not reflect a prescribed sequence. Recommended sequences can be viewed at http://www.reynolds.edu/get_started/programs/business/culinary_and_hospitality/hospitalitysequence.aspx.

CURRICULUM:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC.</th>
<th>LAB.</th>
<th>CRS.</th>
<th>CRE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDV 100</td>
<td>College Success Skills</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>SDV 100</td>
<td>Approved Elective</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>HRI 154</td>
<td>Principles of Hospitality Management</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>HRI 154</td>
<td>Approved Elective</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>12</td>
<td>0</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>HRI 235</td>
<td>Marketing of Hospitality Services</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>HRI 255</td>
<td>Human Resources Management and Training for Hospitality and Tourism</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MTH 130</td>
<td>Fundamentals of Reasoning</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>12</td>
<td>0</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>ACC 117</td>
<td>Essentials of Accounting</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HRI 159</td>
<td>Introduction to Hospitality Industry Computer Systems</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC.</th>
<th>LAB.</th>
<th>CRS.</th>
<th>CRE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRI 241</td>
<td>Supervision in the Hospitality Industry</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HRI 251</td>
<td>Food and Beverage Cost Control I</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HRI 257</td>
<td>Catering Management</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HRI 275</td>
<td>Hospitality Law</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>12</td>
<td>0</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>HRI 134</td>
<td>Food and Beverage Service Management</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HRI 270</td>
<td>Strategic Lodging Management</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HRI 159</td>
<td>Introduction to Hospitality Industry Computer Systems</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HLT 106</td>
<td>First Aid and Safety</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>10</td>
<td>3</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>HRI 290</td>
<td>Coordinated Internship</td>
<td>0</td>
<td>15</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HRI 298</td>
<td>Seminar and Project in Hospitality Management</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HRI 298</td>
<td>HRI 270 Strategic Lodging Management</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HRI 159</td>
<td>Introduction to Hospitality Industry Computer Systems</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HRT 106</td>
<td>First Aid and Safety</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>10</td>
<td>3</td>
<td>11</td>
<td></td>
</tr>
</tbody>
</table>

Total Minimum Credits for AAS degree in Hospitality Management 67

03.02.18

1 SDV must be taken in the student’s first semester.

2 A list of approved electives is provided here, as well as on the Hospitality website: reynolds.edu/get_started/programs/business/culinary_and_hospitality/hospitalitysequence.aspx.

HRI 115 Food Service Managers Sanitation Certification (1 cr.)

HRI 119 Applied Nutrition for Food Service (2 cr.)

HRI 190 (HRI advisor approval) -- Coordinated Internship (1 or 3 cr.)

HRI 224 (prerequisite HRI 251) -- Recipe and Menu Management (3 cr.)

HRI 226 Leadership and Kitchen Management (2 cr.)

HRI 237 Current Issues and Environmental Responsibilities in the Hospitality Industry (1 or 2 cr.)

HRI 287 Contemporary Culinary Artistry and Innovation (2 cr.)

BUS 111 Principles of Supervision I (3 cr.)

BUS 116 Entrepreneurship (3 cr.)

Foreign Language (3-4 cr.)
Human Services AAS
Associate of Applied Science

PURPOSE: The two-year associate degree in Human Services is designed to prepare students with the requisite professional knowledge, skills, and values to obtain entry-level positions in a diverse, pluralistic, and ever-changing, public, private, and non-profit human services delivery system.

OCCUPATIONAL OBJECTIVES: Employment opportunities include, but are not limited to, the following types of employers: social service agencies; childcare agencies; hospitals; mental retardation and rehabilitation agencies; mental health settings; juvenile and adult corrections; private, non-profit, and for-profit agencies; and geriatric settings.

ADMISSION REQUIREMENTS: General college curricular admission

PROGRAM NOTES: In addition to the general college curricular admission requirements, an interview with the program head is recommended. While a face-to-face interview is preferable, an interview can also be conducted via telephone or electronic conference. The curriculum provides students with the requisite knowledge, skills, professional values, and attitudes necessary to practice in a diverse client and service delivery system. The program is also designed to enhance the professional knowledge, skills, and marketability of persons already employed in human services. Students should consult their faculty advisor or a counselor to discuss educational goals and objectives, employment opportunities, course electives, internship requirements, and potential sites for internships.

All students in the program should take the core curriculum courses in sequence as listed in the catalog. Students who receive a final grade lower than "C" in any of the core courses should repeat the course before taking further courses in the core curriculum. Students who are having academic difficulty should discuss their academic progress with a counselor or faculty advisor.

A coordinated internship in a human service agency is required in the fourth semester of the curriculum. Students should discuss the internship course with the program head, as well as select, interview, confirm a placement supervisor and site, and complete all required internship documents the semester prior to registering for HMS 290: Coordinated Internship. Students can select from a directory of internship sites maintained by the program head or select and interview in a human services agency of their choice that formally agrees to provide the required learning experiences and supervision for 130-clock hours. Students are expected to provide their own transportation to the agency.

The purpose of the associate of applied science (AAS) degree curriculum is to prepare students for employment upon graduation. Four-year college and university transfer opportunities for associate of applied science degrees, if existing, are usually very specific in nature. Students may, however, substitute some courses in the AAS degree curriculum with courses that generally transfer to senior institutions. Students should consult their program advisor at the earliest possible date for further guidance and are advised to get assurances in writing, in advance, from the institution to which they wish to transfer.

COMPUTER COMPETENCY REQUIREMENT: Students in this program will meet the college’s computer competency requirement by successfully completing ITE 115. Students can also meet this requirement by passing the college’s computer competency exam, administered in the testing centers on each campus, in which case they will receive college credit for ITE 115. Students not passing the computer competency exam may retake the exam only once.

CURRICULUM:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC.</th>
<th>LAB.</th>
<th>CRS.</th>
<th>HRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111</td>
<td>College Composition I</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SOC 200</td>
<td>Principles of Sociology</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HMS 100</td>
<td>Introduction to Human Services</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SDV 100</td>
<td>College Success Skills</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MEN 101</td>
<td>Mental Health Skill Training I</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ITE 115</td>
<td>Introduction to Computer Applications and Concepts</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>16</td>
<td>0</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>ENG 112</td>
<td>College Composition II</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HMS 121</td>
<td>Basic Counseling Skills I</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HMS 141</td>
<td>Group Dynamics I</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HMS 236</td>
<td>Gerontology</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MEN 102</td>
<td>Mental Health Skill Training II</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>15</td>
<td>0</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>HLT 121</td>
<td>Introduction to Drug Use and Abuse</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HMS 226</td>
<td>Helping Across Cultures</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HMS 122</td>
<td>Basic Counseling Skills II</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MTH 130</td>
<td>Fundamentals of Reasoning</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HMS 227</td>
<td>The Helper as Change Agent</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HMS 142</td>
<td>Group Dynamics II</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>18</td>
<td>0</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>CST 110</td>
<td>Introduction to Communication</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PSY 230</td>
<td>Developmental Psychology</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
Information Systems Technology AAS Associate of Applied Science

The Associate of Applied Science (AAS) degree program enables students to concentrate in one of the following areas:

- Computer Applications
- Computer Programmer
- Cyber Security
- Network Administration
- Web Development

Students select from ONE of the IST Career Studies Certificate programs listed above to define an area of concentration for the Associate of Applied Science degree.

**PURPOSE:** The purpose of the Information Systems Technology AAS degree is to develop and/or enhance the information technology skills and knowledge of students by providing training in the latest technology that businesses demand. This program is for students who seek employment in business information systems, who desire to update their information technology skills for their current job, or who desire to improve their technology skills and knowledge to help prepare for industry certifications.

**TRANSFER INFORMATION:** Four-year college and university transfer opportunities for this degree, if existing, are usually very specific in nature. Students interested in IT Management or Information Security at the University of Richmond School of Professional and Continuing Studies or Occupational and Technical Studies at Old Dominion University should consult their faculty advisor upon program entry for further guidance.

**OCCUPATIONAL OBJECTIVES:**

**Computer Applications:** Computer Support Specialist; Computer Technician; Help Desk Analyst; Information Technology Specialist (IT Specialist)

**Computer Programmer:** Analyst Programmer; Applications Developer; Computer Programmer; Computer Programmer Analyst; Internet Programmer; Programmer; Programmer Analyst; Software Developer; Web Programmer

**Cyber Security:** Help Desk Specialist; Entry-Level Information Security Analyst; Entry-Level Cyber Security Specialist

**Network Administration:** Hardware Technician; Entry-Level Help Desk Technician; and Entry-Level Technical Support

**Web Development:** Web Designer; Web Developer; Webmaster

For more occupational information check out O*Net (https://www.onetonline.org/).

**ADMISSION REQUIREMENTS:** General college curricular admission

**PROGRAM NOTES:**

Students must attain the grade of “C” or higher in IT courses taken for this degree. Students must get approval from the appropriate IT program head or their academic advisor in choosing program electives or substitutions. Students should complete SDV 100 during their first semester of study at the college.

All new students should take the English and mathematics placement tests immediately after applying to the college and meet with an IT faculty advisor in your first semester.

IT courses used for this program may not be more than 10 years old.

**COMPUTER COMPETENCY REQUIREMENT:** Students in this program will meet the college’s computer competency requirement by successfully completing ITE 115. Students can also meet this requirement by successfully passing the college’s computer competency exam, administered in the testing centers on each campus, in which case they will receive college credit for ITE 115. Students not passing the computer competency exam may retake the exam only once.

**CURRICULUM:**

Information Systems Technology Associate of Applied Science Degree

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC.</th>
<th>LAB.</th>
<th>CRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDV 100</td>
<td>College Success Skills</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>ENG 111</td>
<td>College Composition I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>MTH 130</td>
<td>Fundamentals of Reasoning</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>
### CURRICULUM:

**Computer Applications Career Studies Certificate**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC.</th>
<th>LAB.</th>
<th>CRS.</th>
<th>HRS.</th>
<th>CRE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITE 115</td>
<td>Introduction to Computer Applications and Concepts</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ITE 221</td>
<td>PC Hardware and OS Architecture</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IT Elective</td>
<td>IT Concentration Elective</td>
<td>3-4</td>
<td>0</td>
<td>3-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>17-18</td>
<td>0</td>
<td>17-18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 112</td>
<td>College Composition II</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IT Elective</td>
<td>IT Concentration Elective</td>
<td>3-4</td>
<td>0</td>
<td>3-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACC 117</td>
<td>Essentials of Accounting</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IT Elective</td>
<td>IT Concentration Elective</td>
<td>3-4</td>
<td>0</td>
<td>3-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ITN 101</td>
<td>Introduction to Network Concepts</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>15-17</td>
<td>0</td>
<td>15-17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IT Elective</td>
<td>IT Concentration Elective</td>
<td>3-4</td>
<td>0</td>
<td>3-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ITN 260</td>
<td>Network Security Basics</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IT Elective</td>
<td>IT Concentration Elective</td>
<td>3-4</td>
<td>0</td>
<td>3-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IT Elective</td>
<td>IT Elective</td>
<td>3-4</td>
<td>0</td>
<td>3-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ITP 251</td>
<td>Systems Analysis and Design</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>15-18</td>
<td>0</td>
<td>15-18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECO 120</td>
<td>Survey of Economics</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ITN 257</td>
<td>Cloud Computing: Infrastructure and Services</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IT_ 298</td>
<td>Seminar and Project: Computer Applications Capstone</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>14</td>
<td>0-2</td>
<td>14</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Minimum Credits for AAS Degree in Information Systems Technology**

### CURRICULUM:

**Computer Programmer Career Studies Certificate**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC.</th>
<th>LAB.</th>
<th>CRS.</th>
<th>HRS.</th>
<th>CRE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITE 115</td>
<td>Introduction to Computer Applications and Concepts</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ITE 130</td>
<td>Introduction to Internet Services</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ITE 140</td>
<td>Spreadsheet Software</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ITE 150</td>
<td>Desktop Database Software</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ITE 221</td>
<td>PC Hardware and OS Architecture</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ITD 110</td>
<td>Web Page Design I</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ITD 112</td>
<td>Designing Web Page Graphics</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ITP 298</td>
<td>Seminar and Project: Computer Applications Capstone</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>26</td>
<td>0</td>
<td>26</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. ACC 211 may be substituted for ACC 117.
2. Students considering transferring to a four-year college should take a transfer mathematics sequence (consult advisor).
3. Students will select IT Concentration Electives based on the chosen Career Studies Certificate.
4. An IT Elective can be any IT course that is not required in the chosen Career Studies Certificate.
5. Students in the Computer Programmer concentration should take ITP 136 (C# Programming I) in the first semester in order to complete the sequence of ITP 136, ITP 236, ITP 244, ITP 298 in the four semesters.
6. A list of approved general education electives (humanities/fine arts and personal wellness) is provided in the General Education section of the catalog under Curriculum Planning and Design.
7. ECO 201 may be substituted for ECO 120.
ITD 132  Structured Query Language (T-SQL)  3 0 3
ITP 244  ASP.Net-Server Side Programming  4 0 4
ITP 298  Seminar and Project: Programming Capstone  4 0 4
TOTAL  29 0 29

CURRICULUM:
Cyber Security Career Studies Certificate

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC.</th>
<th>LAB.</th>
<th>CRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITE 221</td>
<td>PC Hardware and OS Architecture</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>ITN 101</td>
<td>Introduction to Network Concepts</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ITN 260</td>
<td>Network Security Basics</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ITN 261</td>
<td>Network Attacks, Computer Crime, and Hacking</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>ITN 262</td>
<td>Network Communication, Security, and Authentication</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>ITN 263</td>
<td>Internet/Intranet Firewalls and E-Commerce Security</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>ITN 276</td>
<td>Computer Forensics I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ITN 298</td>
<td>Seminar and Project: Networking Capstone</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>
TOTAL  29 0 29

Network Administration Career Studies Certificate

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC.</th>
<th>LAB.</th>
<th>CRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITE 221</td>
<td>PC Hardware and OS Architecture</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>ITN 101</td>
<td>Introduction to Network Concepts</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ITN 171</td>
<td>UNIX I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ITN 110</td>
<td>Client Operating Systems</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>ITN 111</td>
<td>Server Administration</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>ITN 260</td>
<td>Network Security Basics</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ITN 254</td>
<td>Virtual Infrastructure: Installation and Configuration</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>
TOTAL  29 0 29

CURRICULUM:
Web Development Career Studies Certificate

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC.</th>
<th>LAB.</th>
<th>CRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITN 110</td>
<td>Web Page Design I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ITD 110</td>
<td>Web Page Design I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ITD 112</td>
<td>Designing Web Page Graphics</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ITD 130</td>
<td>Database Fundamentals</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>ITD 212</td>
<td>Interactive Web Design</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>ITD 210</td>
<td>Web Page Design II</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>ITD 298</td>
<td>Seminar and Project: Web Design Capstone</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>
TOTAL  29 0 29

Management AAS
Associate of Applied Science

SPECIALIZATIONS:
Small Business Management
Retail Management

PURPOSE: The Management degree program is designed to serve the needs of individuals presently employed in businesses and those who are interested in ownership or management of businesses. Additionally, the program is designed for those who may be seeking a promotion and have the potential for supervisory and management positions. Students will gain a solid foundation in key business areas and management. Students will develop critical thinking skills and practices to address business issues and skills in strategic management and retail.

OCCUPATIONAL OBJECTIVES:
Small Business Management – Small businesses represent the majority of businesses in the United States and can be started at a low cost and on a part-time basis. This specialization will prepare students for self-employment and careers in small business. It directly focuses on the practical aspects of small business and business ownership. At the completion of the Small Business Management Specialization, students will have newly developed knowledge and skills to operate a successful business, such as a franchise, restaurant, day care center, sporting goods
store, computer service business, bridal store, clothing store, printing service, or any micro-business.

Retail Management – Retailing is a dynamic industry. Every successful retail store has a manager or team of managers. This specialization focuses on preparing students for a career in either store management or sales. Retail managers must make important decisions on a daily basis, such as buying, pricing, advertising, staffing, and logistics. Students learn to direct staff and operations on a sales floor. Students also learn how to make sales, manage customer service, and maintain records. Students may obtain entry-level positions as store managers, sales managers, department managers, or assistant account representatives.

ADMISSION REQUIREMENTS: General college curricular admission

COORDINATED INTERNSHIPS: All students in the Management degree program are required to complete a coordinated internship that provides on-the-job training. The internship provides students with practical exposure to many facets of management and retailing.

COMPUTER COMPETENCY REQUIREMENT: Students in this program will meet the college’s computer competency requirement by successfully completing ITE 115. Students can also meet this requirement by passing the college’s computer competency exam, administered in the testing centers on each campus, in which case they will receive college credit for ITE 115. Students not passing the computer competency exam may retake the exam only once.

CURRICULUM:
Small Business Management Specialization

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC.</th>
<th>LAB.</th>
<th>CRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111</td>
<td>College Composition I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ITE 115</td>
<td>Introduction to Computer Applications and Concepts</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>BUS 100</td>
<td>Introduction to Business</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>MKT 201</td>
<td>Introduction to Marketing</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>_____ 1</td>
<td>Personal Wellness Elective</td>
<td>0-2</td>
<td>0-4</td>
<td>2</td>
</tr>
<tr>
<td>SDV 100</td>
<td>College Success Skills</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>13-15</td>
<td>0-4</td>
<td>15</td>
</tr>
<tr>
<td>ENG 112</td>
<td>College Composition II</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>BUS 111</td>
<td>Principles of Supervision</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>MTH 130</td>
<td>Fundamentals of Reasoning</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>BUS 205</td>
<td>Human Resource Management</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>MKT 215</td>
<td>Sales and Marketing Management</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>FIN 215</td>
<td>Financial Management</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>18</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td>ECO 120</td>
<td>Survey of Economics</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>BUS 125</td>
<td>Applied Business Mathematics</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>AST 205</td>
<td>Business Communication</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>BUS 165</td>
<td>Small Business Management</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>BUS 240</td>
<td>Introduction to Business Law</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>_____ 2</td>
<td>Business or Marketing Elective</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>18</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td>ACC 117</td>
<td>Essentials of Accounting</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>MKT 260</td>
<td>Customer Service Management</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>BUS 260</td>
<td>Planning for Small Business</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>BUS 290</td>
<td>Coordinated Internship</td>
<td>0</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>_____ 1</td>
<td>Humanities/Fine Arts Elective</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>12</td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

Total Minimum Credits for AAS Degree in Management, 66
Small Business Management Specialization

01.19.18

CURRICULUM:
Retail Management Specialization

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC.</th>
<th>LAB.</th>
<th>CRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111</td>
<td>College Composition I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ITE 115</td>
<td>Introduction to Computer Applications and Concepts</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>BUS 100</td>
<td>Introduction to Business</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>MKT 201</td>
<td>Introduction to Marketing</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>_____ 1</td>
<td>Personal Wellness Elective</td>
<td>0-2</td>
<td>0-4</td>
<td>2</td>
</tr>
<tr>
<td>SDV 100</td>
<td>College Success Skills</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>13-15</td>
<td>0-4</td>
<td>15</td>
</tr>
<tr>
<td>ENG 112</td>
<td>College Composition II</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>BUS 111</td>
<td>Principles of Supervision</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>MTH 130</td>
<td>Fundamentals of Reasoning</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>BUS 205</td>
<td>Human Resource Management</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>MKT 215</td>
<td>Sales and Marketing Management</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>MKT 227</td>
<td>Merchandise Buying and Control</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>18</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td>ECO 120</td>
<td>Survey of Economics</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>MKT 220</td>
<td>Principles of Advertising</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>AST 205</td>
<td>Business Communication</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>MKT 216</td>
<td>Retail Organization and Management</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>_____ 2</td>
<td>Business or Marketing Elective</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>MKT 290</td>
<td>Coordinated Internship</td>
<td>0</td>
<td>15</td>
<td>3</td>
</tr>
</tbody>
</table>
PROGRAM NOTES: Admission and program specific criteria

ADMISSION REQUIREMENTS:

OCCUPATIONAL OBJECTIVES: Positions for Medical Laboratory Technicians are available in hospitals, private laboratories, physicians’ offices, health departments, and industrial medical laboratories.

ADMISSION REQUIREMENTS: General college curricular admission and program specific criteria

PROGRAM NOTES: Students must be accepted to this program to enroll in MDL major/clinical courses (MDL 110 and higher).

1. Students interested in the Medical Laboratory Technology program should first enroll in the Pre-Medical Laboratory Technology (MDL) Career Studies Certificate (CSC) to complete the prerequisite courses. Completion (or near completion) of the Pre-Medical Laboratory Technology CSC is required for admission to the program.

2. Upon satisfactory completion of the five-semester AAS degree, graduates will be eligible to take the Medical Laboratory Technology examinations (e.g., ASCP, AMT, or equivalent) for national certification. The national certification exam is not a requirement for graduation; however, it is strongly recommended and may be required for employment, depending upon the employer.

3. Upon satisfactory completion of the national certification exam, graduates are eligible to pursue a Bachelor’s degree in Clinical Laboratory Science with either Virginia Commonwealth University or Old Dominion University.

4. It is recommended that the students have appropriate health insurance. Students are responsible for covering the cost of medical care that they may require while in the clinical setting.

5. The MDL courses may be taken for retraining by certified technologists who have been out of the field for a period of time. While admission to the program is not required, permission of the program head is required prior to registration for MDL courses.

Courses in the program are offered on campus as well as via distance learning. Students in the distance program must attend mandatory laboratory classes at college-designated sites or may be required to come to campus for labs. Tests may be taken at an approved testing center as determined by the faculty member and the program head.

Medical Laboratory Technology AAS Student Learning Outcomes:

The National Accrediting Agency for Clinical Laboratory Science (NAACLS) describes entry-level competencies for the medical laboratory technician as follows: The medical laboratory technician will possess the entry-level competencies necessary to perform routine clinical laboratory tests in areas, such as clinical chemistry, hematology/hemostasis, immunology, immunohematology/transfusion medicine, microbiology, urine and body fluid analysis, and laboratory operations.

The level of analysis ranges from waived and point of care testing to complex testing encompassing all major areas of the clinical laboratory. The medical laboratory technician will have diverse functions in areas of pre-analytical, analytical, and post-analytical processes. The medical laboratory technician will have responsibilities for information processing, training, and quality control monitoring wherever clinical laboratory testing is performed.

Reynolds Medical Laboratory Technology Program Outcomes

The educational experiences in the Medical Laboratory Technology program are designed to ensure that students are well prepared to enter the profession of medical laboratory technology and continue to learn throughout their professional career. At completion of the program, graduates will be able to

1. Exhibit patient confidentiality within HIPAA parameters;
2. Demonstrate consistent safe practice within industry-level safety standards;
3. Demonstrate job entry-level precision and accuracy in performing procedures;
4. Formulate accurate reports within industry-level reporting parameters;
5. Analyze and record test and quality control data within industry-level accuracy standards;
6. Distinguish reportable vs. non-reportable test results using established industry criteria;
7. Troubleshoot non-reportable test results;
8. Discuss laboratory testing in terms of theory, technique, quality control, and interpretation; and
9. Perform routine testing of adult, infant, and geriatric patient samples in specified rotations.

**Application Requirements:**

1. Admission to the MDL program is competitive and only a limited number of students will be accepted.
2. A criminal background check, drug screen, and documentation of immunizations are required prior to placement for clinical rotations.
3. To be eligible for admission into the MDL program and courses, applicants must have completed designated prerequisites included in the CSC.
4. Completion of the Pre-Medical Laboratory Technology CSC does not guarantee admission to the AAS degree program. Transfer students must declare the Pre-Medical Laboratory Technology CSC as their major until formally admitted to the program.
5. Applicants must complete and submit an MDL application portfolio to the program director for consideration. Instructions for completing the Medical Laboratory Technology application packet are located at: reynolds.edu/_onlinecatalog/documents/MDL-Application-Packet.pdf.
6. Fully qualified students will be ranked according to GPA, prior degrees achieved, and a completed application packet. (See the program application packet for full explanation of ranking of applicants.)
7. A minimum GPA of 2.5 is required for consideration.
8. Official transcripts from all previously attended colleges to Central Admissions and Records.
9. Advanced placement opportunities are based on evaluation of transcripts and clinical work experience, and must be discussed with the program head.

**Application Deadlines:**

- Fall Start: May 15 with notification in mid-June
- Spring Start: October 1 with notification in early November

**Medical Laboratory Technology Application Packet:**
The application packet is available at the following url: reynolds.edu/_onlinecatalog/documents/MDL-Application-Packet.pdf.

**Medical Laboratory Technology Student Handbook 2017-2018:**
This handbook is available at the following url: http://www.reynolds.edu/mlt.

**ESSENTIAL SKILLS REQUIREMENTS:** Students entering the MDL program must possess the following skills:

- Sufficient eyesight, including color vision, to observe microscopic cells and features within cells, read records, manipulate equipment, and visually read procedures, graphs, and test results.
- Sufficient hearing to communicate with patients and members of the health care delivery team, monitor patients using electronic equipment, and hear necessary sounds during operation of equipment.
- Satisfactory speaking, reading, and writing skills to effectively communicate in English in a timely manner.
- Sufficient gross and fine motor coordination to exhibit excellent eye-hand coordination and dexterity to manipulate equipment.
- Sufficient ability to lift, stoop, or bend in the delivery of safe laboratory testing.
- Satisfactory physical strength and endurance to be on feet for extended periods and to move heavy equipment and supplies. Sitting, walking, bending, and reaching motions are also requirements of most positions.
- Satisfactory intellectual, emotional, and psychological health and functioning to ensure patient safety and to exercise independent judgment and discretion in performing assigned tasks.
- Satisfactory time management of multiple priorities and stimuli to operate in fast-paced environments.
- Sufficient analysis, synthesis, and comprehension skills to follow detailed instructions and effectively operate in a laboratory setting.

**PROGRESSION THROUGH THE PROGRAM:**

1. Students who have a break in their enrollment must meet with the program head to review current enrollment requirements. In some cases, students may be required to retake MDL courses.
2. All students must successfully pass a comprehensive clinical readiness assessment prior to placement in clinical rotations. Attendance during one summer session may be required.
3. Any student who receives a final grade lower than “C” in any MDL course must repeat the course. Students failing to obtain “C” or better in any two MDL prefix courses will not be able to progress in the MDL program.
4. Courses with the MDL prefix must be completed successfully prior to entering the final coordinated internship courses.

**CLINICAL PROGRESSION:** The college offers this program in affiliation with the health care agencies and practitioners in the communities the college serves. The college relies on its community affiliates to provide clinical education opportunities for its students, expert clinical preceptors, and course instructors for many courses. The often rapid changes in health care law, standards of practice, technology, and content of credentialing examinations increasingly necessitate sudden changes in the program’s course content, policies, procedures, and course scheduling. As a result, the college cannot guarantee every student continuous and uninterrupted clinical and course instruction as outlined in the printed catalog curriculum for this program. Circumstances beyond the control of the college may necessitate the postponement of course offerings or changes in the sequencing and/or location of scheduled courses or clinical assignments. Additionally, the college may have to change the instructor for courses after instruction has started.

**FINANCIAL REQUIREMENTS:** In addition to the regular college tuition and fees, the Medical Laboratory Technology program requires the items listed below:

| Books and Supplies (varies) | $2,000.00 |
ACADEMIC PROGRAMS

Uniforms and Shoes: $ 200.00
Lab Tests and Immunizations (varies): $ 300.00
Laboratory Coat (varies): $ 25.00
Background Check (varies): $ 45.00
Drug Screen (varies): $ 25.00
Travel to Clinical Affiliates Variable

Note: An additional fee for the national registry examination is not a requirement for graduation and is not included above. The fee is approximately $215.00.

ANNUAL PROGRAM STATISTICS

<table>
<thead>
<tr>
<th></th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
<th>3-YEAR AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASCP BOC Exam</td>
<td>91%</td>
<td>95%</td>
<td>100%</td>
<td>95%</td>
</tr>
<tr>
<td>Attraction Rate</td>
<td>11%</td>
<td>0%</td>
<td>5%</td>
<td>7%</td>
</tr>
<tr>
<td># Graduated</td>
<td>23</td>
<td>23</td>
<td>19</td>
<td>22</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>89%</td>
<td>100%</td>
<td>90%</td>
<td>96%</td>
</tr>
<tr>
<td>Graduate Placement Rate</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

1Pass within first year of program completion

COMPUTER COMPETENCY REQUIREMENT: Students in this program will meet the college’s computer competency requirement by successfully completing ITE 115 or CSC 155. Students can also meet this requirement by passing the college’s computer competency exam, administered in the testing centers on each campus, in which case they will receive college credit for ITE 115 or CSC 155. Students not passing the computer competency exam may retake the exam only once.

PROGRAM ACCREDITATION AND ADMINISTRATION: The Medical Laboratory Technology program is accredited by the National Accreditation Agency for Clinical Laboratory Sciences, 5600 N. River Rd., Suite 720, Rosemont, IL 60018 (773-714-8880 and NAACLSinfo@naacls.org). The program director is D. Gayle Melberg, MS, MT (ASCP), an experienced medical laboratory scientist and certified medical technologist.

CURRICULUM:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC. HRS.</th>
<th>LAB. HRS.</th>
<th>CRS. HRS.</th>
<th>CRE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDV 100*</td>
<td>College Success Skills</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MTH 155 or</td>
<td>Statistical Reasoning</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or Precalculus I</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTH 161</td>
<td>Introductory Chemistry or General Chemistry I</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CHM 101* or CHM 111*</td>
<td>General Chemistry I</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>BIO 101* or BIO 141</td>
<td>General Biology I or Anatomy and Physiology I</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>ENG 111</td>
<td>College Composition I</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MDL 100</td>
<td>Introduction to Medical Laboratory Technology</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL: 14 9 17

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC. HRS.</th>
<th>LAB. HRS.</th>
<th>CRS. HRS.</th>
<th>CRE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITE 115*</td>
<td>Introduction to Computer Applications and Concepts</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MDL 125*</td>
<td>Clinical Hematology I</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MDL 251*</td>
<td>Clinical Microbiology I</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BIO 102* or BIO 142</td>
<td>General Biology II or Anatomy and Physiology II</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social/Behavioral Science Elective</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Personal Wellness Elective</td>
<td>0-1</td>
<td>0-2</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL: 13-14 10-12 17

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC. HRS.</th>
<th>LAB. HRS.</th>
<th>CRS. HRS.</th>
<th>CRE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MDL 190*</td>
<td>Coordinated Practice in Phlebotomy</td>
<td>0</td>
<td>8</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MDL 210</td>
<td>Immunology and Serology</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Humanities/Fine Arts Elective</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MDL 110</td>
<td>Urinalysis and Body Fluids</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL: 7 14 11

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC. HRS.</th>
<th>LAB. HRS.</th>
<th>CRS. HRS.</th>
<th>CRE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MDL 216*</td>
<td>Blood Banking</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MDL 225*</td>
<td>Clinical Hematology II</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MDL 252*</td>
<td>Clinical Microbiology II</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MDL 262*</td>
<td>Clinical Chemistry and Instrumentation II</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL: 9 12 13

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC. HRS.</th>
<th>LAB. HRS.</th>
<th>CRS. HRS.</th>
<th>CRE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MDL 281*</td>
<td>Clinical Correlations (online course)</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MDL 290* or 290*</td>
<td>Coordinated Practice in Blood Bank/Transfusion Medicine</td>
<td>0</td>
<td>8</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Coordinated Practice in Clinical Chemistry</td>
<td>0</td>
<td>8</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Coordinated Practice in Hematology</td>
<td>0</td>
<td>8</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Coordinated Practice in Microbiology</td>
<td>0</td>
<td>8</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL: 1 32 9
A student who has an absence greater than 12 months within the Nursing AAS program must meet current admission and curriculum requirements. A student seeking to resume enrollment must meet with the coordinator of the Nursing AAS program prior to reenrollment.

A student accepted to the LPN to Nursing AAS program must sign an Assumption of Risk document that serves to provide a general outline of hazards encountered within nursing. This list includes exposures to infectious, biological, chemical, environmental/mechanical, and psychosocial hazards, as well as loss of personal property.

Non-nursing courses must be completed prior to or concurrent with the approved curriculum sequence.

Once admitted, BIO 150, ENG 112, and a humanities/fine arts elective (CST 229 or PHI 101 or PHI 220 or PHI 225 or PHI 227) must be completed prior to or within the identified semester with the co-requisite nursing courses.

A minimum grade of "C" is required in each course within the program of study. Students receiving less than "C" in a general education course will be unable to continue in the Nursing program until the grade requirement is met.

Reynolds offers part-time evening/weekend and full-time LPN to AAS in Nursing degree options.

- The full-time option is offered during the day and typically admits students in the spring if a sufficient qualified applicant pool is identified. This option is designed for students who do not have to work full-time and can be completed in two academic years (four semesters).
- The part-time evening/weekend option anticipates an admission cycle each spring. The evening/weekend option is structured for a student to progress sequentially over approximately three (3) years. This option was established to facilitate the student who has family and employment obligations and seeks a student commitment of approximately 10 to 14 hours per week of class and clinical experiences.

**Student Outcomes for Nursing AAS Degree (LPN to AAS in Nursing):**

Students who complete the Nursing AAS degree will be expected to

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 judgment 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 lifelong learning;
5. Manage client care through quality improvement processes, information technology, and fiscal responsibility to meet client needs and support organizational outcomes; and
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.

Admission to the Nursing AAS program is competitive, and only a limited number of students will be accepted. Fully qualified students will be ranked according to Kaplan Test achievement and a complete application. It is imperative that applications be complete, that all procedures be followed, and that applicants prepare themselves academically to be competitive in the review process.

**Application requirements are the following:**

1. High School Diploma, Home School Certificate of Completion, or General Equivalency Diploma (GED) completion with official verification on file in Admissions & Records
2. Completion of all Reynolds Community College admission requirements
3. Science Requirements: Evidence of completion with a grade of “C” or higher, high school biology or transferable college-level science course
4. Math Requirements: Evidence of Virginia Placement Test at level 5 or higher, or successful completion of the developmental modules, or meet waiver criteria per the Reynolds Catalog
5. Complete the test of English as a Foreign Language (TOEFL iBT) with a standard score of 84 or above, and a minimum speaking score of 26 is required for ALL non-native English speakers. Completion of ENG 111 does not satisfy this requirement. These scores are based on recommendations from the National Council of State Boards of Nursing for the level of English proficiency required to perform entry-level nursing safely and effectively. TOEFL iBT scores are valid for up to two years.
6. Submission of official college transcripts to Admissions & Records for consideration of transfer credit for courses required by the Nursing AAS program. All decisions for transfer credit are determined by Admissions & Records. The applicant is solely responsible for reviewing transfer credits posted by Admissions & Records.
7. Completion of the Kaplan Test with the following minimum scores: reading--73% or higher; math--75% or higher; science--55% or higher; writing--52% or higher. This application test is free and available through the Reynolds testing center. Testing center dates and times are provided at reynolds.edu/get_started/programs/snah/announcements.aspx. The Kaplan Test may be repeated once. After the second attempt, a student must wait at least 24 months before reattempting.
8. Applications are ranked based on Kaplan admission scores. The required math, reading, and science scores are each weighted 30%; the writing score is weighted 10%.
9. Cumulative grade point average (GPA) of 2.0 or higher.
10. Curricular GPA of 2.5 or higher in the fifteen (15) general education credits with a grade of “C” or above in each of the following courses; BIO 141, BIO 142, ENG 111, SDV 100, and PSY 230.
11. Mandatory attendance at an LPN to Nursing AAS Program Information Session within six (6) months of applying to the Nursing AAS program. Information sessions will be posted on this website once an admission cycle is identified.
12. An accepted student must accept or deny admission electronically, as directed, via the Accepted Student Response Form by the identified date or will forfeit their seat.
13. Provide proof of unrestricted license as a Practical Nurse in Virginia.

Admission to the Nursing AAS program is competitive, and only a limited number of applicants will be accepted. Fully qualified applicants will be ranked according to Kaplan Test scoring. Qualified applicants who were not admitted may reapply for admission to the LPN to Nursing AAS degree program.

**FUNCTIONAL SKILLS REQUIREMENTS:** Students entering the LPN to AAS degree in Nursing must possess the following functional skills:

- Sufficient eyesight to observe patients, read records, manipulate equipment, and visually monitor patients in dim light;
- Sufficient hearing to communicate with patients and members of a health care delivery team, monitor patients using electronic equipment, hear necessary sounds during operation of equipment, and hear a patient whispering;
- Satisfactory speaking, reading, and writing skills to communicate effectively in English in a timely manner;
- Sufficient bilateral finger dexterity to manipulate equipment;
- Ability to lift, stoop, or bend in the delivery of safe nursing care;
- Satisfactory physical strength and endurance to be on one’s feet for extended periods and to move immobile patients; and
- Satisfactory intellectual and emotional functioning to ensure patient safety and to exercise independent judgment and discretion in performing assigned care.

**Application Deadlines for LPN to AAS in Nursing:**

The Virginia Community College System (VCCS) Nursing programs have developed a common nursing curriculum, which will be phased in through all VCCS college nursing programs. Reynolds is one of four other VCCS colleges that initiated the new common curriculum in Fall 2017. The other colleges will begin to implement this curriculum in Fall 2018. Reynolds is teaching out the existing Nursing AAS and LPN to Nursing AAS curriculum.

To provide some credit for the LPN licensure, the VCCS Common Curriculum Teaching and Planning Committee is working on aligning the LPN licensure requirements to the entry-level common curriculum courses. This process must be completed prior to offering a common curriculum for the LPN to Nursing AAS degree program options at Reynolds. Once this is completed, Reynolds will identify a new admission cycle for the
LPN to Nursing AAS degree programs, which will be published on this website.

**EXPECTATIONS:** The student is required to complete a sequence of courses and learning experiences provided at the college and selected community agencies, such as acute care (hospitals), rehabilitation or long-term care facilities, clinics, or comparable agencies and facilities. During these experiences, the nursing faculty will observe, monitor, and evaluate the student’s ability to achieve program outcomes through direct patient care experiences. Professional conduct and meeting program and course requirements related to dress code, program, and health care orientation are required.

**CLINICAL CONTRACTS:** Individual contracts are in effect with each affiliate clinical agency, and these contracts differ in requirements for students. In general, contracts include the following:

1. Clinical agencies reserve the right to dismiss a student from their agency at any time with due cause. This will be done with advance notice, except in an emergency.
2. Student must wear the proper uniform, conforming to program and health care agency standards.
3. Student must follow published hospital policies.
4. Student must meet health, immunity, and immunization requirements.
5. Student releases the facility, its agents, and its employees from any liability for any injury or death to self or damage to personal property arising out of the clinical agreement or use of the facility. (Assessment of Risk document is signed and on file once the student is accepted into the program.)
6. Student is financially responsible for any medical care required while in the clinical setting.
7. Student must have a current American Heart Association CPR BLS for Health Care Provider Certification.
8. Demonstration of professional behavior is expected at all clinical learning experiences. Faculty will direct a student to leave the learning environment if unacceptable behaviors are observed.
9. Student must complete a criminal background check and drug screen, which may be repeated during the program of study. The health care agency may deny a student participation in direct patient care based on results of background and drug screen.
10. Student must attend the health care agency’s orientation as scheduled to remain enrolled in a clinical nursing course.
11. Student must submit required clinical documents with each clinical rotation. A student who does not meet published deadlines for submission forfeits his/her enrollment.
12. If a student is dismissed by a clinical facility, alternate placement will require disclosure of information related to the dismissal. The student must consent to disclosure through completion of a FERPA form.

Contracts for each agency are available in the School of Nursing and Allied Health Office in the Division Office and may be reviewed by students upon request.

**FINANCIAL REQUIREMENTS:** In addition to the regular college tuition and fees, the nursing program requires the following:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uniforms, Shoes, and Stethoscope</td>
<td>$350.00</td>
</tr>
<tr>
<td>Special Testing across the Curriculum</td>
<td>$600.00</td>
</tr>
<tr>
<td>Books and Supplies</td>
<td>$1,500.00</td>
</tr>
<tr>
<td>Physical Exam, Proof of Immunity, Immunizations, TB Testing (student’s own physician) -- varies depending on health insurance coverage</td>
<td>$500.00</td>
</tr>
<tr>
<td>NCLEX-RN® Application (licensure exam and initial RN license)</td>
<td>$400.00</td>
</tr>
<tr>
<td>Castlebranch®, Document Manager®, Background Check, Drug Screening, and Re-checks</td>
<td>$225.00</td>
</tr>
</tbody>
</table>

These costs are approximate and subject to change. The student should also consider transportation and parking costs for clinical assignments.


**PROGRESSION THROUGH THE PROGRAM:** Reynolds offers this program in affiliation with the health care agencies and practitioners in the communities the college serves and relies on its community affiliates to provide clinical education opportunities for its many courses. The rapid changes in health care law, standards of practice, technology, content of credentialing examinations, and availability of qualified faculty increasingly necessitate sudden changes in the program’s course content, policies, procedures, and course scheduling. As a result, the college cannot guarantee every student continuous and uninterrupted clinical and course instruction as outlined in the printed catalog curriculum for this program. Circumstances beyond the control of the college may necessitate the postponement of course offerings or changes in the sequencing and/or location of scheduled courses or clinical assignments. Additionally, the college may have to change the instructor for courses after instruction has started.

**CONTINUATION IN THE PROGRAM:**

- Students must maintain a cumulative GPA of at least 2.0.
- Students must achieve a course grade of at least “C” (80) in each nursing course and at least “C” in each non-nursing course to progress through the Nursing AAS degree.
- The clinical portion of designated nursing courses is evaluated as “Pass/Fail.” A student who does not meet the clinical learning outcomes will fail the course.
- Students may take some general education courses with nursing courses. Students are eligible for progression to the next semester at the conclusion of each course in the program based on successful completion of the prerequisite and co-requisite courses.
- Students who fail any two nursing courses or are not successful after two attempts (withdraw or fail) in the same course may not continue in the Nursing AAS.
- Students may enroll in only one clinical nursing course at a time.
• Students who fail clinical based on any aspect of professional behavior will not be eligible for readmission. Application to the Reynolds Practical Nursing program may be at risk.

PROGRESSION STATUS: Reynolds has entered into an implied contract with all accepted Nursing AAS students via the Reynolds catalog. The catalog indicates that once accepted into the Nursing program a student can complete the program within two years, assuming the student attends four consecutive semesters. (Summer is a session, not a semester.) Continuation in the program is conditional upon those factors identified in the “Progression through the Program” statement.

Progression 1 students are those who have never failed, dropped, withdrawn, or taken a leave of absence for any reason. Progression 1 students may register for any available space in a course for which they are eligible during the assigned registration period.

Progression 2 students are those who have withdrawn, failed, or taken a leave of absence. These students have stopped program progress and will be enrolled based on a random lottery drawing for available seats. Progression 2 students will not participate in the online registration process. The Nursing AAS degree’s Promotion and Graduation Committee will place these students into available seats via a random lottery drawing. Progression 2 students will return to Progression 1 status after successful completion of the course from which they withdrew or failed.

NCLEX-RN Licensure Examination Pass Rates for Reynolds Nursing AAS Graduates: Reynolds Nursing Graduates’ pass rates for the NCLEX-RN licensure examination are provided below for 2012 - 2016.

<table>
<thead>
<tr>
<th>Year</th>
<th>Program Yearly Pass Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AAS in Nursing (traditional)</td>
</tr>
<tr>
<td>2012</td>
<td>96.21</td>
</tr>
<tr>
<td>2013</td>
<td>81.00</td>
</tr>
<tr>
<td>2014</td>
<td>88.04</td>
</tr>
<tr>
<td>2015</td>
<td>96.21</td>
</tr>
<tr>
<td>2016</td>
<td>94.74</td>
</tr>
</tbody>
</table>

*NA* = No graduates in this category tested that year

PROGRAM ACCREDITATION: The program is

• approved by the Virginia State Board of Nursing, 9960 Mayland Drive, Suite 300, Henrico, VA 23233-1463, (804) 367-4515; and
• accredited by the Accreditation Commission for Education in Nursing (ACEN). The Accreditation Commission for Education in Nursing may be contacted at 3243 Peachtree Road NE, Suite 500, Atlanta, GA 30326, (404) 975-5000.

Special Update Regarding Application Deadlines for LPN to AAS in Nursing:

• The Virginia Community College System (VCCS) Nursing programs have developed a common nursing curriculum, which will be phased in through all VCCS college nursing programs. Reynolds is one of four other VCCS colleges that initiated the new common curriculum in Fall 2017. The other colleges will begin to implement this curriculum in Fall 2018. Reynolds is teaching out the existing Nursing AAS and LPN to Nursing AAS curriculum.
• To provide some credit for the LPN licensure, the VCCS Common Curriculum Teaching and Planning Committee is working on aligning the LPN licensure requirements to the entry-level common curriculum courses. This process must be completed prior to offering a common curriculum for the LPN to Nursing AAS degree program options at Reynolds. Once this is completed, Reynolds will identify a new admission cycle for the LPN to Nursing AAS degree programs, which will be published on this website.

• Full-time LPN to Nursing AAS Program Option: Please meet with your nursing advisor for an update on this curriculum.
• Part-time LPN to Nursing AAS Program Option: Please meet with your nursing advisor for an update on this curriculum.

CURRICULUM:

• Full-time LPN to AAS Nursing Program Option: Please meet with your Nursing advisor for an update on this curriculum.
• Part-time LPN to AAS Nursing Program Option: Please meet with your Nursing advisor for an update on this curriculum.

Nursing AAS
Associate of Applied Science

PURPOSE: The Nursing AAS program is designed to prepare diverse individuals to practice evidence-based nursing successfully as a professional member of the interdisciplinary health care team. Upon satisfactory completion of the program, the student is eligible to apply to take the licensing examination (NCLEX-RN®) required to become a Registered Nurse.

OCCUPATIONAL OBJECTIVES: To secure and sustain employment as a professional nurse providing nursing care to individuals, families, communities, and/or populations in a variety of health care settings

ADMISSION REQUIREMENTS: General college curricular admission and program-specific criteria

PROGRAM NOTES: The Virginia State Board of Nursing has the authority to deny licensure to any applicant who has violated any of the provisions of 54.1-3007 of the Code of Virginia. Any student convicted of illegal offenses other than minor traffic violations should discuss and clarify these matters with the coordinator of the Nursing AAS program prior to admission for
Application requirements are the following:

1. High School Diploma, Home School Certificate of Completion, or General Equivalency Diploma (GED)

2. Completion of all Reynolds Community College admission requirements

3. Science Requirements: Evidence of completion with a grade of “C” or higher in high school biology or transferable college-level science course

4. Math Requirements: Evidence of Virginia Placement Test at level 5 or higher, or successful completion of the developmental modules, or meet waiver criteria per the Reynolds Catalog.

5. Complete the test of English as a Foreign Language (TOEFL iBT) with a standard score of 84 or above, and a minimum speaking score of 26 is required for ALL non-native English speakers. Completion of ENG 111 does not satisfy this requirement. These scores are based on recommendations from the National Council of State Boards of Nursing for the level of English proficiency required to perform entry-level nursing safely and effectively. TOEFL iBT scores are valid for up to two years.

6. Submission of official college transcripts to Admissions & Records for consideration of transfer credit for courses required by the Nursing AAS program. All decisions for transfer credit are determined by Admissions & Records. The applicant is solely responsible for reviewing transfer credits posted by Admissions & Records.

7. Completion of the Kaplan Test with the following minimum scores: reading--73% or higher; math--75% or higher; science--55% or higher; writing--52% or higher. This application test is free and available through the Reynolds testing center. Testing center dates and times are provided at reynolds.edu/get_started/programs/snah/announcements.aspx. The Kaplan Test may be repeated once. After the second attempt, a student must wait at least 24 months before reattempting.

8. Applications are ranked based on Kaplan admission scores. The required math, reading, and science scores are each weighted 30%; the writing score is weighted 10%.

9. Cumulative grade point average (GPA) of 2.0 or higher.

10. Curricular GPA of 2.5 or higher in the eleven (11) credits of required by the Nursing AAS program. All decisions for transfer credit are determined by Admissions & Records. The applicant is solely responsible for reviewing transfer credits posted by Admissions & Records.

11. Mandatory attendance at a Nursing AAS Program Information Session within six (6) months of applying to the Nursing AAS program. Information sessions are scheduled periodically throughout the semester. Dates, times, and location are provided at reynolds.edu/get_started/programs/snah/announcements.aspx.

12. An accepted student must accept or deny admission electronically, as directed, via the Accepted Student Response Form by the identified date or forfeit their seat.

Admission to the Nursing AAS program is competitive, and only a limited number of applicants will be accepted. Fully qualified applicants will be ranked according to Kaplan Test scoring. Qualified applicants not admitted may reapply for admission.

**FUNCTIONAL SKILLS REQUIREMENTS:** Students entering the Nursing program must possess the following functional skills:
• Sufficient eyesight to observe patients, read records, manipulate equipment, and visually monitor patients in dim light;
• Sufficient hearing to communicate with patients and members of a health care delivery team, monitor patients using electronic equipment, hear necessary sounds during operation of equipment, and hear a patient whispering;
• Satisfactory speaking, reading, and writing skills to communicate effectively in English in a timely manner;
• Sufficient bilateral finger dexterity to manipulate equipment;
• Ability to lift, stoop, or bend in the delivery of safe nursing care;
• Satisfactory physical strength and endurance to stand for extended periods, push equipment, and move immobile patients; and
• Satisfactory intellectual and emotional functioning to ensure patient safety and to exercise independent judgment and discretion in performing assigned care.

Application Deadlines for Full-time Day Option:

• Fall start: 3rd Monday in May
• Spring start: 3rd Monday in August

TRANSFER OPTIONS: Applicants seeking to transfer into the Nursing AAS program are required to meet all admission requirements. Transfer students from other nursing programs may be accepted on a space available basis.

1. The Nursing Student Affairs Subcommittee will review applications for students seeking transfer of nursing courses. Applicants must demonstrate that a nursing course, with corresponding credits, was completed within the previous 12 months.
2. Nursing transfer applicants must have a written statement from the dean or director of the nursing program the student is leaving, indicating that they are in good standing and eligible to return to the previous institution.

EXPECTATIONS: The student is required to complete a sequence of courses and learning experiences provided at the college and selected community agencies, such as acute care (hospitals) or long-term care facilities, clinics, or comparable agencies and facilities. During these experiences, the nursing faculty will observe, monitor, and evaluate the student’s ability to achieve program outcomes through direct patient care. Professional conduct and meeting program and course requirements related to dress code, program, and health care orientation are required.

CLINICAL CONTRACTS: Individual contracts are in effect with each affiliate clinical agency, and these contracts differ in requirements for students. In general, contracts include the following:

1. Clinical agencies reserve the right to dismiss a student from their agency at any time with due cause. This will be done with advance notice, except in an emergency.
2. Student must wear the proper uniform, conforming to program and health care agency standards.
3. Student must follow published hospital policies.
4. Student must meet health, immunity, and immunization requirements.

5. Student releases the facility, its agents, and its employees from any liability for any injury or death to self or damage to personal property arising out of the clinical agreement or use of the facility. (Assessment of Risk document is signed and on file, once the student is accepted into the program.)
6. Student is financially responsible for any medical care required while in the clinical setting.
7. Student must have a current American Heart Association CPR BLS for Health Care Provider Certification.
8. Demonstration of professional behavior is expected at all clinical learning experiences. Faculty will direct a student to leave the learning environment if unacceptable behaviors are observed.
9. Student must complete a criminal background check and drug screen, which may be repeated during the program of study. The health care agency may deny a student participation in direct patient care based on results of background and drug screen.
10. Student must attend the health care agency’s orientation as scheduled to remain enrolled in a clinical nursing course.
11. Student must submit required clinical documents with each clinical rotation. A student who does not meet published deadlines for submission forfeits his/her enrollment.
12. If a student is dismissed by a clinical facility, alternate placement will require disclosure of information related to the dismissal. The student must consent to disclosure through completion of a FERPA form.

Contracts for each agency are available in the School of Nursing and Allied Health Office in the Division Office and may be reviewed by students upon request.

FINANCIAL REQUIREMENTS: In addition to the regular college tuition and fees, the nursing program requires the following:

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uniforms, Shoes, and Stethoscope</td>
<td>$350.00</td>
</tr>
<tr>
<td>Special Testing across the Curriculum</td>
<td>$600.00</td>
</tr>
<tr>
<td>Books and Supplies</td>
<td>$1,500.00</td>
</tr>
<tr>
<td>Physical Exam -- Proof of Immunity, Immunizations, TB Testing (student’s own physician) -- varies depending on health insurance coverage</td>
<td>$500.00</td>
</tr>
<tr>
<td>NCLEX-RN® Application (licensure exam and initial RN license)</td>
<td>$400.00</td>
</tr>
<tr>
<td>Castlebranch® Document Manager® Background Check, Drug Screening, and Re-checks</td>
<td>$225.00</td>
</tr>
</tbody>
</table>

These costs are approximate and subject to change. The student should also consider transportation and parking costs for clinical assignments.


PROGRESSION THROUGH THE PROGRAM: Reynolds offers this program in affiliation with the health care agencies and
practitioners in the communities the college serves and relies on its community affiliates to provide clinical education opportunities for its many courses. The rapid changes in health care law, standards of practice, technology, content of credentialing examinations, and availability of qualified faculty increasingly necessitate sudden changes in the program’s course content, policies, procedures, and course scheduling. As a result, the college cannot guarantee every student continuous and uninterrupted clinical and course instruction as outlined in the printed catalog curriculum for this program. Circumstances beyond the control of the college may necessitate the postponement of course offerings or changes in the sequencing and/or location of scheduled courses or clinical assignments. Additionally, the college may have to change the instructor for courses after instruction has started.

If a student is dismissed by a clinical facility, alternate placement may require disclosure of information related to the dismissal. The student must consent to disclosure.

**CONTINUATION IN THE PROGRAM:**

- A student must maintain a cumulative GPA of at least 2.0.
- A student must achieve a course grade of at least “C” (80) in each nursing course and at least “C” in each non-nursing course to progress through the Nursing AAS degree.
- The clinical portion of designated nursing courses is evaluated as "Pass/Fail." A student who does not meet the clinical learning outcomes will fail the course.
- A student must take identified general education courses either prior to, or concurrent with, nursing courses in the identified semester. A student is eligible to progress to the next semester based on successful completion of the prerequisite and co-requisite courses.
- A student who fails any two nursing courses or is not successful after two attempts (withdrawal or fail) in the same course may not continue in the Nursing AAS.
- A student may enroll only in the courses listed in his/her qualified semester.
- A student who fails clinical based on any aspect of professional behavior will not be eligible for re-admission. Application to the Reynolds Practical Nursing program may be at risk.

**PROGRESSION STATUS:** Reynolds has entered into an implied contract with all accepted Nursing AAS students via the Reynolds catalog. The catalog indicates that once accepted into the Nursing program a student can complete the program within two years, assuming the student attends four consecutive semesters. (Summer is a session, not a semester.) Continuation in the program is conditional upon those factors identified in the “Progression through the Program” statement.

**Progression 1** students are those who have never failed, dropped, withdrawn, or taken a leave of absence for any reason. Progression 1 students may register for any available space in a course for which they are eligible during the assigned registration period.

**Progression 2** students are those who have withdrawn, failed, or taken a leave of absence. These students have stopped program progress and will be enrolled based on a random lottery drawing for available seats. Progression 2 students will not participate in the online registration process. The Nursing AAS degree’s Promotion and Graduation Committee will place these students into available seats via a random lottery drawing. Progression 2 students will return to Progression 1 status after successful completion of the course from which they withdrew or failed.

**NCLEX-RN Licensure Examination Pass Rates for Reynolds Nursing AAS Graduates:** Reynolds Nursing Graduates’ pass rates for the NCLEX-RN licensure examination are provided below for 2012-2016.

<table>
<thead>
<tr>
<th>Year</th>
<th>Program Yearly Pass Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AAS in Nursing (traditional)</td>
</tr>
<tr>
<td>2012</td>
<td>96.21</td>
</tr>
<tr>
<td>2013</td>
<td>81.00</td>
</tr>
<tr>
<td>2014</td>
<td>88.04</td>
</tr>
<tr>
<td>2015</td>
<td>96.21</td>
</tr>
<tr>
<td>2016</td>
<td>94.74</td>
</tr>
</tbody>
</table>

*NA = No graduates in this category tested that year

**Nursing AAS Completion Data:** This program completion data represents a student’s progression through the curriculum, based on up to six (6) semesters within the full-time Nursing AAS curriculum, or 10 semesters within the part-time LPN to Nursing AAS curriculum (150% of the published curriculum timeline).

- Class that started Spring 2014 and graduated on or before December 2016: 72.5%
- Class that started Fall 2014 and graduated on or before May 2017: 58.9%

**Nursing AAS Employment Data:** Employment data is dependent upon graduate responses to program contact. It represents reported employment six to nine (6-9) months after graduation. Data timeline: January 1 to December 31.

- 2016: 90%

**PROGRAM ACCREDITATION:**

The program is

- approved by the Virginia State Board of Nursing, 9960 Mayland Drive, Suite 300, Henrico, VA 23233-1463, (804) 367-4515, and
- accredited by the Accreditation Commission for Education in Nursing (ACEN). The Accreditation Commission for Education in Nursing may be contacted at 3343 Peachtree Road NE, Suite 500, Atlanta, GA 30326, (404) 975-5000.

**CURRICULUM:**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC.</th>
<th>LAB.</th>
<th>CRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>HRS.</td>
<td>HRS.</td>
<td>CRE.</td>
</tr>
</tbody>
</table>

**Prerequisites for Application**

| PSY 230 | Developmental Psychology | 3 | 0 | 3 |
### Opticianry AAS

**Associate of Applied Science**

**PURPOSE:** The Opticianry program is designed to prepare individuals in the art and science of all phases of the making and fitting of eyeglasses and contact lenses: surfacing, finishing, eyeglass dispensing, contact lens fitting, and dispensing.

**OCCUPATIONAL OBJECTIVES:** Graduation from the program may lead to one of the following occupational goals: Optician, Private Practitioner, Ophthalmic Dispenser, Optical Laboratory Manager, Contact Lens Technician, Branch Manager, Optical Laboratory Technician, Ophthalmic Sales Representative, and Ophthalmic Research Technician.

**ADMISSION REQUIREMENTS:** General college curricular admission

**PROGRAM NOTES:** Students admitted into this program will be approved for entry into major/clinical courses (Optical Theory I or higher) when they have satisfied the following requirements:

- Completion of one unit of high school algebra with a grade of “C” or better or its equivalent (Reynolds MTE 3).
- Completion of all developmental coursework prescribed as a result of Reynolds placement tests.
- In order to be fully accepted into the Opticianry program, applicants must meet with the program head to review their records and to discuss the requirements of the program and a career in Opticianry.

It is also recommended, but not required, that students have completed one unit each of high school biology and physics.

Students acquire direct patient-related practical skills by taking eyeglass and contact lens clinical coursework at clinical sites assisting customers. All students must complete an Assumption of Risk agreement prior to taking any clinical courses. Courses in the program are offered on campus as well as via distance learning with in-person or proctor required. Students in the distance program must attend mandatory clinical classes offered at an approved distance learning site. Exams must be taken at an approved testing center as determined by the program head.

Students who receive a final grade lower than “71” in any of the Opticianry courses must obtain permission from the program head to continue the major in Opticianry. Graduation from this program prepares one for the licensing examination and contact lens fitting endorsement given by the Virginia State Board of Opticians. This accredited program is also approved by other states.

**PROGRAM OBJECTIVES FOR OPTICIANRY AAS DEGREE:**

Students who complete the Opticianry AAS degree will be expected to

---

1. Prerequisites for BIO 141: Grade of “C”/passing score in high school biology and chemistry or BIO 1 and CHM 1 within past seven (7) years, TEAS science sub-score of 75%, or BIO 101.
2. American Heart Association BLS for Health Care Providers CPR required to participate in clinical.
3. A student who withdraws from NSG 106 must also withdraw from NSG 100.
4. Humanities/Fine Arts Elective--CST 229 or PHI 101 or PHI 220 or PHI 225 or PHI 227.
1. Demonstrate theoretical and technical optical knowledge at a level of a licensed optician in the state of Virginia and other states requiring accreditation with similar requirements.
2. Demonstrate clinical optical skills at a level of a licensed optician in the state of Virginia and other states requiring accreditation with similar requirements.
3. Demonstrate clinical competency in basic contact lens fitting.
4. Demonstrate entry-level business skills for the opticianry profession.

FINANCIAL REQUIREMENTS: In addition to the regular college tuition and fees, the following expenses may be required for the Opticianry program:

- Eye examination (by the 4th semester) | $35-85
- Personal pair of safety glasses | $15-50 (Non-Rx safety eyewear is available for on-campus labs.)
- White laboratory coat | $20-45
- Name badge | $8-10
- USB headset (for all online lecture courses) | $25-75
- Mailing costs (for distance clinical courses only) | $ varies by location*
- Testing center fees (for distance clinical courses only) | $ varies by location
- Optical tools or equipment (for distance clinical courses only) | $ varies by location**

* Distance learning students are required to take proctored exams and complete projects to be sent back to the college throughout the curriculum. Students must have an approved proctor, and, if there is a fee, students are required to pay for the services they decide to use.

**Distance learning students in a clinical setting must have access to specific optical tools and equipment in order to successfully complete coursework. Dependent upon the clinical site, students using off-campus locations may need to purchase tools or equipment if they do not have access to them at their approved location.

NOTE: The above costs are approximate, clinical site dependent, and subject to change.

COMPUTER COMPETENCY REQUIREMENT: Students in this program will meet the college’s computer competency requirement by successfully completing ITE 115 or CSC 155. Students can also meet this requirement by passing the college’s computer competency exam, administered in the testing centers on each campus, in which case they will receive college credit for ITE 115 or CSC 155. Those students not passing the computer competency exam may retake the exam only once. This requirement must be satisfied by the end of the second semester to continue in the program.

PROGRESSION THROUGH THE PROGRAM: The college offers this program in affiliation with the health care agencies and practitioners in the communities the college serves. The college relies on its community affiliates to provide clinical education opportunities for its students, expert clinical preceptors, and course instructors for many courses. The often rapid changes in health care law, standards of practice, technology, and content of credentialing examinations increasingly necessitate sudden changes in the program’s course content, policies, procedures, and course scheduling. As a result, the college cannot guarantee every student continuous and uninterrupted clinical and course instruction as outlined in the printed catalog curriculum for this program. Circumstances beyond the control of the college may necessitate the postponement of course offerings or changes in the sequencing and/or location of scheduled courses or clinical assignments. Additionally, the college may have to change the instructor for courses after instruction has started.

ANNUAL PERFORMANCE DATA FOR OPTICIANRY GRADUATES: The following table presents the pass rates on first attempt for certification/licensure exams and employment rates for Reynolds opticianry graduates for 2009-2016:

<table>
<thead>
<tr>
<th>YEAR</th>
<th>American Board of Opticianry (ABO)</th>
<th>National Contact Lens Examiners (NCLE)</th>
<th>Virginia State Board for Opticians</th>
<th>Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>100% 100% 100% 100% 100% 100% 100%</td>
<td>100% 100% 100% 100% 100% 100%</td>
<td>100% 100% 100% 100% 100% 100% 100%</td>
<td>70% 100%</td>
</tr>
<tr>
<td>2010</td>
<td>100% 100% 100% 100% 100% 100% 100%</td>
<td>100% 100% 100% 100% 100% 100%</td>
<td>100% 100% 100% 100% 100% 100% 100%</td>
<td>92% 100%</td>
</tr>
<tr>
<td>2011</td>
<td>100% 100% 100% 100% 100% 100% 100%</td>
<td>100% 100% 100% 100% 100% 100%</td>
<td>100% 100% 100% 100% 100% 100% 100%</td>
<td>100%</td>
</tr>
<tr>
<td>2012</td>
<td>100% 100% 100% 100% 100% 100% 100%</td>
<td>100% 100% 100% 100% 100% 100%</td>
<td>100% 100% 100% 100% 100% 100% 100%</td>
<td>100%</td>
</tr>
<tr>
<td>2013</td>
<td>100% 100% 100% 100% 100% 100% 100%</td>
<td>100% 100% 100% 100% 100% 100%</td>
<td>100% 100% 100% 100% 100% 100% 100%</td>
<td>100%</td>
</tr>
<tr>
<td>2014</td>
<td>100% 100% 100% 100% 100% 100% 100%</td>
<td>100% 100% 100% 100% 100% 100%</td>
<td>100% 100% 100% 100% 100% 100% 100%</td>
<td>100%</td>
</tr>
<tr>
<td>2015</td>
<td>100% 100% 100% 100% 100% 100% 100%</td>
<td>100% 100% 100% 100% 100% 100%</td>
<td>100% 100% 100% 100% 100% 100% 100%</td>
<td>100%</td>
</tr>
<tr>
<td>2016</td>
<td>100% 100% 100% 100% 100% 100% 100%</td>
<td>100% 100% 100% 100% 100% 100%</td>
<td>100% 100% 100% 100% 100% 100% 100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

ACCREDITATION: The Opticianry program is accredited by the Commission on Opticianry Accreditation, PO Box 592, Canton, NY 13617; director@coaccreditation.com; 703-468-0566 voice.

CURRICULUM:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC.</th>
<th>LAB.</th>
<th>CRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDV 100</td>
<td>College Success Skills</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>MTH 111</td>
<td>Basic Technical Mathematics or MTH 161</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>OPT 121</td>
<td>Optical Theory I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>OPT 150</td>
<td>Optical Laboratory Theory I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>OPT 152</td>
<td>Optical Laboratory Clinical I</td>
<td>0</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>10</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>ENG 111</td>
<td>College Composition I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ITE 115</td>
<td>Introduction to Computer Applications and Concepts</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>OPT 122</td>
<td>Optical Theory II</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>OPT 151</td>
<td>Optical Laboratory Theory II</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>OPT 153</td>
<td>Optical Laboratory Clinical II</td>
<td>0</td>
<td>6</td>
<td>3</td>
</tr>
</tbody>
</table>
The Paralegal Studies AAS

Associate of Applied Science

**Specializations:**
- General Practice
- Litigation

**PURPOSE:** There is a need in the greater Richmond area and throughout Virginia for paralegals. There is a need to train those who are presently employed in legal secretarial or legal assistant positions who wish to become paralegals. The Paralegal Studies Associate of Applied Science degree is designed to meet these educational needs by preparing individuals to perform as legal assistants or paralegals under the supervision of an attorney. The program is approved by the American Bar Association.

**OCCUPATIONAL OBJECTIVES:** Paralegal for private law firms, administrative agencies, other governmental agencies, mortgage companies, title insurance companies, and corporations

**ADMISSION REQUIREMENTS:** General college curricular admission

**PROGRAM NOTES:** It is strongly recommended that students meet with the program head before registering for classes, or as early as possible in their first semester of enrollment. Students with developmental studies course recommendations resulting from the English placement test must complete those courses prior to admission to any Paralegal Studies (LGL) course. Students placed in co-requisites ENF 3 and ENG 111 must complete those courses either prior to or concurrently with LGL 110. Any student who receives a final grade lower than “C” in any of the courses in the Paralegal Studies curriculum must obtain permission from the program head to continue as a student in the Paralegal Studies program. Students will be required by the program head to repeat LGL-prefix courses and ENG 111-112 courses where grades below “C” are received. Legal assistants, paralegals, and other non-lawyers are prohibited from practicing law without a license. Paralegals and legal assistants may not provide legal services directly to the public, except as permitted by law.

**COMPUTER COMPETENCY REQUIREMENT:** Students in this program will meet the college’s computer competency requirement by successfully completing ITE 115, Introduction to Computer Applications and Concepts. Students can also meet this requirement by successfully passing the college’s computer competency exam, administered in the testing centers on each campus, in which case they will receive college credit for ITE 115. Students not passing the computer competency exam may retake the exam only once.

**TRANSFER OF LEGAL SPECIALTY COURSES:** The Paralegal Studies program accepts the transfer of legal specialty course credits completed at other institutions as long as such institution is accredited by the appropriate regional accrediting body, such as the Southern Association of Colleges and Schools Commission on Colleges. A legal specialty course is a course that (1) covers substantive law or legal procedures or process, (2) has been developed for paralegals, (3) emphasizes practical paralegal skills, and (4) meets other guidelines of the American Bar Association. The following courses are legal specialty courses:

- LGL 117 - Family Law
- LGL 125 - Legal Research
- LGL 126 - Legal Writing
- LGL 216 - Trial Preparation and Discovery Practice
- LGL 221 - E-Practice
- LGL 222 - Information Technology for the Paralegal
- LGL 226 - Real Estate Abstracting
- LGL 228 - Real Estate Settlement Pracitcum
- LGL 235 - Legal Aspects of Business Organizations
- LGL 225 - Estate Planning and Probate
- LGL 237 - Bankruptcy

Credits from another institution for coursework where grades below “C” are received. Legal assistants, paralegals, and other non-lawyers are prohibited from practicing law without a license. Paralegals and legal assistants may not provide legal services directly to the public, except as permitted by law.

Students in the Paralegal Studies program must meet the college’s computer competency requirement by successfully completing ITE 115, Introduction to Computer Applications and Concepts. Students can also meet this requirement by successfully passing the college’s computer competency exam, administered in the testing centers on each campus, in which case they will receive college credit for ITE 115. Students not passing the computer competency exam may retake the exam only once.

**ACADEMIC PROGRAMS**

<table>
<thead>
<tr>
<th>TOTAL</th>
<th>12</th>
<th>6</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPT 160</td>
<td>Optical Dispensing Theory I</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>OPT 165</td>
<td>Optical Dispensing Clinical I</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>OPT 273</td>
<td>Contact Lens Theory I</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>6-7</td>
<td>4-6</td>
<td>9</td>
</tr>
<tr>
<td>ENG 112</td>
<td>College Composition II</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>OPT 105</td>
<td>Anatomy, Physiology, and Pathology of the Eye</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>OPT 260</td>
<td>Optical Dispensing Theory II</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>OPT 271</td>
<td>Optical Dispensing Clinical II</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>OPT 274</td>
<td>Contact Lens Theory II</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>12</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>OPT 154</td>
<td>Optical Business Management</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>OPT 280</td>
<td>Contact Lens Clinical</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>OPT 272</td>
<td>Optical Dispensing Clinical III</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>2</td>
<td>Social/Behavioral Science Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>2</td>
<td>Humanities/Fine Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL Minimum Credits for AAS Degree in Opticianry</strong></td>
<td>9</td>
<td>18</td>
<td>15</td>
</tr>
</tbody>
</table>

03.06.18

1 Math 111 meets the graduation requirement for the AAS degree in Opticianry. Students planning to pursue a four-year degree may take MTH 161 -- Pre-Calculus I.

2 A list of approved general education electives (humanities/fine arts, social/behavioral sciences, mathematics, science, and personal wellness) is provided in the General Education section of the catalog under Curriculum Planning and Design.

**Paralegal Studies AAS**

**Associate of Applied Science**

**Specializations:**
- General Practice
- Litigation

**PURPOSE:** There is a need in the greater Richmond area and throughout Virginia for paralegals. There is a need to train those who are presently employed in legal secretarial or legal assistant positions who wish to become paralegals. The Paralegal Studies Associate of Applied Science degree is designed to meet these educational needs by preparing individuals to perform as legal assistants or paralegals under the supervision of an attorney. The program is approved by the American Bar Association.
more than fifty percent (50%) of legal specialty credits required by the Paralegal Studies program shall be accepted for transfer credit.

**CURRICULUM:**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC. HRS.</th>
<th>LAB. HRS.</th>
<th>CRS. HRS.</th>
<th>CRE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111</td>
<td>College Composition I</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SDV 100</td>
<td>College Success Skills</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>LGL 110</td>
<td>Introduction to Law and the Paralegal</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>LGL 117</td>
<td>Family Law</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>LGL 125</td>
<td>Legal Research</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>______</td>
<td>Social/Behavioral Science Elective</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>______</td>
<td>Personal Wellness Elective</td>
<td>0-1</td>
<td>0-2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>16-17</strong></td>
<td><strong>0-2</strong></td>
<td><strong>17</strong></td>
<td></td>
</tr>
<tr>
<td>ENG 112</td>
<td>College Composition II</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>LGL 126</td>
<td>Legal Writing</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>LGL 218</td>
<td>Criminal Law</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>LGL 235</td>
<td>Legal Aspects of Business Organizations</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>______</td>
<td>Humanities/Fine Arts Elective</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ITE 115</td>
<td>Introduction to Computer Applications and Concepts</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>18</strong></td>
<td><strong>0</strong></td>
<td><strong>18</strong></td>
<td></td>
</tr>
</tbody>
</table>

**CURRICULUM:**

General Practice Specialization

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC. HRS.</th>
<th>LAB. HRS.</th>
<th>CRS. HRS.</th>
<th>CRE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>LGL 222</td>
<td>Information Technology for the Paralegal</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MTH 130</td>
<td>Fundamentals of Reasoning</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>LGL 210</td>
<td>Virginia and Federal Procedure</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>LGL 228</td>
<td>Real Estate Settlement Practicum</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CST 100 or CST 110</td>
<td>Principles of Public Speaking or Introduction to Communication</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>15</strong></td>
<td><strong>0</strong></td>
<td><strong>15</strong></td>
<td></td>
</tr>
<tr>
<td>LGL 225</td>
<td>Estate Planning and Probate</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>LGL 226</td>
<td>Real Estate Abstracting</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>LGL 238</td>
<td>Bankruptcy</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>LGL 290</td>
<td>Coordinated Internship</td>
<td>0</td>
<td>12</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**CURRICULUM:**

Litigation Specialization

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC. HRS.</th>
<th>LAB. HRS.</th>
<th>CRS. HRS.</th>
<th>CRE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>LGL 222</td>
<td>Information Technology for the Paralegal</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>LGL 210</td>
<td>Virginia and Federal Procedure</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>LGL 215</td>
<td>Torts</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>LGL 216</td>
<td>Trial Preparation and Discovery Practice</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MTH 130</td>
<td>Fundamentals of Reasoning</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>15</strong></td>
<td><strong>0</strong></td>
<td><strong>15</strong></td>
<td></td>
</tr>
<tr>
<td>LGL 221</td>
<td>E-Practice</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>LGL 220</td>
<td>Administrative Practice and Procedure</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>LGL 290</td>
<td>Coordinated Internship</td>
<td>0</td>
<td>12</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>LGL 200</td>
<td>Ethics for the Paralegal</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CST 100 or CST 110</td>
<td>Principles of Public Speaking or Introduction to Communication</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>______</td>
<td>Elective</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>13</strong></td>
<td><strong>12</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
</tbody>
</table>

Total Minimum Credits for AAS Degree in Paralegal Studies, General Practice Specialization 66

Total Minimum Credits for AAS Degree in Paralegal Studies, Litigation Specialization 66

01.19.18

1 A list of approved general education electives (humanities/fine arts, social/behavioral sciences, mathematics, science, and personal wellness) is provided in the General Education section of the catalog under Curriculum Planning and Design.

2 Keyboarding skills are a prerequisite for ITE 115.

3 LGL 125 and ITE 115 are prerequisites for this course.

4 Must be taken at the end of the program; approval of the program head is required.

5 Prior to selecting an elective, students planning to seek a bachelor’s degree should acquaint themselves with the requirements for the major at the college or university to which transfer is intended. Students in the Litigation Specialization should
consider taking HLT 143, Medical Terminology, as their approved elective.

6 LGL 210 and LGL 216 are prerequisites for LGL 221.

Practical Nursing C Certificate

PURPOSE: The Practical Nursing Certificate is designed to prepare a nurse who participates as an integral member of the nursing or health care team involved in health promotion and maintenance activities for the client. The practical nurse provides direct care for individual clients experiencing common, well-defined health problems with predictable outcomes, in structured health care settings with supervision. Upon satisfactory completion of the program, the student will be eligible to take the national examination for licensure as a Practical Nurse (LPN).

OCCUPATIONAL OBJECTIVES: Licensed Practical Nurse positions in long-term care, hospitals, physicians’ offices, and other comparable structured health care facilities and agencies

ADMISSION REQUIREMENTS: General college curricular admission, plus program-specific requirements (critical information below).

PROGRAM NOTES: Students must have a high school diploma, GED, or certificate of completion of home schooling to apply to the Practical Nursing Certificate.

The following steps must be completed to submit an application to the Practical Nursing program:

1. Submit official high school transcript, GED, or certificate of completion of home schooling to Central Admissions & Records.
2. Provide evidence of current certification as a Nurse Aide in Virginia, with no practice restrictions.
3. Demonstrate competency through MTE level 5, through the placement and diagnostic tests or by satisfactorily completing the required MTE units or equivalent.
4. Submit official college transcripts, if applicable, to Central Admissions & Records. Courses taken at other colleges that contain equivalent content and credits may transfer to satisfy a program requirement. If a student has attended another VCCS college, a Request for an Evaluation of a VCCS Transcript form (#11-0036) must be submitted with the Application for Admission to the college. This form can be found under student forms on reynolds.edu.
5. If a non-native English speaker, complete the Test of English as a Foreign Language (TOEFL iBT) with a standard score of 84 or above and minimum speaking score of 26. Completion of ENG 111 does not satisfy this requirement.
   • These scores are based on recommendations from the National Council of State Boards of Nursing for the level of English proficiency required to perform entry-level nursing safely and effectively.
   • Any non-native English speakers who do not take the TOEFL iBT and are determined to be unable to understand and speak English at the required proficiency will be dismissed from the nursing program.
   • TOEFL iBT scores are valid for two years.
6. Attend a Practical Nursing information session within six (6) months of applying to the Practical Nursing program. This is the only way to obtain an Application to the Practical Nursing program. Information session dates are posted online at http://www.reynolds.edu/get_started/programs/snah/announcements.aspx.
7. Complete BIO 141, ENG III, PSY 230, and SDV 100 with a grade of “C” or above.
8. Achieve a cumulative GPA of 2.0 or higher, with a curricular GPA of 2.5 or higher.
9. Complete the Kaplan Test, which is free and available through the Reynolds Testing Center. Testing center dates and times are provided at http://www.reynolds.edu/get_started/programs/snah/announcements.aspx. The Kaplan Test may be repeated once. After the second attempt, a student must wait at least 24 months before reattemping. A Kaplan Test study guide may be purchased in the Reynolds Bookstore.
10. Submit a completed application to the Practical Nursing Admission Specialist. The application deadline for Fall 2018 will be published on the program website. Accepted students will be notified of a mandatory orientation session to be scheduled during the summer.

Admission Process: Admission will be ranked based on Kaplan admission scores. The required math score is weighted 30 percent; the reading score is weighted 30 percent; the science score is weighted 30 percent; and the writing score is weighted 10 percent. These sub-scores are combined to create an applicant’s “admission score” for ranking.

Accepted students will receive additional information related to program requirements to complete prior to enrollment during the mandatory orientation session. These include the following:

• Physical exam
• Evidence of immunity to Measles, Mumps, Rubella, Varicella, and Hepatitis B, and evidence of Tetanus, Diphtheria, and Pertussis Immunization within the past seven (7) years.
• Tuberculosis screening, with negative results (two-step process)
• Annual flu vaccination
• American Heart Association BLS Certification for Health Care Providers (C.P.R.)
• Background check
• Drug screening

LEGAL REQUIREMENTS: The Virginia Board of Nursing has the authority to deny licensure to an applicant who has violated any of the provisions of 54-367.32 of the Code of Virginia. Health care agencies used for clinical learning experiences also have the right to deny a student participation in direct patient care. Any student entering the program who has committed illegal offenses other than minor traffic violations should discuss these matters with the program head for clarification prior to admission. Criminal background checks are required of all applicants to the Practical Nursing program. Inability of a student to be placed in
a clinical site due to a negative background check will result in removal from the program.

ADDITIONAL REQUIREMENTS OF CLINICAL FACILITIES: Clinical facilities used by the program have additional requirements for students that include updated immunizations, dress codes, and compliance with professional standards. In general, contracts include the following:

1. Clinical agencies reserve the right to dismiss a student from their agency at any time with good cause. This will be done with advance notice except in an emergency.
3. Maintaining all published hospital policies.
4. Compliance with health care agency physical exam, immunization, TB, and flu requirements.
5. The student releases the facility, its agents, and its employees from any liability for any injury or death to self or damage to personal property arising out of the clinical agreement or use of the facility. (Assumption of Risk document is signed and on file once the student is accepted into the program.)
6. The student is financially responsible for any medical care that may be required while in the clinical setting.
7. The student must maintain a current American Heart Association BLS Certification for Health Care Providers.
8. Completion of the required criminal background check and drug screen and any re-screening as identified.

FUNCTIONAL SKILLS REQUIREMENTS: Students entering the Practical Nursing program must possess the following functional skills:

1. Sufficient eyesight to observe patients, read records, manipulate equipment, and visually monitor patients in dim light;
2. Sufficient hearing to communicate with patients and members of a health care delivery team, monitor patients using electronic equipment, hear a patient’s whisper, and hear necessary sounds during operation of equipment;
3. Satisfactory speaking, reading, and writing skills to communicate effectively in English in a timely manner;
4. Sufficient bilateral finger dexterity to manipulate equipment;
5. Ability to lift, stoop, or bend in the delivery of safe nursing care;
6. Satisfactory physical strength and endurance to stand for extended periods, push equipment, and move immobile patients; and
7. Satisfactory intellectual and emotional functioning to ensure patient safety and to exercise independent judgment and discretion in performing assigned tasks.

ACADEMIC PERFORMANCE POLICY:

1. A minimum grade of “C” is required for all courses in the Practical Nursing curriculum. A “C” is equal to 80% in courses carrying a PNE prefix.
2. Students must obtain permission from the program head to continue in the program under the following conditions:
   • repeating a nursing course with a grade below “C”
   • withdrawing form a nursing course for any reason
3. In accordance with VCCS policy, a student is limited to two attempts of the same course.
4. Additional policies for the program are listed in the Practical Nursing Student Handbook, which is given to students at the mandatory orientation.

PROGRESSION THROUGH THE PROGRAM: The college offers this program in affiliation with the health care agencies and practitioners in the communities the college serves. The college relies on its community affiliates to provide clinical education opportunities for its students, expert clinical preceptors, and course instructors for many courses. The often rapid changes in health care law, standards of practice, technology, and content of credentialing examinations increasingly necessitate sudden changes in the program’s course content, policies, procedures, and course scheduling. As a result, the college cannot guarantee every student continuous and uninterrupted clinical and course instruction as outlined in the printed catalog curriculum for this program. Circumstances beyond the control of the college may necessitate the postponement of course offerings or changes in the sequencing and/or location of scheduled courses or clinical assignments. Additionally, the college may have to change the instructor for courses after instruction has started.

COMPUTER COMPETENCY REQUIREMENT: All applicants to the Practical Nursing program must either pass the computer competency exam, administered in the testing centers at each campus, or successfully complete ITE 115 or CSC 155. Students not passing the computer competency exam may retake the exam only once. Students who do not pass the exam after retaking it once must then complete ITE 115 or CSC 155.

ESTIMATED PROGRAM COST:

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (48 credits @ $162.85/credit)*</td>
<td>$7,816.80</td>
</tr>
<tr>
<td>Books, equipment, supplies</td>
<td>900.00</td>
</tr>
<tr>
<td>Special testing across the curriculum</td>
<td>500.00</td>
</tr>
<tr>
<td>Uniforms and shoes</td>
<td>220.00</td>
</tr>
<tr>
<td>Background, drug screening, and electronic document manager</td>
<td>225.00</td>
</tr>
<tr>
<td>Health requirements</td>
<td>100.00 – 400.00</td>
</tr>
<tr>
<td>Licensure applications</td>
<td>425.00</td>
</tr>
<tr>
<td>Travel to clinical sites</td>
<td>Variable</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$10,186.80 – $10,486.80</strong></td>
</tr>
</tbody>
</table>

*Please note that tuition may change.

NCLEX-PN LICENSURE EXAMINATION PASS RATES: NCLEX-PN licensure examination pass rates for Licensed Practical/Vocational Nurses are provided below for 2012 – 2017:

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrolled</th>
<th>Completion</th>
<th>NCLEX_PN Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016 - 2017</td>
<td>17</td>
<td>15</td>
<td>93.8%</td>
</tr>
</tbody>
</table>
ACADEMIC PROGRAMS

PRACTICAL NURSING PROGRAM OUTCOMES:
The Practical Nursing program prepares students to practice in a multi-cultural, multi-ethnic community as demonstrated by the college and community demographic data. And, upon successful completion of the program, a student will be able to:

1. Use the nursing process to meet common health needs of individuals, families, and the community across the life span in a variety of health care settings and utilize information technology appropriate to the facility;
2. Provide safe nursing care based on application of values and principles from natural, scientific, humanities, and nursing theories that will lead to achievement of an optimum level of wellness;
3. Provide individualized caring interventions to multi-cultural, multi-ethnic clients with multiple bio-psycho-social-spiritual needs;
4. Demonstrate therapeutic communication in the delivery of care to clients across the life span and documentation of client responses through appropriate channels while maintaining confidentiality;
5. Assist with nursing care in a collaborative, interdisciplinary environment through planning, coordination, and effective communication;
6. Implement a multifaceted, multisensory approach to the principles of teaching and learning in providing health education to clients across the life span;
7. Utilize the nursing process, critical thinking strategies, and Maslow's Hierarchy of Needs to prioritize nursing care along the health/illness continuum throughout the life span;
8. Integrate critical thinking and evidence-based practice in clinical decision-making for clients in a variety of health care settings;
9. Assume responsibility for lifelong learning and personal development as a professional nurse, member of the health care team, and a contributing citizen within the community;
10. Demonstrate the application of legal and ethical values and principles and regulatory boundaries of the practical nurse;
11. Meet the criteria to apply to take the NCLEX-PN exam; and
12. Meet prospective employer criteria to assume an entry-level position as a practical nurse.

GAINFUL EMPLOYMENT DISCLOSURE INFORMATION: Please see http://www.reynolds.edu/curriculum/gainful-employment-html/ge_info_157.html to access gainful employment disclosure information for this program.

CURRICULUM:
The Practical Nursing Certificate is undergoing curriculum revisions at the state level. Approval of the new curriculum will be accompanied by other revisions. It is anticipated that the revised program will begin enrolling students in the summer or fall semester of 2018. The new, approved curriculum and other revisions for the program will be posted on reynolds.edu as soon as available.

03.05.18

Respiratory Therapy AAS Associate of Applied Science

PURPOSE: The degree in Respiratory Therapy is designed to prepare students for roles as contributing members of the modern health care team concerned with treatment, management, and care of patients with breathing, cardiovascular, and sleep abnormalities.

OCCUPATIONAL OBJECTIVES: Occupational objectives include employment opportunities as respiratory therapy practitioners in hospitals, clinics, research facilities, home care agencies, and alternate care sites. The respiratory therapy practitioner will be able to administer gas therapy, humidity therapy, aerosol therapy, and hyperinflation therapy; assist with mechanical ventilation, special therapeutic and diagnostic procedures, cardiopulmonary resuscitation, and airway management techniques; and follow therapeutic protocols. The respiratory therapy practitioner works under the supervision of a physician.

ADMISSION REQUIREMENTS: General college curricular admission

PROGRAM NOTES: The Respiratory Therapy program offers courses in both traditional and distance learning formats. All distance learning courses within the curriculum are classified as distance learning with in-person or proctor requirements. This means that most of the instruction for the course is delivered online and that students will be required to make a limited number of trips to a campus site for labs, presentations, and other class activities or to a community site for clinical or internships. Also, some courses may require proctored testing that can be done at Reynolds testing centers, testing sites at other VCCS colleges, or an approved site outside the state of Virginia.

In order to complete the Respiratory Therapy program, students will be required to attend both day and evening classes.

Student Outcomes for the Respiratory Therapy AAS Degree: Upon completion of the Respiratory Therapy AAS degree, students will be expected to

- Demonstrate competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by registered respiratory therapists (RRTs) through the NBRC Self-Assessment Exams and program clinical evaluations;
- Apply critical thinking to the practice of respiratory care as measured by the NBRC Therapist Multiple-Choice Self-Assessment Exam with a score of 94 or higher;
- Synthesize theory and clinical practice as measured by the NBRC Clinical Simulation Self-Assessment Exam with a
combined score of 274 or higher on decision making and information gathering; and
• Demonstrate awareness of credentialing, job placement, interviewing, licensure, and professionalism within the field of respiratory care by completing RTH 227-Integrated Respiratory Therapy Skills II.

APPLYING TO THE PROGRAM: Applicants must complete the following:
• Fulfill all prerequisites included in the Pre-Respiratory Therapy CSC with a minimum GPA of 2.5 or higher (not to include SDV 100, ITE 115, or math as part of the GPA calculation) and competitive ranking of their Pre-Respiratory Therapy Career Studies Certificate GPAs. The program director will notify students by the middle of June regarding acceptance.

ACCEPTANCE INTO THE PROGRAM: Students are accepted into the Respiratory Therapy AAS degree based on completion of the Pre-Respiratory Therapy CSC with a minimum GPA of 2.5 or higher (not to include SDV 100, ITE 115, or math as part of the GPA calculation) and competitive ranking of their Pre-Respiratory Therapy Career Studies Certificate GPAs. The program director will notify students by the middle of June regarding acceptance.

NON-ACCEPTANCE INTO THE PROGRAM: Students not accepted into the program must reapply by the February 1 deadline. Previously submitted portfolios will not be carried over to the next year’s applicant pool.

ACCEPTANCE INTO CLINICAL COURSES: Students who have been accepted into the program must secure transportation to and from facilities used for clinical experiences. Students enrolled in programmatic clinical rotations shall not receive any form of remuneration in exchange for their work. In addition, students shall not be substituted for paid staff and/or used simply as back-ups in the absence of appropriate paid staff during clinical rotations.

Students will be placed in clinical courses (RTH 190 or higher) when they have submitted the following (at the student’s expense):
• Completed physical examination form provided by the program, which includes a yearly PPD and flu vaccination, as well as an immunization schedule.
• Documentation of a current CPR Basic Life Support Certification (American Heart Association), with biennial recertification.
• Certified background check and drug screening. (Applicants who do not pass the background check and/or drug screening will not be allowed to enroll in any Respiratory Therapy clinical course.) Without completing the clinical component of the program, students will not be eligible for employment as a student or RCP, or for curriculum completion.

MENTORSHIP OPPORTUNITIES: There is a mentorship in association with clinical courses for qualifying students on a space-available basis.

FUNCTIONAL SKILLS REQUIREMENTS: Students entering the Respiratory Therapy program must possess the following functional skills:
• Sufficient eyesight, including color vision, to observe patients, perform and visualize patient assessments, manipulate equipment, and visually read patient records, graphs, and test results;
• Sufficient hearing to communicate with patients and members of the health care delivery team, monitor patients using electronic equipment, and hear necessary sounds during operation of equipment;
• Sufficient speaking, reading, and writing skills to effectively communicate in English in a timely manner;
• Sufficient gross and fine motor coordination to exhibit excellent eye-hand coordination and dexterity to manipulate equipment, lift, stoop, and bend in the delivery of safe patient care;
• Satisfactory physical strength and endurance to be on one’s feet for extended periods and move heavy equipment, patients, and supplies. Sitting, walking, bending, and reaching motions are also requirements for respiratory therapists;
• Satisfactory intellectual, emotional, and psychological health and functioning to ensure patient safety and to exercise independent judgment and discretion in performing assigned tasks;
• Time management of multiple priorities, multiple stimuli, and fast-paced environments; and
• Analysis and critical-thinking skills.

PROGRESSION THROUGH THE PROGRAM: The college offers this program in affiliation with the health care agencies and practitioners in the communities the college serves. The college relies on its community affiliates to provide clinical education opportunities for its students, expert clinical preceptors, and course instructors for many courses. The often rapid changes in health care law, standards of practice, technology, and content of credentialing examinations increasingly necessitate sudden changes in the program’s course content, policies, procedures, and course scheduling. As a result, the college cannot guarantee every student continuous and uninterrupted clinical and course instruction as outlined in the printed catalog curriculum for this program. Circumstances beyond the control of the college may necessitate the postponement of course offerings or changes in the sequencing and/or location of scheduled courses or clinical assignments. Additionally, the college may have to change the instructor for courses after instruction has started.

CONTINUATION IN THE PROGRAM: A student must obtain permission from the program head to continue in the Respiratory Therapy program under the following conditions: (1) a grade below “C” is earned in any major course; (2) overall GPA falls below a 2.0 average in any one semester.

RE-ENTRY INTO THE PROGRAM: Should a student leave the program for any reason and subsequently wish to be readmitted, a new application must be submitted. The student’s new
application will be reviewed under the competitive admissions process. If a student is readmitted into the program, an objective evaluation will be used to determine placement within the curriculum based on evaluated didactic and laboratory competencies. Students who leave the program for more than two semesters will be required to repeat the program in its entirety, including the background check, drug screen, immunization boosters, physical examination, and a two-step TB test or T-Spot blood test.

CLINICAL CONTRACTS: Individual contracts are in effect with each affiliate clinical agency, and these contracts differ in requirements for students. The general stipulations are as follows:

- Clinical agencies reserve the right to dismiss a student from their agency at any time with due cause. This will be done with advanced notice except in an emergency.
- Proper uniform must be worn.
- Published hospital policies must be followed.
- Immunizations must be current.
- The student releases the facility, its agency, and employees from any liability for any injury or death to self or damage to personal property arising out of the clinical agreement or use of the facility.
- The student is financially responsible for any medical care required while in the clinical setting.
- The student must have a current American Heart Association Basic Life Support CPR certification for health care providers.
- A background check and drug screening are required of all entering students.

FINANCIAL REQUIREMENTS:

<table>
<thead>
<tr>
<th>Books and Supplies</th>
<th>$850 first semester; $100 per subsequent semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miscellaneous Fees:</td>
<td></td>
</tr>
<tr>
<td>ACLS</td>
<td>$180</td>
</tr>
<tr>
<td>DataArc</td>
<td>$70</td>
</tr>
<tr>
<td>Self-Assessment Exit Exams</td>
<td>$300</td>
</tr>
<tr>
<td>Seminar</td>
<td>$300</td>
</tr>
<tr>
<td>Identification Badge</td>
<td>$15</td>
</tr>
<tr>
<td>Uniform/Shoes/Stethoscope</td>
<td>$175</td>
</tr>
<tr>
<td>RT Document Manager</td>
<td>$35</td>
</tr>
<tr>
<td>Background Check and Drug Screening</td>
<td>$90</td>
</tr>
<tr>
<td>Admissions Assessment with Review Book</td>
<td>$90</td>
</tr>
<tr>
<td>Adaptive Quizzes</td>
<td>$65</td>
</tr>
<tr>
<td>Physical Examination</td>
<td>Varies</td>
</tr>
<tr>
<td>Immunizations and Titers</td>
<td>Varies</td>
</tr>
<tr>
<td>Travel to Clinical Agencies</td>
<td>Varies</td>
</tr>
</tbody>
</table>

*Note: The above costs are approximate and subject to change.*

PROGRAM EXIT EXAMS: Every student is required to pass comprehensive exit exams before being added to the National Board for Respiratory Care’s electronic eligibility database. The cost of the exams is added as a course fee.

*2016 CoARC Programmatic Outcomes Data

<table>
<thead>
<tr>
<th>ATTRITION</th>
<th>JOB PLACEMENT SUCCESS</th>
<th>CRT SUCCESS</th>
<th>RRT SUCCESS</th>
<th>ON-TIME GRAD RATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.1%</td>
<td>71.6%</td>
<td>87.2%</td>
<td>70.6%</td>
<td>96.3%</td>
</tr>
</tbody>
</table>

*The most current CoARC Programmatic Outcomes Data

Attrition Threshold: Less than 40% of the total number of students in the enrollment cohort (three-year average)

CRT Success Threshold: Greater than 80% of total number of graduates obtaining NBRC CRT credential (three-year average)

RRT Success: No threshold requirement

<table>
<thead>
<tr>
<th>Enrolled</th>
<th>2013 Cohort</th>
<th>2014 Cohort</th>
<th>2015 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation</td>
<td>37</td>
<td>35</td>
<td>37</td>
</tr>
</tbody>
</table>

PROGRAM ACCREDITATION AND PRACTITIONER CERTIFICATION: The Respiratory Therapy program is accredited through the Commission on Accreditation for Respiratory Care, 1248 Harwood Road, Bedford, Texas 76021-4244, (817) 283-2835. Graduates of the AAS program are eligible to take the Therapist Multiple-Choice Examination administered by the National Board for Respiratory Care, Inc. Successful completion of the Therapist Multiple-Choice Examination will award graduates the CRT (Certified Respiratory Therapist) credential and the possibility of becoming eligible to take the Clinical Simulation Examination. Successful completion of the Clinical Simulation Examination will award graduates the RRT (Registered Respiratory Therapist) credential.

After obtaining the minimum CRT credential, graduates must apply for a license in the state they are seeking employment. State licensure is a process overseen by the Board of Medicine. Graduates are therefore responsible for licensure requirements and fees for that state. It is also the responsibility of graduates to maintain their credentials (CRT or RRT) through the National Board for Respiratory Care, Continuing Competency Program.

CURRICULUM:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC. HRS.</th>
<th>LAB. HRS.</th>
<th>CRS. HRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>RTH 102</td>
<td>Integrated Sciences for Respiratory Care</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>RTH 110</td>
<td>Fundamental Theory and Procedures for Respiratory Care</td>
<td>2</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>RTH 121</td>
<td>Cardiopulmonary Science I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Units</td>
<td>Credits</td>
<td>Total</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>-------</td>
<td>---------</td>
<td>-------</td>
</tr>
<tr>
<td>RTH 135</td>
<td>Diagnostic and Therapeutic Procedures I</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>RTH 145</td>
<td>Pharmacology for Respiratory Care I</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>ENG 111</td>
<td>College Composition I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>SDV 100</td>
<td>College Success Skills</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>14</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>RTH 112</td>
<td>Pathology of the Cardiopulmonary System</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>RTH 131</td>
<td>Respiratory Care Theory and Procedures I</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>RTH 190</td>
<td>Coordinated Practice in Respiratory Therapy-NCC I</td>
<td>0</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>RTH 190</td>
<td>Coordinated Practice in Respiratory Therapy-NCC II</td>
<td>0</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>BIO 141</td>
<td>Human Anatomy and Physiology I</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>9</td>
<td>26</td>
<td>15</td>
</tr>
<tr>
<td>RTH 132</td>
<td>Respiratory Care Theory and Procedures II</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>RTH 222</td>
<td>Cardiopulmonary Science II</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>RTH 190</td>
<td>Coordinated Practice in Respiratory Therapy-NCC III</td>
<td>0</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>BIO 142</td>
<td>Human Anatomy and Physiology II</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>RTH 190</td>
<td>Coordinated Practice in Respiratory Therapy-NCC Internship</td>
<td>0</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>9</td>
<td>26</td>
<td>15</td>
</tr>
<tr>
<td>RTH 215</td>
<td>Pulmonary Rehabilitation</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>RTH 290</td>
<td>Coordinated Practice in Respiratory Therapy-ACC/NPCC I</td>
<td>0</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>RTH 290</td>
<td>Coordinated Practice in Respiratory Therapy-ACC/NPCC II</td>
<td>0</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>RTH 295</td>
<td>Topics in Respiratory Therapy: Advanced Cardiac Life Support</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>RTH 223</td>
<td>Cardiopulmonary Science III</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>RTH 226</td>
<td>Theory of Neonatal and Pediatric Respiratory Care</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td><strong>Social/Behavioral Science Elective</strong></td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Humanities/Fine Arts Electives</strong></td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>12</td>
<td>20</td>
<td>16</td>
</tr>
<tr>
<td>RTH 236</td>
<td>Critical Care Monitoring</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>RTH 290</td>
<td>Coordinated Practice in Respiratory Therapy-ACC/NPCC III</td>
<td>0</td>
<td>10</td>
<td>2</td>
</tr>
</tbody>
</table>

**RTH 290 Coordinated Practice in Respiratory Therapy-ACC/NPCC IV**

**RTH 227 Integrated Respiratory Therapy Skills II**

**TOTAL**

**Total Minimum Credits Required for AAS Degree in Respiratory Therapy**

72

03.06.18

1 RTH 135 fulfills the general education personal wellness requirement.

2 This course is included in the Pre-Respiratory Therapy Career Studies Certificate.

3 A list of approved general education electives (humanities/fine arts, social/behavioral sciences, mathematics, science, and personal wellness) is provided in the General Education section of the catalog under Curriculum Planning and Design.
Career Studies Certificates
Accounting CSC
Career Studies Certificate

PURPOSE: This program will provide students with the accounting courses needed to meet the requirements of the Virginia Board of Accountancy to sit for the Certified Public Accountancy (CPA) examination.

OCCUPATIONAL OBJECTIVES: These accounting courses may also meet accounting requirements of various government and private sector positions.

ADMISSION REQUIREMENTS: General college curricular admission

PROGRAM NOTES: Students entering this program must have successfully completed Principles of Accounting I and II (ACC 211-212). Since the CPA exam is computer-based, students should be proficient with computers, including the ability to work with Windows, Word, and Excel. To meet the educational requirements to sit for the Virginia CPA exam, a candidate must obtain the following from one or more accredited institutions:

- At least 120 semester hours of college courses;
- Baccalaureate or higher degree; and
- Accounting concentration or equivalent.

Course requirements include the following:

- A minimum of 24 semester hours of accounting courses, to include courses in auditing, financial accounting, management accounting, and taxation; and
- A minimum of 24 hours of business courses. As many as six hours of accounting courses (not included in the 24 hours of accounting courses) may be considered for the business course requirement.

*Principles of Accounting courses (ACC 211-212) or introductory accounting courses cannot be considered in determining whether a person has obtained the minimum of 48 semester hours or equivalent required for an accounting concentration.

CURRICULUM:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC. HRS.</th>
<th>LAB. HRS.</th>
<th>CRS. HRS.</th>
<th>CRE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 221¹</td>
<td>Intermediate Accounting I</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ACC 231²</td>
<td>Cost Accounting I</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ACC 261</td>
<td>Principles of Federal Taxation I</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ACC 241</td>
<td>Auditing I</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>12</strong></td>
<td><strong>0</strong></td>
<td><strong>12</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC. HRS.</th>
<th>LAB. HRS.</th>
<th>CRS. HRS.</th>
<th>CRE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 240</td>
<td>Fraud Examination</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>12</strong></td>
<td><strong>0</strong></td>
<td><strong>12</strong></td>
<td></td>
</tr>
</tbody>
</table>

Total Minimum Credits for Career Studies Certificate in Accounting 24

05.10.17

¹ Prerequisite is ACC 211 with a grade of “B” or higher.

² Prerequisite is ACC 212 with a grade of “C” or higher.

Advanced Medical Coder (Health Information Management) CSC
Career Studies Certificate

PURPOSE: This program is designed to provide the technical knowledge and skills needed for employment as an advanced medical coder. The coursework for the advanced level will equip students to work in medical records and offer an opportunity for existing coders to further their management, supervisory, auditing, or alternative coding skills.

OCCUPATIONAL OBJECTIVES: Advanced medical coders work in hospitals, doctors’ offices, insurance companies, and government agencies.

ADMISSION REQUIREMENTS: General college curricular admission

PROGRAM NOTES: To be accepted into the Advanced Medical Coder program, students must have a professional certification from AHIMA (CCA or CCS) or AAPC (CPC) as a certified coder.

COMPUTER COMPETENCY REQUIREMENT: Students in this program must meet the college’s computer competency requirement by successfully completing ITE 115. Students can also meet this requirement by passing the college’s computer competency exam administered in the testing centers on each campus, in which they will receive college credit for ITE 115. Students not passing the computer competency exam may retake the exam.

Gainful Employment Disclosure Information: Please see http://www.reynolds.edu/curriculum/gainful-employment-html/ge_info_221-152-07.html to access gainful employment disclosure information for this program.

CURRICULUM:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC. HRS.</th>
<th>LAB. HRS.</th>
<th>CRS. HRS.</th>
<th>CRE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIM 229</td>
<td>Performance Improvement in Healthcare Settings</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>HIM 295</td>
<td>Topics in HIM: Alternative Coding</td>
<td>5</td>
<td>0</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>HIM 220¹</td>
<td>Health Statistics</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

¹Prerequisites: ACC 229 and HIM 220 with a grade of “C” or higher.
American Sign Language CSC
Career Studies Certificate

PURPOSE: This curriculum prepares individuals to communicate in American Sign Language (ASL), primarily with persons who are deaf or hard of hearing. Students also study the U.S. Deaf community from a cultural perspective.

OCCUPATIONAL OBJECTIVES: The American Sign Language Career Studies Certificate (CSC) leads to employment opportunities primarily as a classroom aide or teacher assistant in “Deaf and Hard of Hearing” or “Hearing Impaired” K-12 programs. The content learned and skills attained may also form a foundation for further study in numerous careers, including the following: sign language interpretation, teacher of “Deaf and Hard of Hearing” children, American Sign Language instructor, linguistics, and Deaf studies.

Preparation to become a sign language interpreter, as opposed to engaging in direct communication using ASL, is facilitated through completion of the American Sign Language – English Interpretation AAS degree. Completion of the ASL CSC by May along with placement in ENG 111 satisfies the prerequisites to begin the ASL - English Interpretation AAS in spring/summer annually.

ADMISSION REQUIREMENTS: General college curricular admission

PROGRAM NOTES: Students must take ASL 100 - Orientation to Acquisition of ASL as an Adult during the first semester of study. Students must also begin language study with ASL I, unless placed into a more appropriate level by the ASL and IE coordinator via the ASL placement test. Students must attain a grade of “C” or better as a final grade in a prerequisite ASL course before enrolling in a more advanced ASL course. The ASL CSC is a five-semester program of part-time study designed to develop intermediate fluency in conversational ASL and a working understanding of Deaf people as a cultural group. Designed to begin in fall with ASL 100 and ASL 101, the first four semesters are each comprised of two courses (6 credits) leading to completion in 21 months during the spring semester when successful students may begin Interpreter Education coursework, while completing the final ASL/INT elective (2 credits).

Gainful Employment Disclosure Information: Please see http://www.reynolds.edu/curriculum/gainful-employment-

01.28.16

1 To enroll in HIM 220, students must have a math placement recommendation of MTH 146 and Algebra I or equivalent.

03.06.18

1 ASL 295 - American Sign Language III and placement in ENG 111 (or approval of the ASL&IE coordinator) are the prerequisites for ASL 220.

2 Students may choose from a variety of ASL and INT courses to satisfy the ASL or INT elective. For details please see the ASL&IE coordinator.
OCCUPATIONAL OBJECTIVES: Auto Mechanic, Service Advisor, Maintenance Technician, Parts Clerk, and Service Writer

ADMISSION REQUIREMENTS: General college curricular admission

PROGRAM NOTES: Students are required to meet with the program head either before registering for their first semester or early in their first semester of study.

CURRICULUM:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC. HRS.</th>
<th>LAB. HRS.</th>
<th>CRS. HRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUT 101</td>
<td>Introduction to Automotive Systems</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>AUT 241</td>
<td>Automotive Electricity I</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>AUT 111</td>
<td>Automotive Engines I</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>AUT 265</td>
<td>Automotive Braking Systems</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>AUT 266</td>
<td>Automotive Alignment, Suspension, and Steering</td>
<td>1</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>10</td>
<td>17</td>
<td>16</td>
</tr>
</tbody>
</table>

Total Credits for Career Studies Certificate: Automotive Maintenance and Light Repair 16

Central Sterile Technician CSC Career Studies Certificate

PURPOSE: This program is designed to provide the technical knowledge and skills, along with the four-hundred (400) hours of clinical practical experience, needed for employment as a central sterile technician. Graduates of this program are educated and trained in central sterile technology under the guidelines of the International Association of Healthcare Central Service Material Management (IAHCSMM) and the Reynolds CSP Advisory Committee. Upon completion, students are eligible to sit for the IAHSCMM Certified Registered Central Service Technician (CRCST) certification exam.

The curriculum consists of basic science, infection control, sterilization, human relations, and the necessary job skills, combined with clinical experiences in area health care facilities. There is an emphasis on care and preparation of surgical instruments. Classroom instruction and clinical experiences prepare the student to assume the role of a central service technician in a variety of health care delivery settings.

Program Length: This program is a combination of classroom, laboratory, and clinical learning experiences. The program can be completed in three semesters full-time. Program progress is based on whether the student is a part-time or full-time student.

OCCUPATIONAL OBJECTIVES: Certified central sterile technicians work in hospitals, doctors’ and dental offices, and outpatient surgical centers. Essential functions include cognitive, physical, and behavioral abilities necessary to perform the duties of a professional central sterile technician in a health care facility. Central service technicians can be trained on the job, depending on the employer, but employers may favor applicants who have formal training and certification, which requires 400 hours of clinical experience.

ADMISSION REQUIREMENTS: General college curricular admission

PROGRAM NOTES: In addition to the general college curricular admission requirements, students must meet with the program head for advising prior to enrollment in the first Central Sterile Technician course. Courses need to be taken in the sequence listed or program head permission is required. Students will be required to repeat any course in which a grade lower than “C” is received. This program must be completed within two (2) years. If there is a break in enrollment, students will be moved into the most recent catalog.

ADDITIONAL ADMISSION REQUIREMENTS:

- Completion of one unit of high school biology with a grade of “C” or better; BIO 1 at Reynolds is the high school equivalent course, or an acceptable substitute for this requirement may be provided.
- Completion of Reynolds’ developmental English if required. Please see the information titled Placement Test Waivers in the College Catalog for waiver criteria.
- For students who complete all of the admission requirements, admission is based on a first come, first served basis.
- Students must meet with the program director prior to enrolling in a CSP course to review medical, Criminal Offender Record Information (CORI), Sex Offender Registry Information (SORI), and drug clearance information.
- Submission of official high school transcript, GED, or certificate of completion of home schooling transcripts to Central Admissions & Records.

Competency-based Credit-By-Able: Students who have documented work experience can receive competency-based credit for the clinical areas below. Competency-based credits are only provided for hands-on work experience. Students are required to complete the related theory course. Competency-based credit can only be applied after the student receives a “C” on the related theory course and completion of 12 credits in the Reynolds CSP program. If a student receives a theory grade below a “C”, the theory course must be repeated, and the clinical course must be taken. Students should meet with the program head to determine if they qualify for competency-based credit.

1. General Cleaning (32 hours)
2. Wrapping Packaging (36 hours)
3. Assemble Instrument/Procedure Trays (60 hours)
4. Sterilization (64 hours)
5. Storage Clean and Sterile (36 hours)
6. Miscellaneous (40 hours)
7. Patient Care Equipment (32 hours)
8. Case Carts (32 hours)*
9. Linen Folding (36 Hours)*
10. Distribution (32 Hours)*

* Clinical hours may be distributed in other competency-based clinical areas above.
Program Outcomes:

At the conclusion of the program, students are able to:

- Apply the principles and techniques of decontamination to render medical devices safe to handle without protective attire (decontamination);
- Inspect, assemble, pack, and wrap medical devices in preparation for appropriate sterilization process and/or distribution (assembly);
- Safely select and perform proper sterilization techniques, validate sterility assurance level monitoring, and maintain sterilization integrity during storage (sterilization and sterile storage);
- Demonstrate professional conduct, communication, and work practices according to appropriate federal regulations, industry standards, and facility policies (professionalism and communication); and
- Integrate knowledge, skills, and dispositions acquired throughout the program to be prepared to function as a competent certified central sterile technician following guidelines established by IAHCSMM (practitioner).

Clinical Requirements

Prior to the student’s first clinical course

1. Criminal Offender Record Information (CORI) and Sex Offender Registry Information (SORI) requests must be processed. These checks are required due to potential contact with children, persons with disabilities, or the elderly during a clinical experience. Students found to have certain criminal convictions or pending criminal actions may be ineligible for clinical placement. CORI and SORI are processed through an independent third-party vendor. Clinical sites will review results.

2. Students must have current CPR certification from the American Heart Association (Heart Saver). This can be taken as part of the program, but must be completed prior to a clinical course.

3. A physical examination and health form completed by the student’s physician for documentation of tetanus, measles, mumps, rubella, hepatitis B, and varicella (chicken pox) immunizations, or titer (a blood test to prove immunity). A TB test is required.

EXPECTATIONS: The student is required to complete a sequence of courses and learning experiences provided at the college and selected community agencies, such as acute care (hospitals) or long-term care facilities, clinics, or comparable agencies and facilities. During these experiences, the assigned faculty will observe, monitor, and evaluate the student’s ability to achieve program outcomes through direct clinical experiences. Professional conduct and meeting program and course requirements related to dress code, program, and health care orientation are required.

CLINICAL CONTRACTS: Individual contracts are in effect with each affiliate clinical agency, and these contracts differ in requirements for students. In general, contracts include the following:

1. Clinical agencies reserve the right to dismiss a student from their agency at any time with due cause. This will be done with advance notice except in an emergency.

2. Student must wear the proper uniform, conforming to program and health care agency standards.

3. Student must follow published hospital policies.

4. Student must meet health, immunity, and immunization requirements.

5. Student releases the facility, its agents, and its employees from any liability for any injury or death to self or damage to personal property arising out of the clinical agreement or use of the facility. (Assessment of Risk document is signed and on file once the student is accepted into the program.)

6. Student is financially responsible for any medical care required while in the clinical setting.

7. Student must have a current American Heart Association CPR Heart Saver.

8. Demonstration of professional behavior is expected at all clinical learning experiences. Faculty will direct a student to leave the learning environment if unacceptable behaviors are observed.

9. Student must complete a CORI, SORI, and drug screen, which may be repeated during the program of study. The health care agency may deny a student participation in direct patient care based on results of background and drug screen.

10. Student must attend the health care agency orientation as scheduled to remain enrolled in a clinical nursing course.

11. Student must submit required clinical documents with each clinical rotation. A student who does not meet published deadlines for submission forfeits his/her enrollment.

12. If a student is dismissed by a clinical facility, alternate placement will require disclosure of information related to the dismissal. The student must consent to disclosure through completion of a FERPA form.

Contracts for each agency are available in the School of Nursing and Allied Health Office in the Division Office and may be reviewed by students upon request.

PROGRESSION THROUGH THE PROGRAM: Reynolds offers this program in affiliation with the health care agencies and practitioners in the communities the college serves and relies on its community affiliates to provide clinical education opportunities for its many courses. The rapid changes in health care law, standards of practice, technology, content of credentialing examinations, and availability of qualified faculty increasingly necessitate sudden changes in the program’s course content, policies, procedures, and course scheduling. As a result, the college cannot guarantee every student continuous and uninterrupted clinical and course instruction as outlined in the printed catalog curriculum for this program. Circumstances beyond the control of the college may necessitate the postponement of course offerings or changes in the sequencing and/or location of scheduled courses or clinical assignments. Additionally, the college may have to change the instructor for courses after instruction has started.

If a student is dismissed by a clinical facility, alternate placement may require disclosure of information related to the dismissal. The student must consent to disclosure.
CONTINUATION IN THE PROGRAM:

• Students must maintain a cumulative GPA of 2.0 or higher.
• Students must achieve a course grade of at least “C” (80) in each course.

ESSENTIAL FUNCTIONS: Technicians work in environmentally controlled conditions and practice infection control as they are exposed to disease and/or infectious material. Potential students need to be aware that the work environment includes frequent exposure to electricity, electromagnetic fields, electronic media and latex; and chemical hazards, including (but not limited to) disinfecting solutions, dyes, acetone, bleach, and alcohol. There is also possible exposure to toxic drugs, anesthetic gases, ionizing radiation, and infectious agents (blood, urine, mucus, saliva, etc.).

In order to meet the course requirements the student must be able to perform the following without assistance:

Communication

• Follow written and oral/verbal instructions in English;
• Demonstrate ability to comprehend and interpret written material;
• Demonstrate cognitive ability sufficient to learn and use the body of knowledge necessary to meet the program curriculum requirements and attain career entry status in the profession;
• Make judgments and decisions that are appropriate to the role of a central sterile technician;
• Demonstrate emotional stability sufficient to interact professionally with instructors, staff, patients, and physicians; respect patient confidentiality; use reasonable judgment; and accept responsibility for their actions;
• Possess short-term and long-term memory sufficient to perform tasks such as, but not limited to, mentally tracking surgical supplies and demonstrate the ability to anticipate tasks required as a central sterile technician and as a member of the health care team;
• Synthesize information from written material and apply the knowledge to various situations in the classroom and health care environment;
• Demonstrate the use of positive coping skills during patient, staff, and faculty interactions;
• Demonstrate calm and effective responses, especially in emergency situations; and
• Travel to clinical sites as assigned.

Physical and dexterity skills

• Smell – ability to detect odors sufficient to maintain environmental safety and patient needs.

Physical ability (gross and fine motor skills)

• Sufficient mobility and motor coordination to safely perform all activities required while in the upright position;
• Walk, bend, stoop, kneel, stand, twist, sit, carry, lift, reach hands overhead;
• Sit and stand long periods of time (4-7 hours in class; 8 hours in clinical);
These costs are approximate and subject to change. The student should also consider transportation and potential parking costs for clinical assignments.

Professional Organizations: Visit the following websites to learn more about the rewards of the central service profession.

- International Association of Healthcare Central Service Materiel Management (IAHCSMM) at www.iahcsmm.org
- American Society for Healthcare Central Service Professionals (ASHCSP) - Note: as of February 2008, ASHCSP has merged with IAHCSMM and links to their website.
- World Forum for Hospital Sterile Supply (IAHCSMM is the U.S. member) at www.efhss.com
- Certification Board for Sterile Processing and Distribution (CBSPD) at www.sterileprocessing.org/about_cbspd.htm

CURRICULUM:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC. HRS.</th>
<th>LAB. HRS.</th>
<th>CRS. HRS.</th>
<th>CRE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLT 105</td>
<td>Cardiopulmonary Resuscitation</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>SDV 100</td>
<td>College Success Skills</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>CSP 135</td>
<td>Central Sterile Infection Control</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>HCT 110</td>
<td>Therapeutic Communication in the Health Care Setting</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HLT 145</td>
<td>Ethics for Health Care Personnel</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>HLT 143</td>
<td>Medical Terminology I</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CSP 101</td>
<td>Introduction to Central Sterile Services</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>CSP 106</td>
<td>Surgical Instrumentation</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>CSP 107</td>
<td>Fundamentals of Central Sterile Services</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>CSP 191</td>
<td>Fundamental Clinical Applications</td>
<td>0</td>
<td>9</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CSP 205</td>
<td>Intermediate Central Sterile Services</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>CSP 291</td>
<td>Intermediate Clinical Applications</td>
<td>0</td>
<td>9</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CSP 292</td>
<td>Advanced Clinical Applications:</td>
<td>0</td>
<td>9</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Capstone</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>14</td>
<td>30</td>
<td>24</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits for Career Studies Certificate in Central Sterile Technician: 24

03.11.15

1 Credit-by-able can be provided for active American Heart Association BLS level or above.

2 Must be able to pass background check and drug screen.

Computer-Aided Design Specialist CSC
Career Studies Certificate

PURPOSE: The rapidly evolving field of computer technology has had a dramatic impact on the architectural/engineering professions. The Computer-Aided Design Specialist Career Studies Certificate was created to meet the contemporary graphic needs of architectural and industrial design firms. This program provides the student with thorough training in two- and three-dimensional computer graphics, including studies in visualization and animation.

OCCUPATIONAL OBJECTIVES: CAD Technician, Forensic Computer Technician, Presentation (Rendering) Graphics Specialist, and possibly CAD Manager

ADMISSION REQUIREMENTS: General college curricular admission

GAINFUL EMPLOYMENT DISCLOSURE INFORMATION: Please see http://www.reynolds.edu/curriculum/gainful-employment-html/ge_info_221-729-01.html to access gainful employment disclosure information for this program.

CURRICULUM:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC. HRS.</th>
<th>LAB. HRS.</th>
<th>CRS. HRS.</th>
<th>CRE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 155</td>
<td>Computer Concepts and Applications</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>DRF 231</td>
<td>Computer-Aided Drafting I</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>DRF 232</td>
<td>Computer-Aided Drafting II</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>DRF 238</td>
<td>Computer-Aided Modeling and Rendering</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ARC 211</td>
<td>Computer-Aided Drafting Applications or Utilizing Surveying Software</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ARC 270</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DRF 233</td>
<td>Computer-Aided Drafting III</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>__ __</td>
<td>General Education Elective</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>16</td>
<td>10</td>
<td>21</td>
<td></td>
</tr>
</tbody>
</table>

Total Minimum Credits for Career Studies Certificate in Computer-Aided Design Specialist: 21

03.11.15

1 A list of approved general education electives (humanities/ fine arts, social/behavioral sciences, mathematics, science, and personal wellness) is provided in the General Education section of the catalog under Curriculum Planning and Design. Students may also take ENG 111.
Criminal Justice CSC
Career Studies Certificate

PURPOSE: This program provides an overview of criminal justice and basic police officer training. It is designed for those who have an interest in understanding societal issues associated with crime and the work performed by criminal justice professionals. The curriculum examines various approaches to understanding crime. Topics include maintaining law and order, police-citizen conflict, crime prevention, collecting evidence, conducting criminal investigations, the juvenile justice system, and the interface between police and other criminal justice agencies. Issues pertaining to criminal justice and law enforcement in a modern society are addressed. Students completing this career studies certificate may apply the courses completed to the Administration of Justice AAS degree.

OCCUPATIONAL OBJECTIVES: The Criminal Justice Career Studies Certificate prepares students for entry-level careers with general law enforcement responsibilities. This career studies certificate may lead to civilian and sworn positions, including dispatchers, police officers, correctional officers, or security personnel.

ADMISSION REQUIREMENTS: General college curricular admission

PROGRAM NOTES: Certain illegal activities and/or convictions may prohibit employment in law enforcement. Employing agencies may require additional training, such as completion of a police academy for some positions. Employing agencies may have minimum age requirements for some positions and may require a physical examination.

GAINFUL EMPLOYMENT DISCLOSURE INFORMATION: Please see http://www.reynolds.edu/curriculum/gainful-employment-html/ge_info_221-400-45.html to access gainful employment disclosure information for this program.

CURRICULUM:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC. HRS.</th>
<th>LAB. HRS.</th>
<th>CRS. CRE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111</td>
<td>College Composition I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ADJ 100</td>
<td>Survey of Criminal Justice</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ADJ 105</td>
<td>The Juvenile Justice System</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ADJ 228</td>
<td>Narcotics and Dangerous Drugs</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ADJ 128</td>
<td>Patrol Administration and Operations</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>CST 100</td>
<td>Principles of Public Speaking</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

TOTAL | 18 | 0 | 18

Total Minimum Credits for Career Studies Certificate in Criminal Justice 18

03.12.15

Early Childhood Education CSC
Career Studies Certificate

PURPOSE: This program is designed to provide students with the basic skills needed in the care and development of young children in a variety of child care settings. The program provides training appropriate for persons entering the field of early childhood education, as well as in-service training for persons presently working in the field who wish to upgrade their skills. The program also offers a well-organized course of study for parents who wish to increase their understanding of child development.

OCCUPATIONAL OBJECTIVES: Employment opportunities include preparation or upgrading skills for positions as child care center assistant directors, teachers or assistant teachers, aides, playroom attendants, home-based providers or day care workers, camp directors, and before- and after-school teachers in the following types of facilities: child day care centers, nursery schools, family day care homes, Head Start programs, recreational before- and after-school programs, hospital-based child care programs, pre-school at-risk programs, and pre-kindergarten church-sponsored programs.

ADMISSION REQUIREMENTS: General college curricular admission

PROGRAM NOTES: In addition to the general college curricular admission requirements, a personal interview with the program head is recommended. Students must attain a grade of “C” or higher in all courses completed in this program with CHD, EDU, and PSY course prefixes.

CURRICULUM:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC. HRS.</th>
<th>LAB. HRS.</th>
<th>CRS. CRE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDV 100(^1)</td>
<td>College Success Skills</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>or</td>
<td>SDV 101</td>
<td>Orientation to Teacher Preparation</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>CHD 120</td>
<td>Introduction to Early Childhood Education</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>CHD 145</td>
<td>Teaching Art, Music, and Movement to Children</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>CHD 205</td>
<td>Guiding the Behavior of Children</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>EDU 235</td>
<td>Health, Safety, and Nutrition Education</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>CHD 165</td>
<td>Observation and Participation in Early Childhood Settings</td>
<td>1</td>
<td>6</td>
<td>3</td>
</tr>
</tbody>
</table>

TOTAL | 13 | 8 | 16

Total Minimum Credits for Career Studies Certificate in Early Childhood Education 16

01.31.18
Students considering transferring to a four-year university after they complete the AAS should consider taking SDV 101 - Orientation to Teacher Preparation.

**Early Childhood Education – Advanced CSC**

**Career Studies Certificate**

**PURPOSE:** This program is designed to provide students with the additional early childhood skills needed in the care and development of young children in a variety of child care settings. The program provides training appropriate for persons presently working in the field who wish to continue to upgrade their knowledge and skills in child development and care. The program also offers a well-organized course of study for parents who wish to increase their understanding of child development.

**OCCUPATIONAL OBJECTIVES:** Employment opportunities include preparation or upgrading skills for positions as child care center assistant directors, teachers or assistant teachers, aides, playroom attendants, home-based providers or day care workers, camp directors, and before- and after-school teachers in the following types of facilities: child day care centers, nursery schools, family day care homes, Head Start programs, recreational before- and after-school programs, hospital-based child care programs, pre-school at-risk programs, and pre-kindergarten church-sponsored programs.

**ADMISSION REQUIREMENTS:** General college curricular admission

**COMPUTER COMPETENCY REQUIREMENT:** Students in this program will meet the college's computer competency requirement by successfully completing ITE 115. Students can also meet this requirement by passing the college's computer competency exam, administered in the testing centers on each campus, in which case they will receive college credit for ITE 115. Students not passing the computer competency exam may retake the exam only once.

**PROGRAM NOTES:** In addition to the general college curricular admission requirements, those interested in entering the Early Childhood Education – Advanced Career Studies Certificate should hold the Early Childhood Education Career Studies Certificate or be approved by the program head. A personal interview with the program head is recommended. Students must attain a grade of “C” or higher in all courses with CHD and PSY prefixes.

**CURRICULUM:**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC.</th>
<th>LAB.</th>
<th>CRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHD 118</td>
<td>Language Arts for Young Children</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>CHD 146</td>
<td>Math, Science, and Social Studies for Children</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Minimum Credits for Career Studies Certificate in Early Childhood Education – Advanced**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC.</th>
<th>LAB.</th>
<th>CRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 230</td>
<td>Developmental Psychology</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ENG 111</td>
<td>College Composition I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>CHD 166</td>
<td>Infant and Toddler Programs</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ITE 115</td>
<td>Introduction to Computer Applications and Concepts</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

| TOTAL | 16 | 4 | 18 |

---

**Ecommerce CSC**

**Career Studies Certificate**

**PURPOSE:** This career studies certificate is designed to meet the needs of employed persons desiring to extend their knowledge of Internet marketing concepts, as well as those seeking training to prepare for employment in the marketing industry and eCommerce.

**OCCUPATIONAL OBJECTIVES:** Advertising manager, media buyer, salesperson, Internet retailer, web designer, marketing manager, retail manager, and marketing consultant

**ADMISSION REQUIREMENTS:** General college curricular admission

**GAINFUL EMPLOYMENT DISCLOSURE INFORMATION:** Please see [http://www.reynolds.edu/curriculum/gainful-employment-html/ge_info_221-251-01.html](http://www.reynolds.edu/curriculum/gainful-employment-html/ge_info_221-251-01.html) to access gainful employment disclosure information for this program.

**CURRICULUM:**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC.</th>
<th>LAB.</th>
<th>CRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111</td>
<td>College Composition I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ITE 115</td>
<td>Introduction to Computer Applications and Concepts</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ITD 110</td>
<td>Web Page Design I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ITD 210</td>
<td>Web Page Design II</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>MKT 201</td>
<td>Introduction to Marketing</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>MKT 271</td>
<td>Consumer Behavior</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>MKT 281</td>
<td>Principles of Internet Marketing</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>MKT 282</td>
<td>Principles of eCommerce</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>MKT 283</td>
<td>Social, Ethical, and Legal Issues in eCommerce</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

| TOTAL | 28 | 0 | 28 |

**Total Minimum Credits for Career Studies Certificate in eCommerce**

01.31.18
Emergency Medical Services - Emergency Medical Technician CSC
Career Studies Certificate

PURPOSE: This program prepares students to become Emergency Medical Technicians at the entry level.

OCCUPATIONAL OBJECTIVES: Certified Emergency Medical Technician

ADMISSION REQUIREMENTS: General college curricular admission

PROGRAM NOTES: In addition to the general college curricular admission requirements, students must have a current CPR card for either the American Heart Association Healthcare Provider or the American Red Cross Professional Rescuer. Students without a current CPR card are encouraged to complete HLT 105 (CPR). For students who cannot obtain a CPR card prior to registering for their first EMS course, a CPR class will be offered prior to the first day of classes for EMS 111 or EMS 112. Students desiring to further their emergency medical training and capabilities should consider the Emergency Medical Services - Intermediate Career Studies Certificate or Emergency Medical Services - Paramedic Associate of Applied Science degree after completing this career studies certificate.

FINANCIAL REQUIREMENTS: In addition to the regular college tuition and fees, the EMS program requires the items listed below. These costs are subject to change.

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbook and Workbook Fees</td>
<td>$198.00</td>
</tr>
<tr>
<td>Background Check and Drug Testing</td>
<td>$81.00</td>
</tr>
<tr>
<td>FISDAP Scheduler</td>
<td>$30.00</td>
</tr>
<tr>
<td>Uniforms (boots, belt, pants, Reynolds EMS program shirt)</td>
<td>$143.00</td>
</tr>
<tr>
<td>Testing Fees:</td>
<td></td>
</tr>
<tr>
<td>ODEMSA</td>
<td>$50.00</td>
</tr>
<tr>
<td>National Registry Paramedic Cognitive Examination</td>
<td>$70.00</td>
</tr>
<tr>
<td>Medical Check Up</td>
<td>varies according to student's doctor fees</td>
</tr>
</tbody>
</table>

To determine current tuition and fees, visit www.reynolds.edu/pay_for_college/tuition.aspx or call the School of Nursing and Allied Health office at (804) 523-5375. The instructor will inform students of the textbooks and other required learning materials needed in the syllabus for each course.

CONTINUATION IN THE PROGRAM: To continue in the program, students must achieve a course grade of at least "B" (80) in each EMS course.

FUNCTIONAL SKILLS REQUIREMENTS: The functional skills listed below apply to students entering the EMS - Emergency Medical Technician CSC, EMS - Intermediate CSC, EMS - Paramedic CSC, and EMS - Paramedic AAS degree. Students entering these programs must have the ability to

- Verbally communicate in person, via telephone and telecommunications using the English language;
- Hear spoken information from co-workers, patients, physicians, and dispatchers and sounds common to the emergency scene;
- Lift, carry, and balance a minimum of 125 pounds equally distributed (250 pounds with assistance), a height of 33 inches, and a distance of 10 feet;
- Read and comprehend written materials under stressful conditions;
- Use a prescribed format to document patient information in writing or by entry into a computer program;
- Demonstrate manual dexterity and fine motor skills, with ability to perform all tasks related to quality patient care in a safe manner;
- Bend, stoop, crawl, and walk on even surfaces; and
- Meet minimum vision requirements to operate a motor vehicle within the state.

GAINFUL EMPLOYMENT DISCLOSURE INFORMATION: Please see http://www.reynolds.edu/curriculum/gainful-employment-html/ge_info_221-146-01.html to access gainful employment disclosure information for this program.

The Emergency Medical Services - Emergency Medical Technician program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of CoAEMSP.

Commission on Accreditation of Allied Health Education Programs
25400 US Highway 19 N., Suite 158
Clearwater, FL 33763
727-210-2350
www.caahep.org

CURRICULUM:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC. HRS.</th>
<th>LAB. HRS.</th>
<th>CRS. HRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMS 111, EMS 112, EMS 113</td>
<td>Emergency Medical Technician or Emergency Medical Technician I and Emergency Medical Technician II</td>
<td>5 3 2</td>
<td>4 2 3</td>
<td>7 4 3</td>
</tr>
<tr>
<td>EMS 120</td>
<td>Emergency Medical Technician Clinical</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 141</td>
<td>Human Anatomy and Physiology I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 142</td>
<td>Human Anatomy and Physiology II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SDV 100</td>
<td>College Success Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

158 College Catalog 2018-2019
ACADEMIC PROGRAMS

03.06.18

1 EMS 111 is a one semester certification course. EMS 112 and 113 are taken over two semesters. EMS 111 is equivalent to taking both EMS 112 and EMS 113.

2 EMS 112 is a prerequisite for EMS 113.

3 EMS 120 must be taken concurrently with EMS 111 and EMS 113.

4 BIO 141 is a prerequisite for BIO 142.

Emergency Medical Services - Intermediate CSC
Career Studies Certificate

PURPOSE: This program prepares students to become an entry-level Intermediate EMS provider at both the national and the state level.

OCCUPATIONAL OBJECTIVES: Certified National Registry Intermediate

ADMISSION REQUIREMENTS: General college curricular admission

PROGRAM NOTES: Applicants must have completed the Emergency Medical Services EMT Career Studies Certificate or hold a current Commonwealth of Virginia EMT Certification and hold a valid CPR card. Students desiring to further their emergency medical training and capabilities should consider the EMS Paramedic Associate of Applied Science degree after completing this career studies certificate.

FINANCIAL REQUIREMENTS: In addition to the regular college tuition and fees, the EMS program requires the items listed below. The costs listed are subject to change.

Textbooks and Workbook $408.00
Background Check and Drug Testing $81.00
FISDAP Scheduler and Final Exams $115.00
Uniforms (boots, belt, pants, two Reynolds EMS program shirts) $178.00

Testing Fees:

ODEMSA $250.00
National Registry Paramedic Cognitive Examination $110.00

FINANCIAL REQUIREMENTS: In addition to the regular college tuition and fees, the EMS program requires the items listed below. The costs listed are subject to change.

Medical Check Up varies according to student’s doctor fees

To determine current tuition and fees, visit www.reynolds.edu/pay_for_college/tuition.aspx, or call the School of Nursing and Allied Health office at (804)523-5375. The instructor will inform students of the textbooks and other required learning materials needed in the syllabus for each course.

CONTINUATION IN THE PROGRAM: To continue in the program, students must achieve a grade of at least "B" (80) in each EMS course.

FUNCTIONAL SKILLS REQUIREMENTS: The functional skills listed below apply to students entering the EMS – Emergency Medical Technician CSC, EMS – Intermediate CSC, EMS – Paramedic CSC, and EMS – Paramedic AAS degree. Students entering these programs must have the ability to

- Verbally communicate in person, via telephone and telecommunications using the English language;
- Hear spoken information from co-workers, patients, physicians, and dispatchers and sounds common to the emergency scene;
- Lift, carry, and balance a minimum of 125 pounds equally distributed (250 pounds with assistance), a height of 33 inches, and a distance of 10 feet;
- Read and comprehend written materials under stressful conditions;
- Use a prescribed format to document patient information in writing or by entry into a computer program;
- Demonstrate manual dexterity and fine motor skills, with ability to perform all tasks related to quality patient care in a safe manner;
- Bend, stoop, crawl, and walk on even surfaces; and
- Meet minimum vision requirements to operate a motor vehicle within the state.

GAINFUL EMPLOYMENT DISCLOSURE INFORMATION: Please see http://www.reynolds.edu/curriculum/gainful-employment-html/ge_info_221-146-03.html to access gainful employment disclosure information for this program.

The Emergency Medical Services - Intermediate EMS program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of CoAEMSP.

Commission on Accreditation of Allied Health Education Programs
25400 US Highway 19 N., Suite 158
Clearwater, FL 33763
727-210-2350
www.caahep.org

CURRICULUM:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC.</th>
<th>LAB.</th>
<th>CRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMS 151</td>
<td>Introduction to Advanced Life Support</td>
<td>3</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>
Emergency Medical Services - Paramedic CSC

Career Studies Certificate

PURPOSE: This program provides a bridge from the intermediate level to the entry-level paramedic certification and offers registered nurses with experience in critical care an opportunity to meet the requirements to become a paramedic.

OCCUPATIONAL OBJECTIVES: National Registry Paramedic

ADMISSION REQUIREMENTS: General college curricular admission

PROGRAM NOTES: Applicants must have completed the Emergency Medical Services - Intermediate Career Studies Certificate or hold a current Virginia or NREMT – Intermediate certification and hold a current CPR card. Students desiring to further their emergency medical training and capabilities should consider the EMS - Paramedic Associate of Applied Science degree after completing this career studies certificate.

FINANCIAL REQUIREMENTS: In addition to the regular college tuition and fees, the EMS program requires the items listed below. Costs listed are subject to change.

- Textbooks, Workbook, and Certification Fees (CPR, ACLS, PHTLS, EPC, and AMLS) $830.00
- Background Check and Drug Testing $81.00
- FISDAP Scheduler and Final Exams $115.00
- Uniforms (boots, belt, pants, two Reynolds EMS program shirts) $178.00
- Testing Fees:
  - ODEMSA $250.00
  - $110.00

To determine current tuition and fees, visit www.reynolds.edu/pay_for_college/tuition.aspx, or call the School of Nursing and Allied Health office at (804)523-5375. The instructor will inform students of the textbooks and other required learning materials needed in the syllabus for each course.

CONTINUATION IN THE PROGRAM: Students must achieve a course grade of at least "B" (80) in each EMS course with the exception of EMS 205, which requires a minimum grade of at least "C" (70).

FUNCTIONAL SKILLS REQUIREMENTS: The functional skills listed below apply to students entering the EMS – Emergency Medical Technician CSC, EMS – Intermediate CSC, EMS – Paramedic CSC, and EMS – Paramedic AAS degree. Students entering these programs must have the ability to

- Verbally communicate in person, via telephone and telecommunications using the English language;
- Hear spoken information from co-workers, patients, physicians, and dispatchers and in sounds common to the emergency scene;
- Lift, carry, and balance a minimum of 125 pounds equally distributed (250 pounds with assistance), a height of 33 inches, and a distance of 10 feet;
- Read and comprehend written materials under stressful conditions;
- Use a prescribed format to document patient information in writing or by entry into a computer program;
- Demonstrate manual dexterity and fine motor skills, with ability to perform all tasks related to quality patient care in a safe manner;
- Bend, stoop, crawl, and walk on even surfaces; and
- Meet minimum vision requirements to operate a motor vehicle within the state.

RN TO PARAMEDIC BRIDGE PROGRAM: Registered nurses with two years’ experience in a critical care setting (ICU, CCU, ER) may contact the EMS program head at 804-523-5768 to obtain information regarding completion of the EMS - Paramedic CSC to become a paramedic.

GAINFUL EMPLOYMENT DISCLOSURE INFORMATION: Please see http://www.reynolds.edu/curriculum/gainful-employment-html/ge_info_221-146-05.html to access gainful employment disclosure information for this program.

The Emergency Medical Services - Paramedic CSC is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of CoAEMSP.

Commission on Accreditation of Allied Health Education Programs
25400 US Highway 19 N., Suite 158
Clearwater, FL 33763
727-210-2350
Entrepreneurship in Small Business
CSC
Career Studies Certificate
PURPOSE: This program is designed for persons who wish to acquire the knowledge and skills necessary to organize and manage a small business. This program addresses management concerns unique to small businesses, including organizational structure, marketing plans, financial analysis, tax requirements, legal issues, and computer applications.

OCCUPATIONAL OBJECTIVES: This program trains students to own, operate, and manage a small business with 100 or fewer employees.

ADMISSION REQUIREMENTS: General college curricular admission

GAINFUL EMPLOYMENT DISCLOSURE INFORMATION: Please see http://www.reynolds.edu/curriculum/gainful-employment-html/ge_info_221-212-10.html to access gainful employment disclosure information for this program.

CURRICULUM:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC. HRS.</th>
<th>LAB. HRS.</th>
<th>CRS. HRS.</th>
<th>CRE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>HMS 100</td>
<td>Introduction to Business</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BUS 116</td>
<td>Entrepreneurship</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BUS 165</td>
<td>Small Business Management</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL

12 0 15

03.13.15

Floral Design CSC
Career Studies Certificate
PURPOSE: This program is intended primarily for students who are seeking employment in the floral design business or who are presently employed in this field and wish to upgrade or enhance their skills. The program is also available for those who wish to establish credentials to demonstrate their expertise for exhibiting and judging.

OCCUPATIONAL OBJECTIVES: Careers include serving as an owner/operator of an independent florist business; a floral department manager/staff in a supermarket or garden center; and a floral designer in partnership with a caterer, wedding coordinator, or corporate client. There is also tremendous growth in production, sale, and display of cut flowers at farmers’ markets.

ADMISSION REQUIREMENTS: General college curricular admission

PROGRAM NOTES: Students need good manual dexterity skills to fulfill job requirements in almost all applications of floral design training. In addition, an eye for color and an appreciation for design elements are very helpful.

All courses required for completion of this certificate can be applied to the AAS degree in Horticulture Technology.

CURRICULUM:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC. HRS.</th>
<th>LAB. HRS.</th>
<th>CRS. HRS.</th>
<th>CRE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRT 260</td>
<td>Introduction to Floral Design</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HRT 266</td>
<td>Advanced Floral Design</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HRT 268</td>
<td>Advanced Floral Design</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HRT 110</td>
<td>Principles of Horticulture</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Approved General Education</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL

12 6 15

03.06.18
Health Care Technician (CNA) CSC
Career Studies Certificate

PURPOSE: The Health Care Technician Career Studies Certificate is designed to provide entry-level training for nurse aides and occupational progression to advanced nurse aide employment. Coursework includes preparation for employment and career mobility from nurse aide (CNA) to advanced nurse aide. This program prepares students for the Virginia Board of Nursing's occupational exams for nurse aide.

OCCUPATIONAL OBJECTIVES: The program includes basic and advanced training for persons seeking to become nurse aides or home health aides working in private homes, residential living facilities, nursing homes, retirement and life care communities, and hospitals.

ADMISSION REQUIREMENTS: General college curricular admission

PROGRAM NOTES:
• To become a certified nurse aide (CNA), a student must satisfactorily complete HCT 101 and HCT 102 and pass a national exam that includes both written and practical components. The CNA Information Packet may be accessed at http://reynolds.edu/curriculum/documents/Certified_Nursing_Aide_Packet.pdf.
• To become certified as an advanced nurse aide, the student must have the CNA credential for at least three (3) years, a recommendation from a licensed nursing professional (LPN or RN), evidence of no restrictions on CNA certification by the Virginia Board of Nursing for the last five (5) years; and a recommendation for advanced certification from a licensed nurse who has supervised the applicant in providing direct patient care for at least six (6) months within the past year.
• The State Board of Nursing has the authority to deny certification to any applicant who has violated any of the provisions of 54.1-3007 of the Code of Virginia. Any student entering HCT 101 and HCT 102 who has committed any illegal offenses other than minor traffic violations should discuss and clarify these matters with the program head prior to admission (see information above).
• Students must have the following:
  • American Heart Association CPR BLS for the Healthcare Professional certification;
  • Ability to pass a background check and drug screen (see the Program Information Packet for additional details related to barrier crimes and moral turpitude); and
  • Ability to meet functional health and immunization requirements.
• Students will be required to repeat any course in which a grade lower than "C" is received. Students will have two (2) attempts to complete a course.
• Criminal background checks, drug screens, and immunizations are required for participation in the program setting.
• Inability of a student to be placed in a clinical site due to a negative background check will result in failure in the course.

PROGRESSION THROUGH THE PROGRAM: Students must have a "C" or better in all courses to progress in the Health Care Technician program.

The college offers this program in affiliation with the health care agencies and practitioners in the communities the college serves. The college relies on its community affiliates to provide clinical education opportunities for its students, expert clinical preceptors, and course instructors for many courses. The often rapid changes in health care law, standards of practice, technology, and content of credentialing examinations increasingly necessitate sudden changes in the program's course content, policies, procedures, and course scheduling. As a result, the college cannot guarantee every student continuous and uninterrupted clinical and course instruction as outlined in the printed catalog curriculum for this program. Circumstances beyond the control of the college may necessitate the postponement of course offerings or changes in the sequencing and/or location of scheduled courses or clinical assignments. If a student is dismissed by a clinical facility, alternate placement may require disclosure of information related to the dismissal. The student must consent to disclosure. Additionally, the college may have to change the instructor for courses after instruction has started.

The Health Care Technician (HCT) CSC includes the following two career pathways:
• Nursing Assistant (CNA) -- The Nursing Assistant pathway can be completed within one semester and consists of the following courses: HCT 101 and HCT 102. Both courses must be taken together.
• Advance Certified Nurse Assistant -- CNAs with three years of full-time CNA experience are eligible for this pathway, which consists of two courses: NUR 26 and NUR 31.

To receive the Health Care Technician Career Studies Certificate, three (3) additional courses are required: HLT 105 - Cardiopulmonary Resuscitation, BIO 100 - Basic Human Biology, and HCT 110 - Therapeutic Communication in the Health Care Setting.

PRE-ENTRANCE HEALTH REQUIREMENTS: Applicants must be free of any physical or mental condition that might adversely affect safety and performance as a nurse. Current validation of freedom from tuberculosis is required of all clinically placed students through skin testing or chest X-ray. Health care
agencies may require vaccination for the flu or use of a mask when providing patient care.

**PRE-ENTRANCE MATH AND ENGLISH REQUIREMENTS:** Competency in MTE 1 or higher as demonstrated through the placement and diagnostic tests or by completing MTE 1; competencies in reading and writing as demonstrated by placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3 or completion of ENF 2.

**FUNCTIONAL SKILLS REQUIREMENT:** Students entering the Health Care Technician program must have the physical ability to 1) aid in the lifting and moving of patients; 2) hear audible alarms and sounds; 3) auscultate certain physical parameters, such as blood pressure and heart and lung sounds; and 4) interact effectively with patients, families, and health care team members. This includes the following:

1. Sufficient eyesight to observe patients, read records, manipulate equipment, and visually monitor patients in dim light;
2. Sufficient hearing to communicate with patients and members of a health care delivery team, monitor patients using electronic equipment, hear necessary sounds during operation of equipment, and hearing a patient whispering;
3. Satisfactory speaking, reading, and writing skills to communicate effectively in English in a timely manner;
4. Sufficient gross and fine motor coordination to manipulate equipment, lift, stoop, or bend in the delivery of safe nursing care;
5. Satisfactory physical strength and endurance to be on one’s feet for extended periods and to move immobile patients; and
6. Satisfactory intellectual and emotional functioning to ensure patient safety and to exercise independent judgment and discretion in performing assigned tasks.

Clinical facilities used by the program may mandate additional requirements for students that include updated immunizations, dress codes, and conformance with professional standards.

**GAINFUL EMPLOYMENT DISCLOSURE INFORMATION:** Please see http://www.reynolds.edu/curriculum/gainful-employment-html/ge_info_221-190-06.html to access gainful employment disclosure information for this program.

**CURRICULUM:**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC. HRS.</th>
<th>LAB. HRS.</th>
<th>CRS. HRS.</th>
<th>CRE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLT 105</td>
<td>Cardiopulmonary Resuscitation</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>SDV 100</td>
<td>College Success Skills</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>HCT 101</td>
<td>Health Care Technician I (Nurse Aide I)</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HCT 102</td>
<td>Health Care Technician II (Nurse Aide II)</td>
<td>1</td>
<td>6</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>HCT 110</td>
<td>Therapeutic Communication in the Health Care Setting</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**BIO 100** Basic Human Biology 3 0 3

NUR 26[^4,5,6] Nursing Assistant (Aide) Advanced 2 3 3

NUR 31[^4,5,6] Advanced Skills for Nurse Aides 1 6 3

**TOTAL** 15 15 21

Total Minimum Credits for Career Studies Certificate in Health Care Technician

03.06.18

1 Must be American Heart Association BLS level or above.

2 Must be able to pass background check and drug screen; HCT 101 and HCT 102 must be taken concurrently.

3 Students enrolling in NUR 26 must have a VBON Certified Nurse Aide Certificate, three (3) years’ experience, and a recommendation from an RN who has supervised them for at least six (6) months. Students who meet these criteria will receive credit-by-able for HCT 101 and HCT 102.

4 Students enrolled in NUR 26 can take NUR 31 as a co-requisite.

5 Students enrolled in NUR 26 and NUR 31 must meet with the program head prior to enrollment.

6 Students enrolled in NUR 31 must have either completed NUR 26 with a “C” or better or be co-enrolled in NUR 26.

**Health Science I CSC**

**Career Studies Certificate**

**PURPOSE:** The Health Science I Career Studies Certificate is a career pathway designed to move students from basic entry-level employment skills to foundational professional skills and occupational specific licensure and credentials (Central Sterile Processing Technician, Certified Nurse Aide, and Phlebotomist). The program can also serve as a pathway to a certificate (Dental Assisting and Practical Nursing) or an associate of applied science degree in one of the college’s health programs (Health Information Management, Medical Laboratory Technology, Nursing, Opticianry, and Respiratory Therapy).

**OCCUPATIONAL OBJECTIVES:** The health science educational and career ladder provides a broad foundation of core skills, knowledge, and abilities for employment as entry-level health care workers. Upon completion of the program, students are prepared for entry-level employment as a Central Sterile Processing Technician, Certified Nurse Aide, or Phlebotomist, or can apply to a certificate or degree in Dental Assisting, Health Information Management, Medical Laboratory Technology, Nursing, Practical Nursing, Opticianry, and Respiratory Therapy.

**ADMISSION REQUIREMENTS:** General college curricular admission
PROGRAM NOTES: Students new to the college must complete GoToOrientation and attend a new student orientation program. Students enrolling in this program are required to meet with an advisor and enroll in SDV 101 in the first semester.

CURRICULUM:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC.</th>
<th>LAB.</th>
<th>CRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDV 101</td>
<td>Orientation to Health Science</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>BIO 100</td>
<td>Basic Human Biology</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>BIO 101</td>
<td>General Biology I</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>BIO 141</td>
<td>Human Anatomy and Physiology</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>BIO 150</td>
<td>Introductory Microbiology</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>OPT 105</td>
<td>Anatomy, Physiology, and Pathology of the Eye</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>BIO 142</td>
<td>Human Anatomy and Physiology II</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>BIO 150</td>
<td>Introductory Microbiology</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>CHM 101</td>
<td>Introductory Chemistry I</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>CHM 111</td>
<td>General Chemistry I</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>HIM 110</td>
<td>Introduction to Human Pathology</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ENG 111</td>
<td>College Composition I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>PSY 230</td>
<td>Developmental Psychology</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>HLT 143</td>
<td>Medical Terminology I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>MDL 190</td>
<td>Coordinated Practice in Phlebotomy Training or Health Care Technician II (Nurse Aide II)</td>
<td>0</td>
<td>40</td>
<td>4</td>
</tr>
<tr>
<td>HCT 102</td>
<td>Coordinated Practice in Phlebotomy Training or Health Care Technician II (Nurse Aide II)</td>
<td>1</td>
<td>6</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits for Career Studies Certificate in Health Science I: 23-27

Hybrid and Electric Vehicle Technology CSC

**Career Studies Certificate**

PURPOSE: This curriculum is designed to meet the need for automotive technicians with education in the advanced technologies used on current vehicles. Such advanced technologies include electric, plug-in hybrid, and fuel cell electric vehicles, as well as the advanced control systems used on these and other advanced vehicles. The program provides instruction on the theory of operation, application, and diagnosis of the systems used in these vehicles.

OCCUPATIONAL OBJECTIVES: Auto Mechanic, State Safety Inspector, Service Advisor, Maintenance Technician, Parts Clerk, and Service Writer

ADMISSION REQUIREMENTS: General college curricular admission
PROGRAM NOTES: To enroll in this program, students must have the following background or the program head’s approval: (1) experience in the automotive repair field and (2) completion of AUT 241 – Automotive Electricity I, AUT 242 – Automotive Electricity II, and AUT 245 – Automotive Electronics. Students interested in entering this program are required to meet with the program head before registering for their first semester.

GAINFUL EMPLOYMENT DISCLOSURE INFORMATION: Please see http://www.reynolds.edu/curriculum/gainful-employment-html/ge_info_221-909-46.html to access gainful employment disclosure information for this program.

CURRICULUM:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC. HRS.</th>
<th>LAB. HRS.</th>
<th>CRS. HRS.</th>
<th>CRE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUT 230</td>
<td>Introduction to Alternate Fueled and Hybrid Vehicles</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>AUT 253</td>
<td>Electric Vehicles</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>AUT 254</td>
<td>Plug-In Hybrid Vehicles</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>AUT 243</td>
<td>Automotive Control Electronics</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>AUT 256</td>
<td>Fuel Cell Electric Vehicles</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Humanities/Social Science Elective</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>18</td>
<td>12</td>
<td>22</td>
<td></td>
</tr>
</tbody>
</table>

Total Minimum Credits for Career Studies Certificate in Hybrid and Electric Vehicle Technology 22

03.13.15

1 A list of approved electives is available from the program head.

Information Systems Technology - Computer Programmer CSC

Career Studies Certificate

PURPOSE: The Computer Programmer Career Studies Certificate prepares students to design and implement traditional/legacy stand-alone and client-server applications using procedural and object-oriented development techniques. The material presented in this certificate will help prepare students for the Microsoft Certified Solutions Developer Certification.

OCCUPATIONAL OBJECTIVES: Analyst programmer; applications developer; computer programmer; computer programmer analyst; Internet programmer; programmer: programmer analyst; software developer; Web programmer

ADMISSION REQUIREMENTS: General college curricular admission

PROGRAM NOTES: The Computer Programmer Career Studies Certificate will fulfill the IT concentration electives in the Information Systems Technology Associate of Applied Science degree.

Students should check their advisement report in SIS and meet with their faculty advisor.

Students must attain the grade of “C” or higher in IT courses taken for this career studies certificate.

IT courses used for this program may not be more than 10 years old.

GAINFUL EMPLOYMENT DISCLOSURE INFORMATION: Please see http://www.reynolds.edu/curriculum/gainful-employment-html/ge_info_221-299-06.html to access gainful employment disclosure information for this program.

CURRICULUM:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC. HRS.</th>
<th>LAB. HRS.</th>
<th>CRS. HRS.</th>
<th>CRE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITE 115</td>
<td>Introduction to Computer Applications and Concepts</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ITP 136</td>
<td>C# Programming I</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>ITP 236</td>
<td>C# Programming II</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>ITP 251</td>
<td>Systems Analysis and Design</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ITD 130</td>
<td>Database Fundamentals</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>ITD 132</td>
<td>Structured Query Language (T-SQL)</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ITP 244</td>
<td>ASP.Net-Server Side Programming</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>ITP 298</td>
<td>Seminar and Project: Programming Capstone</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>29</td>
<td>0</td>
<td>29</td>
<td></td>
</tr>
</tbody>
</table>

Total Minimum Credits for Career Studies Certificate in Computer Programmer 29

11.17.17

Information Systems Technology - Cyber Security CSC

Career Studies Certificate

PURPOSE: The Cyber Security Career Studies Certificate provides instruction in Information Security and prepares students to recognize and prevent threats to data, information systems, and to master techniques for defense against such attacks. The material presented in this certificate will help prepare students for the CompTIA Security+ Certification.

OCCUPATIONAL OBJECTIVES: Help desk specialist; entry-level information security analyst; entry-level cyber security specialist. For more information, check out O*Net (https://www.onetonline.org/).
ADMISSION REQUIREMENTS: General college curricular admission

PROGRAM NOTES: The Cyber Security Career Studies Certificate will fulfill the IT concentration electives in the Information Systems Technology Associate of Applied Science degree.

Students should check their advisement report in SIS and meet with their faculty advisor.

Students must obtain the grade of "C" or higher in IT courses taken for this CSC.

IT courses used for this program may not be more than 10 years old.

GAINFUL EMPLOYMENT DISCLOSURE INFORMATION: Please see http://www.reynolds.edu/curriculum/gainful-employment-html/ge_info_221-732-09.html to access gainful employment disclosure information for this program.

CURRICULUM:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC. HRS.</th>
<th>LAB. HRS.</th>
<th>CRS. HRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITE 221</td>
<td>PC Hardware and OS Architecture</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>ITN 101</td>
<td>Introduction to Network Concepts</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ITN 260</td>
<td>Network Security Basics</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ITN 261</td>
<td>Network Attacks, Computer Crime, and Hacking</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>ITN 262</td>
<td>Network Communication, Security, and Authentication</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>ITN 263</td>
<td>Internet/Intranet Firewalls and E-Commerce Security</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>ITN 276</td>
<td>Computer Forensics I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ITN 298</td>
<td>Seminar and Project: Networking Capstone</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>29</td>
<td>0</td>
<td>29</td>
</tr>
</tbody>
</table>

Total Minimum Credits for Career Studies Certificate in Cyber Security 29

11.29.17

Information Systems Technology - Network Administration CSC

Career Studies Certificate

PURPOSE: The Network Administration Career Studies Certificate provides the student with a broad background in networking technologies, administration, and support. The material presented in this certificate will help prepare students for the CompTIA A+ Certification and the CompTIA Network+

OCCUPATIONAL OBJECTIVES: Hardware technician; entry-level help desk Technician; entry-level technical support. For more information, check out O’Net (https://www.onetonline.org/).

ADMISSION REQUIREMENTS: General college curricular admission

PROGRAM NOTES: The Network Administration Career Studies Certificate will fulfill the IT concentration electives in the Information Systems Technology Associate of Applied Science degree.

Students should check their advisement report in SIS and meet with their faculty advisor.

Students must attain the grade of "C" or higher in IT courses taken for this certificate.

IT courses used for this program may not be more than 10 years old.

GAINFUL EMPLOYMENT DISCLOSURE INFORMATION: Please see http://www.reynolds.edu/curriculum/gainful-employment-html/ge_info_221-732-00.html to access gainful employment disclosure information for this program.

CURRICULUM:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC. HRS.</th>
<th>LAB. HRS.</th>
<th>CRS. HRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITE 221</td>
<td>PC Hardware and OS Architecture</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>ITN 101</td>
<td>Introduction to Network Concepts</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ITN 171</td>
<td>UNIX I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ITN 110</td>
<td>Client Operating Systems (Windows 8)</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>ITN 111</td>
<td>Server Administration (Server 2012)</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>ITN 260</td>
<td>Network Security Basics</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ITN 254</td>
<td>Virtual Infrastructure: Installation and Configuration</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>ITN 298</td>
<td>Seminar and Project: Networking Capstone</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>29</td>
<td>0</td>
<td>29</td>
</tr>
</tbody>
</table>

Total Minimum Credits for Career Studies Certificate in Network Administration 29

11.29.17

Information Systems Technology – Computer Applications CSC
Career Studies Certificate

PURPOSE: This program is designed to provide computer education and training required by business and industry. Specifically, this includes skills necessary to function in today’s highly technical and computerized environment. Students will use computer application software to develop business applications. The career studies certificate will help prepare students for the MOS certification exams for Word, Excel, Access, and PowerPoint.

OCCUPATIONAL OBJECTIVES: Computer support specialist; computer technician; help desk analyst; information technology specialist (IT specialist).

ADMISSION REQUIREMENTS: General college curricular admission

PROGRAM NOTES: The Computer Applications Career Studies Certificate will fulfill the IT concentration electives in the Information Systems Technology Associate of Applied Science degree.

Students should check their advisement report in SIS and meet with their faculty advisor.

Students must attain the grade of “C” or higher in IT courses taken for this certificate.

IT courses used for this program may not be more than 10 years old.

GAINFUL EMPLOYMENT DISCLOSURE INFORMATION: Please see http://www.reynolds.edu/curriculum/gainful-employment-html/ge_info_221-299-03.html to access gainful employment disclosure information for this program.

CURRICULUM:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC. HRS.</th>
<th>LAB. HRS.</th>
<th>CRS. CRE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITE 115</td>
<td>Introduction to Computer Applications and Concepts</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ITE 130</td>
<td>Introduction to Internet Services</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ITE 140</td>
<td>Spreadsheet Software</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ITE 150</td>
<td>Desktop Database Software</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ITE 221</td>
<td>PC Hardware and OS Architecture</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>ITD 110</td>
<td>Web Page Design I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ITD 298</td>
<td>Seminar and Project: Computer Applications Capstone</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>26</td>
<td>0</td>
<td>26</td>
</tr>
</tbody>
</table>

Total Minimum Credits for Career Studies Certificate in Computer Applications 26

11.17.17

Information Systems Technology – Web Development

CSC

Career Studies Certificate

PURPOSE: The Web Development Career Studies Certificate provides knowledge and skills for the creation and management of well-designed and well-organized Web sites. The material presented in this certificate will help prepare students for the CIW Associate Certification and the CIW Associate Design Specialist Certification.

OCCUPATIONAL OBJECTIVES: Web designer; Web developer; webmaster

ADMISSION REQUIREMENTS: General college curricular admission

PROGRAM NOTES: The Web Development Career Studies Certificate will fulfill the IT concentration electives in the Information Systems Technology Associate of Applied Science degree.

Students should check their advisement report in SIS and meet with their faculty advisor.

Students must attain the grade of “C” or higher in IT courses taken for this certificate.

It courses used for this program may not be more than 10 years old.

GAINFUL EMPLOYMENT DISCLOSURE INFORMATION: Please see http://www.reynolds.edu/curriculum/gainful-employment-html/ge_info_221-299-18.html to access gainful employment disclosure information for this program.

CURRICULUM:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC. HRS.</th>
<th>LAB. HRS.</th>
<th>CRS. CRE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITE 115</td>
<td>Introduction to Computer Applications and Concepts</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ITE 221</td>
<td>PC Hardware and OS Architecture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ITD 110</td>
<td>Web Page Design I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ITD 112</td>
<td>Designing Web Page Graphics</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ITD 130</td>
<td>Database Fundamentals</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>ITD 212</td>
<td>Interactive Web Design</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>ITD 210</td>
<td>Web Page Design II</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>ITD 298</td>
<td>Seminar and Project: Web Design Capstone</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>29</td>
<td>0</td>
<td>29</td>
</tr>
</tbody>
</table>

Total Minimum Credits for Career Studies Certificate in Web Development 29

11.28.17
Medical Records Coder (Health Information Management) CSC
Career Studies Certificate

PURPOSE: This program is designed to provide the technical knowledge and skills, along with the practical experience, needed for employment as a basic medical records coder. Assisted by specialized computer equipment and software, medical records coders analyze and interpret the patient’s record to determine the proper standardized codes that represent the patient’s diagnosis and treatment. These codes may be used to create accurate standardized records, to maintain health statistics, or for billing purposes. The need for medical records coders will continue to increase as the health field continues to address reimbursement challenges and move toward a focus on quality improvement related to health care services. Upon satisfactory completion of the program, students will be eligible to take national accrediting exams offered by the American Health Information Management Association (AHIMA) and the American Academy of Professional Coders (AAPC).

OCCUPATIONAL OBJECTIVES: Medical records coders work in hospitals, doctors’ offices, insurance companies, and government agencies.

ADMISSION REQUIREMENTS: General college curricular admission

PROGRAM NOTES: In addition to the general college curricular admission requirements, a personal interview with the program head is required for advising prior to enrollment in the first HIM course. Courses need to be taken in the sequence listed. Students will be required to repeat any course in which a grade lower than “C” is received. This program must be completed within two years.

This program is not accredited; however, upon completion of this program, students will be prepared to take the national certification exams for coding. Students with significant on-the-job training may be eligible for advanced placement or may receive program head permission to enroll in select courses only.

STUDENT OUTCOMES FOR MEDICAL RECORDS CODER CAREER STUDIES CERTIFICATE: Students who complete the Medical Records Coder Career Studies Certificate will be expected to

- Recognize and implement professional policies and procedures related to the legal and ethical use of medical information;
- Interpret health record documentation using knowledge of anatomy, physiology, clinical indicators and disease processes, pharmacology, and medical terminology to identify codeable diagnoses and/or procedures, according to the ICD-10-CM and CPT-4 coding systems;
- Apply knowledge of major reimbursement systems in the United States to the preparation of universal billing claims; and
- Demonstrate behaviors and dispositions that are in accord with professional ethics, including integrity, respect for privacy, and commitment to professional growth.

COMPUTER COMPETENCY REQUIREMENT: Students in this program must meet the college’s computer competency requirement by successfully completing ITE 115 or CSC 155. Students can also meet this requirement by passing the college’s computer competency exam administered in the testing centers on each campus, in which they will receive college credit for ITE 115 or CSC 155. Students not passing the computer competency exam may retake the exam. Either ITE 115, CSC 155, or the competency test must be completed in the first semester or students may not progress to the second semester.

GAINFUL EMPLOYMENT DISCLOSURE INFORMATION: Please see http://www.reynolds.edu/curriculum/gainful-employment-html/ge_info_221-152-06.html to access gainful employment disclosure information for this program.

CURRICULUM:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC. HRS.</th>
<th>LAB. HRS.</th>
<th>CRS. CRE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITE 115</td>
<td>Introduction to Computer Applications and Concepts</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>SDV 100</td>
<td>College Success Skills</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>BIO 100</td>
<td>Basic Human Biology</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>HLT 143</td>
<td>Medical Terminology I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>HIM 141</td>
<td>Fundamentals of Health Information Systems I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>HIM 110</td>
<td>Introduction to Human Pathology</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>HIM 250</td>
<td>Health Classification Systems I: ICD-9/10-CM</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>HIM 295</td>
<td>Topics in HIM: Health Data Classification Systems II: CPT</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>HIM 151</td>
<td>Reimbursement Issues in Medical Practice Management</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>HIM 293</td>
<td>Studies in HIM: Health Data Classification Systems III</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

TOTAL 27 0 27

Total Credits for Career Studies Certificate in Medical Records Coder 27

05.09.16

1 CSC 155 can be substituted for ITE 115.

Opticians Apprentice CSC
Career Studies Certificate

PURPOSE: Successful completion of the Opticians Apprentice Career Studies Certificate will prepare students for employment in the eye care field throughout the Commonwealth of Virginia. This program is offered solely to provide the required related instruction component of the Virginia Department of Labor and Industry (DOLI) Opticians Apprentice program.
OCCUPATIONAL OBJECTIVES: Students who successfully complete this career studies certificate and complete the 6,000 hours of on-the-job training as a Virginia DOLI registered apprentice will be eligible to sit for the licensure examination to become an optician in the Commonwealth of Virginia.

ADMISSION REQUIREMENTS: General college curricular admission

PROGRAM NOTES: In addition to the general college curricular admission requirements, an interview with the Opticianry program head is required before beginning the curriculum. Students must provide proof that they are registered as an Apprentice Optician with the Virginia Department of Labor and Industry. This career studies certificate may be completed in one to three years. Apprentices are required to complete 2,000 hours of on-the-job training per year, for a total of 6,000 hours, along with the required courses in this career studies certificate. Students will be required to repeat any OPT course in which a grade lower than “71” is received.

The courses in this certificate are offered via distance learning online with weekly virtual meetings. Computer literacy is required to be successful. If a student is not prepared to take an online class, we highly recommend taking ITE 115 (or equivalent course) prior to enrolling in this program.

FINANCIAL REQUIREMENTS: In addition to the regular college tuition and fees, the following expenses may be required for the Opticians Apprentice program:

| Item                                      | Cost
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>USB headset (for all distance courses)</td>
<td>$25-75</td>
</tr>
<tr>
<td>Testing center fees (for distance clinical courses only)</td>
<td>$ varies by location</td>
</tr>
</tbody>
</table>

GAINFUL EMPLOYMENT DISCLOSURE INFORMATION: Please see http://www.reynolds.edu/curriculum/gainful-employment-html/ge_info_221-190-08.html to access gainful employment disclosure information for this program.

CURRICULUM:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC. HRS.</th>
<th>LAB. HRS.</th>
<th>CRS. CRE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPT 150</td>
<td>Optical Laboratory Theory I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>OPT 151</td>
<td>Optical Laboratory Theory II</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>OPT 121</td>
<td>Optical Theory I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>OPT 122</td>
<td>Optical Theory II</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>OPT 105</td>
<td>Anatomy, Physiology, and Pathology of the Eye</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>OPT 160</td>
<td>Optical Dispensing Theory I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

TOTAL 18 0 18

Total Minimum Credits for Career Studies Certificate in Opticians Apprentice 18

03.11.15

Pharmacy Technician CSC

Career Studies Certificate

PURPOSE: The Pharmacy Technician program is designed to prepare students to assist and support licensed pharmacists in providing health care and medications to patients. Students will obtain a broad knowledge of pharmacy practice and be skilled in the techniques required to order, stock, package, prepare, and dispense medications under the supervision of a licensed pharmacist.

OCCUPATIONAL OBJECTIVES: Pharmacy technicians work in the following types of pharmacies: hospitals, retail, home health care, nursing homes, clinics, nuclear medicine, and mail order. Pharmacy technicians can be employed with medical insurance companies, pharmacy software companies, drug manufacturing and wholesale companies, food processing companies, and as instructors in pharmacy technician training programs. Currently, hospital, home health care, and retail pharmacies hire the majority of technicians.

ADMISSION REQUIREMENTS: General college curricular admission

PROGRAM NOTES: Students must complete the English and mathematics placement testing and any required developmental courses based on the placement test results. Students must place out of MTE 1-3 or complete MTE 3 for entry into the Pharmacy Technician program. Students choosing to enroll in HLT 290 must have transportation and must be able to complete the 160-hour internship of HLT 290. Students may have to complete hours during the day, evening, or weekend, depending on the internship site. Students must pass HLT 143, HLT 250, and HLT 261 with a “C” or better to advance to HLT 262, HLT 290, or HLT 298.

GAINFUL EMPLOYMENT DISCLOSURE INFORMATION: Please see http://www.reynolds.edu/curriculum/gainful-employment-html/ge_info_221-190-08.html to access gainful employment disclosure information for this program.

CURRICULUM:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC. HRS.</th>
<th>LAB. HRS.</th>
<th>CRS. CRE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLT 101</td>
<td>Introduction to Pharmacy Practice</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>HLT 143</td>
<td>Medical Terminology I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>HLT 250</td>
<td>General Pharmacology</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>HLT 261</td>
<td>Basic Pharmacy I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>HLT 262</td>
<td>Basic Pharmacy II</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>HLT 298 or Coordinated Internship</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>HLT 290</td>
<td>Seminar and Project in Health</td>
<td>1</td>
<td>15</td>
<td>4</td>
</tr>
</tbody>
</table>

TOTAL 14-17 0-15 17

Total Minimum Credits for Career Studies Certificate in Pharmacy Technician 17
Pre-Dental Assisting CSC
Career Studies Certificate

PURPOSE: The Pre-Dental Assisting Career Studies Certificate (CSC) is designed to help prepare students for admission to the Dental Assisting Certificate. Students enrolled in this CSC are not yet accepted into the Dental Assisting Certificate, but are completing their developmental (if required) and general education courses.

OCCUPATIONAL OBJECTIVES: This CSC is designed to prepare students to succeed in the Dental Assisting Certificate.

ADMISSION REQUIREMENTS: General college curricular admission

ADDITIONAL ADMISSION REQUIREMENTS: Students applying to this program must also complete Reynolds placement tests and submit an official high school transcript, GED, or certificate of completion of home schooling and college transcripts (if applicable) to Central Admissions and Records. The transcript must document completion of high school biology and one unit of high school math with a grade of “C” or better, or completion of Reynolds equivalent BIO 1 and MTE 3 with a grade of “S,” or completion of comparable college-level courses with a “C” or better. Students must complete all Reynolds developmental coursework prescribed as a result of placement tests.

PROGRAM NOTES: This CSC accepts new students in the spring, summer, and fall semesters of each year. Students must declare their plan as Pre-Dental Assisting Career Studies Certificate (plan code 221-120-01) and will be assigned the Dental Assisting Certificate (plan code 120).

Students must report to Enrollment Services following placement testing for interpretation of scores and assistance with developing a course schedule to complete the Pre-Dental Assisting CSC. All developmental courses must be completed with a passing grade of “S” and prerequisite courses with a “C” or better.

Enrollment in the Dental Assisting Certificate is limited, so contact with the program head is imperative. Completion of the Pre-Dental Assisting CSC does not guarantee admission to the Dental Assisting Certificate program. Students must maintain a 2.5 or higher cumulative GPA to be considered for the Certificate. Qualified applicants will be accepted on a first come, first served basis. If the number of applicants exceeds the enrollment space available for the Dental Assisting Certificate program, then some applicants may not be accepted for a particular semester even if the minimum requirements for admission are met. Those students will be placed on a space available list from which students will be selected on a first come, first served basis. Selected students may be carried over to the next enrollment semester for definite enrollment.

Students wishing to enter the Dental Assisting Certificate at the beginning of a fall semester must have all developmental and prerequisite courses completed by the end of the previous spring semester. Students wishing to enter in the beginning of a spring semester must have all requirements completed by the end of the previous summer semester or previous fall semester (if space is available).

After completing all developmental and prerequisite courses, students will need to interview with the program head to be eligible to enter the Dental Assisting Certificate.

COMPUTER COMPETENCY REQUIREMENT: Students in this program will meet the college’s computer competency requirement by successfully completing ITE 115 or CSC 155. Students can also meet this requirement by passing the college’s computer competency exam, administered in the testing centers on each campus, in which case they will receive college credit for ITE 115 or CSC 155. Those students not passing the computer competency exam may retake the exam only once.

CURRICULUM:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC.</th>
<th>LAB.</th>
<th>CRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDV 100</td>
<td>College Success Skills</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>HLT 105</td>
<td>Cardiopulmonary Resuscitation</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>ENG 111</td>
<td>College Composition I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ITE 115</td>
<td>Introduction to Computer Applications and Concepts</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>PSY 230</td>
<td>Developmental Psychology</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>11</strong></td>
<td><strong>0</strong></td>
<td><strong>11</strong></td>
</tr>
</tbody>
</table>

Total Minimum Credits for Career Studies Certificate in Pre-Dental Assisting

12.12.17

1 CSC 155 can be substituted for ITE 115.

Pre-Medical Laboratory Technology CSC
Career Studies Certificate

PURPOSE: The Pre-Medical Laboratory Technology Career Studies Certificate (CSC) is designed to help prepare students for admission to the Medical Laboratory Technology AAS degree. Students enrolled in this CSC are not yet accepted into the Medical Laboratory Technology degree, but are completing their general education and prerequisite courses. After completing this CSC, students will need to apply for admission to the Medical Laboratory Technology AAS degree.

OCCUPATIONAL OBJECTIVES: This program is designed to prepare students to succeed in the Medical Laboratory Technology AAS degree.
ACADEMIC PROGRAMS

ADMISSION REQUIREMENTS: General college curricular admission

PROGRAM NOTES: This program takes new students in the spring, summer, and fall semesters of each year. Students must declare their plan as Pre-Medical Laboratory Technology CSC (code 221-151-01) and will be assigned the Medical Laboratory Technology AAS plan code 151. Students enrolled in this CSC are encouraged to meet with their program advisor during the first semester of courses. Completion of this CSC does not guarantee admission into the Medical Laboratory Technology degree.

COMPUTER COMPETENCY REQUIREMENT: Students in this program will meet the college’s computer competency requirement by successfully completing ITE 115 or CSC 155. Students can also meet this requirement by passing the college’s computer competency exam, administered in the testing centers on each campus, in which case they will receive college credit for ITE 115 or CSC 155. Students not passing the computer competency exam may retake the exam only once.

CURRICULUM:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC. HRS.</th>
<th>LAB. HRS.</th>
<th>CRS. HRS.</th>
<th>CRE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDV 100</td>
<td>College Success Skills</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ITE 115</td>
<td>Introduction to Computer Applications and Concepts</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENG 111</td>
<td>College Composition I</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BIO 101</td>
<td>General Biology II</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 141</td>
<td>Anatomy and Physiology II</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>BIO 102</td>
<td>General Biology II</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 142</td>
<td>Anatomy and Physiology II</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CHM 101</td>
<td>Introductory Chemistry</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHM 111</td>
<td>General Chemistry I</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MTH 155</td>
<td>Statistical Reasoning</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTH 161</td>
<td>Precalculus I</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>19-209-11</td>
<td>11</td>
<td>23</td>
<td></td>
</tr>
</tbody>
</table>

Total Minimum Credits for Career Studies Certificate in Pre-Medical Laboratory Technology 23

03.1.17

1 CSC 155 will substitute for ITE 115.

2 A list of approved general education electives (humanities/fine arts, social/behavioral sciences, mathematics, science, and personal wellness) is provided in the General Education section of the catalog under Curriculum Planning and Design.

3 CHM 101 meets the graduation requirement for the AAS degree in Medical Laboratory Technology. Students planning to pursue a four-year degree should take CHM 111.

4 MTH 155 meets the graduation requirement for the AAS degree in Medical Laboratory Technology. Students planning to pursue a four-year degree should take MTH 161.

Pre-Nursing CSC
Career Studies Certificate

PURPOSE: The Pre-Nursing Career Studies Certificate (CSC) is designed to help prepare students for application to the Nursing AAS degree.

Students enrolled in this CSC are not yet accepted into Nursing AAS degree options, but are completing general education and prerequisite courses. Students in this CSC should review the Nursing AAS degree options to determine the best time to apply.

OCCUPATIONAL OBJECTIVES: This program is designed to help students succeed in the Nursing AAS degree options.

ADMISSION REQUIREMENTS: General college curricular admission

PROGRAM NOTES: A student may begin this CSC at any time. Students must declare their plan as Pre-Nursing CSC (code 221-156-02). Students receiving financial aid will also be assigned an AAS Nursing program code. This does not indicate the individual has been accepted into the AAS Nursing program. Students enrolled in this CSC are encouraged to meet with their program advisor as they begin this program of study.

CURRICULUM:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC. HRS.</th>
<th>LAB. HRS.</th>
<th>CRS. HRS.</th>
<th>CRE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDV 100</td>
<td>College Success Skills</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ENG 111</td>
<td>College Composition I</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BIO 101</td>
<td>General Biology II</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 141</td>
<td>Anatomy and Physiology II</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>BIO 102</td>
<td>General Biology II</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 142</td>
<td>Anatomy and Physiology II</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CHM 101</td>
<td>Introductory Chemistry</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHM 111</td>
<td>General Chemistry I</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MTH 155</td>
<td>Statistical Reasoning</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTH 161</td>
<td>Precalculus I</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>10</td>
<td>3</td>
<td>11</td>
<td></td>
</tr>
</tbody>
</table>

Total Minimum Credits for Career Studies Certificate in Pre-Nursing 11

03.1.17

1 Prerequisites for BIO 141 for Pre-Nursing CSC students can be met by one of the following: passing high school biology and chemistry within the past seven (7) years, or achievement of a score of 75% or higher on the science section of the TEAS Test, or completing BIO 101 with a grade of C or above.
Pre-Respiratory Therapy CSC
Career Studies Certificate

PURPOSE: The Pre-Respiratory Therapy Career Studies Certificate (CSC) is designed to help prepare students for admission to the Respiratory Therapy AAS degree.

OCCUPATIONAL OBJECTIVES: This program is designed to prepare students to succeed in the Respiratory Therapy AAS degree.

ADMISSION REQUIREMENTS: General college curricular admission

PROGRAM NOTES: This program admits new students in the spring, summer, and fall semesters of each year. Students must declare their plan as Pre-Respiratory Therapy CSC (code 221-181-02) and will be assigned the Respiratory Therapy AAS plan (code 181). Declaring the Respiratory Therapy AAS plan code does not mean that the student has been accepted to the program.

Students enrolled in this CSC must communicate with their Respiratory Therapy program advisor after completing at least 15 credits of the curriculum.

All CSC courses must be in progress or completed by the February 1 application deadline for the fall Respiratory Therapy AAS degree program. Completion of this CSC does not guarantee admission to the Respiratory Therapy AAS degree.

Students enrolled in the Pre-Respiratory Therapy Career Studies Certificate must do the following:

- Take the Mathematics Virginia Placement Test (VPT) and complete through MTE 5 if developmental mathematics is required based on placement test results. Students with transferable college algebra with a grade of “C” or better will be exempt from the mathematics placement test.
- Achieve a grade of “C” or better in BIO 141 and BIO 142. The prerequisites for BIO 141 are high school biology and chemistry completed within five years of registering for the course or BIO 101 (or an equivalent) or advisor approval.
- Attain a minimum cumulative grade point average of 2.5 in ENG 111, Social/Behavioral Science Elective, Humanities/Fine Arts Elective, BIO 141, BIO 142, RTH 102, and RTH 121.
- Apply to graduate from the Pre-Respiratory Therapy Career Studies Certificate. (Refer to the Academic Calendar for graduation deadlines.)

COMPUTER COMPETENCY REQUIREMENT: Students in this program will meet the college’s computer competency requirement by successfully completing ITE 115 or CSC 155. Students can also meet this requirement by passing the college’s computer competency exam, administered in the testing centers on each campus, in which case they will receive college credit for ITE 115 or CSC 155. Students not passing the computer competency exam may retake the exam only once.

CURRICULUM:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC. HRS.</th>
<th>LAB. HRS.</th>
<th>CRS. HRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDV 100</td>
<td>College Success Skills</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>ITE 115</td>
<td>Introduction to Computer Applications and Concepts</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ENG 111</td>
<td>College Composition I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>RTH 102</td>
<td>Integrated Sciences for Respiratory Care</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>RTH 121</td>
<td>Cardiopulmonary Science I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>BIO 141</td>
<td>Human Anatomy and Physiology I</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>BIO 142</td>
<td>Human Anatomy and Physiology II</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Social/Behavioral Science Elective</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Humanities/Fine Arts Elective</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>25</td>
<td>6</td>
<td>27</td>
</tr>
</tbody>
</table>

Total Minimum Credits for Career Studies Certificate in Pre-Respiratory Therapy

03.11.15

1 A list of approved general education electives (humanities/fine arts, social/behavioral sciences, mathematics, science, and personal wellness) is provided in the General Education section of the catalog under Curriculum Planning and Design.

Real Estate Agent/Broker CSC
Career Studies Certificate

PURPOSE: The curriculum is designed for persons who seek full-time employment in the real estate field, for those presently in the field who are seeking promotions, for those seeking to improve or acquire knowledge and understanding of essential real estate subjects, and for those seeking recertification.

OCCUPATIONAL OBJECTIVES: Real Estate Salespersons, Real Estate Broker, Real Estate Office Manager, Real Estate Sales Manager

ADMISSION REQUIREMENTS: General college curricular admission

PROGRAM NOTES: The Real Estate Agent/Broker Career Studies Certificate satisfies the Virginia Real Estate Commission’s Educational Requirements for Salespersons.

For specific information regarding Virginia Real Estate licensing of agents and brokers, students should contact the Virginia Department of Professional and Occupational Regulations (DPOR) at dpor.virginia.gov.

GAINFUL EMPLOYMENT DISCLOSURE INFORMATION: Please see http://www.reynolds.edu/curriculum/gainful-employment-
Release of Health Information Specialist (Health Information Management) CSC
Career Studies Certificate

PURPOSE: This program is designed to provide the technical knowledge and skills needed for employment as a release of health information specialist. Release of health information specialists assemble, process, and maintain medical records of hospital and clinic patients in a manner consistent with administrative, legal, ethical, and regulatory requirements of the health care system. Duties could include retrieving patient medical records, protecting the security of medical records to ensure that confidentiality is maintained, and releasing information to persons or agencies according to regulations.

OCCUPATIONAL OBJECTIVES: Release of health information specialists work in hospitals, doctors’ offices, insurance companies, and government agencies.

ADMISSION REQUIREMENTS: General college curricular admission

COMPUTER COMPETENCY REQUIREMENT: Students in this program must meet the college’s computer competency requirement by successfully completing ITE 115 or CSC 155. Students can also meet this requirement by passing the college’s computer competency exam administered in the testing centers on each campus, in which they will receive college credit for ITE 115. Students not passing the computer competency exam may retake the exam only once. Either ITE 115 or the competency test must be completed in the first semester or students may not progress to the second semester.

PROGRAM NOTES:

GAINFUL EMPLOYMENT DISCLOSURE INFORMATION: Please see http://www.reynolds.edu/curriculum/gainful-employment-html/ge_info_221-152-02.html to access gainful employment disclosure information for this program.

CURRICULUM:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC. HRS.</th>
<th>LAB. HRS.</th>
<th>CRS. HRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>REA 100</td>
<td>Principles of Real Estate</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>REA 110</td>
<td>Real Estate Sales</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>REA 215</td>
<td>Real Estate Brokerage</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>REA 216</td>
<td>Real Estate Appraisal</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>REA 217</td>
<td>Real Estate Finance</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>REA 245</td>
<td>Real Estate Law</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>20</td>
<td>0</td>
<td>20</td>
</tr>
</tbody>
</table>

Total Minimum Credits for Career Studies Certificate in Real Estate Agent/Broker 20

03.16.15
requirements of substance abuse counselors and substance abuse counseling assistants designated by the Health Professions Board of Counseling in the Commonwealth of Virginia.

OCCUPATIONAL OBJECTIVES: Graduates may be employed in a variety of settings, including, but not limited to, hospital and residential-based treatment programs, community-based treatment programs, group homes, homeless shelters, residential halfway houses, and institutional and community-based juvenile and adult corrections.

ADMISSION REQUIREMENTS: General college curricular admission

PROGRAM NOTES: In addition to the general college curricular admission requirements, an interview with the Human Services program head is recommended. While a face-to-face interview is preferable, an interview can also be conducted via telephone or electronic conference. Students should see their program advisor for information on the certification requirements of the Virginia Health Professions Board of Counseling for credentialing certified substance abuse counselors and certified substance abuse counselor assistants.

GAINFUL EMPLOYMENT DISCLOSURE INFORMATION: Please see http://www.reynolds.edu/curriculum/gainful-employment-html/ge_info_221-480-30.html to access gainful employment disclosure information for this program.

CURRICULUM:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC. HRS.</th>
<th>LAB. HRS.</th>
<th>CRS. HRS.</th>
<th>CRE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111</td>
<td>College Composition I or Principles of Public Speaking</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CST 100</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HLT 121</td>
<td>Introduction to Drug Use and Abuse</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HMS 260</td>
<td>Substance Abuse Counseling</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HMS 220</td>
<td>Addiction and Prevention</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HMS 270</td>
<td>Treatment Systems</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HMS 258</td>
<td>Case Management and Substance Abuse</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HRT 238</td>
<td>Growing for Market Mini-Farming</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HRT 239</td>
<td>Complete Diet Mini-Farming</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HRT 190</td>
<td>Coordinated Internship</td>
<td>0</td>
<td>5</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>14</td>
<td>7</td>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>

Total Minimum Credits for Career Studies Certificate in Substance Abuse Counseling Education 24

Sustainable Agriculture CSC
Career Studies Certificate

PURPOSE: With the rapid growth in planning, production, and marketing of organically produced foods, there is an increasing need for qualified personnel trained in sustainable agriculture and organic food production methods. The Career Studies Certificate in Sustainable Agriculture is designed for persons interested in producing food crops for personal consumption or for sale to the public through farmers’ markets and other direct-to-consumer marketing strategies.

OCCUPATIONAL OBJECTIVES: Owner/operator of a food crop production business, including the production of food crops for specialty markets, e.g., restaurants, farmer’s markets, herb producers, and pick-your-own operations; managing entry-level workers at other food production businesses; growing products to create secondary products (value added); and planning and growing food crops to be used for personal consumption

ADMISSION REQUIREMENTS: General college curricular admission

GAINFUL EMPLOYMENT DISCLOSURE INFORMATION: Please see http://www.reynolds.edu/curriculum/gainful-employment-html/ge_info_221-335-06.html to access gainful employment disclosure information for this program.

CURRICULUM:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC. HRS.</th>
<th>LAB. HRS.</th>
<th>CRS. HRS.</th>
<th>CRE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRT 110</td>
<td>Principles of Horticulture</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HRT 130</td>
<td>Introduction to Biointensive Mini-Farming</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HRT 134</td>
<td>Four Season Food Production</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HRT 238</td>
<td>Growing for Market Mini-Farming</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HRT 239</td>
<td>Complete Diet Mini-Farming</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HRT 190</td>
<td>Coordinated Internship</td>
<td>0</td>
<td>5</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>14</td>
<td>7</td>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>

Total Minimum Credits for Career Studies Certificate in Sustainable Agriculture 16

03.16.15

Students who have already completed HRT 290, Coordinated Internship, a requirement for the AAS degree in Horticulture Technology, will be able to substitute that course for HRT 190.

Welding CSC
Career Studies Certificate

PURPOSE: Employment opportunities exist for individuals proficient in advanced welding techniques. This program is designed for students with no previous experience in welding, as well as for individuals currently employed in the welding field.
who wish to upgrade their skills. Individuals entering the Welding Career Studies Certificate (CSC) should consider this program as a means of developing or advancing their job skills over a one-year period of time and as a means of acquiring the skills necessary to test for the various levels of welding certification.

**OCCUPATIONAL OBJECTIVES:** Opportunities for graduates include construction welder, fabrication welder, and welding supply salesperson.

**ADMISSION REQUIREMENTS:** General college curricular admission

**GAINFUL EMPLOYMENT DISCLOSURE INFORMATION:** Please see [http://www.reynolds.edu/curriculum/gainful-employment-html/ge_info_221-995-01.html](http://www.reynolds.edu/curriculum/gainful-employment-html/ge_info_221-995-01.html) to access gainful employment information for this program.

**CURRICULUM:**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>LEC. HRS.</th>
<th>LAB. HRS.</th>
<th>CRS. HRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEL 120</td>
<td>Fundamentals of Welding</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>WEL 124</td>
<td>Shielded Metal Arc Welding Advanced</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>WEL 141</td>
<td>Welder Qualification Tests I</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>WEL 150</td>
<td>Welding Drawing and Interpretation</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>WEL 160</td>
<td>Gas Metal Arc Welding (MIG and FCAW)</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>WEL 164</td>
<td>Gas Tungsten Arc Welding (GTAW), Tungsten Inert Gas (TIG)</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>WEL 153</td>
<td>Layout and Fitting for Welders</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>13</strong></td>
<td><strong>18</strong></td>
<td><strong>19</strong></td>
</tr>
</tbody>
</table>

Total Minimum Credits for Career Studies Certificate in Welding 19

08.22.17
ACCOUNTING

ACC 117 Essentials of Accounting (3 cr.)
Covers reading and understanding financial statements, internal control requirements for safeguarding assets, and accounting procedures necessary to complete the entire accounting cycle, including journals, ledgers, and financial statements. Prerequisites: Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3. Competency in Math Essentials MTE 1-3 as demonstrated through the placement and diagnostic tests, or by satisfactorily completing the required MTE units, or equivalent. Lecture 3 hours per week.

ACC 134 Small Business Taxes (3 cr.)
Introduces taxes most frequently encountered in business. Includes payroll, sales, property, and income tax. Studies the fundamentals of income tax preparation of business taxes for small businesses organized as proprietorships, partnerships, limited liability companies, and S-corporations. Includes income tax preparation related to business assets; business of the home; employment taxes; withholding and estimated taxes; Schedules C, SE and 1040; self-employed retirement plans; tip reporting and allocation rules, etc. Also includes discussion and practice in recording of payroll for a small business. Lecture 3 hours per week.

ACC 198 Seminar and Project: Accounting Capstone (4 cr.)
Provides students an opportunity to integrate skills learned in prior accounting courses and apply those skills to the real-world practice of accounting through a business simulation project. Prepares students to complete the Certified Bookkeeper examination given by the American Institute of Public Bookkeepers (AIPB) utilizing a review course prepared by the AIPB. Offered spring semester only. Prerequisite: ACC 211 with a grade of C or better. Prerequisite or Co-require: ACC 134. Lecture 4 hours per week.

ACC 211 Principles of Accounting I (3 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. Prerequisites: Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3. Competency in Math Essentials MTE 1-3 as demonstrated through the placement and diagnostic tests, or by satisfactorily completing the required MTE units, or equivalent. Lecture 3 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 or equivalent or school approval. 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. Introduces the QuickBooks accounting software program. Prerequisite: ACC 117 or ACC 211, or equivalent, or school approval. Lecture 3 hours per week.

ACC 217 Analyzing Financial Statements (3 cr.)
Explains the generation and limitations of data, techniques for analyzing the flow of a business’s funds, and the methods of selecting and interpreting financial ratios. Offers analytical techniques through the use of comprehensive case studies. Highlights the evolution of financial statement reporting, the conceptual framework, and GAAP analysis. Offered fall semester only. Prerequisite: 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. Also addresses wholesaler transactions and inventory, fixed assets, natural resources, and intangible assets. Introduces various accounting approaches and demonstrates the effect of these approaches on the financial statement users. Offered fall semester only. Prerequisite: ACC 211 with a grade of “B” or higher. Lecture 3 hours per week.

ACC 222 Intermediate Accounting II (3 cr.)
Continues accounting principles and theory with emphasis on accounting for fixed assets, intangibles, corporate capital structure, long-term liabilities, and investments. Consists of an extensive examination of topics for specified balance sheet accounts beyond the scope of a principles course. Focuses on the complex areas of balance sheet and income statement reporting for the corporate entity. Offered spring semester only. Prerequisite: ACC 211 with a grade of “B” or higher. 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, responsibility accounting, capital budgeting, and pricing decisions. Offered fall semester only. Prerequisite: ACC 212 with a grade of “C” or higher. Lecture 3 hours per week.

ACC 240 Fraud Examination (3 cr.)
Covers the principles and methodology of fraud detection and deterrence. Provides an introduction to the various ways fraud and occupational abuses occur, methods to identify the risk of exposure to loss from fraud, and appropriate prevention, detection, and investigation approaches. Also, covers recent developments in e-commerce and consumer fraud and the legal options for victims of fraud. Offered spring semester only. Lecture 3 hours per week.

ACC 241 Auditing I (3 cr.)
Develops an understanding and appreciation of the philosophy of the audit process and its practice. Focuses on issues relevant to an external auditing professional, such as audit risk analysis, planning of audit engagements, internal controls, and substantive testing. Presents the preparation of audit working papers supporting an examination of the financial records and internal control procedures of an enterprise. Covers the report and opinion of the auditor to management, stockholders, and considers the ethical and legal responsibilities of the auditor. Offered spring semester only. Prerequisite or Co-require: ACC 212 or equivalent. Lecture 3 hours per week.

ACC 261 Principles of Federal Taxation I (3 cr.)
Presents the study of federal taxation as it relates to individuals and related entities. Includes tax planning, compliance, and reporting. Covers gross income, deductions, and credits. Includes tax compliance and reporting. Emphasizes personal tax burden minimization and preparation of personal tax returns. Prerequisite: ACC 211 or equivalent. Lecture 3 hours per week.

College Catalog 2018-2019
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. Prerequisite: Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3. 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. Prerequisite: Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.

ADJ 107 Survey of Criminology (3 cr.)
 Surveys the volume and scope of crime; considers a variety of theories developed to explain the causation of crime and criminality. Prerequisite: Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.

ADJ 116 Special Enforcement Topics (3 cr.)
 Considers contemporary issues, problems, and controversies in modern law enforcement. Prerequisite: ADJ 100. Lecture 3 hours per week.

ADJ 128 Patrol Administration and Operations (3 cr.)
 Studies the goals, methods, and techniques of police patrol with focus on the norms which govern work behavior in a police career. Examines the responsibilities of administrators and field supervisors of patrol in the local and state law enforcement agencies. Prerequisite: ADJ 100. Lecture 3 hours per week.

ADJ 130 Introduction to Criminal Law (3 cr.)
 Surveys the general principles of American criminal law, the elements of major crimes, and the basic steps of prosecution procedure. Prerequisite: Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.

ADJ 140 Introduction To Corrections (3 cr.)
 Focuses on societal responses to the offender. Traces the evolution of practices based on philosophies of retribution, deterrence, and rehabilitation. Reviews contemporary correctional activities and their relationships to other aspects of the criminal justice system. Lecture 3 hours per week.

ADJ 169 Transportation and Border Security (3 cr.)
 Discusses substantive issues regarding transportation security within the role of Homeland Security measures implemented by the United States. Introduces the student to and examines global preparedness from a transportation perspective. Considers the interrelationship among natural disasters, and sustainable infrastructure. Describes intermodal and integrated transportation and physical models of movement and discusses mobility as a cultural lifeline. Lecture 3 hours per week.

ADJ 195 Topics in Administration of Justice: Intelligence Analysis and Security Management (3 cr.)
 Examines intelligence analysis and its indispensable relationship to the security management of terrorist attacks, man-made disasters, and natural disasters. It also explores vulnerabilities of our national defense and private sectors as well as the threats posed to these institutions by terrorists, man-made disasters, and natural disasters. Lecture 3 hours per week.

ADJ 201 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. Prerequisite: Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3. 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 court systems with focus on the Virginia jurisdiction. Lecture 3 hours per week.

ADJ 227 Constitutional Law for Justice Personnel (3 cr.)
 Surveys the basic guarantees of liberty described in the U. S. Constitution and the historical development of these restrictions on government power, primarily through U. S. Supreme Court decisions. Reviews rights of free speech, press, and assembly, as well as criminal procedure guarantees (to counsel, jury trial, habeas corpus, etc.) as they apply to the activities of those in the criminal justice system. Lecture 3 hours per week.

ADJ 228 Narcotics and Dangerous Drugs (3 cr.)
 Surveys the historical and current usage of narcotics and dangerous drugs. Teaches the identification and classification of such drugs and emphasizes the symptoms and effects on their users. Examines investigative methods and procedures utilized in law enforcement efforts against illicit drug usage. Lecture 3 hours per week.

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. 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 and collecting, handling, and preserving evidence. Lecture 3 hours per week.

ADJ 240 Techniques of Interviewing (3 cr.)
 Provides the student with essential skills and techniques necessary to obtain quality information from victims, witnesses, and suspects regarding criminal activity. Emphasizes locations and settings for interviews, kinesics, proxemics, and paralinguistics of both the interviewer and interviewee. Prerequisite: Students enrolling in the course must be certified law enforcement personnel currently employed in a police agency. Lecture 3 hours per week.

ADJ 246 Correctional Counseling (3 cr.)
 Presents concepts and principles of interviewing and counseling as applied in the correctional setting. Lecture 3 hours per week.

ADJ 290 Coordinated Internship in Administration of Justice (3 cr.)
 Provides supervised on-the-job training in selected business, industrial, or service firms coordinated by the college. Laboratory 15 hours per week.
ADJ 295 Topics in Administration of Justice: Use of Force (3 cr.)
Focuses on issues related to use of force in law enforcement. Includes court cases, policies and procedures, media and politics, and the tools and techniques used by law enforcement personnel. Prerequisites: ADJ 100 or LGL 110; ADJ 130 or LGL 218. Lecture 3 hours per week.

ADMINISTRATIVE SUPPORT TECHNOLOGY

AST 141 Word Processing I (3 cr.)
Teaches creating and editing documents, including line and page layouts, columns, fonts, search/replace, cut/paste, spell/thesaurus, and advanced editing and formatting features of word processing software. Prerequisite: AST 101 or equivalent, or IT program head's permission. Lecture 3 hours per week.

AST 205 Business Communications (3 cr.)
Teaches techniques of oral and written communications. Emphasizes writing and presenting business-related materials. Prerequisite: ENG 111 or equivalent. Lecture 3 hours per week.

AMERICAN SIGN LANGUAGE

ASL 100 Orientation to Acquisition of ASL as an Adult (2 cr.)
Presents a brief introduction to the U.S. Deaf Community, focusing on the differences in language and literature. Introduces many common pitfalls experienced by adults when acquiring ASL as a second language. Provides students with experience bridging spoken English and ASL via use of visual-gestural, non-verbal communication. Introduces students to the various ASL and IE curricular options offered at Reynolds. Lecture 2 hours per week.

ASL 101 American Sign Language I (4 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. Laboratory 2 hours. Total 5 hours per week.

ASL 102 American Sign Language II (4 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. Part II of II. Prerequisite: ASL 101. Lecture 3 hours. Laboratory 2 hours. Total 5 hours per week.

ASL 115 Fingerspelling and Number Use in ASL (2 cr.)
Provides intensive practice in comprehension and production of fingerspelled words and numbers with emphasis on clarity and accuracy. Focuses on lexicalized fingerspelling and numeral incorporation as used by native users of American Sign Language. Prerequisite: ASL 101 or program head placement. Lecture 2 hours per week.

ASL 125 History and Culture of the Deaf Community I (3 cr.)
Examines the history of the Deaf Community and presents an overview of various aspects of Deaf Culture, including educational and legal issues. Prerequisite: Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.

ASL 195 Topics in ASL: Sign Tuning Lite (1 cr.)
Emphasizes ASL’s status as a natural language by comparing and contrasting similarities and unique differences between the two languages. Prerequisites: ASL 295 -- Topics in ASL: American Sign Language III and ENG 111. Lecture 3 hours per week.

ASL 208 ASL for Classroom Settings (3 cr.)
Provides extensive instruction of vocabulary and concepts used in content areas covered in elementary and high school classrooms. Focuses on comprehension and production of content-related information in American Sign Language with emphasis on sign production clarity and conceptual accuracy. Prerequisite: ASL 102 or program head placement. Lecture 3 hours per week.

ASL 210 ASL Storytelling (3 cr.)
Focuses on the elements of storytelling in American Sign Language and the techniques that deaf individuals utilize to pass on the histories and traditions of the deaf community. Emphasizes comprehension and production of short stories in American Sign Language with emphasis on sign production clarity and conceptual accuracy. Prerequisite: ASL 295 -- Topics in ASL: American Sign Language IV or program head placement. Lecture 3 hours per week.

ASL 212 Advanced Fingerspelling and Number Use in ASL (2 cr.)
Provides intensive practice in advanced comprehension and production of fingerspelled words and numbers with emphasis on clarity and accuracy. Focuses on lexicalized fingerspelling and numeral incorporation as used by native users of American Sign Language. Prerequisites: ASL 102 and ASL 115 or program head placement. Lecture 2 hours per week.

ASL 220 Comparative Linguistics: ASL and English (3 cr.)
Describes spoken English and ASL (American Sign Language) on five levels: phonological, morphological, lexical, syntactic, and discourse. Compares and contrasts the two languages on all five levels using real-world examples. Documents similarities between signed languages and spoken languages in general. Describes the major linguistic components and processes of English and ASL. Introduces basic theories regarding ASL structure. Emphasizes the use of ASL as a natural language by comparing and contrasting similarities and unique differences between the two languages. Prerequisites: ASL 295 -- Topics in ASL: American Sign Language III and ENG 111. Lecture 3 hours per week.

ASL 225 Literature of the U.S. Deaf Community (3 cr.)
Presents an overview of various aspects of literature common in the U.S. Deaf Community, including those forms written in English and those forms signed in ASL. Applies the recurring themes and metaphors in the context of the history of the U.S. Deaf Community. Prerequisites: ASL 125, ASL 295 -- Topics in ASL: American Sign Language IV, ASL 220, and ENG 111. Lecture 3 hours per week.

ASL 261 American Sign Language V (3 cr.)
Develops advanced American Sign Language comprehension and production skills. Emphasizes advanced linguistic aspects of ASL. Presents ASL literary forms. Encourages contact with the deaf community. Prerequisite: ASL 295 -- Topics in ASL: American Sign Language IV or program head placement. Lecture 3 hours per week.

ASL 262 American Sign Language VI (3 cr.)
Develops advanced American Sign Language comprehension and production skills. Emphasizes advanced linguistic aspects of ASL. Presents ASL literary forms. Encourages contact with the deaf community. Prerequisite: ASL 295 -- Topics in ASL: American Sign Language IV or program head placement. Lecture 3 hours per week.

COURSE DESCRIPTIONS
ASL 295 Topics in ASL: American Sign Language III (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. Encourages contact with the Deaf Community to enhance linguistic and cultural knowledge. Part II of II. Prerequisite: ASL 102 or permission of instructor. Lecture 3 hours per week.

ASL 295 Topics in ASL: American Sign Language 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. Encourages contact with the Deaf Community to enhance linguistic and cultural knowledge. Part I of II. Prerequisite: ASL 295 -- Topics in ASL: American Sign Language III. Lecture 3 hours per week.

ASL 295 Topics in American Sign Language: Sign Tuning (3 cr.)
Provides an opportunity to explore various language elements in ASL, including advanced and colloquial aspects of phonology, morphology, grammar/syntax, semantics, variation, and historical change. Prerequisite: ASL 125 and ASL 220. Lecture 3 hours per week.

ARABIC

ARA 101 Beginning Arabic I (4 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. Prerequisite: Students must be functionally fluent in English. Lecture 4 hours per week.

ARA 102 Beginning Arabic II (4 cr.)
Introduces understanding, speaking, reading, and writing skills, and emphasizes basic Arabic sentence structure. Discusses the diversity of cultures in the Arab world. Part II of II. Prerequisites: ARA 101 and functional fluency in English. Lecture 4 hours per week.

ARCHITECTURE

ARC 121 Architectural Drafting I (3 cr.)
Introduces techniques of architectural drafting, including lettering, dimensioning, and symbols. Requires production of plans, sections, and elevations of a simple building. Studies use of common reference material and the organization of architectural working drawings. Requires development of a limited set of working drawings, including a site plan, related details, and pictorial drawings. Part I of II. Prerequisite: DRF 231 or school approval. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

ARC 122 Architectural Drafting II (3 cr.)
Introduces techniques of architectural drafting, including lettering, dimensioning, and symbols. Requires production of plans, sections, and elevations of a simple building. Studies use of common reference material and the organization of architectural working drawings. Requires development of a limited set of working drawings, including a site plan, related details, and pictorial drawings. Part II of II. Prerequisite: ARC 121 or school approval. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

ARC 131 Materials and Methods of Construction I (3 cr.)
Covers use of wood as a building material in all phases of construction. Deals with species used, growth characteristics, hygroscopic properties, and applications of lumber and plywood. Includes wood framing systems, pre-manufactured components, modular systems, windows, doors, cabinets, and flooring. Lecture 3 hours per week.

ARC 132 Materials and Methods of Construction II (3 cr.)
Studies masonry and concrete materials related to the construction industry: materials, mixtures, handling and placing, finishing and curing, and protection of concrete work. Includes brick and cementitious materials, mortar, and workmanship, and iron, steel, and aluminum as used in construction. Lecture 3 hours per week.

ARC 201 History of Modern Architecture (3 cr.)
Surveys architecture from 19th century to present, with emphasis on philosophy of design, form, and structure. Prerequisite: ENG 111 or placement in Co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.

ARC 221 Architectural CAD Applications Software I (3 cr.)
Teaches the principles and techniques of architectural drafting practices through the use of architecture specific CAD software. Utilizes the commands and features of the software to generate drawings that emphasize architectural design and structural systems. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

ARC 222 Architectural CAD Applications Software II (3 cr.)
Uses advanced features of architectural CAD software to teach students to develop working drawings and details that adhere to the practices and techniques of architectural drafting principles. Prerequisite: ARC 221. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

ARC 241 Building Mechanical Systems (3 cr.)
Studies components and design for systems in residential and commercial building. Covers plumbing supply and drainage, including storm drainage and private sewage disposal. Requires calculation of overall heat balances for buildings as basis for design of heating and cooling systems. Prerequisite: ARC 122 or equivalent. Lecture 3 hours per week.

ARC 242 Building Electrical Systems (3 cr.)
Studies components and design for lighting and electrical systems, security, fire, and smoke alarms. Lecture 3 hours per week.

ARTS

ART 100 Art Appreciation (3 cr.)
Introduces art from prehistoric times to the present day. Describes architectural styles, sculpture, photography, printmaking, and painting techniques. Prerequisite: Placement in ENG 111 or placement in Co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.

ART 101 History and Appreciation of Art I (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. ART 101 and 102 may be taken out of order. Part I of II. Prerequisite: Placement in ENG 111 or placement in Co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.

ART 102 History and Appreciation of Art 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. ART 101 and 102 may be taken out of order. Part II of II. Prerequisite: Placement in ENG 111 or placement in Co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.
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. Prerequisite: Placement in ENG 111 or placement in Co- requisites ENG 111 and ENF 3. Lecture 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 and tone, and composition as applied to still life, landscape, and the figure. Uses drawing media, such as pencil, charcoal, ink wash, and color media. Includes field trips and gallery assignments as appropriate. Part I of II. Lecture 2 hours. Studio instruction 4 hours. Total 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. Part II of II. Prerequisite: ART 121 or permission of the instructor. Lecture 2 hours. Studio instruction 4 hours. Total 6 hours per week.

ART 125 Introduction to Painting (3 cr.)
Introduces study of color, composition, and painting techniques. Places emphasis on experimentation and enjoyment of oil and/or acrylic paints and the fundamentals of tools and materials. This course is intended to be an art elective for students who do not plan to pursue a degree in the visual arts. Lecture 2 hours. Studio instruction 3 hours. Total 5 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. Part I of II. Lecture 2 hours. Studio instruction 4 hours. Total 6 hours per week.

ART 133 Visual Arts Foundation (4 cr.)
Covers tools and techniques, design concepts and principles, color theory, and an introduction to the computer for graphic use. Applies to all fields of Visual Art. Lecture 2 hours. Laboratory 4 hours. Total 6 hours per week.

ART 138 Figure Drawing (3 cr.)
Develops drawing skills for the beginning and experienced students. Explores a broad range of drawing problems dealing with the human figure in costume using various media and techniques. Prerequisite: ART 120 or equivalent course or school approval. Lecture 2 hours. Studio instruction 2 hours. Total 4 hours per week.

ART 217 Electronic Graphic Design I (4 cr.)
Focuses on creative concepts of graphic design problem-solving using electronic technology; includes techniques specific to computer-generated publication design and imagery. Required for students pursuing careers in graphic design with emphasis on use of the computer. Part I of II. Prerequisites: ART 131 and passing score on computer competency exam or satisfactory completion of ITE 115 or CSC 155 or equivalent. Lecture 2 hours. Studio Instruction 4 hours. Total 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. Part I of II. Prerequisite: ART 122 or instructor's approval. Lecture 2 hours. Studio instruction 4 hours. Total 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. Part II of II. Prerequisite: ART 241 or instructor's approval. ART 241 and ART 242 must be taken in order except with instructor's approval. Lecture 2 hours. Studio instruction 4 hours. Total 6 hours per week.

ART 243 Watercolor I (3 cr.)
Presents abstract and representational painting in watercolor with emphasis on design, color, composition, technique, and value. Prerequisite: ART 131 or instructor's approval. Lecture 1.5 hours. Studio instruction 3.5 hours. Total 5 hours per week.

ART 293 Studies in Art: Painting (4 cr.)
Provides directed study in painting in the student's chosen medium with emphasis on investigation of personal style and development of portfolio. Prerequisite: ART 242 or instructor's approval. Lecture 2 hours. Studio instruction 4 hours. Total 6 hours per week.

ART 101 Introduction to Automotive Systems (3 cr.)
Introduces fundamental systems of automobile, the engine fuel, exhaust, electric, ignition, lubrication, cooling, transmission, steering, brake, and suspension systems. Teaches theory and function of each system. Demonstrates operation. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

AUT 111 Automotive Engines I (4 cr.)
Presents analysis of power, cylinder condition, valves, and bearings in the automotive engine to establish the present condition, repairs, or adjustments. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week.

AUT 126 Auto Fuel and Ignition Systems (5 cr.)
Studies automobile ignition and fuel systems and their functions in operation of the engine. Includes carburetors, fuel pumps, ignition systems, troubleshooting, engine testing and adjustment, and tune-up. Prerequisite: AUT 242. Lecture 4 hours. Laboratory 3 hours. Total 7 hours per week.

AUT 129 Automotive Electronic Safety Control Systems (3 cr.)
Introduces advanced automotive electronic safety control systems, including driver alert, unintended lane departure, blind spot detection, active headlights, and electronic control of braking systems. Addresses diagnostic procedures and maintenance of electronic safety control systems, and the theory, function, and operation of each system. Lecture 3 hours per week.

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.

AUT 155 Basic Automotive Engine Performance Diagnostics (5 cr.)
Introduces basic engine performance concepts, including theory and practical application. Covers vehicle communications, scan-tool diagnostics, basic engine mechanical tests, and diagnosing and repairing vehicle drivability issues. Provides preparation for the Automotive Service Excellence (ASE) A8 Engine Performance Certification examination. Prerequisites: AUT 111 and AUT 245, or program head approval. Lecture 2 hours. Laboratory 6 hours. Total 8 hours per week.
AUT 156 Small Gasoline Engines (2 cr.)
Studies small gasoline engine operating principles, construction, design, variety, and their many purposes. Gives instruction on two-cycle and four-cycle small gas engines, their construction, design, fuel system, ignition system, and lubricating systems. Demonstrates disassembly, reconditioning, overhaul, and reassembly in the lab. Lecture 1 hour. Laboratory 3 hours. Total 4 hours per week.

AUT 165 Auto Diagnosis and Tune-Up (2 cr.)
Presents the techniques for diagnosis of malfunctions in systems of the automobile. Uses dynamometers, oscilloscopes, and other specialized diagnostic and testing equipment. Demonstrates tune-up of conventional and rotary engines. Prerequisite: AUT 126. Lecture 1 hour. Laboratory 3 hours. Total 4 hours per week.

AUT 178 Automotive Final Drive and Manual Transmission Systems (4 cr.)
Presents the operation, design, construction, and repair of manual transmissions and final drive systems for both front and rear drive vehicles. Includes clutches, synchronizers, and torque multiplication/gear reduction, along with differentials, transmission/transaxles, drive axles, U-joints, CV joints, 4-wheel drive, and all-wheel drive systems. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week.

AUT 197 Cooperative Education in Automotive (2 cr.)
Provides on-the-job training for automotive technology students. Laboratory 10 hours per week.

AUT 229 Applied Automotive Electronic Guidance and Safety Control Systems (3 cr.)
Covers advanced automotive electronic systems, including GPS navigation, communication, and guidance control systems. Addresses the theory, function, operation, diagnostic procedures, and maintenance of each system. Emphasizes safety. Prerequisite: AUT 129. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

AUT 230 Introduction to Alternative Fuels and Hybrid Vehicles (3 cr.)
Introduces current trends in alternative fueled vehicles, including current alternative fueled vehicles and the implications and safety precautions necessary for working on hybrid vehicle systems. Lecture 3 hours per week.

AUT 235 Automotive Heating and Air Conditioning (2 cr.)
Studies separate and combined automotive heaters and air conditioning including direct and vacuum operated controls, basic principles of refrigeration, adjustment, general servicing, and charging of air conditioning systems. Lecture 1 hour. Laboratory 2 hours. Total 3 hours per week.

AUT 236 Automotive Climate Control (4 cr.)
Introduces principles of refrigeration, air-conditioning controls, and adjustment and general servicing of automotive air-conditioning systems. Prerequisite: AUT 241. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week.

AUT 241 Automotive Electricity I (3 cr.)
Introduces electricity, magnetism, symbols, and circuitry as applied to the alternators, regulators, starters, lighting systems, instruments and gauges, and accessories. Part I of II. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

AUT 242 Automotive Electricity II (3 cr.)
Introduces electricity, magnetism, symbols, and circuitry as applied to alternators, regulators, starters, lighting systems, instruments and gauges, and accessories. Part II of II. Prerequisite: AUT 241. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

AUT 243 Automotive Control Electronics (4 cr.)
Covers the electronic control systems found in hybrid electric vehicle systems, battery electric vehicle systems, and fuel cell electric vehicle systems. Teaches theory, function, and operation of each electronic control system and provides students an opportunity to perform diagnostic procedures and maintenance for these systems. Focuses on safety. Prerequisites: Experience in the automotive repair field, AUT 241, AUT 242, AUT 245, and AUT 230 or approval of the program head. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week.

AUT 245 Automotive Electronics (4 cr.)
Introduces the field of electronics as it applies to the modern automobile. Emphasizes basic circuit operation and diagnosis and repair of digital indicator and warning systems. Prerequisites: AUT 241 and AUT 242. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week.

AUT 251 Automatic Transmissions (4 cr.)
Studies several types of automatic transmissions, torque converters, and their principles of operation. Includes adjustment, maintenance, and rebuilding. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week.

AUT 253 Electric Vehicles (4 cr.)
Covers electric vehicle systems and advanced automotive electronics. Provides students an opportunity to perform diagnostic procedures and maintenance for electric vehicle systems. Teaches theory, function, and operation of electric vehicle systems. Focuses on safety. Prerequisites: Experience in the automotive repair field, AUT 241, AUT 242, AUT 245, and AUT 230 or approval of the program head. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week.

AUT 254 Plug-In Hybrid Vehicles (4 cr.)
Covers plug-in hybrid electric vehicle systems, extended-range electric vehicle systems, and advanced automotive electronics. Teaches theory, function, and operation of each plug-in hybrid vehicle system and provides students an opportunity to perform diagnostic procedures and maintenance for these vehicles. Focuses on safety. Prerequisites: Experience in the automotive repair field, AUT 241, AUT 242, AUT 245, and AUT 230 or approval of the program head. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week.

AUT 256 Fuel Cell Electric Vehicles (4 cr.)
Covers hydrogen fuel cell electric vehicle systems and advanced automotive electronics. Teaches theory, function, and operation of fuel cell electric vehicles and provides students an opportunity to perform diagnostic procedures and maintenance for fuel cell electric vehicle systems. Focuses on safety. Prerequisites: Experience in the automotive repair field, AUT 241, AUT 242, AUT 245, and AUT 230 or approval of the program head. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week.

AUT 265 Automotive Braking Systems (3 cr.)
Presents operation, design, construction, repair, and servicing of braking systems, including Anti-Lock Brake Systems (ABS). Explains uses of tools and test equipment, evaluation of test results, and estimation of repair cost for power, standard, and disc brakes. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

AUT 266 Auto Alignment, Suspension, and Steering (3 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 hour. Laboratory 6 hours. Total 7 hours per week.

AUT 275 Shop Management (2 cr.)
Studies shop layout, personnel management, cost analysis, record keeping and quality control. Discusses shop manager, service salesman, and service writer roles in customer relations. Lecture 2 hours per week.

AUT 297 Cooperative Education in Automotive (2 cr.)
Provides supervised on-the-job training for automotive technology students. Laboratory 10 hours per week.

BASIC SKILLS

BSK 1 Whole Numbers (1 cr.)
Covers whole number principles and computations. Develops the mathematical mastery necessary for MTE 1. Credits not applicable toward graduation. Lecture 4 hours per week for ¼ semester.
BSK 41 Language Arts, Level 1 (2 cr.)
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 2 hours per week.

BIOLOGY

BIO 1 Foundations of Biology (4 cr.)
Develops a basic understanding of plant and animal form, function, and relationships. Prepares students who have a deficiency in high school biology or may require a refresher course before beginning college-level biology. Taught as pass/fail, the course can be taken in subsequent semesters as necessary until course objectives are completed. The credits are not applicable to any of the college’s academic programs, although high school-level biology or higher may be required for entrance into certain college-level programs. The credits do not transfer. Lecture 4 hours per week.

BIO 100 Basic Human Biology (3 cr.)
Presents basic principles of human anatomy and physiology. Discusses cells, tissues, and selected human systems. Not intended for students in college transfer AA or AS degree. Prerequisite: Completion of ENF 2, if required by placement test or instructor/advisor approval. Lecture 3 hours per week.

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. Part I of a two-course sequence. Prerequisite: Satisfactory completion of BIO 101. Lecture 3 hours. Recitation and Laboratory 3 hours. Total 6 hours per week.

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: Satisfactory completion of BIO 101. Lecture 3 hours. Recitation and Laboratory 3 hours. Total 6 hours per week.

BIO 104 Environmental Science (4 cr.)
Focuses on sustainability and the environmental context. Explores the core concepts of sustainability; 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. Prerequisites: BIO 101 and BIO 102. Lecture 3 hours. Recitation and Laboratory 3 hours. Total 6 hours per week.

BIO 106 Life Science (4 cr.)
Provides a topical approach to basic biological principles. Includes the scientific process, characteristics of living organisms, molecular aspects of cells, bioenergetics, cellular and organismal reproduction genetics, evolution, some human organ systems, and ecology. Designed for the non-science major. Prerequisite: Successful completion of the reading and writing placement test; students should not be enrolled in a remedial reading or writing course while enrolled in this course. Credit toward graduation cannot be awarded for both Biology 106 and Biology 101 or Biology 102. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week.

BIO 107 Biology of the Environment (4 cr.)
Focuses on sustainability and the environmental context. Explores the core concepts of sustainability; 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. Prerequisites: BIO 101-102 do not count toward the AS degree in Science and Engineering. CHM 101-102 are acceptable equivalent courses. Credits for CHM 101-102 do not count toward the AS degree in Science. Lecture 3 hours. Recitation and Laboratory 3 hours. Total 6 hours per week.

BIO 108 Applied Microbiology (4 cr.)
Introduces the ultrastructure and functions of microorganisms. Emphasizes cell membrane, 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 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: (1) BIO 101 (or an equivalent) or high school biology and chemistry completed within seven years of registering for this course with a grade of C or better or a score of 75% or higher on the Test of Essential Academic Skills (TEAS) or advisor approval, and (2) completion of ENF 2, if required by placement test, or instructor/advisor approval. Lecture 3 hours. Laboratory 3 hours. Total 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: BIO 141. Lecture 3 hours. Laboratory 3 hours. Total 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, MTH 126, and BIO 141 (or NAS 161 or BIO 231).

BIO 150 Introductory Microbiology (4 cr.)
Studies the general characteristics of microorganisms. Emphasizes their relationships to individual and community health. Prerequisites: completion of ENF 2, if required by placement test, and completion of MTE 1-3. Lecture 3 hours. 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: BIO 101-102 and CHM 111-112 or equivalent, or permission of the School of Mathematics, Science, and Engineering. CHM 101-102 are acceptable equivalent courses. Credits for CHM 101-102 do not count toward the AS degree in Science. 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 231 Human Anatomy and Physiology I (4 cr.)
Integrates the study of gross and microscopic anatomy with physiology, emphasizing the analysis and interpretation of physiological data. Part I of II. Prerequisite: One year of college biology and one year of college chemistry or school approval. Lecture 3 hours. Recitation and Laboratory 3 hours. Total 6 hours per week.
BIO 232 Human Anatomy and Physiology II (4 cr.)
Integrates the study of gross and microscopic anatomy with physiology, emphasizing the analysis and interpretation of physiological data. Part II of II. Prerequisites: One year of college biology and one year of college chemistry or school approval and BIO 231. 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. Prerequisites: BIO 101, BIO 102, CHM 111, and CHM 112. Lecture 3 hours. Recitation and laboratory 3 hours. Total 6 hours per week.

BIO 270 General Ecology (3 cr.)
Studies interrelationships between organisms and their natural and cultural environments with emphasis on populations, communities, and ecosystems. Prerequisites: BIO 101 and 102 or departmental approval. Lecture 2 hours. Recitation and laboratory 3 hours. Total 5 hours per week.

BIO 299 Supervised Study in Biology: Advanced Microbiology (4 cr.)
Assigns problems for independent study by the student, incorporating previous instruction and supervised by the instructor. Provides students an opportunity to research scientific literature on their selected topic, design a field study to be conducted, assemble and analyze observed field data, and complete a final report on this research. Prerequisites: One year of college biology (including BIO 102) and MTH 161 or MTH 167 or faculty approval. Lecture 2 hours. Laboratory 6 hours. Total 8 hours per week.

BIO 299 Supervised Study in Ecology: Intermediate (2 cr.)
Assigns problems for independent study by the student, incorporating previous instruction and supervised by the instructor. Provides students the opportunity to research scientific literature on their selected topic, design a field study to be conducted, assemble and analyze observed field data, and complete a final report on this research. Prerequisites: One year of college biology (including BIO 102) and MTH 161 or MTH 167 or faculty approval. Lecture 1 hour. Laboratory 3 hours. Total 4 hours per week.

BIO 299 Supervised Study in Ecology: Advanced (4 cr.)
Assigns problems for independent study by the student, incorporating previous instruction and supervised by the instructor. Provides students an opportunity to research scientific literature on their selected topic, design a field study to be conducted, assemble and analyze observed field data, and complete a final report on this research. Prerequisites: One year of college biology (including BIO 102) and MTH 161 or MTH 167 or faculty approval. Lecture 2 hours. Laboratory 6 hours. Total 8 hours per week.

BUILDING

BLD 101 Construction Management I (3 cr.)
Presents overviews of all phases of construction project management. Introduces students to philosophy, responsibilities, methodology, and techniques of the construction process. Introduces topics related to the construction and design industries, organizations, construction contracts, bidding procedures, insurance, taxes, bonding, cost accounting, and business methods, including basic computer usage, safety, and general project management procedures. Lecture 3 hours per week.

BLD 103 Principles of Residential Building Construction Inspection (3 cr.)
Introduces general principles of residential building inspection including materials, foundations, framing, finishing, and building codes. Lecture 3 hours per week.

BLD 199 Supervised Study in Building: Construction Management I (5 cr.)
Presents overviews of all phases of construction project management. Introduces students to philosophy, responsibilities, methodology, and techniques of the construction process. Introduces topics related to the construction and design industries, organizations, construction contracts, bidding procedures, insurance, taxes, bonding, cost accounting, business methods, including basic computer usage, safety, and general project management procedures. Lecture 3 hours per week.

BLD 200 Sustainable Construction (3 cr.)
Teaches students the specialized construction management best practices that must be utilized when managing a sustainable project. Includes industry standards for green construction as identified by popular building rating systems. Lecture 3 hours per week.

BLD 210 Building Structures (3 cr.)
Introduces analysis and design of steel, wood, and reinforced concrete structural members, including loads, reactions, bending moments, stresses, and deflection for selection of beam and column sizes. Considers bolted and welded connections in steel design. Introduces determination of reinforcing steel sizes and arrangements in concrete members. Prerequisite: MTH 131. Lecture 3 hours per week.

BLD 231 Construction Estimating (3 cr.)
Focuses on materials takeoff and computing quantities from working drawings and specifications. Includes methods for computing costs of concrete, steel, masonry, roofing, and excavation. Deals with pricing building components, materials and processes, as well as transportation and handling costs, markup discount procedures, equipment costs, and labor rates. Prerequisites: ARC 131 and ARC 132 or instructor’s approval. Lecture 3 hours per week.

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, marketing, finance, and risk management. Develops business vocabulary. Lecture 3 hours per week.

BUS 111 Principles of Supervision I (3 cr.)
Teaches the fundamentals of supervision, including the primary responsibilities of the supervisor. Introduces factors relating to the work of supervisor and subordinates. Covers aspects of leadership, job management, work improvement, training and orientation, performance evaluation, and effective employee/supervisor relationships. Lecture 3 hours per week.
BUS 116 Entrepreneurship (3 cr.)

Presents the various steps considered necessary when going into business. Includes areas, such as product-service analysis, market research evaluation, setting up books, ways to finance start-up, operations of the business, development of business plans, buyouts versus starting from scratch, and franchising. Uses problems and cases to demonstrate implementation of these techniques. Lecture 3 hours per week.

BUS 117 Leadership Development (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.

BUS 125 Applied Business Mathematics (3 cr.)

Applies mathematical operations to business process and problems: wages and payroll, sales and property taxes, checkbook records and bank reconciliation, depreciation, overhead, distribution of profit and loss in partnerships, distribution of corporate dividends, commercial discounts, markup, markdown, simple interest, present values, bank discount notes, multiple payment plans, compound interest, annuities, sinking funds, and amortization. Lecture 3 hours per week.

BUS 146 Introduction to Labor Relations (3 cr.)

Examines history of the labor unions, labor contracts, bargaining processes, philosophy of unionism; use of bargaining techniques for non-wage issues; legal, social, and economic context of labor-management relations; responsibilities and duties of unions and management; analysis of public policy; and current state of the labor movement. May apply simulation and cases of arbitration and collective bargaining procedures. Lecture 3 hours per week.

BUS 165 Small Business Management (3 cr.)

Identifies management concerns unique to small businesses. Introduces the requirements necessary to initiate a small business and identifies the elements comprising a business plan. Presents information establishing financial and administrative controls, developing a marketing strategy, managing business operations, and the legal and government relationships specific to small businesses. Prerequisite: BUS 116 or BUS 200 or school approval. Lecture 3 hours per week.

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. Lecture 3 hours per week.

BUS 201 Organizational Behavior (3 cr.)

Presents a behaviorally-oriented course combining the functions of management with the psychology of leading and managing people. Focuses on the effective use of human resources through understanding human motivation and behavior patterns, conflict management and resolution, group functioning and process, the psychology of decision-making, and the importance of recognizing and managing change. Lecture 3 hours per week.

BUS 202 Applied Management Principles (3 cr.)

Focuses on management practices and issues. May use case studies and/or management decision models to analyze problems in developing and implementing a business strategy, while creating and maintaining competitive advantage. Prerequisite: BUS 200. 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. Includes procedures for management of human resources and uses case studies and problems to demonstrate implementation of these techniques. Lecture 3 hours per week.

BUS 208 Quality and Productivity Management (3 cr.)

Focuses on the key quality improvement concepts regarding products and services, customers and suppliers, and systems and processes that make quality a part of the work life of an organization. Emphasizes the role of teams, including team meeting skills and techniques, and a variety of quality improvement tools, such as flowcharts, run charts, Pareto diagrams, cause and effect diagrams, evaluation matrices, and implementation road maps. Lecture 3 hours per week.

BUS 209 Continuous Quality Improvement (3 cr.)

Presents the different philosophies in Quality Control. Introduces students to Process Improvement, Team Development, Consensus Building, and Problem-Solving Strategies. Identifies methods for Process Improvement in manufacturing and service organizations, which includes Statistical Process Control when used in the quality control function of business and industry. 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. Employ measures of central tendency and dispersion, statistical inference, index numbers, probability theory, and time series analysis. Prerequisite or Co-requisite: Keyboarding competence. Lecture 3 hours per week.

BUS 221 Business Statistics I (3 cr.)

Focuses on statistical methodology in the collection, organization, presentation, and analysis of data; concentrates on measures of central tendency, dispersion, probability concepts and distribution, sampling, statistical estimation, normal and $T$ distribution and hypotheses for means and proportions. Prerequisite: MTH 163 or school approval. Lecture 3 hours per week.

BUS 240 Introduction to Business Law (3 cr.)

Presents an introduction to the American legal system, including an overview of the courts and civil and criminal law. Develops an in-depth understanding of contracts, agency law, and business organizations. Also includes an overview of property, UCC Sales, and Commercial Paper. Lecture 3 hours per week.

BUS 260 Planning for Small Business (3 cr.)

Provides knowledge of the development of a business plan, which can be used to acquire capital and serve as a management guide. Combines knowledge that has been acquired in the areas of planning, management, and finance, using proforma statements and marketing. Covers internet searching techniques. Recommended as a capstone course. Lecture 3 hours per week.

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.

BUS 290 Coordinated Internship in Business Management and Administration (3 cr.)

Provides supervised on-the-job training in selected business, industrial, or service firms coordinated by the college. Laboratory 15 hours per week.

BUS 298 Seminar and Project in Business Management and Administration (3 cr.)

Requires completion of a project or research report related to the student's occupational objective and a study of approaches to the selection and pursuit of career opportunities in the field. Prerequisite: Students should have completed most of the management courses before enrolling in this course. Lecture 3 hours per week.
CENTRAL STERILE PROCESSING

CSP 101 Introduction to Central Sterile Services (1 cr.)
Introduces students to the central service area of health care facilities and the responsibilities and role of the Certified Registered Central Service Technician (CRCST). Explores the practical application of concepts and procedures, such as regulations and standards, safety, personal protective equipment (PPE), universal precautions, and the work flow of the central service department. Discusses disinfection, decontamination, transportation of soiled items, and cleaning processes. Explores the basics of instrumentation assembly and how to process instruments, including disassembly. Lecture 1 hour per week.

CSP 106 Surgical Instrumentation (1 cr.)
Prepares the student to visually identify surgical instruments and distinguish category, use, and name of each instrument. Emphasizes quality assurance and provides the student with the skills to package and inspect instrumentation and equipment for sterilization. Laboratory 3 hours per week.

CSP 107 Fundamentals of Central Sterile Services (1 cr.)
Prepares the student for entry level practice in assembly area of the central service department. Covers the packaging process and sterilization method with an emphasis on disposable packaging materials, package closure methods, package labeling, sterility maintenance, selection of appropriate packaging material, and identification of instruments by category, use, and name. Emphasizes quality assurance to enable the student to inspect, assemble, and prepare instrumentation for packaging. Lecture 1 hour per week.

CSP 135 Central Sterile Infection Control (2 cr.)
Introduces the fundamentals of infection control. Content will include an introduction to concepts of microbiology including cell structure and theory, microbial function, human and pathogen relationships, infectious process, blood-borne and airborne pathogens, defense microorganisms, and principles of microbial control and destruction. Lecture 2 hours per week.

CSP 191 Fundamental Clinical Applications (3 cr.)
Provides students hands-on practice in the clinical setting of central sterile service with an emphasis on the decontamination and processing areas. Provides the clinical experience required for International Association of Healthcare Central Service Materiel Management (IAHCSMM) certification. Laboratory 9 hours per week.

CSP 205 Intermediate Central Sterile Services (1 cr.)
Prepares the student for point-of-use processing, immediate-use steam sterilization, and high-heat and low-heat sterilization methods. Emphasizes proper procedures involved in transporting sterile goods through facilities and between various clinical sites and quality assurance to ensure customer satisfaction and safety, records maintenance, sterile storage, and central service inventory. Prerequisite: CSP 107. Lecture 1 hour per week.

CSP 291 Intermediate Clinical Applications (3 cr.)
Provides the student with continued hands-on practice in the clinical setting with an emphasis on packaging, wrapping, and sterilization in the clinical setting within a central sterilization processing department. Provides the clinical experience required for International Association of Healthcare Central Service Materiel Management (IAHCSMM) certification. Prerequisite: CSP 191. Laboratory 9 hours per week.

CSP 292 Advanced Clinical Applications: Capstone (3 cr.)
Provides continued hands-on clinical experience in a central sterilization processing department. Emphasizes the student’s ability to demonstrate distribution, sterile storage, and case cart preparation in the clinical setting with minimal supervision and provides hours required for the International Association of Healthcare Central Service Materiel Management (IAHCSMM) certification. Prerequisite: CSP 291. Laboratory 9 hours per week.

CHEMISTRY

CHM 1 Chemistry I (4 cr.)
Provides a laboratory experience for students with little or no chemistry background. Taught as pass/fail, the course can be taken in subsequent semesters as necessary until course objectives are completed. The credits are not applicable to any of the college’s academic programs, although high school-level chemistry or higher may be required for entrance into certain programs. The credits do not transfer. Prerequisite: MTE 3 or equivalent. Lecture 4 hours per week.

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. Part I of II. Prerequisite: Competency in Math Essentials (MTE) units 1-6 as demonstrated through the placement and diagnostics tests or equivalent. 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. Part II of II. Prerequisite: CHM 101 or equivalent. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week.

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. Part I of II. Prerequisite or Co-requisite: MTH 163 or higher. 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. Part II of II. Prerequisite: CHM 111. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week.

CHM 241 Organic Chemistry I (3 cr.)
Introduces fundamental chemistry of carbon compounds, including structures, physical and chemical properties, syntheses, and typical reactions. Emphasizes reaction mechanisms. Part I of II. Prerequisite: CHM 112 or equivalent. 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 and chemical properties, syntheses, and typical reactions. Emphasizes reaction mechanisms. Part II of II. Prerequisite: CHM 241. Co-requisite: CHM 246. Lecture 3 hours per week.

CHM 243 Organic Chemistry Laboratory I (1 cr.)
Provides a laboratory experience for students in organic synthesis and qualitative organic analysis. Part I of II. Prerequisite: CHM 112 or permission of instructor. Co-requisite: CHM 241. Laboratory 3 hours per week.
CHM 244 Organic Chemistry Laboratory II (1 cr.)
Provides a laboratory experience for students in organic synthesis and qualitative organic analysis. Part II of II. Prerequisite: CHM 243. Laboratory 3 hours per week.

CHM 245 Organic Chemistry Laboratory I (2 cr.)
Introduces fundamental chemistry of carbon compounds, structures, and properties. Emphasizes reaction mechanisms and synthesis. Includes qualitative organic analysis. Co-requisite: CHM 241. Laboratory 6 hours per week.

CHM 246 Organic Chemistry Laboratory II (2 cr.)
Introduces fundamental chemistry of carbon compounds, structures, and properties. Emphasizes reaction mechanisms and synthesis. Includes qualitative organic analysis. Co-requisite: CHM 242. Laboratory 6 hours per week.

CHM 260 Introductory Biochemistry (3 cr.)
Explores fundamentals of biological chemistry. Includes study of macromolecules, metabolic pathways, and biochemical genetics. Prerequisites: CHM 112 and satisfactory placement score for ENG 111. Lecture 3 hours per week.

CHILDHOOD DEVELOPMENT

CHD 118 Language Arts for Young Children (3 cr.)
Emphasizes the early development of children's language and literacy skills. Presents techniques and methods for supporting all aspects of early literacy. Surveys children's literature, and examines elements of promoting oral literacy, print awareness, phonological awareness, alphabetic principle, quality storytelling and story reading. Addresses strategies for intervention and support for exceptional children and English Language Learners. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

CHD 119 Introduction to Reading Methods (3 cr.)
Focuses on promoting language and literacy skills as the foundation for emergent reading. Emphasizes phonetic awareness and alphabetic principles, print awareness and concepts, comprehension and early reading and writing. Addresses strategies for intervention and support for exceptional children and English Language Learners. 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 early childhood, pre-kindergarten, kindergarten, and primary programs. Investigates classroom organization and procedures, and use of classroom time and materials, approaches to education for young children, professionalism, and curricular procedures. Lecture 3 hours per week.

CHD 121 Childhood Educational Development I (3 cr.)
Focuses attention on the observable characteristics of children from birth through adolescence. Concentrates on cognitive, physical, social, and emotional changes that occur. Emphasizes the relationship between development and child's interactions with parents, siblings, peers, and teachers. Lecture 3 hours per week.

CHD 145 Teaching Art, Music, and Movement to Children (3 cr.)
Focuses on children's exploration, play, and creative expression in the areas of art, music, and movement. Emphasis will be on developing strategies for using various open-ended media representing a range of approaches in creative thinking. Addresses strategies for intervention and support for exceptional children and English Language Learners. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

CHD 146 Math, Science, and Social Studies for Children (3 cr.)
Provides experiences in content, methods, and materials for the development of math, science, and social studies skills in children. Emphasis will be on developing strategies for using various resources to facilitate children's construction of knowledge. Addresses strategies for intervention and support for children with special needs and English Language Learners. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

CHD 165 Observation and Participation in Early Childhood/Primary Settings (3 cr.)
Focuses on observation as the primary method for gathering information about children in early childhood settings. Emphasizes development of skills in the implementation of a range of observation techniques. May be taken again for credit. Seminar 1 hour. Field placement 4 hours. Total 5 hours per week.

CHD 166 Infant and Toddler Programs (3 cr.)
Examines child growth and development from birth to 36 months. Focuses on development in the physical, cognitive, social, emotional, and language domains. Emphasizes the importance of the environment and relationships for healthy brain development during the child's first three years of life. Investigates regulatory standards for infant/toddler caregiving. Lecture 3 hours per week.

CHD 205 Guiding the Behavior of Children (3 cr.)
Explores the role of the early childhood educator in supporting emotional and social development of children, and in fostering a sense of community. Presents practical strategies for encouraging prosocial behavior, conflict resolution and problem solving. Emphasizes basic skills and techniques in child guidance. Lecture 3 hours per week.

CHD 210 Introduction to Exceptional Children (3 cr.)
Reviews the history of and legal requirements for providing intervention and educational services for children with special needs. Studies the characteristics of children with a diverse array of needs and developmental abilities. Explores concepts of early intervention, inclusion, guiding behavior and adapting environments to meet children's needs. Lecture 3 hours per week.

CHD 215 Models of Early Childhood Education Programs (3 cr.)
Studies and discusses the various models and theories of early childhood education programs, including current trends and issues. Presents state licensing and staff requirements. Lecture 3 hours per week.

CHD 216 Early Childhood Programs, School, and Social Change (3 cr.)
Explores methods of developing positive, effective relations with families to enhance their developmental goals for children. Considers culture and other diverse needs, perspectives, and abilities of families and educators. Emphasizes advocacy and public policy awareness as an important role of early childhood educators. Describes risk factors and identifies community resources. Lecture 3 hours per week.

CHD 220 Introduction to School-Age Child Care (3 cr.)
Examines the purposes of school-age child care in today's society, the role of adults within school-age child care, and the state of the profession of school-age child care. Lecture 3 hours per week.
CHD 225 Curriculum Development for School-Age Child Care (3 cr.)
Explores the creative activities, techniques, interactions, and program development that promote positive social and emotional growth in school-age children. Emphasizes positive development through everyday programming and experiences. Lecture 3 hours per week.

CHD 230 Behavior Management for School-Age Child Care (3 cr.)
Discusses the development of social skills that school-age children need for self-management, including self-discipline, self-esteem, and coping with stress and anger. Explores ways to effectively guide and discipline school-age children, focusing on how adults can facilitate positive pro-social and self-management skills. Lecture 3 hours per week.

CHD 265 Advanced Observation and Participation in Early Childhood/Primary Settings (5 cr.)
Focuses on implementation of activity planning and observation of children through participation in early childhood settings. Emphasizes responsive teaching practices and assessment of children’s development. Reviews legal and ethical implications of working with children. Students must have completed the majority of program specific courses before enrolling and must be eligible to work with young children according to Department of Social Services requirements. Seminar 1 hour. Field placement 4 hours. Total 5 hours per week.

CHD 270 Administration of Child Care 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 recordkeeping. Lecture 3 hours per week.

CHD 298 Seminar and Project in Childhood Development: Portfolio Development (1 cr.)
Requires the 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. Serves, in conjunction with CHD 265, as the capstone course for the Early Childhood Development Associate of Applied Science degree. Focuses on the development of a portfolio to demonstrate professional competence in the field of early care and education. The resulting portfolio will be reviewed by early childhood faculty and other designated early childhood professionals. Laboratory 2 hours per week.

CHI 101 Beginning Chinese I (5 cr.)
Introduces understanding, speaking, reading, and writing skills and emphasizes basic Chinese sentence structure. Lecture 5 hours per week.

CHI 102 Beginning Chinese II (5 cr.)
This is the second semester of the two-semester course for beginners, or a refresher course for non-native speakers with other equivalent experience. In this course, students will continue their introduction to basic standard Mandarin Chinese, spoken by over a billion people in mainland China, Taiwan, Singapore, and other parts of the world. They will learn to comprehend, speak, read, and write on a variety of topics related to daily life. The course will also expand on the student’s growing knowledge of essential aspects of Chinese culture. Prerequisite: CHI 101 or demonstrated proficiency or equivalence. Lecture 5 hours per week.

CHINESE

CST 151 Film Appreciation I (3 cr.)
Provides students with a critical understanding of film through the discussion and viewing of motion pictures with emphasis upon the study of film history and the forms and functions of film. Students will develop skills to analyze the shared social, cultural, and historical influences of films and their contexts. Prerequisites: Placement in ENG 111 or placement in Co-requisite ENG 111 and ENF 3. Lecture 3 hours per week.

CST 152 Film Appreciation II (3 cr.)
Provides students with a critical understanding of film through the discussion and viewing of motion pictures with emphasis upon the study of film history and the forms and functions of film. Students will develop the skills to analyze the shared social, cultural, and historical influences of films and their contexts. The course focuses on the interplay of contemporary aspects of film creation such as diverse audiences, economic realities, and emerging media formats. Prerequisites: Fluency in standard American English; placement in ENG 111 or placement in Co-requisite ENG 111 and ENF 3. 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; focuses on the importance of culture in everyday living; acknowledges the growing need to communicate across cultures in an era of rapid globalization; and presents strategies for effective communication in a culturally-diverse workplace and community. Lecture 3 hours per week.

COMPUTER SCIENCE

CSC 130 Scientific Programming (4 cr.)
Introduces a science and engineering-oriented, high-level programming language. Studies the C language and its application in problem-solving in a structured programming environment. Includes the concepts and practice of structured programming, problem-solving, top-down design of algorithms, basic C syntax, control structures, arrays, and data structures. Prerequisite or Co-requisite: MTH 173 or equivalent. Lecture 4 hours per week.
CSC 155 Computer Concepts and Applications (3 cr.)
Introduces basic hardware and software concepts of computer usage, programming languages, and the computer's impact on society. Includes applications of various types of software to illustrate how computers are used in sciences, social sciences, humanities, and education. Covers the use of an operating system, word processing, spreadsheets, e-mail, library access, database access and retrieval, presentation graphics, and the Internet. Lecture 3 hours per week.

CSC 200 Introduction to Computer Science (3 cr.)
Provides a broad introduction to computer science. Discusses architecture and the function of computer hardware, including networks and operating systems, data and instruction representation, and data organization. Covers software, algorithms, programming languages, and software engineering. Discusses artificial intelligence and theory of computation. Includes a hands-on component with oral and written presentations. Prerequisite: MTH 166 or equivalent with a grade of "C" or better. Lecture 3 hours per week.

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. Prerequisite or Co-requisite: MTH 173 or equivalent or school approval. Lecture 4 hours per week.

CSC 202 Computer Science II (4 cr.)
Examines data structures, introduction to object-oriented design, and algorithm analysis. Covers data structures (including sets, strings, stacks, queues, arrays, records, files, linked lists, and trees); polymorphism, inheritance, exceptions, interfaces, abstract data types, algorithm analysis (including searching and sorting methods), and file structures. Prerequisite: CSC 201 with a grade of "C" or better. Prerequisite or Co-requisite: MTH 174. Lecture 4 hours per week.

CSC 205 Computer Organization (4 cr.)
Examines the hierarchical structure of computer architecture. Focuses on multi-level machine organization. A simple assembler language is used by students to complete programming projects. Includes processors, instruction execution, addressing techniques, data representation, and digital logic. Prerequisite: CSC 202. Lecture 4 hours per week.

CSC 208 Introduction to Discrete Structures (3 cr.)
Covers data structures (including sets, strings, stacks, queues, arrays, records, files, linked lists, and trees); polymorphism, inheritance, exceptions, interfaces, abstract data types, algorithm analysis (including searching and sorting methods), and file structures. Prerequisite: CSC 201 with a grade of "C" or better. Lecture 3 hours per week.

CSC 210 Programming with C++ (3 cr.)
Covers advanced topics using the syntax of the C++ language. Includes language syntax, problem-solving techniques, top-down refinement, procedure definition, loop invariance, theory of numerical errors, program design, objects, classes, inheritance, files, strings, linked lists, stacks, queues, binary trees, recursion, and basic searching and sorting techniques, and debugging. Prerequisite: CSC 155. Lecture 3 hours per week.

CSC 295 Topics in Computer Science: Introduction to the Theory of Computations (3 cr.)
Focuses on complexity classes, grammars, formal languages, Turing machines, and computability. Prerequisite: CSC 208, or equivalent, with a grade of C or better. Lecture 3 hours per week.

DENTAL ASSISTING

DNA 100 Introduction to Oral Health Professions (1 cr.)
Provides an introduction to the oral health professions and covers basic terminology, historical perspective, the credentialing process, accreditation, professional organizations, and legal and ethical considerations. Prerequisite or Co-requisite: Completion of courses in the Pre-Dental Assisting Career Studies Certificate. Lecture 1 hour per week.

DNA 103 Introduction to Oral Health (1 cr.)
Teaches anatomy of the head and neck, the hard and soft tissues of the oral cavity, tooth morphology, deciduous and permanent dentition, as well as dental pathology and terminology. Prerequisite or Co-requisite: Completion of courses in the Pre-Dental Assisting Career Studies Certificate. Lecture 1 hour per week.

DNA 108 Dental Science (3 cr.)
Studies head and neck anatomy, tooth morphology, pathological conditions of the oral cavity, disease processes, and microbiology. Prerequisite: Completion of courses in the Pre-Dental Assisting Career Studies Certificate. Prerequisites or Co-requisites: DNA 100 and DNA 103. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

DNA 119 Dental Therapeutics (1 cr.)
Studies the materials utilized in the laboratory aspect of dentistry as support in treatment. Emphasizes the characteristics, manipulation, economical control, storage, and delivery of materials. Prerequisite: Completion of courses in the Pre-Dental Assisting Career Studies Certificate. Prerequisites or Co-requisites: DNA 100, DNA 103, DNA 108, DNA 109, and DNA 110. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

DNA 120 Community Health (1 cr.)
Studies topics related to community health issues, including identification of specific diseases, symptoms, causes, and effects. Emphasizes 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. Prerequisites: DNA 100, DNA 103, DNA 108, DNA 109, and DNA 110. Lecture 1 hour per week.

DNA 109 Practical Infection Control (3 cr.)
Studies principles of management of disease-producing microorganisms and associated diseases. Emphasizes sterilization, asepsis, and disinfection techniques applicable in the dental office. Prerequisite: Completion of courses in Pre-Dental Assisting Career Studies Certificate. Prerequisites or Co-requisites: DNA 100, DNA 103, and DNA 108. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.
DNA 130 Dental Office Management (3 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, telephone techniques, accounts receivable and payable, payroll insurance claims, inventory control, and professional conduct in a dental office. Prerequisites: DNA 100 and DNA 103. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

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. Prerequisites: DNA 100, DNA 103, DNA 108, DNA 109, and DNA 110. Students must be at least 18 years old to enroll in course. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

DNA 190 Coordinated Internship in Dental Assisting (2 cr.)
Provides students clinical experience to supplement DNA 113 through hands-on experience in the dental clinic at Reynolds. Students will be assisting staff. Prerequisite: Completion of the Pre-Dental Assisting Career Studies Certificate. Prerequisites or Corequisites: DNA 100, DNA 103, DNA 108, DNA 109, DNA 110, and DNA 113. Lecture 8 hours per week.

DNA 196 On-Site Training in Dental Assisting (5 cr.)
Provides clinical experience within the private practice community by exposing students to the fast-paced dental office environment in which the student performs chairside and support services with an established team. Focuses on chairside assisting in general dentistry at two different clinical sites. Students will complete the required number of clinical hours at the two assigned facilities. Prerequisites: DNA 100 through DNA 190. Laboratory 24 hours per week.

**DIESEL**

DSL 126 Diesel Engine Reconditioning (6 cr.)
Provides basic knowledge of the construction, design, and application of selected modern diesel engines and their components. Covers induction and exhaust systems, cooling and lubricating systems, and fuel injection and governing systems. Provides opportunity to disassemble, inspect, recondition, reassemble, and test selected engines. Lecture 3 hours. Laboratory 6 hours. Total 9 hours per week.

DSL 131 Diesel Fuel Systems and Tune-Up (4 cr.)
Teaches maintenance, adjustment, testing, and general repair of the typical fuel injection components used on non-automotive diesel engines. Includes engine and fuel system tune-up procedures and troubleshooting using current diagnostic equipment. Lecture 2 hours. Laboratory 4 hours. Total 6 hours per week.

DSL 142 Transportation Electrical Systems II (2 cr.)
Studies basic operational theory of electrical systems used in public transportation vehicles. Covers electrical symbols, schematics, troubleshooting procedures, as well as the function, construction, and operation of the electrical system and its components. Prerequisite: Sponsorship by a public transit authority and school approval. Part II of II. Lecture 2 hours per week.

DSL 143 Diesel Truck Electrical Systems (4 cr.)
Studies the theory and operation of various truck and tractor electrical systems. Covers starting, charging, lighting, and multiplexing systems. Uses modern equipment for measurement, adjustment and troubleshooting, and electrical and electronic systems. Lecture 2 hours. Laboratory 4 hours. Total 6 hours per week.

DSL 150 Mobile Hydraulics and Pneumatics (3 cr.)
Introduces the theory, operation, and maintenance of hydraulic/pneumatic systems and devices used in mobile applications. Emphasizes the properties of fluid, fluid flow, fluid states, and the application of Bernoulli’s equation. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

DSL 152 Diesel Power Trains, Chassis, and Suspension (4 cr.)
Studies the chassis, suspension, steering, and brake systems found on medium and heavy-duty diesel trucks. Covers construction features, operating principles, and service procedures for such power train components as clutches, multi-speed transmissions, propeller shafts, and rear axles. Teaches operations of modern equipment to correct and adjust abnormalities. Lecture 2 hours. Laboratory 4 hours. Total 6 hours per week.

DSL 160 Air Brake Systems (3 cr.)
Studies the basic operational theory of pneumatic and air brake systems as used in heavy-duty and public transportation vehicles. Covers various air control valves, test system components, and advanced air system schematics. Teaches proper service and preventative maintenance of system. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

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

DSL 197 Cooperative Education in Diesel Mechanics Technology (3 cr.)
Provides supervised on-the-job training for pay in approved business, industrial, and service firms coordinated by the college. Laboratory 15 hours per week.

**DIETETICS**

DIT 121 Nutrition I (3 cr.)
Studies food composition, dietary guidelines, and nutrients essential to healthy human life. Analyzes nutrient function and metabolism. Lecture 3 hours per week.

**DRAFTING**

DRF 111 Technical Drafting I (3 cr.)
Introduces technical drafting from the fundamentals through advanced drafting practices. Teaches lettering, metric construction, technical sketching, orthographic projection, sections, intersections, development, fasteners, theory, and applications of dimensioning and tolerances. Includes pictorial drawing and preparation of working and detailed drawings. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

DRF 165 Architectural Blueprint Reading (3 cr.)
Emphasizes reading, understanding, and interpreting standard types of architectural drawing, including plans, elevations, sections, and details. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

DRF 231 Computer-Aided Drafting I (3 cr.)
Teaches computer-aided drafting concepts and equipment. Develops a general understanding of components and operating a typical CAD system. DRF 111 is recommended for individuals with no experience in technical drawing prior to enrolling in DRF 231. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

DRF 232 Computer-Aided Drafting II (3 cr.)
Teaches advanced operation in computer-aided drafting. Prerequisite: DRF 231. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.
DRF 238 Computer-Aided Modeling and Rendering I (3 cr.)
Focuses on training students in the contemporary techniques of 3D modeling, rendering, and animation on the personal computer. Introduces the principles of visualization, sometimes known as photorealism, which enable the student to create presentation drawings for both architectural and industrial product design. Uses computer animation to produce walk-throughs that will bring the third dimension to architectural designs. 3-D Studio is the primary software used in this course. Part I of II. Prerequisite: DRF 232. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

DRF 239 Computer-Aided Modeling and Rendering II (3 cr.)
Focuses on training students in the contemporary techniques of 3D modeling, rendering, and animation on the personal computer. Introduces the principles of visualization, sometimes known as photorealism, which enable the student to create presentation drawings for both architectural and industrial product design. Uses computer animation to produce walk-throughs that will bring the third dimension to architectural designs. Part II of II. Prerequisite: DRF 238. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

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. Lecture 3 hours per week.

ECO 201 Principles of Economics I - Macroeconomics (3 cr.)
Introduces macroeconomics, including the study of Keynesian, classical, monetarist principles and theories; the study of national economic growth, inflation, recession, unemployment, financial markets, and money and banking; and the role of government spending and taxation, along with international trade and investments. Prerequisites: Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3; mathematics placement recommendation at MTE 3 or higher. Lecture 3 hours per week.

ECO 202 Principles of Economics II - Microeconomics (3 cr.)
Introduces the basic concepts of microeconomics. Explores the free market concepts with coverage of economic models and graphs, scarcity and choices, supply and demand, elasticity’s, marginal benefits and cost, profits, and production and distribution. Prerequisites: Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3; mathematics placement recommendation at MTE 3 or higher. 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 influence performance ability. Prepares students so they may be eligible to take certification exams for driving school instructors in both public and private schools. Prerequisite: Must be eligible for ENF 1 or ESL 51. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

EDU 195 Topics in Education: Developing Effective Rubrics (1 cr.)
Focuses on developing effective general rubrics as a component of quality instruction. Examines various types of rubrics and learning targets. Prerequisite: Must be a licensed and/or in-service preK-12 teacher or administrator. Lecture 1 hour per week.

EDU 195 Topics in Education: Applications of an Instructional Framework (3 cr.)
Encourages faculty reflection on their current teaching by considering formative assessment, instructional design, critical thinking, and questioning methods. Fosters confidence and patience for experimenting with instructional design and reflecting on the scholarship of teaching. Prerequisite: Must be a current Reynolds Community College faculty member. Lecture 3 hours per week.

EDU 195 Topics in Education: Establishing Effective Classroom Management (1 cr.)
Develops effective classroom management strategies with an emphasis on creating a holistic classroom management plan. Examines the role of student engagement on classroom behavior and achievement. Focusses on developing positive teacher-student relationships. Discusses teaching philosophies that facilitate effective classroom management. Lecture 1 hour 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 in a K-12 school. Prerequisite: SDV 101 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: EDU 114. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

EDU 220 Teaching Reading (3 cr.)
Provides instruction in concepts and strategies involved in teaching reading at the K-12 levels. Includes topics on literacy, components of development, various reading programs, technology integration, and assessment tools. May include field placement in a K-12 school. Lecture 3 hours per week.

EDU 225 Audiovisual Materials and Computer Software (3 cr.)
Prepares students to construct graphic teaching aids; to select and develop materials for instructional support; and to operate, maintain, and use audiovisual equipment in the classroom. 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.

EDU 285 Teaching Online Project (TOP) (3 cr.)
Instructs educators in the method and practice for delivery of online course content. Includes instructional technology and instructional design theory and practice, with skills and strategies that educators will use to engage students and create a collaborative online environment. Prerequisite: Proficient working knowledge of the current VCCS online course delivery system. Lecture 3 hours per week.
EDU 286 Multimedia for Online Distance and E-learning (MODEL) (3 cr.)

Provides students an opportunity to identify, create, and implement multimedia in an e-learning course. Covers an introduction to multimedia, the ASSURE model of instructional design, various media formats, screen design and user friendliness, storyboards and storyboard development, multimedia development, assessment creation, and incorporating multimedia into Blackboard. Prerequisites: EDU 287, basic computer skills, familiarity with navigating the World Wide Web, and experience using Blackboard in teaching for a minimum of one semester. Lecture 3 hours per week.

EDU 287 Instructional Design for Online Learning (IDOL) (3 cr.)

Introduces learners to the fundamentals of creating and organizing online courses according to the ASSURE Model of instructional design and the standards created by Quality Matters. IDOL covers analyzing learners, writing proper learning objectives; ADA compliance; selecting methods, media, and materials to be used within an online course; utilizing those methods, media, and materials; requiring learner participation; evaluating and revising your course; assessing and measuring performance; and self-reflection. Prerequisites: Basic computer skills, ability to navigate the World Wide Web, experience using Blackboard in teaching for at least one semester, and permission of the instructor. Lecture 3 hours per week.

EDU 288 Engaging Online Learners with Web 2.0 Applications (ENROLL 2.0) (3 cr.)

Introduces learners to the fundamentals of using various Web 2.0 applications in order to conduct and manage an online classroom in a manner that promotes student engagement and learning. Prerequisites: EDU 287, basic computer and web navigation skills, and experience using BlackboardTM for at least one semester for teaching. Lecture 3 hours per week.

EDU 289 Learning on the Go (LoGo) (3 cr.)

Provides introduction to the fundamentals of implementing mobile technologies in the online teaching and learning environment. Focuses on increasing student engagement using mobile technologies and includes an overview of mobile learning, common applications, researching and applying mobile learning, developing content and materials to be used with mobile devices, assessing in the mobile learning environment, social media, productivity, and a self-reflection. Prerequisites: EDU 287 or equivalent; basic computer skills, including World Wide Web navigation; and experience using Blackboard for a minimum of one semester. Lecture 3 hours per week.

EDU 295 Topics in Education: Engaging Online Learners with Web 2.0 Applications (ENROLL 2.0) (3 cr.)

Introduces learners to the fundamentals of using various Web 2.0 applications, such as WIMBA, podcasting, and social networking, in order to conduct and manage an online classroom in a manner that promotes student engagement and learning. Prerequisites: EDU 287, basic computer and web navigation skills, and experience using Blackboard for at least one semester for teaching. Lecture 3 hours per week.

EDU 295 Topics in Education: Multimedia for Online Distance and E-learning (MODEL) (3 cr.)

Provides students an opportunity to identify, create, and implement multimedia in an e-learning course. Covers an introduction to multimedia, the ASSURE model of instructional design, various media formats, screen design and user friendliness, storyboards and storyboard development, multimedia development, assessment creation, and incorporating multimedia into Blackboard. Prerequisites: EDU 287, basic computer skills, familiarity with navigating the World Wide Web, and experience using Blackboard in teaching for a minimum of one semester. Lecture 3 hours per week.

EDU 295 Topics in Education: Multimedia for Online Distance and E-learning (MODEL) (3 cr.)

Provides students an opportunity to identify, create, and implement multimedia in an e-learning course. Covers an introduction to multimedia, the ASSURE model of instructional design, various media formats, screen design and user friendliness, storyboards and storyboard development, multimedia development, assessment creation, and incorporating multimedia into Blackboard. Prerequisites: EDU 287, basic computer skills, familiarity with navigating the World Wide Web, and experience using Blackboard in teaching for a minimum of one semester. Lecture 3 hours per week.

EDU 295 Topics in Education: Updating Classroom Assessment for Student Growth (3 cr.)

Develops effective assessment practices of in-service teachers. Focuses on a balanced assessment approach emphasizing the use of formative and summative assessments. Utilizes quality rubrics as a vital component of effective classroom assessment. Addresses local, state, and federal requirements that impact classroom assessment. Examines the concept that quality assessment is vital to student success. Emphasizes the application of course content to each teacher’s individual classroom setting. Prerequisite: Must be a licensed and/or in-service preK-12 teacher or administrator. Lecture 3 hours per week.

EMERGENCY MEDICAL SERVICES

EMS 111 Emergency Medical Technician (7 cr.)

Prepares students for certification as a Virginia and National Registry EMT. Focuses on all aspects of pre-hospital basic life support as defined by the Virginia Office of Emergency Medical Services curriculum for Emergency Medical Technician. Prerequisite: EMS 100 or equivalent. Co-requisite: EMS 120. Lecture 5 hours. Laboratory 4 hours. Total 9 hours per week.

EMS 112 Emergency Medical Technician I (4 cr.)

Prepares student for certification as a Virginia and/or National Registry EMT. Focuses on all aspects of pre-hospital basic life support as defined by the Virginia Office of Emergency Medical Services curriculum for Emergency Medicine Technician. Lecture 3 hours. Laboratory 2 hours. Total 5 hours per week.

EMS 113 Emergency Medical Technician II (3 cr.)

Continues preparation of student for certification as a Virginia and/or National Registry EMT. Includes all aspects of pre-hospital basic life support as defined by the Virginia Office of Emergency Medical Services curriculum for Emergency Medical Technician. Upon successfully completing EMS 113 and EMS 120 with an overall grade average of at least 80, the student will be able to take the National Registry EMT Written and Practical Examinations. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

EMS 120 Emergency Medical Technician Clinical (1 cr.)

Observes in a program-approved clinical/field setting. Includes topics for both EMS 111 and EMS 113, dependent upon the program in which the student is participating and is a Co-requisite for both EMS 111 and EMS 113. Laboratory 2 hours per week.
EMS 151 Introduction to Advanced Life Support (4 cr.)
Prepares the student for Virginia Enhanced certification eligibility and begins the sequence for National Registry Intermediate and/or Paramedic certification. Includes the theory and application of the following: foundations, human systems, pharmacology, overview of shock, venous access, airway management, patient assessment, respiratory emergencies, allergic reaction, and assessment-based management. Conforms at a minimum to the Virginia Office of Emergency Medical Services curriculum. Co-requisite: EMS 170. Lecture 3 hours. Laboratory 2 hours. Total 5 hours per week.

EMS 153 Basic ECG Recognition (2 cr.)
Focuses on the interpretation of basic electrocardiograms (ECG) and their significance. Includes an overview of anatomy and physiology of the cardiovascular system, including structure, function, and electrical conduction in the heart. Covers advanced concepts that build on the knowledge and skills of basic dysrhythmia determination and introduction to 12 lead ECG. Prerequisites: EMS 111 and EMS 120. Co-requisites: EMS 151, EMS 157, and EMS 170. Lecture 2 hours per week.

EMS 155 ALS - Medical Care (4 cr.)
Continues the Virginia Office of Emergency Medical Services Intermediate and/or Paramedic curricula. Includes ALS pharmacology, drug and fluid administration with emphasis on patient assessment, differential diagnosis, and management of multiple medical complaints. Includes, but not limited to, conditions relating to cardiac, diabetic, neurological, non-traumatic abdominal pain, environmental, behavioral, gynecological, and toxicological disease conditions. Prerequisites: Current EMT-B certification, EMS 151, and EMS 153. Lecture 3 hours. Laboratory 2 hours. Total 5 hours per week.

EMS 157 ALS - Trauma Care (3 cr.)
Continues the Virginia Office of Emergency Medical Services Intermediate and/or Paramedic curricula. Utilizes techniques which will allow the student to utilize the assessment findings to formulate a field impression and implement the treatment plan for the trauma patient. Prerequisites: Current EMT-B certification and EMS 151. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

EMS 159 ALS-Special Populations (3 cr.)
Continues the Virginia Office of Emergency Medical Services Intermediate and/or Paramedic curricula. Focuses on the assessment and management of specialty patients, including obstetrical, neonates, pediatric, and geriatrics. Prerequisites: EMS 151 and EMS 153. Prerequisite or Co-requisite: EMS 155. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

EMS 170 ALS Internship I (1 cr.)
 Begins the first in a series of clinical experiences providing supervised direct patient contact in appropriate patient care facilities in and out of hospitals. Includes, but not limited to, patient care units, such as the Emergency Department, Critical Care units, Pediatric, Labor and Delivery, Operating Room, Trauma Centers, and various advanced life support units. Prerequisites: EMS 151 and EMS 120. Co-requisites: EMS 151, EMS 153, and EMS 157. Laboratory 3 hours per week.

EMS 172 ALS Clinical Internship II (1 cr.)
Continues with the second in a series of clinical experiences providing supervised direct patient contact in appropriate patient care facilities in and out of hospitals. Includes, but not limited to, patient care units, such as the Emergency Department, Critical Care units, Pediatric, Labor and Delivery, Operating Room, and Trauma Centers. Co-requisite: EMS 151. Laboratory 3 hours per week.

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

EMS 201 EMS Professional Development (3 cr.)
Prepares students for Paramedic certification at the National Registry Level by fulfilling community activism, personal wellness, resource management, ethical considerations in leadership, and research objectives in the Virginia Office of Emergency Medical Services Paramedic curriculum. Lecture 3 hours. Laboratory 2 hours. Total 5 hours per week.

EMS 205 Advanced Pathophysiology (4 cr.)
Focuses on the pathological processes of disease with emphasis on the anatomical and physiological alterations of the human body by systems. Includes diagnosis and management appropriate to the advanced health care provider in and out of the hospital environment. Lecture 4 hours per week.

EMS 207 Advanced Patient Assessment (3 cr.)
Focuses on the principles of normal and abnormal physical exam. Emphasizes the analysis and interpretation of physiological data to assist in patient assessment and management. Applies principles during the assessment and management of trauma, medical, and specialty patients in laboratory environment. Prerequisites: EMS 155, 159, 172, and 173. Co-requisites: EMS 201, 205, 242, and 243. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

EMS 209 Advanced Pharmacology (4 cr.)
Focuses on the principles of pharmacokinetics, pharmacodynamics, and drug administration. Includes drug legislation, techniques of medication administration, and principles of math calculations. Emphasizes drugs used to manage respiratory, cardiac, neurological, gastrointestinal, fluid and electrolyte, and endocrine disorders and includes classification, mechanism of action, indications, contraindications, precautions, and patient education. Incorporates principles related to substance abuse and hazardous materials. Applies principles during the assessment and management of trauma, medical, and specialty patients in a laboratory environment. Lecture 3 hours. Laboratory 2 hours. Total 5 hours per week.

EMS 211 Operations (2 cr.)
Prepares the student in the theory and application of the following: medical incident command, rescue awareness and operations, hazardous materials incidents, and crime scene awareness. (Conforms to the current Virginia Office of Emergency Medical Services curriculum for EMT-Paramedics.) Prerequisites: EMS 201, EMS 207, EMS 242, and EMS 243. Co-requisites: EMS 209, EMS 244, and EMS 245. Lecture 1 hour. Laboratory 2 hours. Total 3 hours per week.

EMS 242 ALS Clinical Internship III (1 cr.)
Continues with the third in a series of clinical experiences providing supervised direct patient contact in appropriate patient care facilities in and out of hospitals. Includes, but not limited to, patient care units, such as the Emergency Department, Critical Care units, Pediatric, Labor and Delivery, Operating Room, Trauma Centers, and various advanced life support units. Prerequisites: EMS 155, EMS 159, EMS 172, and EMS 173. Co-requisites: EMS 201, EMS 207, and EMS 243. Laboratory 3 hours per week.

EMS 243 ALS Field Internship III (1 cr.)
Continues with the third in a series of field experiences providing supervised direct patient care in out-of-hospital advanced life support units. Prerequisites: EMS 155, EMS 159, EMS 172, and EMS 173. Co-requisites: EMS 201, EMS 207, and EMS 242. Laboratory 3 hours per week.

EMS 244 ALS Clinical Internship IV (1 cr.)
Continues as the fourth in a series of clinical experiences providing supervised direct patient contact in appropriate patient care facilities in and out of hospitals. Includes, but not limited to, patient care units, such as the Emergency Department, Critical Care units, Pediatric, Labor and Delivery, Operating Room, and Trauma Centers. Prerequisites: EMS 201, EMS 207, EMS 242, and EMS 243. Co-requisites: EMS 209, EMS 211, and EMS 245. Laboratory 3 hours per week.
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 124 Introduction to Engineering and Engineering Methods (3 cr.)

Introduces the engineering profession, professionalism, and ethics. Covers problem presentation, engineering calculations, digital computer applications, word processing, worksheets, programming in MATLAB or C++, and elementary numerical methods. Design project also includes using presentation software, database searching, and prototyping. Prerequisite or Co-requisite: MTH 263. Lecture 3 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: MTH 173. 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: EGR 140. Lecture 3 hours per week.

EGR 248 Thermodynamics for Engineers (3 cr.)

Studies formulation of the first and second law of thermodynamics. Presents energy conversion, concepts of energy, temperature, entropy, enthalpy, and equations of state of fluids. Covers reversibility and irreversibility in processes, closed and open systems, cyclical processes, and problem solving using computers. Prerequisite: MTH 173. Lecture 3 hours per week.

EGR 251 Basic Electric Circuits I (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; and RC, RL, and RLC circuit transient response with constant forcing functions. Teaches AC steady-state analysis, power, and 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. Prerequisite: MTH 174 or equivalent. Lecture 3 hours per week.

EGR 255 Electric Circuits Laboratory (1 cr.)

Introduces the engineering profession, professionalism, and ethics. Covers problem presentation, engineering calculations, digital computer applications, word processing, worksheets, programming in MATLAB or C++, and elementary numerical methods. Design project also includes using presentation software, database searching, and prototyping. Prerequisite or Co-requisite: MTH 263. Lecture 3 hours per week.

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 appropriate to a specific audience and purpose. Includes instruction in formatting, editing, and graphics. Introduces students to technical discourse through selected reading. Provides instruction and practice in basic principles of oral presentation. Prerequisite: ENG 111 or approval by the English department head. Lecture 3 hours per week.

ENG 137 Communication Processes I (3 cr.)

Covers content, form, and procedures for research writings, which may include reports, articles, summaries, essays, and correspondence. Stresses editing, proofreading skills, sentence structure, and paragraph development. Offers instruction and practice in oral communication skills. May use reading selections for discussions and writing assignments. Prerequisite: Departmental placement recommendation. Lecture 3 hours per week.
**ENG 2 Spelling and Vocabulary Study (2 cr.)**
Helps students to improve spelling and develop vocabulary. Reviews common spelling patterns. Familiarizes the student with basic prefixes, suffixes, root words, and other word formations. Teaches effective use of the dictionary and thesaurus. Stresses recognizing words in reading context and using them effectively in writing. Lecture 2 hours per week.

**ENG 2 Spelling and Vocabulary Study (3 cr.)**
Helps students to improve spelling and develop vocabulary. Reviews common spelling patterns. Familiarizes the student with basic prefixes, suffixes, root words, and other word formations. Teaches effective use of the dictionary and thesaurus. Stresses recognizing words in reading context and using them effectively in writing. Lecture 3 hours per week.

**ENG 210 Advanced Composition (3 cr.)**
Helps students refine skills in writing non-fiction prose. Guides students in the development of individual voice and style. Introduces procedures for composing and producing alphabetic, visual, aural, and/or digital texts and for publication in an electronic environment. ENG 210 has been designated as a "writing intensive" course according to standards developed by the English department. Prerequisite: ENG 112 with a grade of "C" or better or approval by the English department head. Lecture 3 hours per week.

**ENG 215 Creative Writing - Fiction I (3 cr.)**
Introduces, in a workshop setting, the fundamentals and techniques of writing short and long fiction. ENG 215 has been designated as a "writing intensive" course according to standards developed by the English department. Prerequisite: ENG 111 or approval by the English department program head. Lecture 3 hours per week.

**ENG 217 Creative Writing - Poetry I (3 cr.)**
Introduces, in a workshop setting, the fundamentals and techniques of writing poetry. ENG 217 has been designated as a "writing intensive" course according to standards developed by the English department. Prerequisite: ENG 111 or approval by the English program head. 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. Involves critical reading and writing. ENG 233 has been designated as a "writing intensive" course according to standards developed by the English department. Prerequisite: ENG 112 or equivalent. Lecture 3 hours per week.

**ENG 241 Survey of American Literature I (3 cr.)**
Examines American literary works from pre-colonial times through the mid-nineteenth century, emphasizing the ideas and characteristics of our national literature. Involves critical reading and writing. ENG 241 has been designated as a "writing intensive" course according to standards developed by the English department. ENG 241 and 242 may be taken out of order. Prerequisite: ENG 112 or equivalent. Lecture 3 hours per week.

**ENG 242 Survey of American Literature II (3 cr.)**
Examines selected American literary works from the late-nineteenth century to the present, emphasizing the ideas and characteristics of our national literature. Involves critical reading and writing. ENG 242 has been designated as a "writing intensive" course according to standards developed by the English department. Prerequisite: ENG 112 or equivalent. Lecture 3 hours per week.

**ENG 243 Survey of English (British) Literature I (3 cr.)**
Studies major English texts from the Anglo-Saxon period to the 18th century, emphasizing the ideas and characteristics of the British literary tradition. Involves critical reading and writing. ENG 243 has been designated as a "writing intensive" course according to standards developed by the English department. Prerequisite: ENG 112 or equivalent. Lecture 3 hours per week.

**ENG 244 Survey of English (British) Literature II (3 cr.)**
Studies major English works from the Romantics to the present, emphasizing the ideas and characteristics of the British literary tradition. Involves critical reading and writing. ENG 244 has been designated as a "writing intensive" course according to standards developed by the English department. Prerequisite: ENG 112 or equivalent. Lecture 3 hours per week.

**ENG 250 Children's Literature (3 cr.)**
Surveys the history, development, and genres of children's literature, focusing on analysis of texts for literary qualities and in terms of audience. Involves critical reading and writing. ENG 250 has been designated as a "writing intensive" course according to standards developed by the English department. Prerequisite: ENG 112 or equivalent. Lecture 3 hours per week.

**ENG 251 Survey of World Literature I (3 cr.)**
Examines major works of world literature from the ancient period to the early 17th century. Involves critical reading and writing. ENG 251 has been designated as a "writing intensive" course according to standards developed by the English department. Prerequisite: ENG 112 or equivalent. Lecture 3 hours per week.

**ENG 252 Survey of World Literature II (3 cr.)**
Examines major works of world literature from the 17th century to the present era. Involves critical reading and writing. ENG 252 has been designated as a "writing intensive" course according to standards developed by the English department. Prerequisite: ENG 112 or equivalent. Lecture 3 hours per week.

**ENG 253 Survey of African-American Literature I (3 cr.)**
Examines selected works by African-American writers from the colonial period to the early 20th century. Involves critical reading and writing. ENG 253 has been designated as a "writing intensive" course according to standards developed by the English department. Prerequisite: ENG 112 or equivalent. Lecture 3 hours per week.

**ENG 254 Survey of African-American Literature II (3 cr.)**
Examines selected works by African-American writers from the colonial period to the early 20th century. Involves critical reading and writing. ENG 254 has been designated as a "writing intensive" course according to standards developed by the English department. Prerequisite: ENG 112 or equivalent. Lecture 3 hours per week.

**ENG 273 Women in Literature I (3 cr.)**
Examines literature by and about women prior to 1900. Involves critical reading and writing. ENG 273 has been designated as a "writing intensive" course according to standards developed by the English department. Prerequisite: ENG 112 or equivalent. Lecture 3 hours per week.

**ENG 274 Women in Literature II (3 cr.)**
Examines literature by and about women from about 1900 to the present. Involves critical reading and writing. ENG 274 has been designated as a "writing intensive" course according to standards developed by the English department. Prerequisite: ENG 112 or equivalent. Lecture 3 hours per week.

**ENG 295 Topics in English: The American Romantics in Italy (3 cr.)**
Focuses on the writers of American Romanticism and the diaries, novels, journals, poetry, letters, and dispatches that grew from their engagement with Italy. Provides students with an understanding of American Romanticism through its encounter with Italy, and students will engage these elements themselves in Venice, Padua, Florence, Rome, Naples, Pompeii, and Sorrento. This course will be interdisciplinary, exploring Italian art, architecture, history, music, language, and culture. Prerequisite: ENG 112 or the equivalent. Lecture 3 hours per week.
### ENGLISH AS A SECOND LANGUAGE

**ESL 20 English as a Second Language II (9 cr.)**
Provides intensive instruction and practice at the low intermediate level. Provides an introduction to the sound system, stress, and intonational and rhythmic patterns of English through listening and speaking exercises. Includes individualized instruction to improve basic reading comprehension. Requires practice in writing with emphasis on building basic sentence structures, grammar, and sentence-level writing. Credits are not applicable toward graduation. Lecture 9 hours per week.

**ESL 31 Composition I (6 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. Credits are not applicable toward graduation. Prerequisite: Recommendation of department following satisfactory completion of ESL 20 or appropriate placement test. Lecture 6 hours per week.

**ESL 32 Reading I (6 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. Credits are not applicable toward graduation. Prerequisite: Recommendation of department following satisfactory completion of ESL 20 or appropriate placement test. Lecture 6 hours per week.

**ESL 33 Oral Communications I (6 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. Credits are not applicable toward graduation. Prerequisite: Recommendation of department following satisfactory completion of ESL 20 or completion of or co-enrollment in ESL 31 and ESL 32 is recommended. Lecture 6 hours per week.

**ESL 35 ESL Applied Grammar 3 (3 cr.)**
Provides instruction and practice in the use of intermediate-level academic English grammar structures, including verb tenses, parts of speech, and basic sentence structure. Helps ESL students assess their own knowledge of English grammar, improve accuracy, and learn methods to improve editing. Prerequisite: Successful completion of ESL 31 or approval by the ESL program coordinator. Lecture 3 hours per week.

**ESL 41 Composition II (6 cr.)**
Provides further instruction and practice in the writing process and introduces advanced language patterns. Includes practice in developing and improving writing strategies. Credits are not applicable toward graduation. Prerequisite: Recommendation of department following satisfactory completion of intermediate ESL 31 or appropriate placement test. Lecture 6 hours per week.

**ESL 42 Reading II (6 cr.)**
Helps students improve their reading comprehension and vocabulary. Improves students' reading proficiency to a level which would allow the students to function adequately in ESL 52 and some academic college classes. Credits are not applicable toward graduation. Prerequisite: Recommendation of department following satisfactory completion of ESL 32 or appropriate placement test. Lecture 6 hours per week.

**ESL 43 Oral Communications II (6 cr.)**
Provides further instruction and practice in helping students to improve listening and speaking skills. Assesses students' oral skills and includes, as needed, practice with pronunciation, rhythm, stress, and intonation. Emphasizes the development of fluency through exercises, practices, small and large group activities, and formal and informal presentations. Provides practice in note-taking. Credits are not applicable toward graduation. Prerequisite: Successful completion of ESL 33, ESL 41, and ESL 42 or department consent. Lecture 6 hours per week.

**ESL 45 Applied Grammar 4 (3 cr.)**
Provides instruction and practice in the use of high intermediate and advanced academic English grammar structures, including advanced verb forms, clauses, determiners, and prepositions. Helps ESL students assess their own knowledge of English grammar, improve accuracy, and learn methods to improve editing. Credits are not applicable toward graduation. Prerequisite: ESL 41 or approval by the ESL program coordinator. Lecture 3 hours per week.

**ESL 51 Composition III (6 cr.)**
Prepares for college-level writing by practice in the writing process with emphasis on development of thought in essays of greater length and complexity and use of appropriate syntax and diction. Credits are not applicable toward graduation. Prerequisite: Recommendation of department following satisfactory completion of ESL 41 or appropriate placement test and completion of ESL 32. Prerequisite or Co-requisite: (recommended) ESL 42. Lecture 6 hours per week.

**ESL 52 Reading III (6 cr.)**
Emphasizes applying and synthesizing ideas. Includes ways to detect organization, summarize, make inferences, draw conclusions, evaluate generalizations, recognize differences between facts and opinions, and introduces other advanced comprehension strategies. May also include comprehensive library skills. Credits are not applicable toward graduation. Prerequisite: Satisfactory completion of ESL 41 and 42 or appropriate placement test. Lecture 6 hours per week.

**ESL 58 ESL Writing Workshop II (6 cr.)**
Provides an intensive writing seminar for students struggling with the writing process, editing, and self-correction in academic English. Helps students improve their fluency and command of American academic English. Credits are not applicable toward graduation. Prerequisite: ESL 51. Prerequisite or Co-requisite: ESL 52. Lecture 6 hours per week.

**ESL 72 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. Credits are not applicable toward graduation. Prerequisites: Completion of ESL 20 or placement at the intermediate level (ESL 31, 32, 33). Lecture 3 hours per week.

**ESL 73 Accent Reduction (3 cr.)**
Provides contextualized practice at the high intermediate/advanced level to improve the speech intelligibility of non-native speakers of English. Focuses on problems of American English pronunciation, unclear individual sounds, positional variants, stress, and rhythm and intonation common to speakers of different language backgrounds. May include individualized practice in consonant and vowel production. Credits are not applicable toward graduation. Prerequisite: Recommendation following oral placement interview or successful completion of ESL 33. Lecture 3 hours per week.
ENGLISH FUNDAMENTALS

ENF 1 Preparing for College English I (8 cr.)
Provides integrated reading and writing instruction for students who require extensive preparation to succeed in college-level English courses. Students will place into this course based on placement test score. Upon successful completion and faculty recommendation, students will move into Preparing for College English II (if they require additional preparation) or into college-level English (if they require no additional preparation). Credit is not applicable toward graduation. Lecture 8 hours per week.

ENF 2 Preparing for College English II (4 cr.)
Provides integrated reading and writing instruction for students who require intermediate preparation to succeed in college-level English courses. Students will place into this course based on placement test score. Upon successful completion and faculty recommendation, students will move into Preparing for College Level III (if they require additional preparation) or into college-level English (if they require no additional preparation). Credit is not applicable toward graduation. Lecture 4 hours per week.

ENF 3 Preparing for College English III (2 cr.)
Provides integrated reading and writing instruction for students who require minimal preparation for college-level English, but still need some preparation to succeed. Students in this course will be co-enrolled in college-level English. Students will place into this course based on placement test score. Credit is not applicable toward graduation. Lecture 4 hours per week.

ENVIRONMENTAL SCIENCE

ENV 195 Topics in Environmental Science: The Environment and Its Chemistry (4 cr.)
Introduces chemical principles and applies them to environmental issues. Covers the fundamental principles, concepts, and language of general, organic, inorganic, and biochemistry. Addresses topics associated with matter/energy, nuclear chemistry, air and water quality, and wastes. Laboratories will include sampling, analysis, and generation of statistically-valid data while preparing students to think like environmental scientists. Environmental Sustainability Designation: Course content related to the study of sustainable development. Prerequisite: MTE 4 or equivalent. Lecture 3 hours. Laboratory 3 hours. Total 6 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. 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. Lecture 3 hours per week.

FIRE SCIENCE TECHNOLOGY

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 of 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; and, introduction to fire strategy and tactics. (Usually offered in fall only.) 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. (Usually offered in fall only.) 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. (Usually offered only in spring.) 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. (Usually offered in spring only.) 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. (This course has replaced FST 120 in the curriculum.) 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. Prepares students for certification as Fire Instructor I. (Course is based on current requirements of NFPA 1041, Standards for Fire Instructor Professional Qualifications.) Lecture 3 hours per week.

FST 140 Fire Officer I (3 cr.)
Prepares the student for certification as Fire Officer 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 solve water supply problems. (Usually offered in the spring semester.) 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; and standards of care, tort, and liability, and a review of relevant court cases. (Usually offered in the spring semester.) 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. (Usually offered in the spring semester.) Lecture 3 hours per week.
FST 216 Automatic Sprinkler System Design I (3 cr.)
Prepares a comprehensive study of treatments of automatic sprinkler systems, including a study of sprinkler standards, design features, water supply adequacy, sprinkler limitations, and appropriate building and fire code applications. Prerequisite: FST 205 or program permission. Lecture 3 hours per week.

FST 217 Automatic Sprinkler System Design II (3 cr.)
Continues the study of automatic sprinkler system design, implementation, and installation. Includes the use of appropriate computer applications in the design of various types of sprinkler systems. (Usually offered in spring semester.) Prerequisite: FST 216. 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. The focus of this course is on firefighter safety. Covers the construction and design of structures and how they are key factors when inspecting buildings, preplanning fire operations, and operating at emergencies. (Usually offered in the fall semester.) Lecture 3 hours per week.

FST 230 Fire Investigation (3 cr.)
Provides the student with the fundamentals and technical knowledge needed for proper fire scene interpretations, including recognizing and conducting origin and cause, preservation of evidence and documentation, scene security, motives of the firesetter, and types of fire causes. 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. (Usually offered in the fall semester.) Lecture 3 hours per week.

FST 237 Emergency Services 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. Discusses 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 fire service. Emphasizes fire service leadership from the perspective of the company officer. (Usually offered in the fall semester.) 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. (Usually offered in the spring semester.) Prerequisite: FST 240 or permission of program head. 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 3 hours per week.

FRE 101 Beginning French I (4 cr.)
Introduces understanding, speaking, reading, and writing skills, and emphasizes basic French sentence structure. Incorporates exposure to the arts, culture, and literature of the areas of the world where French is spoken. Part I of II. May include one additional hour of oral practice per week. Lecture 4 hours per week.

FRE 102 Beginning French II (4 cr.)
Introduces understanding, speaking, reading, and writing skills and emphasizes basic French sentence structure. Incorporates exposure to the arts, culture, and literature of the areas of the world where French is spoken. Part II of II. May include one additional hour of oral practice per week. Prerequisite: FRE 101 or equivalent. Lecture 4 hours per week.

GIS 200 Geographical Information Systems I (3 cr.)
Provides 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 240 or permission of program head. Lecture 3 hours per week.

GIS 201 Geographical Information Systems II (3 cr.)
Continues to develop understanding, speaking, reading, and writing skills. French is used in the classroom. Part II of II. May include one additional hour of oral practice per week. Prerequisite: FRE 201 or equivalent. Lecture 4 hours per week.

GEO 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 non-material culture, language, race and ethnicity, religion, politics, and economic activities. Introduces the student to types and uses of maps. Prerequisites: Placement in ENG 111 or placement in Co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.

GEO 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 non-material culture, language, race and ethnicity, religion, politics, and economic activities. Introduces the student to types and uses of maps. Prerequisites: Placement in ENG 111 or placement in Co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.
GEO 225 Economic Geography (3 cr.)  
Familiarizes the student with the various economic, geographic, political, and demographic factors that affect international target markets and trade activity.  
Prerequisites: Placement in ENG 111 or placement in Co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.

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 crystal deformation. This course completes a one-year laboratory science requirement when followed by GOL 106. Prerequisite: Completion of ENF 2, if required by placement test, or instructor/advisor approval. 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 record. Prerequisite: GOL 105 or equivalent. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week.

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

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

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

HEALTH  
HLT 105 Cardiopulmonary Resuscitation (1 cr.)  
Provides training in coordinated mouth-to-mouth artificial ventilation and chest compression, choking, life-threatening emergencies, sudden illness, and AED skills for adults, children, and infants. Equivalent to EMS 100. 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.

HLT 110 Concepts of Personal and Community Health (3 cr.)  
Studies the concepts related to the maintenance of health, safety, and the prevention of illness at the personal and community level. Lecture 3 hours per week.

HLT 115 Introduction to Personal and Community Health (1 cr.)  
Introduces and focuses on the principles of personal and community health. Lecture 1 hour per week.

HLT 116 Introduction to Personal Wellness Concepts (3 cr.)  
Explores the relationship between personal health and physical fitness as they apply to individuals in today's society. Includes nutrition, weight control, stress, conditioning, and drugs. Lecture 3 hours per week.

HLT 119 First Responder (3 cr.)  
Provides knowledge and proficiency in basic life support and in actions necessary to minimize patient discomfort and prevention of further complications. Meets requirements for Virginia certification as a first responder. Equivalent to EMS 101. Prerequisite: CPR certification at the health care provider level. Lecture 3 hours per week.

HLT 121 Introduction to Drug Use and Abuse (3 cr.)  
Explores the use and abuse of drugs in contemporary society with emphasis upon sociological, physiological, and psychological effects of drugs. Lecture 3 hours per week.

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. Lecture 3 hours per week.

HLT 145 Ethics for Health Care Personnel (1 cr.)  
Fociuses on ethical concepts of health care. Emphasizes confidentiality; maintaining patient records; personal appearance; professionalism with patients, clients, and associates; and an awareness of health care facilities. Lecture 1 hour per week.

HLT 200 Human Sexuality (3 cr.)  
Provides a basic understanding of human sexuality. Includes anatomy, physiology, pregnancy, family planning, venereal diseases, and sexual variations. Lecture 3 hours per week.

HLT 203 Men's Health (3 cr.)  
Provides an overview of the male anatomy and examines health status from birth to death from an interdisciplinary perspective. Topics include major, chronic, and infectious diseases; mental health, andropause, stress, sleep, aging, exercise, nutrition, sexual health, and grooming; and the impact of a male role model on health. Total 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 disease, and other common diseases faced by women from puberty through menopause. Lecture 3 hours per week.
HLT 215 Personal Stress and Stress Management (3 cr.)
Provides a basic understanding of stress and its physical, psychological, and social effects. Includes the relationships between stress and change, self-evaluation, sources of stress, and current coping skills for handling stress. Lecture 3 hours per week.

HLT 226 AIDS Awareness (2 cr.)
Provides basic understanding of Acquired Immune Deficiency Syndrome (AIDS), AIDS-Related Complex (ARC), and Human Immunodeficiency Virus (HIV) Infection. Includes information on the etiology of AIDS, historical perspectives, signs and symptoms, HIV antibody testing, safer sex guidelines, AIDS in the workplace (including health care settings), psychosocial issues, death and dying issues, homophobia, and HIV transmission and prevention. Lecture 2 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. 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 agents within each class, and routine mathematical calculations needed to determine desired dosages. Lecture 3 hours per week.

HLT 261 Basic Pharmacy I (3 cr.)
Explores the basics of general pharmacy, reading prescriptions, symbols, packages, and pharmacy calculations. Teaches measuring compounds of drugs, dosage forms, drug laws, and drug classifications. Part I of II. Prerequisite or Co-requisite: HLT 250. Lecture 3 hours per week.

HLT 262 Basic Pharmacy II (3 cr.)
Explores the basics of general pharmacy, reading prescriptions, symbols, packages, and pharmacy calculations. Teaches measuring compounds of drugs, dosage forms, drug laws, and drug classifications. Part II of II. Prerequisite: HLT 250 and HLT 261. Lecture 3 hours per week.

HLT 298 Seminar and Project in Health (Pharmacy Technician) (4 cr.)
Provides the student with an overall perspective of the pharmacy technician's role in practice through virtual simulation and field experience in retail and clinical pharmacies. Prerequisite: HLT 261. Prerequisite or Co-requisite: HLT 262. Lecture 4 hours per week.

HLT 299 Supervised Study: Basic Pharmacy II (3 cr.)
Explores the basics of general pharmacy, reading prescriptions, symbols, packages, and pharmacy calculations. Teaches measuring compounds of drugs, dosage forms, drug laws, and drug classifications. Part II of II. Prerequisites: HLT 250 and HLT 261. Lecture 3 hours per week.

HLT 299 Supervised Study: Seminar and Project in Health (Pharmacy Technician) (4 cr.)
This course is designed to provide the student with an overall perspective of the pharmacy technician's role in practice through virtual simulation and field experience in retail and clinical pharmacies. Prerequisite: HLT 261. Prerequisite or Co-requisite: HLT 262. Lecture 4 hours per week.

HEALTH CARE TECHNICIAN

HCT 101 Health Care Technician I (Nurse Aide I) (3 cr.)
Teaches basic care skills with emphasis on physical, social, and emotional 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; and 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, and long- and short-term care facilities. Prerequisites: Competency in MTE 1 or higher as demonstrated through the placement and diagnostic tests or by completing MTE 1; competencies in reading and writing as demonstrated by placement in ENG 111 or placement in Co-requisites ENG 111 and ENF 3 or completion of ENF 2; ability to meet physical expectations of patient care; mandatory criminal background check and drug test; current (through the end of class) proof of negative TB; physical ability to lift and move clients, hear audible alarms and sounds, auscultate certain physical parameters, such as blood pressure and heart and lung sounds; and ability to interact effectively with clients/families and health care team members. Co-requisite: HCT 101. Lecture 1 hour. Laboratory 6 hours. Total 7 hours per week.

HCT 102 Health Care Technician II (Nurse Aide II) (4 cr.)
Applies theory through laboratory experience for health care technicians to work in home health, and long- and short-term facilities. Prerequisites: Competency in MTE 1 or higher as demonstrated through the placement and diagnostic tests or by completing MTE 1; competencies in reading and writing as demonstrated by placement in ENG 111 or placement in Co-requisites ENG 111 and ENF 3 or completion of ENF 2; ability to meet physical expectations of patient care; mandatory criminal background check and drug test; current (through the end of class) proof of negative TB; physical ability to lift and move clients, hear audible alarms and sounds, auscultate certain physical parameters, such as blood pressure and heart and lung sounds; and ability to interact effectively with clients/families and health care team members. Co-requisite: HCT 101. Lecture 1 hour. Laboratory 6 hours. Total 7 hours per week.

HEALTH INFORMATION MANAGEMENT

HIM 110 Introduction to Human Pathology (3 cr.)
Introduces the basic concepts, terminology, etiology, and characteristics of pathological processes. Prerequisites: HLT 143 and BIO 100 or BIO 141 and BIO 142. Lecture 3 hours per week.

HIM 130 Health Information Systems (3 cr.)
Teaches basic concepts of microcomputer software (to include operating systems, word processing, spreadsheets, and database applications). Focuses on microcomputer applications and information systems in the health care environment. Provides a working introduction to electronic health information systems for allied health, teaching students how the adoption of electronic health records affects them as future health care professionals. Prerequisite: ITE 115. Lecture 3 hours per week.
HIM 141 Fundamentals of Health Information Systems I (3 cr.)
Focuses on health data collection, storage, retrieval, and reporting systems, with emphasis on the role of the computer in accomplishing these functions. Part I of II. Prerequisite: Passing score on the computer competency exam, ITE 115, or permission of the instructor. Lecture 3 hours per week.

HIM 142 Fundamentals of Health Information Systems II (3 cr.)
Focus of health data collection, storage, retrieval and reporting systems, with emphasis on the role of the computer in accomplishing these functions. Part II of II. Prerequisite: Passing score on the computer competency exam, ITE 115, or permission of the instructor. Lecture 3 hours per week.

HIM 151 Reimbursement Issues in Medical Practice Management (2 cr.)
Introduces major reimbursement systems in the United States. Focuses on prospective payments systems, managed care, and documentation necessary for appropriate reimbursement. Emphasizes management of practice to avoid fraud. Prerequisite or Co-requisite: HIM 255. Lecture 2 hours per week.

HIT 143. Prerequisite or Co-requisite: HIM 151

HIM 220 Health Statistics (3 cr.)
Introduces the student to basic statistical principles and calculations as applied in the health care environment, procedures for collection and reporting vital statistics, and basic quality control basics. Prerequisites: Placement or completion through MTE 5. Lecture 3 hours per week.

HIM 226 Legal Aspects of Health Record Documentation (2 cr.)
Presents the legal requirements associated with health record documentation. Emphasizes the policies and procedures concerning the protection of the confidentiality of patient’s health records. Lecture 2 hours per week.

HIM 229 Performance Improvement in Health Care Settings (2 cr.)
Focuses on concepts of facility-wide performance improvement, resource management, and risk management. Applies tools for data collection and analysis. Prerequisites or co-requisites: HIM 142. Lecture 1 hour. Laboratory 2 hours. Total 3 hours per week.

HIM 230 Information Systems and Technology in Health Care (3 cr.)
Explores computer technology and system application in health care. Introduces the information systems life cycle. Prerequisites: HIM 142 and HIM 130. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

HIM 233 Electronic Health Records Management (3 cr.)
Studies new trends in management and processing of health information with emphasis on the electronic health record (EHR). Covers the definition, benefits, standards, functionality, confidentiality and security, and impact of the EHR in the health care environment. Explores implementation of the EHR including infrastructure required, project management techniques, information technology systems, workflow processes and redesign in various health care settings. Discusses legal issues created by implementation of the EHR. Prerequisites: HIM 130 and HIM 230. Lecture 3 hours per week.

HIM 249 Supervision and Management Practices (3 cr.)
Introduces supervision and management principles with emphasis on the application of these principles in the health information setting. Prerequisites or co-requisites: HIM 229, HIM 142. Lecture 3 hours per week.

HIM 250 Health Classification Systems I ICD-9-CM (3 cr.)
Focuses on the current classification systems used in the health care industry. Introduces the professional standards for coding and reporting of inpatient/outpatient diagnostic codes as well as inpatient procedures. Utilizes standards in identifying and accurately assigning codes to diseases and procedures as they relate to statistical research and health care financing. Prerequisites: HLT 143 and BIO 100 or BIO 141 and BIO 142. Prerequisite or Co-requisite: HIM 110. Lecture 3 hours per week.

HIM 251 Clinical Practice I (3 cr.)
Prepares the Health Information Technology Student to perform all functions commonly allocated to health record services. Gives practice in various settings under the supervision of an appropriate clinical practice HIM or HIT supervisor. Prerequisites or Co-requisites: General education program courses and HIM 110, HIM 130, HIM 141, HIM 142, HIM 151, HIM 220, HIM 226, HIM 229, HIM 230, HIM 233, HIM 249, HIM 250, HIM 293, and HIM 295. Part I of II. Laboratory 6 hours per week.

HIM 293 Studies in HIM: Health Data Classification Systems III (3 cr.)
Integrates and applies knowledge with hands-on skill practice in coding. Reinforces medical terminology, anatomy and coding guidelines for ICD and CPT. Introduces the student to HCPCS coding guidelines. Promotes critical thinking related to coding quality, fraud, and abuse. Prerequisites: BIO 100 or BIO 141 and 142, HIM 110, HIM 141, HIM 250, HIM 255 and HLT 143. Prerequisite or Co-requisite: HIM 151 Lecture 3 hours per week.

HIM 295 Topics In HIM: Health Data Classification Systems II: CPT (3 cr.)
Focuses on procedure classification using CPT. This system is currently utilized for collecting health data for the purposes of statistical research and financial reporting. Prerequisites: BIO 100 (or BIO 141 and 142), HLT 143, HIM 110, or permission of the instructor. Lecture 3 hours per week.

HIM 295 Topics in Alternate Healthcare Settings: Coding and Reimbursement (5 cr.)
Focuses on disease and procedure coding using International Classification Disease (ICD) and Current Procedural Terminology (CPT) in alternate healthcare settings, such as behavioral health, home health, skilled nursing facilities, long-term care hospitals (LTCH), rehab facilities, and hospice. Prerequisite: Admission into the Advanced Medical Coder Career Studies Certificate. Lecture 5 hours per week.

HIM 299 Supervised Study: Performance Improvement in Health Care Settings (2 cr.)
Focuses on concepts of facility-wide performance improvement, resource management, and risk management. Applies tools for data collection and analysis. Prerequisite: Admission into the Advanced Medical Coder Career Studies Certificate. Lecture 1 hour. Laboratory 2 hours. Total 3 hours per week.

HISTORY

HIS 101 History of Western Civilization I (3 cr.)
Examines the development of western civilization from ancient times to the present. Begins with ancient times and ends with the seventeenth century. HIS 101 and HIS 102 need not be taken in sequence. Part I of II. Prerequisite: Placement in ENG 111 or placement in Co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.

HIS 102 History of Western Civilization II (3 cr.)
Examines the development of western civilization from ancient times to the present. Begins with the mid-seventeenth century and continues through modern times. HIS 101 and HIS 102 need not be taken in sequence. Part II of II. Prerequisite: Placement in ENG 111 or placement in Co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.

HIS 111 History of World Civilization I (3 cr.)
Surveys Asian, African, Latin American, and European civilizations from the ancient period to the present. HIS 111 and HIS 112 need not be taken in sequence. Part I of II. Prerequisite: Placement in ENG 111 or placement in Co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.
HIS 112 History of World Civilization II (3 cr.)
Surveys Asian, African, Latin American, and European civilizations from the ancient period to the present. HIS 111 and HIS 112 need not be taken in sequence. Part I of II. Prerequisite: Placement in ENG 111 or placement in Co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.

HIS 121 United States History I (3 cr.)
Surveys the United States history from its beginning to the present. HIS 121 and HIS 122 need not be taken in sequence. Part I of II. Prerequisite: Placement in ENG 111 or placement in Co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.

HIS 122 United States History II (3 cr.)
Surveys the United States history from its beginning to the present. HIS 121 and HIS 122 need not be taken in sequence. Part II of II. Prerequisite: Placement in ENG 111 or placement in Co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.

HIS 127 Women in American History (3 cr.)
Studies the role of women and attitudes toward women in American society from colonial times to the present. Prerequisite: Placement in ENG 111 or placement in Co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.

HIS 141 African-American History I (3 cr.)
Surveys the history of black Americans from their African origins to the present. HIS 141 and HIS 142 need not be taken in order. Part I of II. Prerequisite: Placement in ENG 111 or placement in Co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.

HIS 142 African-American History II (3 cr.)
Surveys the history of black Americans from their African origins to the present. HIS 141 and HIS 142 need not be taken in order. Part II of II. Prerequisite: Placement in ENG 111 or placement in Co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.

HIS 203 History of African Civilization (3 cr.)
Examines major social, economic, political, and religious developments from earliest times to the present. Prerequisite: Placement in ENG 111 or placement in Co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.

HIS 253 History of Asian Civilizations I (3 cr.)
Surveys the civilizations of Asia (China, Japan, Korea, India, and Southeast Asia - Thailand, Laos, Cambodia, and Vietnam) from prehistory to the sixteenth century. Part I of II. Prerequisite: Placement in ENG 111 or placement in Co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.

HIS 254 History of Asian Civilizations II (3 cr.)
Surveys the civilizations of Asia (China, Japan, Korea, India, and Southeast Asia - Thailand, Laos, Cambodia, and Vietnam) from the sixteenth century to the present. Part II of II. Prerequisite: Placement in ENG 111 or placement in Co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.

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. Prerequisite: Placement in ENG 111 or placement in Co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.

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. Prerequisite: Placement in ENG 111 or placement in Co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.

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. Prerequisite: Placement in ENG 111 or placement in Co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.

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

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

HRT 115 Plant Propagation (3 cr.)
Teaches principles and practices of plant propagation. Examines commercial and home practices. Provides experience in techniques using seed-spores, cuttings, grafting, budding, layering, and division. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

HRT 119 Irrigation Systems for Turf and Ornamentals (3 cr.)
Explains why, when, and how irrigation systems are used by the grounds management industry. Includes component selection, system design, installation, operation, and maintenance. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

HRT 120 History of Garden Design (3 cr.)
Studies the development of gardens as they chronicle the development of civilization. Introduces the periods, in both Europe and North America, beginning with settlement and on through industrial development and land and space utilization to current environmental concerns. Explores physical and cultural influences on garden design and utilization. Lecture 3 hours per week.

HRT 121 Greenhouse Crop Production I (3 cr.)
Examines commercial practices related to production of floriculture crops. Considers production requirements, environmental control and management, and cultural techniques affecting production of seasonal crops. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

HRT 122 Greenhouse Crop Production II (3 cr.)
Continues commercial practices related to production of floriculture crops. Considers production requirements, environmental control and management, and cultural techniques. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

HRT 125 Chemicals in Horticulture (3 cr.)
Emphasizes basic chemical principles and their application to horticulture. Introduces principles of inorganic and organic chemicals. Studies chemical activities of insecticides, fungicides, herbicides, fertilizers, and growth regulators. Provides students an opportunity to test for their Commercial Pesticide Applicators License, administered by VDACS, at the end of the course. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

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

HRT 127 Horticultural Botany (3 cr.)
Studies taxonomy, anatomy, morphology, physiology, and genetics of plants as applied to identification, propagation, and culture. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

HRT 130 Introduction to Biointensive Minifarming (3 cr.)
Familiarizes students, through lecture and demonstration, with small-scale food production by gardening. Covers the basics of composting and organic vegetable gardening using biointensive methods. Lecture 3 hours per week.

HRT 134 Four Season Food Production (3 cr.)
Familiarizes students with organic small-scale food production through lecture and demonstration. Includes seed saving, cover crops, and gardening planning. Lecture 3 hours per week.
HRT 135 Training for Commercial Pesticide Application (3 cr.)
Introduces students to the principles and practices for safe pesticide usage as required by law in the state of Virginia. Prepares students for the official tests administered by VDACS (Virginia Department of Agriculture and Consumer Services). Lecture 3 hours per week.

HRT 150 Theory of Landscape Design (3 cr.)
Presents the theoretical aspects of landscape planning and design. Uses theory to analyze and solve design problems. Lecture 3 hours per week.

HRT 190 Coordinated Internship in Horticulture (1 cr.)
Provides supervised on-the-job training in selected business, industrial, or service firms in the horticulture industry coordinated by the college. Laboratory 5 hours per week.

HRT 201 Landscape Plant Materials I (3 cr.)
Studies landscape use of plants. Considers ornamental value, growth habit, identification, and limitations. Focuses on trees and shrubs. Part I of II. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

HRT 202 Landscape Plant Materials II (3 cr.)
Studies landscape use of plants. Considers ornamental value, growth habit, identification, and limitations. Focuses on trees and shrubs. Part II of II. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

HRT 205 Soils (3 cr.)
Teaches theoretical and practical aspects of soils and other growing media. Examines media components, chemical and physical properties, and soil organisms. Discusses management and conservation. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

HRT 226 Greenhouse Management (3 cr.)
Discusses the theoretical and applied practices of managing a greenhouse facility. Emphasizes greenhouse construction and design, environmental control, energy conservation, and related topics. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

HRT 227 Professional Landscape Management (3 cr.)
Focuses on basic practices and techniques involving landscape management. Includes development of a year-round management calendar and preparation of bid and contract proposals. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

HRT 231 Planting Design I (3 cr.)
Applies landscape theory and principles of drawing to the planning of residential and small-scale commercial landscape designs. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

HRT 232 Planting Design II (3 cr.)
Applies landscape theory and principles of drawing to the planning of large-scale landscape designs. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

HRT 235 Landscape Drawing (3 cr.)
Teaches students the use of drafting equipment. Emphasizes drawing techniques and use of media. Includes hardline and freestyle landscape drawing. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

HRT 238 Growing for Market Mini-farming (3 cr.)
Focuses on development of a marketing plan for mini-farm items offered for sale to the public, retail, and wholesale. Includes hands-on experience in double-digging, planting, crop testing, and utilization of compost. Prerequisite: HRT 130 or permission of instructor. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

HRT 239 Complete Diet Mini-farming (3 cr.)
Considers biointensive methods by which food can be grown for personal or family consumption, emphasizing high nutritional yield in relatively small areas. Focuses on the development of a garden plan that includes vegetable and root crops and grains used for food and composting. Prerequisite: HRT 130 or permission of instructor. Lecture 3 hours per week.

HRT 249 Perennial Plants (3 cr.)
Considers the perennial plants used in the landscape. Includes site selection and evaluation for perennial culture, perennial plant selection, perennial culture under various environmental conditions, taxonomic identification, and control of insects and diseases. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

HRT 259 Arboriculture (3 cr.)
Studies the techniques of tree care. Covers surgery, pruning, insect and disease recognition and control, fertilization, cabling, and lightning rod installation. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

HRT 260 Introduction to Floral Design (3 cr.)
Teaches skills required for the composition of basic table arrangements. Includes the history of design styles, identification of flowers and greens, identification and use of equipment, and conditioning and handling of flowers. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

HRT 266 Advanced Floral Design (3 cr.)
Teaches skills required for composition of traditional floral designs and contemporary floral designs. Includes wedding, funeral, and special occasion designs and the use of exotic florals to create arrangement styles, such as Japanese, European, and Williamsburg. Prerequisite: HRT 260. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

HRT 268 Advanced Floral Design Applications (3 cr.)
Teaches skills required for the composition of large floral arrangements. Includes wedding, funeral, and special occasion designs for the home as well as public areas. Includes use of dried and silk flowers for special occasions. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

HRT 269 Professional Turf Care (3 cr.)
Covers turfgrass identification, selection, culture, propagation, and pest control. Surveys commercial turf care operations and use of common equipment. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

HRT 275 Landscape Construction and Maintenance (3 cr.)
Examines practical applications of commercial landscape construction techniques and materials used. Covers construction, planting, and maintenance. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

HRT 279 Management of a Horticultural Business (3 cr.)
Studies the business and selling practices which relate to wholesale and retail horticultural businesses, including garden centers, greenhouses, nurseries, and flower shops. Examines planning and layout, suppliers, merchandising, maintenance, and display of horticultural items. Accounting and bookkeeping requirements, personnel management and hiring practices will also be examined. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

HRT 290 Coordinated Internship in Horticulture (2 cr.)
Provides students an opportunity for on-the-job training in selected business, industrial, or service firms coordinated by the college for a total of 160 contact hours, regardless of the length of the term. Student commitment is 160 hours regardless of the semester enrolled. Laboratory 10 hours per week (if a 16-week term).
HRT 295 Topics in Horticulture: Sports Turf Management (3 cr.)
Addresses the scientific principles for the establishment and maintenance of intensely-managed turfgrass for golf courses and athletic fields. Topics include seedling, sprigging, sodding, irrigation, fertilization, weed identification and control, insect identification and control, fungus identification and control, drainage, and mowing. Also covers critical tasks for constructing recreational turfgrass facilities. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

HRT 295 Topics in Horticulture: Sustainable Landscape Design (3 cr.)
Exposes students to the concept of “Sustainable Landscape Design” as presented by the Sustainable Sites Initiative. Studies the Sustainable Sites Initiative, which provides a strong foundation for understanding the requirements as related to site design for LEED certification. Lecture 3 hours per week.

HOSPITALITY MANAGEMENT

HRI 106 Principles of Culinary Arts I (3 cr.)
Introduces the fundamental principles of food preparation and basic culinary procedures. Stresses the use of proper culinary procedures combined with food science, proper sanitation, standards of quality for food items that are made, and proper use and care of kitchen equipment. Prerequisites: (1) competency in Math Essentials MTE 1-3 as demonstrated through the placement and diagnostic tests or by satisfactorily completing the required MTE units, or equivalent, and (2) competencies in reading and writing as demonstrated by placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3 or completion of a college-level composition course. Students needing to complete developmental studies courses in English or mathematics may take those courses concurrently with HRI courses, if approved by the program head. Prerequisite or Co-requisite: HRI 158 or HRI 115. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week

HRI 115 Food Service Managers Sanitation Certification (1 cr.)
Presents an accelerated survey of principles and applications of sanitary food service, designed to promote the skills of managers in food service establishments licensed by the Commonwealth of Virginia. Upon successful completion of the course, a certificate of achievement is awarded by the Educational Foundation of the National Restaurant Association, and the student’s name is entered in the Foundation Registry. Lecture 1 hour per week.

HRI 119 Applied Nutrition for Food Service (2 cr.)
Studies food composition, nutrition science, and application of nutrition principles by the food service professional. Provides the student with a basic understanding of human nutrition and application of nutrition in the service of commercially-prepared meals. Co-requisite: HRI 122. Lecture 2 hours per week.

HRI 122 Applied Nutrition for Food Service Laboratory (1 cr.)
Provides students an opportunity to apply the concepts and develop the skill sets taught in HRI 119. Includes application of skill sets for understanding, reviewing, revising, scaling, and preparing existing recipes and the creation of new recipes with a focus on healthy cooking techniques, alternative products, and critical thinking. Prerequisite: HRI 106 or HRI 128. Co-requisite: HRI 119. Laboratory 2 hours per week.

HRI 128 Principles of Baking (3 cr.)
Instructs the student in the preparation of breads, pastries, baked desserts, candies, frozen confections, and sugar work. Applies scientific principles and techniques of baking. Promotes the knowledge/skills required to prepare baked items, pastries, and confections. Prerequisites: (1) competency in Math Essentials MTE 1-3 as demonstrated through the placement and diagnostic tests or by satisfactorily completing the required MTE units, or equivalent, and (2) competencies in reading and writing as demonstrated by placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3 or completion of a college-level composition course. Students needing to complete developmental studies courses in English or mathematics may take those courses concurrently with HRI courses, if approved by the program head. Prerequisite or Co-requisite: HRI 158 or HRI 115. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

HRI 134 Food and Beverage Service Management (3 cr.)
Provides a conceptual and technical framework for managing the service of meals in a variety of commercial settings. Studies the integration of production and service delivery, guest contact dynamics, reservation management, and point-of-sale technology systems. Lecture 2 hours. Laboratory 2 hours. Total 5 hours per week.

HRI 145 Garde Manger (3 cr.)
Studies garde manger, the art of decorative cold food preparation and presentation. Provides a detailed practical study of cold food preparation and artistic combination and display of cold foods. Prerequisite: HRI 218. Co-requisite: HRI 220. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

HRI 154 Principles of Hospitality Management (3 cr.)
Presents basic understanding of the hospitality industry by tracing the industry’s growth and development, reviewing the organization and management of lodging, food, and beverage operations; and focusing on industry opportunities and future trends. Lecture 3 hours per week.

HRI 159 Introduction to Hospitality Industry Computer Systems (3 cr.)
Familiarizes students with computerized information technology to manage information, support decision-making and analysis, improve processes, increase productivity, and enhance customer service in the hospitality industry. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

HRI 190 Coordinated Internship in Culinary Arts (1 cr.)
Provides supervised, on-the-job training in selected business, industrial, or service firms coordinated by the college. Prerequisite: Program head approval. Laboratory 5 hours per week.

HRI 190 Coordinated Internship in Culinary Arts (3 cr.)
Provides supervised, on-the-job training in selected business, industrial, or service firms coordinated by the college. Prerequisite: Program head approval is required for enrollment in this course. Laboratory 15 hours per week.

HRI 190 Coordinated Internship in Culinary Management (1 cr.)
Provides supervised, on-the-job training in selected business, industrial, or service firms coordinated by the college. Prerequisite: Program head approval. Laboratory 5 hours per week.

HRI 190 Coordinated Internship in Culinary Management (3 cr.)
Provides supervised, on-the-job training in selected business, industrial, or service firms coordinated by the college. Prerequisite: Program head approval is required for enrollment in this course. Laboratory 15 hours per week.

HRI 190 Coordinated Internship in Pastry Arts (1 cr.)
Provides supervised, on-the-job training in selected business, industrial, or service firms coordinated by the college. Prerequisite: Program head approval. Laboratory 5 hours per week.
HRI 190 Coordinated Internship in Pastry Arts (3 cr.)
Provides supervised, on-the-job training in selected business, industrial, or service firms coordinated by the college. Prerequisite: Program head approval is required for enrollment in this course. Laboratory 15 hours per week.

HRI 195 Topics in Hospitality Management: Applied Nutrition for Food Service Laboratory (1 cr.)
Provides students an opportunity to apply the concepts and develop the skill sets taught in HRI 115. Includes application of skill sets for understanding, reviewing, revising, scaling, and preparing existing recipes and the creation of new recipes with a focus on healthy cooking techniques, alternative products, and critical thinking. Prerequisite: HRI 106 or HRI 128. Laboratory 5 hours per week.

HRI 195 Topics in Hospitality Management: Storeroom Operations and Inventory Management (1 cr.)
Explores the flow of goods in a foodservice establishment through laboratory activities, including product identification, purchasing, receiving, storage, measuring, data entry systems, inventory, and evaluation through discussion and demonstration. Co-requisite: HRI 115 or HRI 158. Laboratory 5 hours per week.

HRI 199 Supervised Study: Principles of Hospitality Management (3 cr.)
Prepares students for interviewing, training, and developing employees. Covers management skills (technical, human, and conceptual) and leadership. Covers the establishment and use of effective training and evaluative tools to improve productivity. Prerequisite: MTH 120. Lecture 3 hours per week.

HRI 218 Fruit, Vegetable, and Starch Preparation (3 cr.)
Instructs the student in the preparation of fruits, vegetables, grains, cereals, legumes, and farinaceous products. Promotes the knowledge/skills necessary to prepare menu items from fruits, vegetables, and their byproducts, and to select appropriate uses as meal components. Prerequisites: HRI 106 and HRI 158 (or HRI 115). Co-requisite: HRI 219. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

HRI 219 Stock, Soup, and Sauce Preparation (3 cr.)
Instructs the student in the preparation of stocks, soups, and sauces. Promotes the knowledge/skills to prepare stocks, soups, and sauces, and to select appropriate uses as meal components. Prerequisites: HRI 106 and HRI 158 (or HRI 115). Co-requisite: HRI 218. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

HRI 220 Meat, Seafood, and Poultry Preparation (3 cr.)
Provides the study and preparation of meat, poultry, shellfish, fish, and game, including alternative protein sources. Promotes the knowledge and skills required to select appropriate use of these foods as meal components. Students will produce various garnishes, accompaniments, sauces, and accessories to produce a plated dish. Prerequisites: HRI 219 and HRI 218. Co-requisite: HRI 145. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

HRI 224 Recipe and Menu Management (3 cr.)
Presents a comprehensive framework for creating and evaluating recipes and menus for commercial and non-commercial food service operations. Requires students to use microcomputer software to design recipes, recipe files, and menus. Teaches students menu engineering analysis and methods for optimizing menu contribution margin. Prerequisites: HRI 159 (or equivalent) and HRI 251. Lecture 3 hours per week.

HRI 226 Leadership and Kitchen Management (2 cr.)
Prepares students for interviewing, training, and developing employees. Covers management skills (technical, human, and conceptual) and leadership. Covers the establishment and use of effective training and evaluative tools to improve productivity. Emphasizes staff and customer relations. Lecture 3 hours per week.

HRI 235 Marketing of Hospitality Services (3 cr.)
Studies principles and practices of marketing the services of the hotel and restaurant industry. Emphasizes the marketing concept with applications leading to customer satisfaction. Reviews methods of external and internal stimulation of sales. May include a practical sales/marketing exercise and computer applications. Lecture 3 hours per week.

HRI 237 Current Issues and Environmental Responsibilities in the Hospitality Industry (2 cr.)
Studies novel aspects of the evolving hospitality industry, including the collective impact of environmental stewardship and sustainability, local sourcing of products and ingredients, greening of hospitality businesses, cost-benefit analyses of sustainability decisions, and ethical questions related to these topics. Environment Sustainability Designation: Course content related to the study of sustainable development. Lecture 2 hours per week.
HRI 257 Catering Management (3 cr.)
Studies special functions in the hospitality industry. Presents lecture and demonstration in banquet layout, menus, services, sales, and supervision. Lecture 3 hours per week.

HRI 270 Strategic Lodging Management (3 cr.)
Presents lodging management principles, focusing on strategic planning as the foundation for operational effectiveness. Synthesizes management practices, which can be used by entry-level, mid-level, and executive management. Prerequisites: HRI 154 and ACC 115 or equivalent. Lecture 3 hours per week.

HRI 275 Hospitality Law (3 cr.)
Studies legal principles governing hospitality operations. Includes applications of common law and statutory decisions, discussion of legal theory, and regulations governing management of hospitality enterprises. Lecture 3 hours per week.

HRI 281 Artisan Breads (3 cr.)
Provides an integrated study of both classical and modern bread baking methods. Focuses on craft baking, using simple ingredients to create superior products. Prerequisite: HRI 280. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

HRI 284 Specialty, Spa, and Plated Desserts (3 cr.)
Provides an integrated study of specialty, spa, and plated desserts, which possess enhanced value through artistic presentation. Prerequisites: HRI 280 and HRI 282. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

HRI 285 Chocolate and Sugar Arts (3 cr.)
Focuses on the study of chocolate and sugar as used by the pastry artist to create candies, confections, and showpieces. Prerequisite: HRI 280. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

HRI 286 Wedding and Specialty Cakes (3 cr.)
Provides an integrated study of wedding and specialty cakes. Prerequisites: HRI 280 and HRI 285. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

HRI 287 Contemporary Culinary Artistry and Innovation (2 cr.)
Studies market-driven culinary trends and contemporary culinary artistry. Covers contemporary nutrition concerns and special dietary needs; alternative business models; innovative plate presentation, flavors, textures, and design elements; molecular gastronomy; and preparation of traditional and nontraditional foods for modern presentation. Lecture 1 hour. Laboratory 2 hours. Total 3 hours per week.

HRI 288 Health-conscious Baking (3 cr.)
Provides students with an understanding of the ingredients and methods used in creating healthy and special needs breads, pastries, cookies, and other desserts. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

HRI 290 Coordinated Internship in Culinary Arts (3 cr.)
Provides supervised, on-the-job training in selected business, industrial, or service firms coordinated by the college. Prerequisite: program head approval. Laboratory 15 hours per week.

HRI 290 Coordinated Internship in Culinary Management (3 cr.)
Provides supervised, on-the-job training in selected business, industrial, or service firms coordinated by the college. Prerequisite: program head approval. Laboratory 15 hours per week.

HRI 290 Coordinated Internship in Pastry Arts (3 cr.)
Provides supervised on-the-job training in selected business, industrial, or service firms coordinated by the college. Laboratory 15 hours per week.

HRI 290 Coordinated Internship in Hospitality Management (3 cr.)
Provides supervised on-the-job training in selected business, industrial, or service firms coordinated by the college. Prerequisite: program head approval. Laboratory 15 hours per week.

HRI 299 Supervised Study: Catering Management (3 cr.)
Assigns problems for independent study incorporating previous instruction and supervised by the instructor. Provides the student and instructor an opportunity to work together to identify the critical areas of need in the student's repertoire. An individualized plan will be developed to address the student's weaknesses and to lead progressively to a group demonstration of critical skills. Individual assessment constitutes the majority of this course. Lab, lecture, research, and out-of-class projects will be utilized. Prerequisites: HRI 206, HRI 207, HRI 251. Laboratory 15 hours. Total 15 hours per week.

HRI 299 Supervised Study: Capstone Study in Culinary Arts (3 cr.)
Assigns problems for independent study incorporating previous instruction and supervised by the instructor. Provides the student and instructor an opportunity to work together to identify the critical areas of need in the student's repertoire. An individualized plan will be developed to address the student's weaknesses and to lead progressively to a group demonstration of critical skills. Individual assessment constitutes the majority of this course. Lab, lecture, research, and out-of-class projects will be utilized. Prerequisites: HRI 275, HRI 235, HRI 251. Laboratory 15 hours. Total 15 hours per week.

HRI 299 Supervised Study: Capstone Study in Pastry Arts (3 cr.)
Assigns problems for independent study incorporating previous instruction and supervised by the instructor. Provides the student and instructor an opportunity to work together to identify the critical areas of need in the student's repertoire. An individualized plan will be developed to address the student's weaknesses and to lead progressively to a group demonstration of critical skills. Individual assessment constitutes the majority of this course. Lab, lecture, research, and out-of-class projects will be utilized. Prerequisites: HRI 288, HRI 286, HRI 251. Laboratory 15 hours. Total 15 hours per week.

HRI 299 Supervised Study: Catering Management (3 cr.)
Assigns problems for independent study incorporating previous instruction and supervised by the instructor. Provides the student and instructor an opportunity to work together to identify the critical areas of need in the student's repertoire. An individualized plan will be developed to address the student's weaknesses and to lead progressively to a group demonstration of critical skills. Individual assessment constitutes the majority of this course. Lab, lecture, research, and out-of-class projects will be utilized. Prerequisites: HRI 154, HRI 224, HRI 235, and HRI 255. Lecture 3 hours per week.

HRI 299 Supervised Study: American Regional Cuisine (3 cr.)
Studies the distinct regional cooking styles of America and its neighbors. Emphasizes the indigenous ingredients, as well as the cultural aspect of each region's cooking style. Includes the preparation of the various regional foods. Prerequisites: HRI 145 and HRI 220. Co-requisite: HRI 206. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

HRI 299 Supervised Study: Capstone Study in Culinary Arts (3 cr.)
Assigns problems for independent study incorporating previous instruction and supervised by the instructor. Provides the student and instructor an opportunity to work together to identify the critical areas of need in the student's repertoire. An individualized plan will be developed to address the student's weaknesses and to lead progressively to a group demonstration of critical skills. Individual assessment constitutes the majority of this course. Lab, lecture, research, and out-of-class projects will be utilized. Prerequisites: HRI 275, HRI 235, HRI 251. Laboratory 15 hours. Total 15 hours per week.

HRI 299 Supervised Study: Capstone Study in Pastry Arts (3 cr.)
Assigns problems for independent study incorporating previous instruction and supervised by the instructor. Provides the student and instructor an opportunity to work together to identify the critical areas of need in the student's repertoire. An individualized plan will be developed to address the student's weaknesses and to lead progressively to a group demonstration of critical skills. Individual assessment constitutes the majority of this course. Lab, lecture, research, and out-of-class projects will be utilized. Prerequisites: HRI 288, HRI 286, HRI 251. Laboratory 15 hours. Total 15 hours per week.

HRI 299 Supervised Study: Catering Management (3 cr.)
Assigns problems for independent study incorporating previous instruction and supervised by the instructor. Provides the student and instructor an opportunity to work together to identify the critical areas of need in the student's repertoire. An individualized plan will be developed to address the student's weaknesses and to lead progressively to a group demonstration of critical skills. Individual assessment constitutes the majority of this course. Lab, lecture, research, and out-of-class projects will be utilized. Prerequisites: HRI 154, HRI 224, HRI 235, and HRI 255. Lecture 3 hours per week.
HRI 299 Supervised Study: International Cuisine (3 cr.)
Introduces the concepts of cultural differences and similarities and the preparation of the food specialties of the major geographical areas of the world. Focuses on emerging cuisines as they become popular. Prerequisites: HRI 145 and HRI 220. Co-requisite: HRI 207. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

HRI 299 Supervised Study: Supervision in the Hospitality Industry (3 cr.)
Provides a comprehensive review of considerations for preparing students to become effective supervisors in restaurants and lodging operations. Lecture 3 hours per week.

HUMAN SERVICES

HMS 100 Introduction to Human Services (3 cr.)
Introduces human service agencies, roles, and careers. Presents a historical perspective of the field as it relates to human services today. Additional topics include values clarification and needs of target populations. Lecture 3 hours per week.

HMS 121 Basic Counseling Skills I (3 cr.)
Develops skills needed to function in a helping relationship. Emphasizes skills in attending, listening, and responding. Clarifies personal skill strengths, deficits, and goals for skill improvement. Lecture 3 hours per week.

HMS 122 Basic Counseling Skills II (3 cr.)
Expands the development of counseling skills needed to function effectively in a helping relationship. Emphasizes skills in responding, personalizing, summarizing, and initiating. Clarifies personal skill strengths, deficits, and goals for skill improvement. Develops plans for achieving personal and program goals. Lecture 3 hours per week.

HMS 141 Group Dynamics I (3 cr.)
Examines the stages of group development, group dynamics, the role of the leader in a group, and recognition of the various types of group processes. Discusses models of group dynamics that occur as a result of group membership dynamics. Lecture 3 hours per week.

HMS 142 Group Dynamics II (3 cr.)
Examines group dynamics, group leadership, group cohesion, transference, and group helping through experiential involvement in group facilitating and leadership. Increases group skills through active classroom participation in group experiences. Lecture 3 hours per week.

HMS 220 Addiction and Prevention (3 cr.)
Examines the impact of drugs and addiction on individuals and their families. Explores the myths about various drugs and their benefit or lack of benefit. Lecture 3 hours per week.

HMS 225 Functional Family Intervention (3 cr.)
Provides an understanding of functions and dysfunctions within the family. Emphasizes the development of effective skills through an interpersonal/interpersonal approach to family intervention. Lecture 3 hours per week.

HMS 226 Helping Across Cultures (3 cr.)
Provides a historical overview of selected cultural and racial groups. Promotes understanding of group differences and the impact on counseling services. Lecture 3 hours per week.

HMS 227 The Helper as a Change Agent (3 cr.)
Teaches the following skills for implementing alternative models of change and influence: action research, problem solving, consultation, workshop development, and outreach and advocacy for diverse client populations. Lecture 3 hours per week.

HMS 236 Gerontology (3 cr.)
Examines the process of aging and its implications in relation to health, recreation, education, transportation, meaningful work or activity, and community resources. Emphasizes experiencing the aging process, facilitating retirement, and application of the helping relationship to work with older adults. Lecture 3 hours per week.

HMS 258 Case Management and Substance Abuse (3 cr.)
Focuses on the process for interviewing substance abuse clients. Includes intake, assessment, handling denial, and ending the interview. Teaches skills for writing short-term goals and treatment plans with emphasis on accountability. Examines various reporting devices. Lecture 3 hours per week.

HMS 260 Substance Abuse Counseling (3 cr.)
Provides an understanding of the skills of guidance of clients and those associated with being an advocate. Examines the dynamics of the client/counselor relationship in developing treatment plans and empowerment skills. Lecture 3 hours per week.

HMS 266 Counseling Psychology (3 cr.)
Studies major counseling theories, their contributions and limitations, and the application of each to a counseling interaction. Provides students an opportunity to develop their own personal counseling theory. Lecture 3 hours per week.

HMS 270 Treatment Systems (3 cr.)
Examines the services and facilities established for the purpose of treating addictions. Focuses on treatment therapy models and ethical standards related to addiction-disease theory. Lecture 3 hours per week.

HMS 290 Coordinated Internship in Human Services (3 cr.)
Places students in selected career-related human service agencies. Provides students with an opportunity to learn to integrate practice with theory under the supervision of a qualified supervisor in their designated career field. Helps students gain an overview of their chosen service career field. Laboratory 15 hours per week.

INFORMATION TECHNOLOGY DESIGN

ITD 110 Web Page Design I (3 cr.)
Stresses a working knowledge of web site designs, construction, and management using HTML or XHTML and Dreamweaver. Includes headings, lists, links, images, image maps, tables, forms, and frames. Also includes templates, Cascading Style Sheets (CSS), and publishing to a web server. Prerequisite: ITE 115 or equivalent with emphasis on file and folder management. Lecture 3 hours per week.

ITD 112 Designing Web Page Graphics (3 cr.)
Addresses the creation of digital graphics for web design. Explores basic design elements, such as color and layout, utilizing a computer graphics program. Prerequisite: ITE 115 or school approval. Lecture 3 hours per week.

ITD 130 Database Fundamentals (4 cr.)
Introduces the student to Relational Database and Relational Database theory. Includes planning, defining, and using a database; table design, linking, and normalization; and types of databases, database description, and definition. Additional topics cover the use of Entity Relationship (ER) modeling in detail through many real-life examples and practical business problems and solutions. After several iterations, the ER model captures the data requirements and business rules and forms a sound basis for the initial design of a relational database. The introduction to SQL allows for the implementation of a database design using SQL. Prerequisite: ITE 115 or school approval. Lecture 4 hours per week.

ITD 132 Structured Query Language (T-SQL) (3 cr.)
Incorporates a working introduction to commands, functions, and operators used in SQL for extracting data from standard databases. Provides students with hands-on experience developing code, functions, triggers, and stored procedures for SQL Server 2014. Prerequisite: ITD 130 or school approval. Lecture 3 hours per week.
**ITD 132 Structured Query Language (T-SQL)** (4 cr.)
Incorporates a working introduction to commands, functions, and operators used in SQL for extracting data from standard databases. Provides students with hands-on experience developing code, functions, triggers, and stored procedures for SQL Server 2012. Prerequisite: ITD 130 or equivalent. Lecture 4 hours per week.

**ITD 210 Web Page Design II** (4 cr.)
Incorporates advanced techniques in web site planning, design, usability, accessibility, advanced site management, and maintenance utilizing web editor software. Prerequisite: ITD 110 or school approval. Lecture 4 hours per week.

**ITD 212 Interactive Web Design** (4 cr.)
Provides techniques in interactive design concepts to create cross-platform, low-bandwidth animations utilizing a vector-based application. Emphasizes the importance of usability, accessibility, optimization, and performance. Prerequisite: ITD 110 or equivalent. Lecture 4 hours per week.

**ITD 298 Seminar and Project: Web Design Capstone** (4 cr.)
Provides students with hands-on experience developing exemplary web sites created with Dreamweaver using advanced behaviors and techniques, such as Asynchronous JavaScript and XML (AJAX) database connectivity, Flash with ActionScript 3.0, and additional components that students will select. Prerequisite: ITD 210 or permission of the instructor. Lecture 4 hours per week.

**INFORMATION TECHNOLOGY ESSENTIALS**

**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. Lecture 3 hours per week.

**ITE 130 Introduction to Internet Services** (3 cr.)
Provides students with a working knowledge of Internet terminology and services, including e-mail, WWW browsing, search engines, ftp, file compression, and other services using a variety of software packages. Provides instruction for basic web page construction. Lecture 3 hours per week.

**ITE 140 Spreadsheet Software (Excel)** (3 cr.)
Covers the use of spreadsheet software to create spreadsheets with formatted cells and cell ranges, control pages, multiple sheets, charts, and macros. Includes typing and editing text in a cell, entering data on multiple worksheets, working with formulas and functions, creating charts and pivot tables, styles, inserting headers and footers, and filtering data. Covers MOS Excel objectives. Prerequisite: ITE 115 or school approval. Lecture 3 hours per week.

**ITE 150 Desktop Database Software (Access)** (3 cr.)
Incorporates instruction in planning, defining, and using a database; performing queries; producing reports; working with multiple files; and concepts of database programming. Includes database concepts, principles of table design and table relationships, entering data, creating and using forms, using data from different sources, filtering, and creating mailing labels. Covers MOS Access certification objectives. Prerequisite: ITE 115 or school approval. Lecture 3 hours per week.

**ITE 221 PC Hardware and OS Architecture** (4 cr.)
Covers instruction about processors, internal functions, peripheral devices, computer organization, memory management, architecture, instruction format, and basic OS architecture. Prerequisite or Co-requisite: ITE 115 or school approval. Lecture 4 hours per week.

**ITE 290 Coordinated Internship in Information Technology** (3 cr.)
Provides students supervised on-the-job training in Information Systems Technology. Laboratory 12 hours per week.

**ITE 298 Seminar and Project: Microcomputer Applications Capstone** (4 cr.)
Provides students with hands-on experience using the current version of Microsoft Office in order to integrate the software applications to produce realistic business projects. Prerequisites: AST 141, ITE 140, ITE 150, ITD 110 or permission of the instructor. Lecture 4 hours per week.

**INFORMATION TECHNOLOGY NETWORKING**

**ITN 101 Introduction to Network Concepts** (4 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. Prerequisite or Co-requisite: ITE 221 or IT faculty approval. Lecture 4 hours per week.

**ITN 110 Client Operating System (Windows 10)** (4 cr.)
Covers installation, configuration, administration, management, maintenance, and troubleshooting of the desktop client operating system in a networked environment. Prerequisite: ITN 101 or school approval. Lecture 4 hours per week.

**ITN 111 Server Administration (Server 2016)** (4 cr.)
Covers installation, configuration, administration, management, maintenance, and troubleshooting of a server in a networked environment. Prerequisite: ITN 110 or school approval. Lecture 4 hours per week.

**ITN 171 UNIX I** (3 cr.)
Introduces UNIX operating systems. Teaches login procedures, file creation, UNIX file structure, input/output control, and the UNIX shell. Lecture 3 hours per week.

**ITN 254 Virtual Infrastructure: Installation and Configuration** (4 cr.)
Explores concepts and capabilities of virtual architecture with a focus on the installation, configuration, and management of a virtual infrastructure, ESX Server, and Virtual Center. Covers fundamentals of virtual network design and implementation, fundamentals of storage area networks, virtual switching, virtual system management, and engineering for high availability. Prerequisite: ITN 171. Lecture 3 hours. Laboratory 2 hours. Total 5 hours per week.

**ITN 257 Cloud Computing: Infrastructure and Services** (3 cr.)
Focuses on cloud infrastructure, deployment, security models, and the key considerations in migrating to cloud computing. Covers the technologies and processes required to build traditional, virtualized, and cloud data center environments, including computation, storage, networking, desktop and application virtualization, business continuity, security, and management. Prerequisite: ITN 101 or school approval. Lecture 3 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 hours per week.

ITN 260 Network Security Basics (4 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. Prerequisite: ITE 115 or equivalent. Lecture 4 hours per week.

ITN 261 Network Attacks, Computer Crime, and Hacking (4 cr.)
Explores in-depth various methods for attacking and defending a network. Covers network security concepts from the viewpoint of hackers and their attack methodologies. Discusses hackers, attacks, Intrusion Detection Systems (IDS), malicious code, computer crime, and industrial espionage. Lecture 4 hours per week.

ITN 262 Network Communication, Security, and Authentication (4 cr.)
Explores in-depth various communication protocols with a concentration on TCP/IP. Discusses communication protocols from the point of view of the hacker in order to highlight protocol weaknesses. Includes Internet architecture, routing, addressing, topology, fragmentation, and protocol analysis. Includes the use of various utilities to explore TCP/IP. Lecture 4 hours per week.

ITN 263 Internet/Intranet Firewalls and e-Commerce Security (4 cr.)
Gives an in-depth exploration of firewall, Web security, and e-commerce security. Explores firewall concepts, types, topology and the firewall's relationship to the TCP/IP protocol. Includes client/server architecture, the Web server, HTML and HTTP in relation to Web security, and digital certification, D.509, and public key infrastructure (PKI). Prerequisite: ITN 260 or school approval. Lecture 4 hours per week.

ITN 276 Computer Forensics I (3 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: ITE 221, or ITN 106 and 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 3 hours per week.

ITN 298 Seminar and Project: Networking Capstone Course (4 cr.)
Covers the use of advanced concepts and utilities with current network operating systems. Includes administrator duties, such as server organization, permissions and rights, and client side issues, such as configuration, troubleshooting, and installation of applications. Prerequisites: ITN 110 and ITN 111 or school approval. Lecture 4 hours per week.

INFORMATION TECHNOLOGY PROGRAMMING

ITP 112 Visual Basic.NET I (4 cr.)
Concentrates instruction in fundamentals of object-oriented programming using Visual Basic.NET and the .NET framework. Emphasizes program construction, algorithm development, coding, debugging, and documentation of graphical user interface applications. Lecture 4 hours per week.

ITP 120 Java Programming I (4 cr.)
Teaches the fundamentals of object-oriented programming using Java. Emphasizes program construction, algorithm development, coding, debugging, and documentation of console and graphical user interface applications. Lecture 4 hours per week.

ITP 136 C# Programming I (4 cr.)
Teaches the fundamentals of object-oriented programming and design using C#. Emphasizes program construction, algorithm development, coding, debugging, and documentation of applications within the .NET Framework. Lecture 4 hours per week.

ITP 212 Visual Basic.Net II (4 cr.)
Includes instruction in application of advanced event-driven techniques to application development. Emphasizes database connectivity, advanced controls, web forms, and web services using Visual Basic.NET. Prerequisite: ITP 112. Lecture 4 hours per week.

ITP 220 Java Programming II (4 cr.)
Covers the application of advanced object-oriented techniques to application development using Java. Emphasizes database connectivity, inner classes, collection classes, networking, and threads. Prerequisite: ITP 120 or school approval. Lecture 4 hours per week.

ITP 226 Mobile Java Android Development (4 cr.)
Provides the necessary design and programming skills required for developing applications on mobile devices (smartphones, tablets, etc.), utilizing the Java-based Android Development Kit to create Android applications from concept to business model to final product. Prerequisite: ITP 120 (Java) or another object-oriented programming language. Lecture 4 hours per week.

ITP 236 C# Programming II (4 cr.)
Focuses instruction in advanced object-oriented techniques using C# for application development. Emphasizes database connectivity and networking using the .NET Framework and database processing using the Entity Framework. Prerequisite: ITP 136 or equivalent. Lecture 4 hours per week.

ITP 244 ASP.NET - Server Side Programming (4 cr.)
Entails instruction in creation of ASP.NET web applications to deliver dynamic content to a web site utilizing server controls, web forms, and web services to accomplish complex data access tasks. Prerequisite or Co-requisite: ITP 236 or IT faculty approval. Lecture 4 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. Software applications may be used to enhance student skills. Prerequisite: ITP 115 or school approval. Lecture 3 hours per week.

ITP 295 Topics in Information Technology Programming: Project Management Tools (3 cr.)
Introduces the concepts of project management and how to use Microsoft Project software to manage project requirements. Prerequisite: ITP 115 or equivalent. Lecture 3 hours per week.

INTERPRETATION

INT 105 Interpreting Foundations I (English) (4 cr.)
Develops fundamental skills of interpreting, including cognitive processes and intralingual language development in English and ASL. Reviews Process Models of Interpreting, and uses one to analyze interpretations. Develops feedback skills essential to the team interpreting process. Part I of II. Prerequisite: Placement in ENG 111. Lecture 4 hours per week.

INT 106 Interpreting Foundations II (ASL) (4 cr.)
Develops fundamental skills of interpreting, including cognitive processes and intralingual language development in English and ASL. Reviews Process Models of Interpreting, and uses one to analyze interpretations. Develops feedback skills essential to the team interpreting process. Part II of II. Prerequisites: Placement in ENG 111 and completion of ASL 202. Lecture 4 hours per week.
INT 107 Translation Skills (4 cr.)
Further develops fundamental skills needed for the task of interpreting Targets comprising source language (either ASL or English), transferring content into memory store (breaking from original form), restructuring into target language, maintaining message equivalence, conveying implicit and inferred information, and applying appropriate discourse structure. Reviews Process Model of interpreting and uses it to analyze translations. Further develops feedback skills essential to the team interpreting process. Prerequisites: INT 105 and INT 106. Lecture 4 hours per week.

INT 130 Interpreting: An Introduction to the Profession (3 cr.)
Introduces basic principles and practices of interpreting, focusing on the history of the profession, logistics of interpreting situations, regulatory and legislative issues, resources, and the Code of Ethics. Describes the state quality assurance screening and national certification exam systems, including test procedures. Prerequisite: Placement in ENG 111. Lecture 3 hours per week.

INT 133 ASL-to-English Interpretation I (3 cr.)
Provides students the opportunity to begin consecutively interpreting monologues from the source language (ASL) to the target language (English); watch, process, and analyze entire ASL monologues; choose appropriate English to match the message; and eventually interpret the monologue into English. Focuses interpretation into practice in a lab environment. Develops team interpreting techniques and provides students with the opportunity to interact with consumers of ASL-English interpretation and conduct research in the field of interpretation. Prerequisite: INT 107. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

INT 134 English-to-ASL Interpretation I (3 cr.)
Provides students the opportunity to begin consecutively interpreting monologues from the source language (English) to the target language (ASL) while simultaneously producing an appropriate interpretation in English. Focuses on interpreting theory into practice in a lab environment. Develops team interpreting techniques and provides students with the opportunity to practice interpreting monologues in the source language (English) and process an incoming ASL monologue while simultaneously producing an appropriate interpretation in English. Provides students the opportunity to conduct research in the field of interpretation, apply team interpreting techniques, and interact with consumers of interpretation. Prerequisites: INT 133 and INT 134. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

INT 195 Topics in Interpreter Education: Introduction to Oral Transliteration I (1 cr.)
Studies roles, responsibilities, and qualifications involved in working as an oral transliterator. Addresses specific linguistic and communication concerns typically occurring in the oral transliteration setting. May be repeated for credit. Prerequisite: Placement in ENG 111. Lecture 1 hour per week.

INT 233 ASL-to-English Interpretation II (3 cr.)
Teaches students to perform simultaneous interpretations of monologues in the source language (ASL) to the target language (English) and process an incoming ASL monologue while simultaneously producing an appropriate interpretation in English. Provides students the opportunity to conduct research in the field of interpretation, apply team interpreting techniques, and interact with consumers of interpretation. Prerequisites: INT 133 and INT 134. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

INT 234 English-to-ASL Interpretation II (3 cr.)
Teaches students to perform simultaneous interpretations of monologues in the source language (English) into the target language (ASL) and process an incoming English monologue while simultaneously producing an appropriate interpretation in ASL. Provides students the opportunity to conduct research in the field of interpretation, apply team interpreting techniques, and interact with consumers of interpretation. Prerequisites: INT 133 and INT 134. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

INT 237 Interpreting ASL in Safe Settings (3 cr.)
Studies roles, responsibilities, and experiences involved in interpreting American Sign Language (ASL) in community and educational settings, including ethical and business practices. Analyzes the specific linguistic needs of the clients, managing the environment, and resolving ethical concerns for interpreters. Prerequisites: INT 233 and INT 234 or program head placement. Lecture 3 hours per week.

INT 250 Dialogic Interpretation I (3 cr.)
Provides students the opportunity to apply interpreting fundamentals; interpret dialogs between spoken English and ASL users; analyze interpretations by using a Process Model of Interpreting, conduct research, practice team interpreting skills in an interactive interpreting environment, and prepare for the interactive nature of standard interpreting evaluations. Prerequisites: INT 233 and INT 234. Lecture 3 hours per week.

INT 280 Interpreter Assessment Preparation (3 cr.)
Prepares student to sit for a specific interpreter assessment tool. Examines the contents of the various segments of the assessment tool. Provides an opportunity for the student to design and implement a specific individualized work plan based upon a diagnostic assessment of the student’s interpretation product to improve all knowledge, skill and ability elements in order to meet or exceed the competency set for the selected interpreter assessment tool. Prerequisite: INT 130. Lecture 3 hours per week.

INT 290 Coordinated Internship in Interpreter Education (3 cr.)
Provides an internship under guidance of a professional interpreter as a means to transition from school to work. (Provides supervised on-the-job training in selected business, industrial, or service firms coordinated by the college.) Prerequisites: INT 250 and successful completion of the written portion of an ASL-English interpreting assessment. Laboratory 12 hours per week.

INT 295 Topics in Interpreter Education: Turn-Taking Strategies (3 cr.)
Provides students the opportunity to apply interpreting fundamentals; interpret dialogs between spoken English and ASL users; analyze interpretations by using a process model of interpreting, conduct research, practice team interpreting skills in an interactive interpreting environment, and prepare for the interactive nature of standard interpreting evaluations. Prerequisites: INT 233 and INT 234. Lecture 3 hours per week.

LEGAL ASSISTING (PARALEGAL STUDIES)

LGL 110 Introduction to Law and the Paralegal (3 cr.)
Introduces various areas of law in which a paralegal may be employed. Includes study of the court system (Virginia and federal); a brief overview of criminal law, torts, family law, evidence, the U.C.C., contracts, and ethics; the role of the paralegal; and other areas of interest. Prerequisite or Co-requisite: ENG 111 or permission of instructor. 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 agreements, pre- and ante-nuptial agreements, pleadings, and rules of procedure. May include specific federal and Virginia consumer laws. 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, citations, ALR, and other research tools. May include research through electronic databases, 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. Prerequisites: ENG 111 or permission of instructor and LGL 125. Lecture 3 hours per week.

LGL 200 Ethics for the Paralegal (1 cr.)
Examines general principles of ethical conduct applicable to paralegals. Includes the application of rules of ethics to the practicing paralegal. Lecture 1 hour per week.

LGL 210 Virginia and Federal Procedure (3 cr.)
Examines in-depth 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 215 Torts (3 cr.)
Studies fundamental principles of the law of torts and may include preparation and use of pleadings and other documents involved in the trial of a civil action. Emphasizes intentional torts, negligence, personal injury, products liability, and malpractice cases. 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. Includes preparation of interrogatories, depositions, and other discovery tools used in assembling evidence in preparation for trial or an administrative hearing. Lecture 3 hours per week.

LGL 218 Criminal Law (3 cr.)
Focuses on major crimes, including their classification, elements of proof, intent, conspiracy, responsibility, parties, and defenses. Emphasizes Virginia law. May include general principles of applicable constitutional law and criminal procedure. Lecture 3 hours per week.

LGL 220 Administrative Practice and Procedure (3 cr.)
Surveys applicable administrative laws, including the Privacy Act, the Administrative Process Act, and Freedom of Information Act. Studies practice and procedure involving the Department of Alcoholic Beverage Control, State Corporation Commission, Virginia Workers' Compensation Commission, Social Security Administration, Virginia Employment Commission, and other administrative agencies. Lecture 3 hours per week.

LGL 221 E-Practice (3 cr.)
Prepares students to electronically file (e-file) in federal court, state court, and appropriate administrative agencies. Provides the student with the proper information on electronic discovery (e-discovery), including how data are requested, located, and searched in the course of litigation. Focuses on the proper process required to be in conformance with the appropriate laws. Prerequisites: LGL 210 and LGL 216. Lecture 3 hours per week.

LGL 222 Information Technology for the Paralegal (3 cr.)
Provides extensive instruction on technology in the law office, including word processing tools, spreadsheet programs, database management systems, office management programs, case management programs, electronic mail, the cloud, and the use of the Internet in the practice of law. Prerequisite: ITE 115 or faculty approval. Lecture 3 hours per week.

LGL 225 Estate Planning and Probate (3 cr.)
Introduces various devices used to plan an estate, including wills, trusts, joint ownership, and insurance. Considers various plans in light of family situations and estate objectives. Focuses on practices involving administration of an estate, including taxes and preparation of forms. Lecture 3 hours per week.

LGL 226 Real Estate Abstracting (3 cr.)
Reviews aspects of abstracting title to real estate and recordation of land transactions, liens, grantor-grantee indices, warranties, covenants, restrictions, and easements. Prerequisite: LGL 228 or permission of program head. Lecture 3 hours per week.

LGL 228 Real Estate Settlement Practicum (3 cr.)
Focuses on methods and practices in administrative area of real estate closings, back title information, preliminary report from attorney's title notes, lender's requirements, payoffs, HUD-1 settlement statement, real estate taxes, interest, escrow, disbursement, and release of liens of record. 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 proprietorship, partnerships, corporations, 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.

LGL 238 Bankruptcy (3 cr.)
Provides a practical understanding of nonbankruptcy alternatives and the laws of bankruptcy, including Chapters 7, 11, 12, and 13 of the Bankruptcy Code. Emphasizes the preparation of petitions, schedules, statements, and other forms. Lecture 3 hours per week.

LGL 290 Coordinated Internship in Legal Assisting (3 cr.)
Provides supervised on-the-job training in selected business, industrial, or service firms coordinated by the college. Laboratory 12 hours per week.

MARKETING

MKT 110 Principles of Selling (3 cr.)
Presents a fundamental, skills-based approach to the professional selling of products, services, and ideas, and to relationship building. Emphasizes learning effective interpersonal communication skills in all areas of the sales process through skill-building activities. Examines entry-level sales careers in retailing, wholesaling, services, and industrial selling. Focuses on building a positive self-image, following ethical behavior, understanding buyer needs, and appreciating the importance of a positive customer relationship strategy. Concludes in a professional sales presentation to buyers ranging from individual consumers to corporations. Lecture 3 hours per week.

MKT 120 Fundamentals of Fashion (3 cr.)
Develops an understanding of the principles and procedures involved in the production, distribution, and consumption of fashion merchandise. Traces the history and development of fashion and how these changes affect the fashion merchandising world. Focuses on changing consumer characteristics which influence demand for fashion products and the effects that fashion marketing activities have on the economy. Lecture 3 hours per week.

MKT 201 Introduction to Marketing (3 cr.)
Introduces students to the discipline of marketing and the need to create customer value and relationships in the marketplace. Presents an overview of the marketing principles and management strategies, along with the analytical tools used by organizations in the creation of a marketing plan. Lecture 3 hours per week.
MKT 209 Sports, Entertainment, and Recreation Marketing (3 cr.)
Builds on the principles of marketing to introduce the more specific importance and specialization of Sports, Entertainment, and Recreation (SER) marketing. Emphasizes the SER industries as they relate to economics, business structure, product development, branding, pricing strategies, distribution strategies, integrated communications, ethics, and research. Prerequisite: MKT 201. Lecture 3 hours per week.

MKT 210 Sales Management (3 cr.)
Presents an in-depth examination of managing a sales force. Introduces methods of training, compensating, motivating, and evaluating the sales force. Explores forecasting techniques and quotas. Lecture 3 hours per week.

MKT 215 Sales and Marketing Management (3 cr.)
Emphasizes the relationship of professional sales skills and marketing management techniques to successful profit and non-profit organizations. Focuses on challenges connected with the sales and distribution of products and services, including pricing, promotion, and buyer motivation. Demonstrates uses of the Internet to enhance marketing. Studies legal and ethical considerations. Introduces sales management in planning, organizing, directing, and controlling for a well-coordinated sales effort. Lecture 3 hours per week.

MKT 216 Retail Organization and Management (3 cr.)
Examines the organization of the retail establishment to accomplish its goals in an effective and efficient manner. Includes study of site location, internal layout, store operations, and security. Examines the retailing mix, the buying or procurement process, pricing, and selling. Studies retail advertising, promotion, and publicity as a coordinated effort to increase store traffic. Lecture 3 hours per week.

MKT 220 Principles of Advertising (3 cr.)
Emphasizes the role of advertising in the marketing of goods, services, and ideas. Discusses the different uses of advertising; types of media; how advertising is created; agency functions; and legal, social, and economic aspects of the industry. Introduces advertising display, copy and art work preparation, printing, and selection of media. Lecture 3 hours per week.

MKT 227 Merchandise Buying and Control (3 cr.)
Studies the merchandising cycle. Explores techniques used in the development of buying resources, merchandising plans, model stock, unit control, and inventory systems. Highlights merchandise selection, policy pricing strategies, and inventory control methods. Lecture 3 hours per week.

MKT 228 Promotion (3 cr.)
Presents an overview of promotion activities, including advertising, visual merchandising, publicity, and sales promotion. Focuses on coordinating these activities into an effective campaign to promote sales for a particular product, business, institution, or industry. Emphasizes preparing budgets, selecting media, and analyzing the effectiveness of the campaign. Lecture 3 hours per week.

MKT 229 Marketing Research (3 cr.)
Introduces the marketing research process to include methodology, data collection, sampling, and analysis. Focuses on planning basic research studies and applying the findings to marketing decisions. Prerequisite: MKT 201. Lecture 3 hours per week.

MKT 238 Fashion Merchandising (3 cr.)
Compares the major considerations involved in the buying and merchandising of fashion products. Emphasizes the dynamics of fashion and consumer buying patterns and sources of buying information. Discusses fashion buying and inventory control in the merchandising cycle plus techniques used to develop fashion buying plans, model stocks, unit control, and inventory systems. Stresses selection policy and pricing for profit. Lecture 3 hours per week.

MKT 260 Customer Service Management (3 cr.)
Examines the role of customer service in achieving a firm's long-term goals, discusses the basic principles of effective customer service, and explores the tasks and responsibilities of a customer service manager. Includes such topics as purpose of customer service; establishment of customer service goals and policies; recruitment, selection, and training of customer service employees; motivation techniques; empowering employees for better decision making; and evaluation of customer service employees and program. Lecture 3 hours per week.

MKT 271 Consumer Behavior (3 cr.)
Examines the various influences affecting consumer buying behavior before, during, and after product purchases. Describes personal, societal, cultural, environmental, group, and economic determinants on consumer buying. Lecture 3 hours per week.

MKT 275 International Marketing (3 cr.)
Examines the role of the multinational firm, as well as the environments in which they operate. Covers such factors as exchange rates, government foreign trade policy, and social-cultural factors. Compares international and domestic marketing strategies. Lecture 3 hours per week.

MKT 281 Principles of Internet Marketing (3 cr.)
Introduces students to the Internet, Internet marketing, and the World Wide Web. Discusses how to implement marketing programs strategically and tactically using online communications tools. Teaches e-marketing strategies; the conduct of competitive, demographic, and psychographic research; the assessment and management of organizational communication; how news cycles on the Internet differ from traditional media; and how the Internet affects how we live, consume, and work. Lecture 3 hours per week.

MKT 283 Social, Ethical, and Legal Issues in eCommerce (3 cr.)
Examines the social, ethical, and legal issues of electronic commerce. Teaches the factors that influence ethical and unethical marketing practices in eCommerce and the importance of ethical, legal, and socially responsible consumer behavior. Lecture 3 hours per week.

MKT 284 Social Media Marketing (3 cr.)
Surveys the use of social networks and online communities such as blogs, wikis, and virtual events that allow companies to expand their interaction with customers and develop relationships with collaborative communities. Emphasizes the ongoing transformation of the way companies adjust their marketing plans to improve interaction with customers online. Lecture 3 hours per week.

MKT 285 Current Issues in Marketing (3 cr.)
Serves as a capstone course for marketing majors. Provides an integrated perspective of current issues and practices in marketing. Explores contemporary issues and practices in a highly participatory classroom environment. Lecture 3 hours per week.
**MKT 290 Coordinated Internship in Marketing (3 cr.)**
Provides supervised on-the-job training in selected business, industrial, or service firms coordinated by the college. Provides students an opportunity to increase their knowledge of operating a retail business. Teaches the skills necessary for effective performance in supervisory and upper-level management positions in marketing occupations. Involves rotation among the various departments/functions within the retail training laboratory until the student is familiar with the operation. Combines a comprehensive introduction to store retailing with extensive on-the-job training assignments, which provide the opportunity to apply the understanding of merchandising and management procedures. Lab 15 hours per week.

**MKT 298 Seminar and Project in Marketing (3 cr.)**
Familiarizes the student with many career opportunities in the field through classroom instruction and field exercises. Lecture 3 hours per week.

**MATH CO-REQUISITE**

**MCR 4 Learning Support for Quantitative Reasoning (1 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 of the MTE modules 1-9. Co-requisite: MTH 161. Lecture 2 hours per week.

**MCR 5 Learning Support for Statistical Reasoning (1 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. Prerequisites: Completion of any three of the MTE modules 1-5. Co-requisite: MTH 155. Lecture 1 hour per week.

**MCR 6 Learning Support for Precalculus (2 cr.)**
Provides instruction for students who require minimum preparation for college-level Precalculus. Students in this course will be co-enrolled in MTH 167. Credits are not applicable toward graduation and do not replace MTE courses waived. Successful completion of Precalculus 1 results in the prerequisite MTE modules being satisfied. Prerequisites: Completion of any seven of the MTE modules 1-9. Co-requisite: MTH 161. Lecture 2 hours per week.

**MCR 7 Learning Support for Precalculus with Trigonometry (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 are not applicable toward graduation and do not replace MTE courses waived. Successful completion of Precalculus with Trig results in the prerequisite MTE modules being satisfied. Prerequisites: Completion of any seven of the MTE modules 1-9. Co-requisite: MTH 167. Lecture 2 hours per week.

**MATH ESSENTIALS**

**MTE 1 Operations with Positive Fractions (1 cr.)**
Includes operations and problem solving with proper fractions, improper fractions, and mixed numbers without the use of a calculator. Emphasizes applications and includes U.S. customary units of measure. Credits not applicable toward graduation. Prerequisite: Placement recommendation or BSK 1. Lecture 4 hours per week for ¼ semester.

**MTE 2 Operations with Positive Decimals and Percents (1 cr.)**
Includes operations and problem solving with positive decimals and percents. Emphasizes applications and includes U.S. customary and metric units of measure. Credits not applicable toward graduation. Prerequisite: Placement recommendation or MTE 1. Lecture 4 hours per week for ¼ semester.

**MTE 3 Algebra Basics (1 cr.)**
Includes basic operations with algebraic expressions and solving simple algebraic equations using signed numbers with emphasis on applications. Credits not applicable toward graduation. Prerequisite: Placement recommendation or MTE 2. Lecture 4 hours per week for ¼ semester.

**MTE 4 First Degree Equations and Inequalities in One Variable (1 cr.)**
Includes solving first degree equations and inequalities containing one variable and using them to solve application problems. Emphasizes applications and problem solving. Credits not applicable toward graduation. Prerequisite: Placement recommendation or MTE 3. Lecture 4 hours per week for ¼ semester.

**MTE 5 Linear Equations, Inequalities, and Systems of Linear Equations in Two Variables (1 cr.)**
Includes the equation of a line, graphing linear equations and inequalities in two variables, and solving systems of two linear equations. Emphasizes writing and graphing equations using the slope of the line, points on the line, and applications. Credits not applicable toward graduation. Prerequisite: Placement recommendation or MTE 4. Lecture 4 hours per week for ¼ semester.

**MTE 6 Exponents, Factoring, and Polynomial Equations (1 cr.)**
Includes techniques of factoring polynomials and using these techniques to solve polynomial equations. Emphasizes applications using polynomial equations solved by factoring. Credits not applicable toward graduation. Prerequisite: Placement recommendation or MTE 5. Lecture 4 hours per week for ¼ semester.

**MTE 7 Rational Expressions and Equations (1 cr.)**
Includes simplifying rational algebraic expressions, solving rational algebraic equations, and solving applications that use rational algebraic equations. Credits not applicable toward graduation. Prerequisite: Placement recommendation or MTE 6. Lecture 4 hours per week for ¼ semester.

**MTE 8 Radical Expressions and Radicals (1 cr.)**
Includes simplifying radical expressions, using rational exponentials, solving radical equations, and solving applications using radicals. Credits not applicable toward graduation. Prerequisite: Placement recommendation or MTE 7. Lecture 4 hours per week for ¼ semester.

**MTE 9 Functions, Quadratic Equations, and Parabolas (1 cr.)**
Includes an introduction to functions in ordered pair, graph, and equation form. Also introduces quadratic functions, their properties, and their graphs. Credits not applicable toward graduation. Prerequisite: Placement recommendation or MTE 8. Lecture 4 hours per week for ¼ semester.
MATH 103 Applied Technical Mathematics I (3 cr.)
Provides a foundation in mathematics with emphasis in arithmetic, unit conversion, basic algebra, geometry and trigonometry. Replaces MTH 101 or 103 or 104 or 105 or 106. Prerequisites: Competency in Math Essentials (MTE) 1-3 as demonstrated through the placement and diagnostic tests or by satisfactorily completing the required MTE units or equivalent or MCR 1. Lecture 3 hours per week.

MTH 115 Technical Mathematics I (3 cr.)
Provides algebra through exponential and logarithmic functions, trigonometry, vectors, analytic geometry, and complex numbers. Part I of II. Prerequisites: Placement recommendation for MTH 115 and completion of Algebra I, Geometry, and Algebra II, or equivalent. Lecture 3 hours per week.

MTH 116 Technical Mathematics II (3 cr.)
Provides algebra through unit conversion, trigonometry, vectors, geometry, and complex numbers. Replaces MTH 115 and MTH 116. Prerequisites: MTE 1-6. Lecture 3 hours per week.

MTH 120 Introduction to Mathematics (3 cr.)
Introduces number systems, logic, basic algebra, and descriptive statistics. Prerequisites: Placement recommendation for MTH 120 and MTE or equivalent. (Intended for occupational/technical programs.) Lecture 3 hours per week.

MTH 121 Fundamentals of Mathematics I (3 cr.)
Covers concepts of numbers, fundamental operations with numbers, formulas and equations, measurement and geometry, graphical analysis, binary numbers, Boolean and matrix algebra, linear programming, and elementary concepts of statistics. Emphasizes mathematical problem solving, use of technology, and the language of mathematics. Prerequisites: Placement recommendation for MTH 121 and one unit of high school mathematics or equivalent. (Intended for occupational/technical programs.) Lecture 3 hours per week.

MTH 126 Mathematics for Allied Health (3 cr.)
Presents scientific notation, precision and accuracy, decimals and percents, ratio and proportion, variation, simple equations, techniques of graphing, use of charts and tables, logarithms, and the metric system. Prerequisite: Placement recommendation for MTH 126 or completion through MTE 3. Lecture 3 hours per week.

MTH 130 Fundamentals of Reasoning (3 cr.)
Provides elementary concepts of algebra, linear graphing, financial literacy, descriptive statistics, and measurement and geometry. Based on college programs being supported by this course, colleges may opt to add additional topics such as logic or trigonometry. This course replaces MTH 120 or MTH 121 and is intended for occupational/technical programs. Prerequisites: MTE 1-3 or MCR 2. Lecture 3 hours per week.

MTH 131 Technical Mathematics (3 cr.)
Provides algebra through unit conversion, trigonometry, vectors, geometry, and complex numbers. Replaces MTH 120 or MTH 121. Prerequisites: MTE 1-6. Lecture 3 hours per week.

MTH 133 Mathematics for Health Professionals (3 cr.)
Presents elementary concepts of algebra, linear graphing, financial literacy, descriptive statistics, and measurement and geometry. Based on college programs being supported by this course, colleges may opt to add additional topics such as logic or trigonometry. This course replaces MTH 120 or MTH 121 and is intended for occupational/technical programs. Prerequisites: MTE 1-3 or MCR 2. Lecture 3 hours per week.

MTH 135 Mathematics for the Liberal Arts I (3 cr.)
Introduces the fundamental concepts of arithmetic, algebra, geometry, and problem solving. Emphasizes the application of these concepts to real-world situations. Prerequisites: MTH 132 or MTH 133. Lecture 3 hours per week.

MTH 136 Mathematics for the Liberal Arts II (3 cr.)
Continues the study of mathematics presented in MTH 135. Further develops concepts of problem solving and applications of these concepts to real-world situations. Prerequisites: MTH 135. Lecture 3 hours per week.

MTH 137 Mathematics for the Liberal Arts III (3 cr.)
Provides an introduction to basic concepts of mathematics, including number theory, probability, and statistics. Prerequisites: MTH 136. Lecture 3 hours per week.

MTH 152 Mathematics for the Liberal Arts II (3 cr.)
Provides an introduction to basic concepts of mathematics, including number theory, probability, and statistics. Prerequisites: MTH 151 and completion of Algebra I, Algebra II, and Geometry, or equivalent. Lecture 3 hours per week.

MTH 154 Quantitative Reasoning (3 cr.)
Provides an introduction to basic concepts of mathematics, including number theory, probability, and statistics. Prerequisites: MTH 151 and completion of Algebra I, Algebra II, and Geometry, or equivalent. Lecture 3 hours per week.

MTH 155 Statistical Reasoning (3 cr.)
Provides an introduction to basic concepts of mathematics, including number theory, probability, and statistics. Prerequisites: MTH 151 and completion of Algebra I, Algebra II, and Geometry, or equivalent. Lecture 3 hours per week.

MTH 156 Elementary Geometry (3 cr.)
Provides an introduction to basic concepts of mathematics, including number theory, probability, and statistics. Prerequisites: MTH 151 and completion of Algebra I, Algebra II, and Geometry, or equivalent. Lecture 3 hours per week.

MTH 157 College Algebra (3 cr.)
Provides a comprehensive presentation of algebraic concepts, including solving linear and quadratic equations, polynomial functions, and exponential and logarithmic functions. Prerequisites: MTH 151 and completion of Algebra I and Algebra II. Lecture 3 hours per week.

MTH 158 Trigonometry (3 cr.)
Provides a comprehensive presentation of trigonometric concepts, including the unit circle, trigonometric functions, and identities. Prerequisites: MTH 151 and completion of Algebra I and Algebra II. Lecture 3 hours per week.

MTH 159Precalculus Mathematics (4 cr.)
Provides a comprehensive presentation of algebraic concepts, including solving linear and quadratic equations, polynomial functions, and exponential and logarithmic functions. Prerequisites: MTH 151 and completion of Algebra I and Algebra II. Lecture 3 hours per week.

MTH 160 Calculus (4 cr.)
Provides a comprehensive presentation of calculus concepts, including limits, derivatives, and integrals. Prerequisites: MTH 151 and completion of Algebra I, Algebra II, and Geometry, or equivalent. Lecture 3 hours per week.

MTH 161 Trigonometry (3 cr.)
Provides a comprehensive presentation of trigonometric concepts, including the unit circle, trigonometric functions, and identities. Prerequisites: MTH 151 and completion of Algebra I and Algebra II. Lecture 3 hours per week.

MTH 162 Calculus (4 cr.)
Provides a comprehensive presentation of calculus concepts, including limits, derivatives, and integrals. Prerequisites: MTH 151 and completion of Algebra I, Algebra II, and Geometry, or equivalent. Lecture 3 hours per week.

MTH 163 Precalculus Mathematics (4 cr.)
Provides a comprehensive presentation of algebraic concepts, including solving linear and quadratic equations, polynomial functions, and exponential and logarithmic functions. Prerequisites: MTH 151 and completion of Algebra I and Algebra II. Lecture 3 hours per week.

MTH 164 Calculus (4 cr.)
Provides a comprehensive presentation of calculus concepts, including limits, derivatives, and integrals. Prerequisites: MTH 151 and completion of Algebra I, Algebra II, and Geometry, or equivalent. Lecture 3 hours per week.

MTH 165 Precalculus Mathematics (4 cr.)
Provides a comprehensive presentation of algebraic concepts, including solving linear and quadratic equations, polynomial functions, and exponential and logarithmic functions. Prerequisites: MTH 151 and completion of Algebra I and Algebra II. Lecture 3 hours per week.

MTH 166 Calculus (4 cr.)
Provides a comprehensive presentation of calculus concepts, including limits, derivatives, and integrals. Prerequisites: MTH 151 and completion of Algebra I, Algebra II, and Geometry, or equivalent. Lecture 3 hours per week.

MTH 167 Precalculus Mathematics (4 cr.)
Provides a comprehensive presentation of algebraic concepts, including solving linear and quadratic equations, polynomial functions, and exponential and logarithmic functions. Prerequisites: MTH 151 and completion of Algebra I and Algebra II. Lecture 3 hours per week.

MTH 168 Calculus (4 cr.)
Provides a comprehensive presentation of calculus concepts, including limits, derivatives, and integrals. Prerequisites: MTH 151 and completion of Algebra I, Algebra II, and Geometry, or equivalent. Lecture 3 hours per week.
MTH 162 Precalculus II (3 cr.)
Prepares students for applied calculus or elementary discrete mathematics. Presents college algebra and matrices and algebraic, exponential, and logarithmic functions. Prerequisites: Placement in MTH 162 or completion of MTH 161 or equivalent with a grade of C or better. Credit will not be awarded for both MTH 162 and MTH 167 or equivalent. Lecture 3 hours per week.

MTH 163 Precalculus I (3 cr.)
Prepares students for applied calculus or elementary discrete mathematics. Presents college algebra and matrices and algebraic, exponential, and logarithmic functions. Prerequisites: Placement recommendation for MTH 163 and completion of Algebra I, Algebra II, and Geometry, or equivalent. (Credit will not be awarded for more than one of the following: MTH 163 or MTH 166.) Lecture 3 hours per week.

MTH 166 Precalculus with Trigonometry (5 cr.)
Prepares students for applied calculus or elementary discrete mathematics. Presents college algebra, analytic geometry, and trigonometry, and algebraic, exponential, and logarithmic functions. Prerequisites: Placement recommendation for MTH 166 and completion of Algebra I, Algebra II, and Geometry, or equivalent. (Credit will not be awarded for more than one of the following: MTH 163 or MTH 166.) Lecture 5 hours per week.

MTH 167 Precalculus with Trigonometry (5 cr.)
Prepares students for further study in 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. Prerequisites: Placement into MTH 163 or equivalent. Lecture 5 hours per week.

MTH 173 Calculus with Analytic Geometry I (5 cr.)
Prepares students for further study in 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. Prerequisites: Placement recommendation for MTH 173 and four units of high school mathematics, including Algebra I, Algebra II, Geometry, and Trigonometry, or equivalent. (Credit will not be awarded for more than one of MTH 173, MTH 175, or MTH 273.) Lecture 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: MTH 173 or equivalent. Lecture 5 hours per week.

MTH 199 Supervised Study - Conics Sections and Herren's Formula (1 cr.)
Assigns problems for independent study incorporating previous instruction and supervised by the instructor. Presents Conics Sections and Herren's Formula. Prerequisite: completion of MTE 1-9, if recommended by placement test. Lecture 1 hour per week.

MTH 240 Statistics (3 cr.)
Prepares students for further study in 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. Prerequisites: Placement in MTH 154 or completion of MTH 154 or MTH 161 or equivalent with a grade of C or better. Lecture 3 hours per week.

MTH 245 Statistics I (3 cr.)
Prepares students for further study in 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. Prerequisites: Placement in MTH 154 or completion of MTH 154 or MTH 161 or equivalent with a grade of C or better. Lecture 3 hours per week.

MTH 246 Statistics II (3 cr.)
Continues the study of estimation and hypothesis testing with emphasis on advanced regression topics, experimental design, analysis of variance, chi-square tests, and non-parametric methods. Focuses on multivariate and nonparametric techniques useful to business, science, and social science majors. Replaces MTH 242. Prerequisite: Completion of MTH 245 or equivalent with a grade of C or better. 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. Replaces MTH 270 or MTH 271. Prerequisite: Placement into MTH 261 or completion of MTH 161 or equivalent with a grade of C or better. Lecture 3 hours per week.

MTH 262 Applied Calculus II (3 cr.)
Covers techniques of integration and an introduction to differential equations and multivariable calculus, with an emphasis throughout on applications in business, social sciences, and life sciences. Replaces MTH 272. Prerequisite: Completion of MTH 261 or equivalent with a grade of C or better. Lecture 3 hours per week.

MTH 263 Calculus I (4 cr.)
Prepares students for further study in 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. Prerequisites: Placement in MTH 154 or completion of MTH 154 or MTH 161 or equivalent with a grade of C or better. Lecture 4 hours per week.

MTH 264 Calculus II (4 cr.)
Prepares students for further study in 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. This course replaces MTH 174 or MTH 176 or MTH 274 and is the second course in a three-course sequence. Prerequisite: Placement in MTH 264 or completion of MTH 263 or equivalent with a grade of C or better. Lecture 4 hours per week.
MTH 265 Calculus III (4 cr.)
Prepares students for further study in calculus. 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. Designed for mathematical, physical, and engineering science programs. This course replaces MTH 277 or MTH 178 and is the third course in a three-course sequence. Prerequisite: Placement in MTH 265 or completion of MTH 264 or equivalent with a grade of C or better. 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. Designed for mathematical, physical, and engineering science programs. This course replaces MTH 177 or MTH 275 or MTH 285. 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. 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. Replaces MTH 279 or MTH 291. Prerequisite: Completion of MTH 264 with a grade of C or better. Lecture 3 hours per week.

MTH 270 Applied Calculus (3 cr.)
Introduces limits, continuity, differentiation and integration of algebraic and transcendental functions, techniques of integration, and partial differentiation. Prerequisite: MTH 163 or MTH 166 or equivalent. (Credit will not be awarded for both MTH 270 and MTH 271.) Lecture 3 hours per week.

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: MTH 174 or equivalent. Lecture 4 hours per week.

MTH 279 Ordinary Differential Equations (4 cr.)
Introduces ordinary differential equations. Includes first order differential equations and second and higher order ordinary differential equations with application. Designed for mathematical, physical, and engineering science programs. Prerequisite: MTH 174 or equivalent. Lecture 4 hours per week.

MTH 282 Mathematical Reasoning: Introduction to Higher Mathematics (3 cr.)
Introduces topics in upper-level mathematics courses, such as mathematical reasoning and proofs, set theory, abstract algebra, and abstract analysis. Covers logic and methods of proof; set theory and cardinality; deductive reasoning and axiomatic method; introduction to groups, rings, and fields; construction of real numbers and basic combinatorics. Prerequisites: MTH 164, MTH 166, or above or permission of instructor. Lecture 3 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: MTH 174 or equivalent. Lecture 3 hours per week.

MTH 287 Mathematical Structures (3 cr.)
Presents topics in mathematical structures of value to students majoring in computer science or other disciplines requiring programming skills. Covers logic, set theory, number theory, combinatorics, functions, relations, and graph theory. Prerequisite: MTH 166 or equivalent. Lecture 3 hours per week.

MTH 288 Discrete Mathematics (3 cr.)
Presents topics in sets, counting, graphs, logic, proofs, functions, relations, mathematical induction, Boolean Algebra, and recursion relations. Prerequisite: MTH 263 Calculus I with a grade of C or better or equivalent. Lecture 3 hours per week.

MTH 289 Mathematics for Teacher Entrance Exams (2 cr.)
Provides participants with review and practice for the mathematics portion of the licensure examination required of all beginning teachers in Virginia. Test-taking strategies are emphasized throughout. Prerequisite: MTE 3 or equivalent. Lecture 2 hours per week.

MTH 290 Introduction to Higher Mathematics (3 cr.)
Introduces topics in upper-level mathematics courses, such as mathematical reasoning and proofs, set theory, abstract algebra, and abstract analysis. Covers logic and methods of proof; set theory and cardinality; deductive reasoning and axiomatic method; introduction to groups, rings, and fields; construction of real numbers and basic combinatorics. Prerequisites: MTH 164, MTH 166, or above or permission of instructor. Lecture 3 hours per week.

MEDICAL LABORATORY

MDL 100 Introduction to Medical Laboratory Technology (2 cr.)
Introduces the basic principles, techniques, and vocabulary applicable to all phases of medical laboratory technology, including design of the health care system, ethics, terminology, and calculations. Lecture 1 hour. Laboratory 3 hours. Total 4 hours per week.

MDL 105 Phlebotomy (3 cr.)
Introduces basic medical terminology, anatomy, physiology, components of health care delivery, and clinical laboratory structure. Teaches techniques of specimen collection, specimen handling, and patient interactions. Prerequisite: Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

MDL 110 Urinalysis and Body Fluids (3 cr.)
Studies the gross, chemical, and microscopic techniques used in the clinical laboratory. Emphasizes the study of clinical specimens, which include the urine, feces, cerebrospinal fluid, blood, and body exudates. Introduces specimen collection and preparation. Prerequisite or Co-requisite: MDL 101. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

MDL 125 Clinical Hematology I (3 cr.)
Teaches the cellular elements of blood, including blood cell formation and routine hematological procedures. Prerequisite or Co-requisite: MDL 101. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

MDL 190 Coordinated Practice in Phlebotomy (MLT) (2 cr.)
Provides supervised on-the-job training in a designated specimen collection location. Includes skill development and evaluation of blood collection using venipuncture and capillary techniques, specimen handling, patient/staff interactions, professional behavior, and troubleshooting the collection process. Requires successful completion of 100 procedures for students to pass this course. Prerequisites: Successful completion of MDL 101 or MDL 105. Laboratory 40 hours per week for three weeks.

MECHANICAL ENGINEERING TECH

MEC 175 Fundamental Shop Procedures and Internal Combustion Engine (4 cr.)
Introduces the student to the practical use and care of hand and power tools, shop equipment and pullers, precision measuring tools, service manuals and parts catalogs, and safety. Includes the introduction to the design of the internal combustion engine. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week.
MDL 190 Coordinated Practice in Phlebotomy Training (4 cr.)
Provides supervised training and practice in venipuncture for phlebotomy students at clinical sites coordinated by the college. Students will observe venipunctures, perform some procedures with supervision, and perform the remaining venipunctures on their own. A total of 100 venipunctures and 25 dermal punctures must be completed successfully to pass this clinical. Students may also be required to attend site-specific training related to bloodborne pathogens and HIPAA and participate in skills assessments by Reynolds faculty. Prerequisite: MDL 105. Laboratory 40 hours per week for three weeks.

MDL 210 Immunology and Serology (3 cr.)
Teaches principles of basic immunology, physiology of the immune system, diseases involving the immune system, and serologic procedures. Prerequisite or Co-requisite: MDL 101. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

MDL 216 Blood Banking Variable Credits
Teaches fundamentals of blood grouping and typing, compatibility testing, antibody screening, component preparation, donor selection, and transfusion reactions and investigation. Prerequisite or Co-requisite: MDL 210. Lecture 2 hours. Laboratory 5 hours. Total 7 hours per week.

MDL 225 Clinical Hematology II (3 cr.)
Teaches advanced study of blood to include coagulation, abnormal blood formation, and changes seen in various diseases. Prerequisite: MDL 125. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

MDL 251 Clinical Microbiology I (3 cr.)
Teaches handling, isolation, and identification of pathogenic microorganisms. Emphasizes clinical techniques of bacteriology and mycology. Prerequisite or Co-requisite: MDL 101. Lecture 2 hours. Laboratory 4 hours. Total 6 hours per week.

MDL 252 Clinical Microbiology II (3 cr.)
Teaches handling, isolation, and identification of pathogenic microorganisms. Emphasizes clinical techniques of bacteriology, mycology, parasitology, and virology. Prerequisite: MDL 251 (or BIO 205). Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

MDL 262 Clinical Chemistry and Instrumentation II (4 cr.)
Introduces methods of performing biochemical analysis of clinical specimens. Teaches instrumentation involved in a clinical chemistry laboratory, quality control, and the ability to recognize technical problems. Prerequisites or Co-requisites: MDL 101 and CHM 101 or CHM 111. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week.

MDL 281 Clinical Correlations (1 cr.)
Teaches students to apply knowledge gained in courses offered in the MDL curriculum using primarily a case history form of presentation. Emphasizes critical-thinking skills in the practice of laboratory medicine. To be taken in final semester while students are in clinical rotations. Lecture 1 hour per week.

MDL 290 Coordinated Practice in Blood Bank/Transfusion Medicine (2 cr.)
Provides supervised on-the-job training in a hospital blood bank. Includes skill development and evaluation of typing and cross-matching technique for transfusion, analyzing data and formulating reports, performing and analyzing quality control measures, and troubleshooting test parameters. Prerequisites: Successful completion of the first four semesters of the MDL curriculum and program permission to enroll in this course. Co-requisite: MDL 281. Laboratory 40 hours per week for three weeks.

MDL 290 Coordinated Practice in Clinical Chemistry (2 cr.)
Provides supervised on-the-job training in a clinical chemistry laboratory. Includes skill development and evaluation of chemical analysis technique for blood and other body fluids, analyzing data and formulating reports, performing and analyzing quality control measures, and troubleshooting test parameters. Prerequisites: Successful completion of the first four semesters of the MDL curriculum and program permission to enroll in this course. Co-requisite: MDL 281. Laboratory 40 hours per week for three weeks.

MDL 290 Coordinated Practice in Clinical Correlations (1 cr.)
Provides supervised on-the-job training in conjunction with another rotation, at the discretion of the clinical site. Includes skill development and evaluation of techniques performing urinalysis, conducting serological studies, analyzing data and formulating reports, performing and analyzing quality control measures, and troubleshooting test parameters. Prerequisites: Successful completion of the first four semesters of the MDL curriculum and program permission to enroll in this course. Co-requisite: MDL 281. Laboratory 40 hours per week for one week.

MEN 101 Mental Health Skill Training I (3 cr.)
Develops skills necessary to function as a mental health worker, with emphasis on guided practice in counseling skills as well as improved self-awareness. Includes training in problem-solving, goal-setting, and implementation of appropriate strategies and evaluation techniques relating to interaction involving a variety of client needs. Part I of II. Lecture 3 hours per week.

MEN 102 Mental Health Skill Training II (3 cr.)
Develops skills necessary to function as a mental health worker, with emphasis on guided practice in counseling skills as well as improved self-awareness. Includes training in problem-solving, goal-setting, and implementation of appropriate strategies and evaluation techniques relating to interaction involving a variety of client needs. Part II of II. Lecture 3 hours per week.
MUSIC

MUS 111 Music Theory I (4 cr.)
Discusses elements of musical construction of scales, intervals, triads, and chord progressions. Develops ability to sing at sight and write from dictation. Introduces the analysis of the Bach chorale style. Expands facility with harmonic dictation and enables the student to use these techniques at the keyboard. Part I of II. Lecture 3 hours. Laboratory 2 hours. Total 5 hours per week.

MUS 112 Music Theory II (4 cr.)
Discusses elements of musical construction of scales, intervals, triads, and chord progressions. Develops ability to sing at sight and write from dictation. Introduces the analysis of the Bach chorale style. Expands facility with harmonic dictation and enables the student to use these techniques at the keyboard. Part II of II. Prerequisite: MUS 111. Lecture 3 hours. Laboratory 2 hours. Total 5 hours per week.

MUS 121 Music Appreciation I (3 cr.)
Increases the variety and depth of the student’s interest, knowledge, and involvement in music and related cultural activities. Acquaints the student with traditional and twentieth-century music literature, emphasizing the relationship music has as an art form with man and society. Increases the student’s awareness of the composers and performers of all eras through listening and concert experiences. Lecture 3 hours per week.

MUS 211 History of Music I (3 cr.)
Presents the chronology of musical styles from antiquity to the present time. Relates the historical development of music to parallel movements in art, drama, and literature. Develops techniques for listening analytically and critically to music. Lecture 3 hours per week.

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.

NURSING - NSG

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, clinical/community settings, and/or simulated environments. Prerequisites: BIO 141 or BIO 231 or NAS 161; ENG 111, PSY 230, SDV 100, CPR -- American Heart Association Basic Life Support for Health Care Providers, acceptance to the Nursing AAS program, and evidence of completion of Nursing AAS program required documents. Co-requisites: BIO 142 or BIO 232 or NAS 162; NSG 100, NSG 130, and NSG 200. Lecture 3 hours. Laboratory 3 hours. Total 6 hours 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 judgment in skill acquisition. Includes principles of safety, evidence-based practice, informatics and math computational skills. Prepares students to demonstrate competency in specific skills and drug dosage calculation including the integration of skills in the care of clients in simulated settings. Provides supervised learning experiences in college nursing laboratories, clinical/community settings, and/or simulated environments. Prerequisites: BIO 141 or BIO 231 or NAS 161; ENG 111, PSY 230, SDV 100, MTE 1-5, CPR -- American Heart Association Basic Life Support for Health Care Providers, acceptance to the Nursing AAS program, and evidence of completion of Nursing AAS program required documents. Co-requisites: BIO 142 or BIO 232 or NAS 162; NSG 106, NSG 130, and NSG 200. Lecture 1 hour. Laboratory 3 hours. Total 4 hours per week.

NSG 150 Professional Nursing Concepts I (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. Prerequisites: BIO 141 or BIO 231 or NAS 161; ENG 111, PSY 230, SDV 100, MTE 1-5, CPR -- American Heart Association Basic Life Support for Health Care Providers, acceptance to the Nursing AAS program, and evidence of completion of Nursing AAS program required documents. Co-requisites: BIO 142 or BIO 232 or NAS 162; NSG 100, NSG 106, and NSG 200. Lecture 1 hour 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 healthcare. Emphasizes population-focused care. Provides supervised learning experiences in college nursing laboratories, clinical/community settings, and/or cooperating agencies, and/or simulated environments. Prerequisites: BIO 142 or BIO 232 or NAS 162; NSG 100, NSG 106, NSG 130, and NSG 200; grades of C or above in Semester 1 courses. Co-requisites: BIO 150 or BIO 205, and 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, clinical/community settings, and/or simulated environments. Prerequisites: BIO 142 or BIO 232 or NAS 162; NSG 100, NSG 106, NSG 130, and NSG 200; grades of C or above in Semester 1 courses. Co-requisites: BIO 150 or BIO 205, and NSG 152. Lecture 4 hours. Laboratory 6 hours. Total 10 hours per week.

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, clinical/community settings, and/or simulated environments. Prerequisites: BIO 141 or BIO 231 or NAS 161; ENG 111, PSY 230, SDV 100, MTE 1-5, CPR -- American Heart Association Basic Life Support for Health Care Providers, acceptance to the AAS Nursing AAS program, and evidence of completion of Nursing AAS program required documents. Co-requisites: BIO 142 or BIO 232 or NAS 162; NSG 100, NSG 106, and 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 physiological health alterations and reproduction. Emphasizes the nursing process in the development of clinical judgment for clients with multiple needs. Provides supervised learning experiences in college nursing laboratories, clinical/community settings, and/or simulated environments. Part 1 of 2. Prerequisites: BIO 150 or BIO 205, NSG 152, and NSG 170; grades of C or above in Semester 2 courses. Co-requisites: ENG 112 and 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 and physiological health alterations. Emphasizes the nursing process in the development of clinical judgment for clients with multiple needs. Provides supervised learning experiences in college nursing laboratories, clinical/community settings, and/or simulated environments. Part 2 of 2. Prerequisites: BIO 150 or BIO 205, NSG 152, and NSG 170; grades of C or above in Semester 2 courses. Co-requisites: ENG 112 and NSG 210. Lecture 3 hours. Laboratory 6 hours. Total 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. Prerequisites: ENG 112, NSG 210, and NSG 211 with grades of C or above. Co-requisites: CST 229 or PHI 101 or PHI 220 or PHI 225 or PHI 227; NSG 252, and NSG 270. Lecture 2 hours. Total 2 weeks per term.

NSG 252 Complex Health Concepts (4 cr.)
Focuses on nursing care of diverse individuals and families integrating complex health concepts. Emphasizes clinical judgment, patient-centered care and collaboration. Prerequisites: ENG 112, NSG 210, and NSG 211 with grades of C or above. Co-requisites: CST 229 or PHI 101 or PHI 220 or PHI 225 or PHI 227; NSG 230, and NSG 270. Lecture 4 hours per week.

NSG 270 Nursing Capstone (4 cr.)
Provides students with the opportunity to comprehensively apply and integrate learned concepts from previous nursing courses into a capstone experience. Emphasizes the mastery of patient-centered care, safety, nursing judgment, professional behaviors, informatics, quality improvement, and collaboration in the achievement of optimal outcomes of care. Provides supervised learning experiences in faculty and/or preceptor-guided college nursing laboratories, clinical/community settings, and/or simulated environments. Prerequisites: ENG 112, NSG 210, and NSG 211 with grades of C or above. Co-requisites: CST 229 or PHI 101 or PHI 220 or PHI 225 or PHI 227; NSG 230, and NSG 252. Laboratory 12 hours per week.

NUR 208 Acute Medical-Surgical Nursing (6 cr.)
Focuses on the use of nursing process to provide care to individuals and families with acute medical or surgical problems or to prevent such problems. Includes math computational skills and basic computer instruction related to the delivery of nursing care. Provides supervised learning experiences in cooperating agencies. Prerequisites: NUR 111/115, BIO 141, BIO 142, ENG 111, MTH 126, PSY 230, NUR 108, NUR 224, ENG 245, SOC 200, ITE 115, NUR 247, and NUR 109. Prerequisite or Co-requisite: humanities/fine arts elective. Co-requisites: NUR 246; NUR 254 or 298. (NUR 298 must be taken concurrently with last clinical nursing course.) Lecture 3 hours. Laboratory 9 hours. Total 12 hours per week.

NUR 246 Parent/Child Nursing (4 cr.)
Develops nursing skills in caring for both well and ill children in a variety of settings. Emphasizes theories of growth and development and the family as a unit. Prerequisites: NUR 111/115, BIO 141, BIO 142, ENG 111, MTH 126, SDV 100, PSY 230, SOC 200, ITE 115, NUR 108, NUR 245, NUR 226, NUR 247, NUR 109. Prerequisite or Co-requisite: Humanities/fine arts elective. Co-requisites: NUR 254 or NUR 298 (NUR 298 must be taken with the last clinical nursing course in the curriculum), and NUR 208. Lecture 2 hours. Laboratory 6 hours. Total 8 hours per week.

NUR 247 Psychiatric/Mental Health Nursing (4 cr.)
Develops nursing skills in caring for individuals, families, and/or groups with mental health needs. Explores various treatment models, diagnostic categories, and rehabilitative measures. Prerequisites: NUR 111/115, BIO 141, BIO 142, SDV 100, ENG 111, MTH 126, PSY 230, NUR 108, NUR 245, NUR 226. Prerequisites or Co-requisites: SOC 200, ITE 115, Co-requisite: NUR 109. Lecture 2 hours. Laboratory 6 hours. Total 8 hours per week.

NUR 25 Nursing Assistant (Personal Care Assistant) (3 cr.)
Teaches fundamental principles of patient care with laboratory experience in foods and fluids; elimination; moving patients; morning, afternoon, and evening care; care of hospital equipment; means of providing special comforts and safety; admission and discharge procedures; infection control; home management; and simple first aid. Prerequisites and Co-requisites: 18 years of age or older; competency in MTE 1 or higher as demonstrated through the placement and diagnostic tests or by completing MTE 1; competencies in reading and writing as demonstrated by placement in ENG 1 or placement in co-requisites ENG 111 and ENF 3 or completion of ENF 2; physically able to lift and move clients, hear audible alarms and sounds, auscultate certain physical parameters, such as blood pressure, and heart and lung sounds; and interact effectively with clients/families and health care team members. Lecture 2 hours. Laboratory 4 hours. Total 6 hours per week.

NUR 254 Dimensions of Professional Nursing (1 cr.)
Explores the roles 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. Prerequisites: Successful completion of SDV 100, BIO 141, BIO 142, ENG 111, MTH 126, PSY 230, SOC 200, ITE 115, NUR 111/115, NUR 226, NUR 108, NUR 109, NUR 247. Prerequisite or Co-requisite: Approved Humanities/Fine Arts elective. Co-requisite: NUR 246 or NUR 208. Lecture 1 hour per week.
NUR 26 Nursing Assistant (Aide) Advanced (3 cr.)
Focuses on theory and provides laboratory experiences in asepsis, sterile techniques, tube feedings, and other skills required by nursing assistants in health care agencies. Prerequisites: CNA certification for at least three (3) years; recommendation from a licensed nursing professional (LPN or RN); evidence of no restrictions on CNA certification by the Virginia Board of Nursing for the last five (5) years; recommendation for advanced certification from an LPN or RN who has supervised the applicant in providing direct patient care for at least six (6) months within the past year; American Heart Associate CPR BLS for the Health Care Professional certification; ability to pass a background check and drug screen; and ability to meet functional health and immunization requirements. Co-requisite: NUR 31. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

NUR 298 Seminar and Project in Nursing (1 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. In addition, this course presents intensive correlation of major professional nursing subject areas reflecting the entry-level practitioner environment and the transition from student to professional nurse practitioner. Prerequisites: Successful completion of SDV 100, BIO 141, BIO 142, ENG 111, MTH 126, PSY 230, SOC 200, ITE 115, NUR 111/115, NUR 108, NUR 226, NUR 245, NUR 109, NUR 247, NUR 254, and either NUR 246 or NUR 208 with grade of C or above in each course. Prerequisite or Co-requisite: Approved humanities/fine arts elective. Co-requisite: Either NUR 246 or NUR 208. This course must be taken concurrently with the last course in the curriculum. Lecture 1 hour per week.

NUR 31 Advanced Skills For Nurse Aides (3 cr.)
Teaches advanced level skills for Certified Nurse Aides, including basic IV therapy, EKG, and catheterization. Prerequisites: CNA certification for at least three (3) years; recommendation for advanced certification from a licensed nursing professional (LPN or RN); evidence of no restrictions on CNA Certification by the Virginia Board of Nursing for the last five (5) years; recommendation for advanced certification from a licensed nurse who has supervised the applicant in providing direct patient care for at least six (6) months within the past year; American Heart Associate CPR BLS for the Health Care Professional certification; ability to pass a background check and drug screen; and ability to meet functional health and immunization requirements. Co-requisites: NUR 26; a student must successfully complete both NUR 26 and NUR 31 to be eligible for Advanced Nurse Aide certification. Lecture 1 hour. Laboratory 6 hours. Total 7 hours per week.

OPTICIANRY

OPT 105 Anatomy, Physiology, and Pathology of the Eye (3 cr.)
Considers the fundamentals of various body systems and principles of human physiology; methods of drug delivery; including the advantages and disadvantages of drops, ointments, and sustained release systems; systemic use of medications; basic characteristics of common external and internal diseases of the eye; and ocular emergencies. Lecture 3 hours per week.

OPT 121 Optical Theory I (3 cr.)
Introduces theory and application of ophthalmic lenses. Presents history, basic manufacturing and quality standards of ophthalmic lenses, propagation of light, refraction and dioptric measurements, true power, surface power, and nominal lens formula. Explains lens makers’ equation, boxing system, spherical lens design, fundamental aspects of cylindrical lenses, spherocylinder lens design, and flat and toric transposition. Prerequisite or Co-requisite: MTH 126. Lecture 3 hours per week.

OPT 122 Optical Theory II (3 cr.)
Explores the development of multifocal lenses, application of multifocal lenses, survey of current ophthalmic lens, the properties of spherocylinder lenses, and an in-depth analysis of the optics of ophthalmic prisms, which includes prism notation, vertical imbalance, and anisometropia. Prerequisite: OPT 121 or equivalent. Lecture 3 hours per week.

OPT 150 Optical Laboratory Theory I (3 cr.)
Introduces the student to the terminology, instruments, lens, frames, and materials used in the surfacing and finishing of optical prescription eyewear. Focuses on the lensometry and fabrication of single vision eyewear and presents personal and environmental safety issues. Co-requisite: OPT 152. Lecture 3 hours per week.

OPT 151 Optical Laboratory Theory II (3 cr.)
Covers making eyeglasses with advanced prescriptions and frames. Includes verification and neutralization techniques for single vision, bifocal, multifocal, and progressive lens designs, frame repair, accomplishing prescribed prism by decentration, verification and neutralization, semi-rimless glasses, and multifocal glasses. Prerequisites: OPT 150 and OPT 152 or equivalent. Co-requisite: OPT 153. Lecture 3 hours per week.

OPT 152 Optical Laboratory Clinical I (3 cr.)
Provides the clinical component of OPT 150. Provides students the opportunity to learn clinical skills in fundamental optical laboratory tasks at the entry level under the direction and supervision of a preceptor. Emphasizes accuracy and attaining skills that meet acceptable professional standards. Co-requisite: OPT 150. Laboratory 6 hours per week.

OPT 153 Optical Laboratory Clinical II (3 cr.)
Provides the clinical component of OPT 151. Presents students with an opportunity to learn clinical skills for optical laboratory tasks at the advanced level under the direction and supervision of a preceptor. Emphasizes accuracy and the attainment of skills that meet acceptable professional standards. Prerequisites: OPT 150 and OPT 152 or equivalent. Co-requisite: OPT 151. Laboratory 6 hours per week.

OPT 154 Optical Business Management (3 cr.)
Covers basic management and leadership skills necessary for a successful eye care office. Teaches the analysis, creative thinking, judgment, planning strategy, and implementation skills necessary for today’s optical business challenges. Lecture 3 hours per week.
OPT 165 Optical Dispensing Clinical I (2 cr.)
Provides the student with an opportunity to develop the skills necessary for becoming a licensed dispensing optician. Covers patient/client measurements, frame and lens materials, frame and lens selection, prescription analysis, and adjustment techniques. Serves as the clinical component of OPT 160. Prerequisite: OPT 160 or equivalent. Co-requisite: OPT 160. Laboratory 4 hours per week.

OPT 260 Optical Dispensing Theory II (3 cr.)
Focuses on the development and refinement of the skills necessary for students to become a licensed dispensing optician, including patient/client measurements, presbyopic options, frame and lens materials, absorptive lenses, frame and lens selection, safety and sports eyewear, prescription analysis to include considerations for spectacle magnification and tilt, low vision aids, and adjustment techniques. Prerequisites: OPT 160 and OPT 165 or equivalent. Co-requisite: OPT 271. Lecture 3 hours per week.

OPT 271 Optical Dispensing Clinical II (3 cr.)
Focuses on the development and refinement of the skills necessary for students to become a licensed dispensing optician, including patient/client measurements, frame and lens materials, frame and lens selection, prescription analysis, and adjustment techniques. Serves as the clinical component of OPT 260. Prerequisites: OPT 160 and OPT 165 or equivalent. Co-requisite: OPT 260. Laboratory 12 hours per week.

OPT 272 Optical Dispensing Clinical III (3 cr.)
Focuses on the development and refinement of the skills necessary for students to become a licensed dispensing optician, including patient/client measurements, frame and lens materials, frame and lens selection, prescription analysis, and adjustment techniques. Prerequisite: OPT 271. Laboratory 12 hours per week.

OPT 273 Contact Lens Theory I (3 cr.)
Introduces basic concepts and techniques of contact lens fitting, contact lens design, contact lens materials, and contact lens nomenclature. Covers contact lens insertion and removal techniques and basic slit lamp and keratometry skills. Prerequisite: NAS 176 or OPT 105 or equivalent. Lecture 3 hours per week.

OPT 274 Contact Lens Theory II (3 cr.)
Explores soft spherical and gas permeable contact lens fitting philosophies, tolerances, and designs. Develops the student’s patient evaluation skills, patient training skills, and skills for evaluating the fit and verification of contact lenses. Prerequisite: OPT 273 or equivalent. Lecture 3 hours per week.

OPT 280 Contact Lens Clinical (3 cr.)
Promotes the development of clinical skills in fundamental contact lens tasks at the entry level under the direction and supervision of a preceptor. Emphasizes professional standards. Prerequisite: OPT 274 or equivalent. Laboratory 6 hours per week.

PHILOSOPHY

PHI 101 Introduction to Philosophy I (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: Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.

PHI 111 Logic I (3 cr.)
Introduces inductive and deductive reasoning, with an emphasis on common errors and fallacies. Prerequisite: Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.

PHI 220 Ethics (3 cr.)
Provides a systematic study of representative ethical systems. Prerequisite: Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.

PHI 225 Selected Problems in Applied Ethics (3 cr.)
Analyzes and discusses significant contemporary ethical issues and problems existing throughout the various professions, such as business, medicine, law, education, journalism, and public affairs. May be repeated for credit. Prerequisite: Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3. 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: Placement in ENG 111 or placement recommendation for co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.

PHI 260 Studies in Eastern Thinking (3 cr.)
Introduces an in-depth study of the East through a variety of approaches, which include music, literature, drama, and cinema. Places special emphasis on Chinese and Japanese philosophy and religion, especially Buddhism. Prerequisite: Placement into English 111 with no developmental co-requisites. Lecture 3 hours.

PHOTOGRAPHY

PHT 164 Introduction to Digital Photography (3 cr.)
Teaches the fundamentals of photography, including camera function and image production as they apply to digital imagery. Shooting assignments develop technical and visual skills with the camera, including composition and the use of light. Basic skills required for making black and white and color inkjet prints are taught in a digital lab using Adobe Photoshop. Prerequisites: Students taking this course should be comfortable working at a computer, be familiar with negotiating program menus, and know how files are saved and stored. A camera with manually adjustable aperture and shutter is required. Lecture 1 hour. Laboratory 4 hours. Total 5 hours per week.

PHT 264 Digital Photography II (3 cr.)
Teaches theory and practice of digital photography, including the Adobe Photoshop techniques needed for top quality inkjet prints. Emphasizes use of digital cameras in studio and on location. Teaches advanced techniques of image editing, including photo restoration and multi-image compositing. Students work with existing images, including family snapshots and antique photographs, as well as photographs shot specifically for the course. In addition to prescribed assignments a personal project allows for exploration of creative ideas and topics of the student’s choice. Provides training in digital image transmission from remote locations. Prerequisites: Students taking this course should feel comfortable working at a computer, be familiar with negotiating program menus, and know how files are saved and stored. A camera with manually adjustable aperture and shutter is required. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

PHYSICAL EDUCATION & RECREATION

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 109 Yoga I (1 cr.)
Focuses on the forms of yoga training emphasizing flexibility. Part I of II. Laboratory 2 hours per week.

PED 110 Zumba (1 cr.)
Focuses on Latin rhythms, dance moves, and techniques in Zumba. Utilizes physical activity, cardiovascular endurance, balance, coordination, and flexibility as related to dance. Laboratory 2 hours. Total 2 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. Part I of II. Laboratory 2 hours per week.

PED 111 Weight Training I (2 cr.)
Focuses on muscular strength and endurance training through individualized workout programs. Teaches appropriate use of weight training equipment. Part I of II. Lecture 1 hour. Laboratory 2 hours. Total 3 hour 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. Part II of II. Lecture 1 hour. Laboratory 2 hours. Total 3 hours per week.

PED 112 Weight Training II (2 cr.)
Focuses on muscular strength and endurance training through individualized workout programs. Teaches appropriate use of weight training equipment. Part II of II. Prerequisite: PED 111. Laboratory 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 1 hour. Laboratory 2 hours. Total 3 hours per week.

PED 117 Fitness Walking (1 cr.)
Teaches content and skills needed to design, implement, and evaluate an individualized program of walking, based upon fitness level. Laboratory 2 hours per week.

PED 120 Yoga II (1 cr.)
Focuses on the forms of yoga training emphasizing flexibility, breathing, and meditation. Part II of II. Prerequisite: PED 109. Laboratory 2 hours per week.

PED 120 Yoga II (2 cr.)
Focuses on the forms of yoga training emphasizing flexibility, breathing, and meditation. Part II of II. Prerequisite: PED 109. Lecture 1 hour. Laboratory 2 hours. Total 3 hours per week.

PED 135 Bowling I (1 cr.)
Teaches basic bowling skills and techniques, scoring, rules, etiquette, and terminology. Part I of II. Laboratory 2 hours per week.

PED 136 Bowling II (1 cr.)
Teaches basic bowling skills and techniques, scoring, rules, etiquette, and terminology. Part II of II. Prerequisite: PED 135. Laboratory 2 hours per week.

PED 137 Martial Arts I (1 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. Part I of II. Laboratory 2 hours per week.

PED 138 Martial Arts II (1 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. Part II of II. Prerequisite: PED 137 or equivalent. Laboratory 2 hours per week.

PED 150 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. Part I of II. Lecture 1 hour. Laboratory 2 hours. Total 3 hours per week.

PED 159 Topics in Physical Education: Principles and Practices of Sport Management (3 cr.)
Emphasizes fundamental principles related to the sports management industry and provides an overview of career opportunities in the field. Introduces students to sports marketing, sports law, sports supervision, media, ethics, and management, and other related areas. Emphasizes the development and improvement of communication skills. An overview is provided with regard to career opportunities in this field. Course cannot be used as a personal wellness elective. Lecture 3 hours per week.

PED 150 Tai Chi I (2 cr.)
Provides an overview of traditional Chinese exercises, focusing on internal and external coordination. Emphasizes the use of Tai Chi as a means of self-defense and self-regulation. Laboratory 2 hours. Total 3 hours per week.

PED 159 Topics in Physical Education: Principles and Practices of Sport Management (3 cr.)
Emphasizes fundamental principles related to the sports management industry and provides an overview of career opportunities in the field. Introduces students to sports marketing, sports law, sports supervision, media, ethics, and management, and other related areas. Emphasizes the development and improvement of communication skills. An overview is provided with regard to career opportunities in this field. Course cannot be used as a personal wellness elective. Lecture 3 hours per week.

PED 165 Topics in Physical Education: Instructional Principles of Online Physical Education (3 cr.)
Prepares instructors in the pedagogy, instructional design, and technology of teaching online physical education courses. Focuses on the strategies of collaborating and teaching online, including planning, management, and evaluation of an online physical education program in a secondary school environment. Prerequisite: This is for students who are pursuing or hold current licensure as a K-12 teacher. Lecture 3 hours per week.

PHYSICS

PHY 101 Introduction to Physics (4 cr.)
Surveys general principles of physics. Includes topics such as force and motion, energy, heat, sound, light, electricity and magnetism, and modern physics. Part I of II. Prerequisite: high school mathematics, including algebra, trigonometry, and logarithms. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week.

PHY 201 General College Physics I (4 cr.)
Teaches fundamental principles of physics on an algebra/geometry/trig math level. Covers mechanics, fluids, and thermodynamics. Students should consult the requirements of their individual program and transfer school to determine the correct course and the transferability of course to senior institution. Part I of II. Prerequisite: MTH 166 or approval of the instructor. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week.

PHY 202 General College Physics II (4 cr.)
Teaches fundamental principles of physics on an algebra/geometry/trig math level. Covers wave phenomena, optics, electricity and magnetism, an introduction to relativity, nuclear physics, and selected topics in modern physics. Students should consult the requirements of their individual program and transfer school to determine the correct course and the transferability of course to senior institution. Part II of II. Prerequisite: PHY 201. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week.

PHY 241 University Physics I (4 cr.)
Teaches principles of classical and modern physics on calculus math level. Covers mechanics and heat. Students should consult the requirements of their individual program and transfer school to determine the correct course and the transferability of course to senior institution. Part I of II. Prerequisite or Co-requisite: MTH 174. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week.
PHY 242 University Physics II (4 cr.)
Teaches principles of classical and modern physics on calculus math level. Covers wave phenomena, optics, electricity and magnetism, an introduction to relativity, and nuclear physics. Students should consult the requirements of their individual program and transfer school to determine the correct course and the transferability of course to senior institution. Part II of II. Prerequisites: PHY 241 and MTH 174 or school approval. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week.

POLITICAL SCIENCE

PLS 211 United States 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. PLS 211 and PLS 212 need not be taken in sequence. Part I of II. Prerequisite: Placement in ENG 111 or placement in Co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.

PLS 212 United States 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. Political Science 211 and 212 need not be taken in sequence. Part II of II. Prerequisite: Placement in ENG 111 or placement in Co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.

PRACTICAL NURSING

PNE 116 Normal Nutrition (1 cr.)
Introduces the basic principles of good nutrition. Studies nutrients, their sources and functions, and basic requirements for individuals. Includes a brief introduction to diet therapy. Prerequisites: BIO 141, SDV 100, and admission to the Practical Nursing program. Prerequisites or co-requisites: ENG 111 and BIO 142. Co-requisite: PNE 161. Lecture 1 hour per week.

PNE 161 Nursing in Health Changes I (7 cr.)
Focuses on nursing situations and procedures necessary to assist individuals in meeting special needs related to human functions. Prerequisites: BIO 141 and SDV 100 with a grade of C or above in each course and acceptance into the Practical Nursing Certificate. Prerequisites or Co-requisites: ENG 111 and BIO 142. Co-requisite: PNE 173. Lecture 4 hours. Laboratory 9 hours. Total 13 hours per week.

PNE 162 Nursing in Health Changes II (1 cr.)
Focuses on nursing situations and procedures necessary to assist individuals in meeting special needs related to human functions. Prerequisites: SDV 100, BIO 141, BIO 142, ENG 111, PNE 161, and PNE 173 with a grade of C or above. Prerequisite or Co-requisite: PNE 230. Co-requisite: PNE 116. Lecture 6 hours. Laboratory 15 hours. Total 21 hours per week.

PNE 163 Nursing in Health Changes III (8 cr.)
Focuses on nursing situations and procedures necessary to assist individuals in meeting special needs related to human functions. Prerequisites: Completion of BIO 141, BIO 142, SDV 100, ENG 111, PNE 173, PNE 161, PNE 162, PNE 116, and PSY 230 with a grade of C or above. Prerequisite or Co-requisite: ITE 115. Co-requisite: PNE 296. Lecture 5 hours. Laboratory 9 hours. Total 14 hours per week.

PNE 173 Pharmacology for Practical Nurses (2 cr.)
Studies history, classification, sources, effects, uses, and legalities of drugs. Teaches problem-solving skills used in medication administrations. Emphasizes major drug classes and specific agents within each class. Prerequisites: Successful completion of Level 1 courses (PNE 161, PNE 116, BIO 142, ENG 111) with a grade of C or above in each identified course. Co-requisite: PNE 162. Lecture 2 hours per week.

PNE 296 Practical Nursing On-Site Training: Capstone Course (2 cr.)
Enables students to participate in a career orientation and training program without pay in selected businesses that is supervised and coordinated by the college. Provides students an opportunity to summarize and apply what has been learned as a result of successful enrollment in the Practical Nursing program. Prerequisites: Successful completion of BIO 141, SDV 100, BIO 142, ENG 111, PNE 173, PNE 161, PNE 162, PNE 116, and PSY 230. Prerequisite or Co-requisite: ITE 115. Co-requisite: PNE 163. Lecture 1 hour. Laboratory 3 hours. Total 4 hours per week.

PSYCHOLOGY

PSY 200 Principles of Psychology (3 cr.)
Surveys the basic concepts of psychology. Covers the scientific study of behavior and mental processes, research methods and measurement, theoretical perspectives, and application. Includes biological bases of behavior, learning, social interactions, memory, and personality; and other topics, such as sensation, perception, consciousness, thinking, intelligence, language, motivation, emotion, health, development, psychological disorders, and therapy. Prerequisite: Placement in ENG 111 or placement in Co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.

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: Placement in ENG 111 or placement in Co-requisites ENG 111 and ENF 3, and PSY 201, PSY 202, PSY 200, or PSY 230. Lecture 3 hours per week.

PSY 230 Developmental Psychology (3 cr.)
Studies the development of the individual from conception to death. Follows a life-span perspective on the developmental tasks of the person's physical, cognitive, and psycho-social growth. Prerequisite: Placement in ENG 111 or placement in Co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.

PSY 270 Psychology of Human Sexuality (3 cr.)
Focuses on scientific investigation of human sexuality and psychological and social implications of such research. Considers socio-cultural influences, the physiology and psychology of sexual response patterns, sexual dysfunctions, and development of relationships. Prerequisite: Placement in ENG 111 or placement in Co-requisites ENG 111 and ENF 3, and PSY 200, PSY 201, or PSY 202. Lecture 3 hours per week.

REAL ESTATE

REA 100 Principles of Real Estate (4 cr.)
Examines practical applications of real estate principles. Includes a study of titles, estates, land descriptions, contracts, legal instruments and concepts, real estate mathematics, financing, agency, appraisal, fair housing, and management of real estate. Lecture 4 hours per week.

REA 110 Real Estate Sales (3 cr.)
Focuses on the fundamentals of sales and principles as they apply to real estate. Includes prospect, motives, needs, and abilities to buy real estate. Lecture 3 hours per week.

REA 215 Real Estate Brokerage (3 cr.)
Considers administrative principles and practices of real estate brokerage, financial control, and marketing of real property. Lecture 3 hours per week.
REA 216 Real Estate Appraisal (4 cr.)
Explores fundamentals of real estate valuation. Introduces the Uniform Standards of Professional Appraisal Practice and the Uniform Residential Appraisal Report formularies, working problems, and reviewing actual appraisals. Includes the opportunities available in the appraisal field. Lecture 4 hours per week.

REA 217 Real Estate Finance (3 cr.)
Presents principles and practices of financing real estate. Analyzes various types of note contracts and mortgage and deed of trust instruments. Covers underwriting of conventional and government insured and guaranteed loans. Lecture 3 hours per week.

REA 225 Real Property Management (3 cr.)
Introduces the field of property management. Focuses on the principles of tenant selection and retention, financial management, and building maintenance. Lecture 3 hours per week.

REA 245 Real Estate Law (3 cr.)
Focuses on real estate law, including rights pertaining to property ownership and management, agency, contracts, transfers of real property ownership, fair housing, and tax implications. Lecture 3 hours per week.

REA 256 Land Planning and Use (3 cr.)
Presents land value and usage, planning, zoning regulations, building and site requirements, sanitation and utilities, highest and best use concept, population analysis, influence of market forces, and public policies. Lecture 3 hours per week.

RELIGION

REL 231 Religions of the World I (3 cr.)
Introduces students to the religions of the world with attention to origin, history, and doctrine. Focuses on the development of systems of faith in various human cultures, with a concentration on Eastern religions. Introduces the academic study of religion, issues of faith, and specific world religions. Examines the historical evolution, the fundamental doctrines and beliefs, and the practices, institutions, and cultural expressions of these religious traditions. Also deals with some of the essential differences and similarities that exist among each religious tradition and points to the uniqueness of each of them. Prerequisite: Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.

REL 232 Religions of the World II (3 cr.)
Introduces students to the religions of the world with attention to origin, history, and doctrine. Focuses on the development of systems of faith in various human cultures, with a concentration on the rise of the monotheistic faiths and the distinction between primal or "oral" religions and "historical" religions. Introduces the academic study of religion, issues of faith, and specific world religions. Examines the historical evolution, the fundamental doctrines and beliefs, and the practices, institutions, and cultural expressions of these religious traditions. Also deals with some of the essential differences and similarities that exist among each religious tradition and points to the uniqueness of each of them. Prerequisite: Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3. 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: Placement in ENG 111 or placement in Co-requisites ENG 111 and ENF 3. 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. Examines the role of religion in America with particular emphasis on religion in contemporary America. Includes the history, beliefs, and practices of the world's major religions in America, as well as an examination of new religious developments. Examines the relationship between American religion and American identity, the rise of civil and cultural religion, and the role of religion in public policy and American culture. Prerequisite: Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.

REL 255 Selected Problems and Issues in Religion: Women and the Bible (3 cr.)
Introduces students to the portrayal of women in the Bible. Examines, through selected Biblical texts, the role and depiction of women within this text. Studies the impact of scriptural writing on the role of women in the Western world through the lens of feminist scholars. Students are asked to think critically about the texts and the issues raised by feminist perspectives and to analyze the impact of the Bible on women today and society as a whole. Prerequisite: Placement in ENG 111 or placement in Co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.

RESPIRATORY THERAPY

RTH 102 Integrated Sciences for Respiratory Care (3 cr.)
Integrates the concepts of mathematics, chemistry, physics, microbiology, and computer technology as these sciences apply to the practices of respiratory care. Lecture 3 hours per week.

RTH 110 Fundamental Theory and Procedures for Respiratory Care (4 cr.)
Focuses on the development of basic respiratory care skills necessary to enter the hospital environment. Prerequisite: Completion of the Pre-Respiratory Therapy Career Studies Certificate and acceptance into pre-clinical courses. Lecture 2 hours. Laboratory 6 hours. Total 8 hours per week.

RTH 112 Pathology of the Cardiopulmonary System (3 cr.)
Presents pathophysiology of medical and surgical diseases with emphasis upon diseases of the cardiopulmonary system. Prerequisites: Successful completion of all curriculum courses offered during the first semester of the AAS degree in Respiratory Therapy. Lecture 3 hours per week.

RTH 121 Cardiopulmonary Science I (3 cr.)
Focuses on pathophysiology, assessment, treatment, and evaluation of patients with cardiopulmonary disease. Explores cardiopulmonary and neuromuscular physiology and pathophysiology. Lecture 3 hours per week.

RTH 131 Respiratory Care Theory and Procedures I (4 cr.)
Presents theory of equipment and procedures and related concepts used for patients requiring general acute and critical cardiopulmonary care. Prerequisites: Successful completion of all curriculum courses offered during the first semester of the AAS degree in Respiratory Therapy. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week.
RTH 132 Respiratory Care Theory and Procedures II (4 cr.)

Presents theory of equipment and procedures and related concepts used for patients requiring general acute and critical cardiopulmonary care. Prerequisites: Successful completion of all curriculum courses offered during the first two semesters of the AAS degree in Respiratory Therapy. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week.

RTH 135 Diagnostic and Therapeutic Procedures I (2 cr.)

Focuses on the purpose, implementation, and evaluation of equipment, and procedures used in the diagnosis and therapeutic management of patients with cardiopulmonary disease. Explores baseline personal health as it relates to the development and recognition of respiratory diseases or disorders. Prerequisite: Completion of the Pre-Respiratory Therapy Career Studies Certificate and acceptance into pre-clinical courses. Lecture 1 hour per week. Laboratory 3 hours per week. Total 4 hours per week.

RTH 145 Pharmacology for Respiratory Care I (1 cr.)

Presents selection criteria for the use of, and detailed information on, pharmacologic agents used in pulmonary care. Prerequisite: Acceptance into pre-clinical courses. Lecture 1 hour per week.

RTH 190 Coordinated Practice in Respiratory Therapy NCC III (2 cr.)

Provides supervised on-the-job training to enable students to work directly with patients to practice and refine skills learned in the previous semester’s classroom and laboratory classes. Prerequisites: Successful completion of all curriculum courses offered during the first two semesters of the AAS degree in Respiratory Therapy. Laboratory 10 hours per week.

RTH 190 Coordinated Practice in Respiratory Therapy: NCC Internship (2 cr.)

Provides first-year students an opportunity to practice all non-critical care skills in an acute care setting. The student is paired with an experienced “RRT” and completes 102 hours of non-critical care internship. Prerequisites: Successful completion of all curriculum courses offered during the first two semesters of the AAS degree in Respiratory Therapy. Laboratory 10 hours per week.

RTH 215 Pulmonary Rehabilitation (1 cr.)

Focuses on purpose and implementation of comprehensive cardiopulmonary rehabilitation program. Prerequisites: Successful completion of all curriculum courses offered during the first two semesters of the AAS degree in Respiratory Therapy. Lecture 1 hour per week.

RTH 221 Cardiopulmonary Science II (3 cr.)

Focuses on assessment, treatment, and evaluation of patients with cardiopulmonary disease. Explores cardiopulmonary, renal, and neuromuscular physiology and pathophysiology. Prerequisites: Successful completion of all curriculum courses offered during the first two semesters of the AAS degree in Respiratory Therapy. Lecture 3 hours per week.

RTH 222 Cardiopulmonary Science III (3 cr.)

Continues the exploration of topics discussed in RTH 121 and RTH 221. Prerequisites: Successful completion of all curriculum courses offered during the first three semesters of the AAS degree in Respiratory Therapy. Lecture 2 hours per week.

RTH 223 Pulmonary Function Analysis (4 cr.)

Presents selection criteria for the use of, and detailed information on, pharmacologic agents used in pulmonary care. Prerequisite: Acceptance into pre-clinical courses. Lecture 1 hour per week.

RTH 225 Critical Care Monitoring (3 cr.)

Focuses on techniques and theory necessary for the evaluation and treatment of the critical care patient, especially arterial blood gases and hemodynamic measurements. Explores physiologic effects of advanced mechanical ventilation. Prerequisites: Successful completion of all curriculum courses offered during the first four semesters of the AAS degree in Respiratory Therapy. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

RTH 290 Coordinated Practice in Respiratory Therapy: ACC/NPCC II (2 cr.)

Provides supervised on-the-job training. Introduces the student to respiratory critical care, home care, and diagnostic pulmonary functions. Students rotate through several critical care units (adult, pediatric, and neonatal) and practice and are evaluated on entry-level critical care skills. Introduces students to adult and pediatric home care and helps them learn to perform diagnostic pulmonary functions. Prerequisites: Successful completion of all curriculum courses offered during the first three semesters of the AAS degree in Respiratory Therapy. Laboratory 10 hours per week.

RTH 290 Coordinated Practice in Respiratory Therapy: ACC/NPCC III (2 cr.)

Provides supervised on-the-job training. Further develops critical respiratory care clinical skills and critical-thinking skills. Students rotate through several critical care units (adult, pediatric, and neonatal) and practice and are evaluated on advanced-level critical care skills. Students also develop skills in hemodynamic monitoring and polysomnography. Prerequisites: Successful completion of all curriculum courses offered during the first four semesters of the AAS degree in Respiratory Therapy. Laboratory 10 hours per week.
RTH 290 Coordinated Practice in Respiratory Therapy: ACC/NPCC IV (1 cr.)
Supervises on-the-job training. Further develops critical respiratory care clinical skills and critical-thinking skills. Students rotate through several critical care units (adult, pediatric, and neonatal) and practice and are evaluated on advanced-level critical care skills. Students also develop skills in hemodynamic monitoring and polysomnography. Prerequisites: Successful completion of all curriculum courses offered during the first four semesters of the AAS degree in Respiratory Therapy. Laboratory 5 hours per week.

RTH 290 Coordinated Practice in Respiratory Therapy: ACC/NPCC IV INTERNSHIP (2 cr.)
Provides supervised on-the-job training. Further develops critical respiratory care clinical skills and critical-thinking skills. Students rotate through several critical care units (adult, pediatric, and neonatal) and practice and are evaluated on advanced-level critical care skills. Prerequisites: Successful completion of all curriculum courses offered during the first five semesters of the AAS degree in Respiratory Therapy. Laboratory 10 hours per week.

RTH 290 Coordinated Practice in Respiratory Therapy: ACC/NPCC IV (2 cr.)
Supervises on-the-job training. Further develops critical respiratory care clinical skills and critical-thinking skills. Students rotate through several critical care units (adult, pediatric, and neonatal) and practice and are evaluated on advanced-level critical care skills. Students also develop skills in hemodynamic monitoring and polysomnography. Prerequisites: Successful completion of all curriculum courses offered during the first four semesters of the AAS degree in Respiratory Therapy. Laboratory 10 hours per week.

RTH 295 Topics in Respiratory Therapy: Advanced Cardiac Life Support (1 cr.)
Designed for health care professionals who are responsible for direct patient care. Lecture and hands-on training provide the delivery of life-saving techniques when faced with an emergency. Presents the recognition and management of life-threatening occurrences through airway stabilization, rhythm recognition, and pharmacologic therapy. Prerequisites: Successful completion of all curriculum courses offered during the first three semesters of the AAS degree in Respiratory Therapy. Lecture 1 hour per week.

SOCIOMETRY
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. Prerequisite: Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3. 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: Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.

SOC 215 Sociology of the Family (3 cr.)
Studies topics, such as marriage and family, in social and cultural context. Addresses the single scene, dating and marriage styles, child-rearing, husband and wife interaction, single parent families, and alternative lifestyles. Prerequisite: Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3. 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: Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.

SPANISH
SPA 101 Beginning Spanish I (4 cr.)
Introduces understanding, speaking, reading, and writing skills and emphasizes basic Spanish sentence structure. Incorporates exposure to the arts, culture, and literature of the areas of the world where Spanish is spoken. Part I of II. May include an additional hour of oral drill and practice per week. Lecture 4 hours per week.

SPA 102 Beginning Spanish II (4 cr.)
Introduces understanding, speaking, reading, and writing skills and emphasizes basic Spanish sentence structure. Incorporates exposure to the arts, culture, and literature of the areas of the world where Spanish is spoken. Part II of II. May include an additional hour of oral drill and practice per week. Prerequisite: SPA 101. Lecture 4 hours per week.

SPA 195 Topics in Spanish: Spanish Communications for the Hospitality Industry (1 cr.)
Provides an opportunity to explore topical areas of interest to or needed by students. Introduces students to spoken and printed Spanish commonly used and/or experienced in the hospitality industry, including vocabulary, colloquialisms, and other concepts typical in the hospitality setting. May include one additional hour of oral practice per week. Lecture 1 hour per week.

SPA 201 Intermediate Spanish I (3 cr.)
Continues to develop understanding, speaking, reading, and writing skills. Part I of II. May include an additional hour of oral drill and practice per week. Prerequisite: SPA 102 or equivalent. Lecture 3 hours per week.

SPA 201 Intermediate Spanish I (4 cr.)
Continues to develop understanding, speaking, reading, and writing skills. Part I of II. May include an additional hour of oral drill and practice per week. Prerequisite: SPA 102 or equivalent. Lecture 4 hours per week.

SPA 202 Intermediate Spanish II (3 cr.)
Continues to develop understanding, speaking, reading and writing skills. Part II of II. May include an additional hour of oral drill and practice per week. Prerequisite: SPA 201 or equivalent. Lecture 3 hours per week.

SPA 202 Intermediate Spanish II (4 cr.)
Continues to develop understanding, speaking, reading, and writing skills. Part II of II. May include an additional hour of oral drill and practice per week. Prerequisite: SPA 201 or equivalent. Lecture 4 hours per week.

SPA 233 Introduction to Spanish Civilization and Literature I (3 cr.)
Introduces the student to Spanish culture and literature. Readings and discussions are conducted in Spanish. Prerequisite: SPA 202 or equivalent. Lecture 3 hours per week.
COURSE DESCRIPTIONS

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 college resources available to students. Strongly recommended for beginning students. Required for graduation. Lecture 1 hour per week.

SDV 100 College Success Skills (and Career Education) (2 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 college resources available to students. 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 choices. Strongly recommended for beginning students who have not selected a major. This course will fulfill the SDV 100 requirement, which is a graduation requirement for degrees and full certificate programs. Lecture 2 hours per week.

SDV 101 Orientation to American Sign Language and Interpreter Education (3 cr.)
Introduces students to the skills which are necessary to achieve their academic goals, to services offered at the college, and to American Sign Language and Interpreter Education. Covers topics such as services at the college; the library; counseling and advising; listening, test taking, and study skills; learning styles; career and personal development; and topical areas which are applicable to American Sign Language and Interpreter Education. Explores the existence of the Deaf people, who as a community share history, literature, customs, and culture. Lecture 3 hours per week.

SDV 101 Orientation to College Mathematics (2 cr.)
Introduces students to the skills which are necessary to achieve their academic goals, and to services offered at the college, and to the mastery skills needed for precalculus (MTH 163). Covers topics such as services at the college, including the library; counseling and advising; listening, test taking, and study skills; and topical areas applicable to precalculus. Topics in mathematics may include, but are not limited to, factoring polynomials, arithmetic operations on polynomials, synthetic and long division of polynomials, using the rules of exponents to simplify algebraic expressions, and graphing calculator usage. Emphasizes study skills and strategies specific to students in math courses. Meets SDV requirements for graduation. Prerequisites: A placement recommendation for MTH 163 and completion of Algebra I, Algebra II, and Geometry or equivalent. Co-requisite: Enrollment in college-designated section of MTH 163. Lecture 2 hours per week.

SDV 101 Orientation to Culinary and Pastry Arts (1 cr.)
Assists students in transition to college and the culinary and pastry arts programs. Provides overviews of college policies, procedures, and curricular offerings. Encourages contacts with other students and staff. Assists students toward college success through information on effective study habits, career and academic planning, and other college resources available to students. Assists students with learning basic culinary and pastry arts concepts, introductory skillsets, and current trends. Students needing to complete developmental studies courses in English or mathematics may take those courses concurrently with SDV 101 if approved by the program head. Lecture 1 hour per week.

SDV 101 Orientation to Culinary and Pastry Arts (2 cr.)
Assists students in transition to college and the culinary and pastry arts programs. 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. Assists students with learning basic culinary and pastry arts concepts, introductory skillsets, and current trends. Students needing to complete developmental studies courses in English or mathematics may take those courses concurrently with SDV 101 if approved by the program head. Lecture 2 hours per week.

SDV 101 Orientation to Health Science (1 cr.)
Introduces students to the skills that are necessary to achieve their academic goals, to services offered at the college, and to health science program. Covers topics such as services at the college, including the library; counseling and advising; listening, test taking, and study skills; and career opportunities in the health science field. Emphasizes study skills and strategies specific to students in health science. Introduces students to the programs and career opportunities available in the health science field. Meets SDV requirements for graduation. Lecture 1 hour per week.

SDV 101 Orientation to Health Technology (1 cr.)
Introduces students to the skills which are necessary to achieve their academic goals, to services offered at the college, and to health technology disciplines. Covers topics such as the following: services and resources at the college; the library; counseling and advising; listening, test taking, and study skills; learning styles; career and personal development; and topical areas which are applicable to health technology disciplines. Lecture 1 hour per week.

SDV 101 Orientation to STEM Disciplines (1 cr.)
Introduces students to the skills which are necessary to achieve their academic goals, to services offered at the college, and to STEM disciplines (science, technology/computer science, engineering, and mathematics). Covers topics such as the following: services and resources at the college; the library; counseling and advising; listening, test taking, and study skills; learning styles; career and personal development; and topical areas which are applicable to the STEM disciplines. Lecture 1 hour per week.

SDV 101 Orientation to Teacher Preparation (2 cr.)
Introduces students to the skills which are necessary to achieve their academic goals, to services offered at the college, and to teacher preparation. Covers topics such as the following: services and resources at the college; the library; counseling and advising; listening, test taking, and study skills; learning styles; career and personal development; and topical areas which are applicable to teacher preparation. Provides students an opportunity to conduct classroom observations. Lecture 2 hours 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 choices. This course will not fulfill the SDV 100 requirement. Lecture 1 hour per week.

SDV 108 College Survival Skills (2 cr.)
Provides an orientation to the college. Introduces study skills and 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. Provides an overview of college policies, procedures, and curricular offerings. Assists students toward college success through information regarding effective study habits. Recommended for students enrolled in developmental courses. Lecture 2 hours per week.

SDV 109 Student Leadership Development (1 cr.)
Introduces students to leadership theories and skills. Develops students' personal leadership styles. Assists students to promote leadership skills in others. Examines the outlook, skills, and behavior essential to successful leadership. Lecture 1 hour per week.

WELDING
WEL 120 Fundamentals of Welding (2 cr.)
Introduces history of welding processes. Covers types of equipment and assembly of units. Stresses welding procedures, such as fusion, non-fusion, and cutting oxyacetylene. Introduces arc welding. Emphasizes procedures in the use of tools and equipment. Lecture 1 hour. Laboratory 3 hours. Total 4 hours per week.

WEL 124 Shielded Metal Arc Welding (Advanced) (3 cr.)
Continues instruction on operation of AC and DC power sources, welding polarities, heats and electrodes for use in joining various metal alloys by the arc welding process. Deals with running beads, butt, and fillet welds in all positions. Emphasizes safety procedures. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

WEL 126 Pipe Welding I (3 cr.)
Teaches metal arc welding processes, including the welding of pressure piping in the horizontal, vertical, and horizontal-fixed positions in accordance with section IX of the ASME Code. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

WEL 141 Welder Qualification Tests I (3 cr.)
Studies techniques and practices of testing welded joints through destructive and nondestructive testing. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

WEL 145 Welding Metallurgy (3 cr.)
Studies steel classifications, heat-treatment procedures, and properties of ferrous and non-ferrous metals. Discusses techniques and practices of testing welded joints and destructive/nondestructive, visual magnetic, and fluorescent testing. Lecture 3 hours per week.

WEL 150 Welding Drawing and Interpretation (2 cr.)
Teaches fundamentals required for successful drafting as applied to the welding industry. Includes blueprint reading, geometric principles of drafting and freehand sketching, basic principles of orthographic projection, preparation of drawings, and interpretation of symbols. Lecture 2 hours per week.

WEL 153 Layout and Fitting for Welders (3 cr.)
Covers the application of formulas and calculations to the proper layout and fitting of metals in welding projects. Emphasizes the use of jigs, fixtures, and hand tools in metal fabrication and assembly along with fabrication and safety procedures for hands-on and workplace projects. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

WEL 155 Ornamental Welding (2 cr.)
Introduces students to basic equipment, safety, and processes useful in the fabrication of welded ornamental objects. Lecture 1 hour. Laboratory 3 hours. Total 4 hours per week.

WEL 160 Gas Metal Arc Welding (MIG and FCAW) (3 cr.)
Introduces practical operations in the use of gas metal arc welding and equipment. Studies equipment operation setup, safety, and practice of Gas Metal Arc Welding (GMAW), Tungsten Inert Gas (TIG). Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

WEL 164 Gas Tungsten Arc Welding (GTAW), Tungsten Inert Gas (TIG) (3 cr.)
Introduces practical operations in the use of tungsten arc welding and equipment. Studies equipment operation setup, safety, and practice of Gas Tungsten Arc Welding (GTAW), Tungsten Inert Gas (TIG). Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.
REYNOLDS COMMUNITY COLLEGE

VIRGINIA COMMUNITY COLLEGE SYSTEM
Glenn DuBois, Chancellor

STATE BOARD FOR COMMUNITY COLLEGES
Eleanor Saslaw, Chair
Don "Robin" Sulienberger, Vice Chair
Glenn DuBois, Secretary
Yohannes A. Abraham
Carolyn Berkowitz
Nathaniel Bishop
David E. Broder
Darren Conner
Edward Dalrymple, Jr.
Douglas M. Garcia
Susan Tinsley Gooden
William C. Hall, Jr.
Peggy Layne
Joseph Smiddy, M.D.
Senator Walter Stosch

REYNOLDS COMMUNITY COLLEGE
2017-2018 COLLEGE BOARD
Stephen E. Baril, Chair
Capt. Richard C. Rush, USN (Ret.), Vice Chair
Fred Babik
Elidon L. Burton
Mark A. Creery
Dr. Brenda J. Drew
Dr. Stephen A. Geyer
Kathy Graziano
Karsten F. Konerding, M.D.
Anne Marie Lauranzon
John A. Manzari, M.D.
Reverend Marcus D. Martin
Michael G. McGhee
Anne V. Moore
Goldie W. Settles
Dr. Gary L. Rhodes, President, Ex Officio
Gerald E. Kilgore, College Board Member Emeritus

COLLEGE ADMINISTRATION
President’s Executive Cabinet
Gary L. Rhodes, President
Amelia M. Bradshaw, Vice President of Finance and Administration and Chief Financial Officer
Kimberly A. Britt, Vice President of Academic Affairs and Chief Academic Officer
M. Elizabeth Creamer, Vice President of Workforce Development and Credential Attainment
Thomas N. Hollins, Jr., Vice President of Student Affairs and Title IX Coordinator
Genene D. LeRosen, Executive Vice President
Elizabeth S. Littlefield, Vice President for Institutional Advancement and Strategic Partnerships
Timothy W. Merrill, Associate Vice President of Strategic Planning and Institutional Effectiveness
Joseph J. Schilling, Director of Communications and Special Assistant to the President
Mark D. Webster, Vice President of Technology
Corliss B. Woodson, Associate Vice President of Human Resources and Equal Opportunity Officer
Ann M. Bushey, Recording Secretary and Executive Assistant to the President

REYNOLDS COMMUNITY COLLEGE
Gary L. Rhodes, President

President
Vice President of Workforce Development and Credential Attainment
Joyce H. Lapsley, Coordinator, Workforce Development
Nicholas K. Langlie, Director of Information Technology
Edward J. McGarry IV, Coordinator, Workforce Development Trades and Construction
Natalie A. Meredith, Assistant Vice President of Workforce Development
Kimberly M. Ogden, Director, EducateVA/Career Switcher Program
Nina A. Sims, Director, Community College Workforce Alliance Marketing and Sales
Wesley A. Smith, Assistant Vice President of Workforce Development (Interim) and Director, Manufacturing and Logistics Programs
Vacant, Assistant Coordinator, Open Enrollment
Vacant, Coordinator, Workforce Development
Vacant, Coordinator, Workforce Development

Executive Vice President

Academic Affairs
Mazhar K. Anik, Assistant Dean, School of Business
David J. Barrish, Dean, School of Business
Patricia J. Bozeman, Coordinator, Academic Support Centers
Raymond A. Burton, Dean, School of Mathematics, Science, and Engineering
Stephen T. Corbin, Assistant Vice President, Academic Affairs
Alan K. Crouch, Assistant Dean, School of Business
Barbara M. Glenn, Dean, School of Humanities and Social Sciences
Kristina F. Green, Assistant Dean, School of Nursing and Allied Health
Richard S. Groover, Assistant Dean, School of Mathematics, Science, and Engineering
Susan S. Hunter, Dean, Nursing and Allied Health
John M. Kirtley, Coordinator, Emergency Medical Services
Lily Mirjahangiri, Assistant Coordinator, Academic Support Centers
N. Charles Peterson, Jr., Director, Learning Communities and Coordinator of Dual Enrollment
Carol B. Rodi, Assistant Coordinator, Nursing Retention Specialist
Bruce A. Sofinski, Assistant Dean, School of Humanities and Social Sciences
Mary Jo Washko, Director, Middle College and Great Expectations Program
Laurie A. Weinberg, Coordinator, English as a Second Language Program
Vacant, Coordinator, Nursing Programs

Center for Excellence in Teaching and Learning
Cecil J. Bracken, Assistant Coordinator, Instructional Design and Learning Management System Administration
Ghazala F. Hashmi, Director, Center for Excellence in Teaching and Learning
James P. Whitaker, Assistant Coordinator, Faculty Support and Quality Assurance

College Academies, Coaching and Recruitment
Hilda M. Billups, Director, Recruitment and K-12 Coaching
Miles S. McCrimmon, Director, College Academies
Vacant, Assistant Coordinator, Student Recruitment

Strategic Planning and Institutional Effectiveness
FACULTY

Abuzayda, Ihab; Instructor, Information Systems Technology; B.S., Manchester College; M.S., East Tennessee State University

Adams, Janet L.; Professor, Program Head, Biology; B.A., Virginia Wesleyan College; Ph.D., Virginia Commonwealth University

Adams, Theodore J.; Instructor, Mathematics; B.S., University of Virginia; M.S., Virginia Commonwealth University

Andrews, Londo P.; Associate Professor, Information Systems Technology; B.S., Virginia State University; M.S.I.S., University of Phoenix

Anik, Mazhar K.; Instructor, Assistant Dean, School of Business; B.S., Bowling Green State University; M.B.A.; Bowling Green State University

Austin, Nakia C.; C.R.T., R.R.T., R.C.P.; Associate Professor, Program Head, Respiratory Therapy; A.A.S., Reynolds Community College; B.S., Old Dominion University; M. Ed., University of Phoenix

Baer, Donald C.; Associate Professor; Program Head, Fire Science; A.S., Broward College; B.S., Edison State College

Barna, Eric G.; Professor, Program Head, Teacher Education; B.A., Hobart College; M.Ed., Virginia Commonwealth University; Ph.D., George Mason University

Barrish, David J., C.H.A.; Assistant Professor, Dean, School of Business; B.S., The Ohio State University; Certification Hotel Law, Cuyahoga Community College; M.P.A., Virginia Commonwealth University

Bass III, Aubrey S.; Assistant Professor, Program Head, Architectural Drafting and Design; B.S., University of Virginia; M.B.A., University of Virginia

Beale, Robin C.; Assistant Professor, Counselor, Career, Employment and Transfer Services; B.A., Hampton University; M.A., Virginia Commonwealth University

Bensen, Elizabeth; Professor, Program Head, English; B.S., Southern Illinois University; M.A., Southern Illinois University; Ph.D., Old Dominion University

Betz, Sheila R.; Associate Professor, Program Head, Accounting; B.S., Indiana University; M.S., Indiana University

Billups, Hilda M.; Assistant Professor, Director, Recruitment and K-12 Coaching; B.S., Duke University; M.S., Kaplan University

Bliotnner, Christina P.; Professor, Nursing; B.S., Virginia Commonwealth University; B.S., University of Virginia; M.S., University of Virginia; D.N.P., University of South Carolina

Bolt, Wendy M.; Professor, Dean of Students; B.A., Radford University; M.A., Radford University; Ed.D., University of Kentucky

Bomboy, Barry J.; Professor, Business Management; B.S., Bloomsburg State College; M.A., University of Pittsburgh; M.B.A., Virginia Commonwealth University

Bourne-Richardson, Ashley L.; Professor, English; B.A., James Madison University; M.A., North Carolina State University; Ph.D., Indiana University of Pennsylvania

Bourque, Jacqueline R.; L.P.C., N.C.C.; Professor, Director, Office of Institutional Effectiveness; B.M.Ed., James Madison University; M.Ed., James Madison University; Ph.D., Virginia Commonwealth University

Bozeman, Patricia J.; Assistant Professor, Coordinator, Academic Support Centers; B.A., Good Counsel College; M.S., Iona College

Bracken, Cecil J.; Associate Professor, Assistant Coordinator; Instructional Design and Learning Management System Administration; B.S., Baker College; M.A., Virginia Polytechnic Institute and State University

Bradshaw, Amelia M.; Instructor, Vice President, Finance and Administration and Chief Financial officer; B.S., Northern Illinois University; M.B.A., George Washington University

Brandon, Stephen J.; Professor, English; B.S., North Carolina State University; M.A., University of North Carolina At Greensboro; Ph.D., University of North Carolina At Greensboro
Britt, Kimberly A.; Professor, Vice President, Academic Affairs; B.A., Charleston Southern University; M.A., Northwestern State University of Louisiana; Ph.D., University of South Carolina

Brooks, Kay H.; Associate Professor, Mathematics; B.A., Longwood College; M.S., Virginia Commonwealth University

Brooks, Melissa A.; Assistant Professor, Program Head, Paralegal Studies; A.A., North Iowa Area Community College; B.A., Simpson College; M.P.S., George Washington University

Bryant, Glenna G.; Associate Professor, Program Head, Accounting; B.S., Old Dominion University; M.S., Liberty University

Burnette, Danette D. Y.; Professor, Biology; A.A.S., Danville Community College; B.S., Longwood University; M.S., Longwood University; Ed.D., Nova Southeastern University

Burruss, Anthony D.; Professor, Program Head, Information System Technology/Telecommunications; A.A., Ferrum College; B.A., The College of William and Mary; M.B.A., The College of William and Mary; M.S., Virginia Commonwealth University

Burton, Jr., Melvin C.; Professor, Economics; B.S., University of Richmond; M.S., University of Richmond; Ph.D., The American University

Burton, Raymond A.; Associate Professor, Dean, School of Mathematics, Science, and Engineering; B.S., Virginia State University; M.S., Virginia State University

Cannon Jr., Maxie E.; Associate Professor, Information Systems Technology; B.S., St. Paul's College; M.B.A., Averett University

Cherian, Benny M.; Assistant Professor, Respiratory Therapy; A.A.S., Reynolds Community College; B.S., Old Dominion University; M.H.A./Ed., University of Phoenix

Clark, Becky M.; M.T., A.S.C.P.; Professor, Medical Laboratory Technology; B.S., Clarion University; B.S., Clarion University; M.Ed., Clarion University

Clay, Sylvia M.; Instructor, Program Head, Engineering; B.S., Virginia Commonwealth University; M.S., Virginia Commonwealth University

Cobbs, C. Douglas; Instructor, Business Administration; B.A., Bluefield State College; J.D., North Carolina Central University

Comfort, Barbara B.; Associate Professor, Program Head, Computer Information Systems; B.S., Virginia Commonwealth University; M.S., Virginia Polytechnic Institute and State University

Corbin, Stephen T.; Professor, Assistant Vice President, Academic Affairs; B.S., North Carolina State University; M.S., North Carolina State University; Ph.D., Old Dominion University

Cornett, Johnny A.; Instructor, Engineering; B.S., North Carolina State University; M.E.E., University of Virginia

Crawley, Vernon E.; Associate Professor, Coordinator, General Motors Training Program; B.S., Virginia State University

Creamer, Mary E.; Instructor, Vice President, Workforce Development and Credential Attainment; B.A., Christopher Newport University; M.A. Old Dominion University

Crouch, Alan K.; Professor, Assistant Dean, School of Business; A.A.S., New River Community College; B.S., Virginia Polytechnic Institute and State University; M.S., Florida Institute of Technology

D’Andrea, Gayle A.; Professor, Sociology; B.S., East Texas State University; M.S., East Texas State University; Ph.D., University of Virginia

Dahm, Kristine C.; Professor, Counselor, First-Year Initiatives; B.A., Bowling Green State University; M.A., Bowling Green State University; Ph.D., University of Virginia

Davis, Beverly B.; Associate Professor, Marketing; B.S., Virginia Union University; M.Ed., Virginia Commonwealth University

de Mayo, Thomas B.; Associate Professor, History; B.A., Guilford College; M.A., Northwestern University; Ph.D., University of Arizona

Dezern, Linda, A.; Assistant Professor, Medical Laboratory Technology; B.S., Old Dominion University; M.S., Old Dominion University

Dickerson, Lorenza W.; Associate Professor, Automotive Technology; A.A.S., Reynolds Community College

Dunn, Brian A.; Assistant Professor, Biology; B.S., Loyola University; M.S., Virginia Commonwealth University

Dust, Robert J.; Associate Professor, Information Systems Technology Telecommunications; B.S., Mississippi State University; M.B.A., The College of William and Mary

Espiritu, Maria I.; Instructor, Spanish; B.A., Universidad Ricardo Palma; M.A., Moscow State Pedagogical University of Foreign Languages

Fulakis, Christos F.; Assistant Professor, Mathematics; B.S., Virginia Polytechnic Institute and State University; M.S., Virginia Polytechnic Institute and State University; M.S., Old Dominion University

Getachew, Almaz T.; Assistant Professor, Counselor, Student Accommodations; B.A., University of Minnesota; M.S., North Carolina A&T State University; Ph.D., University of Iowa

Glenn, Barbara M.; Professor, Dean, School of Humanities and Social Sciences; B.A., Virginia State University; M.A., Virginia State University; D.A., George Mason University

Gray, Wendy H.; Associate Professor, English; B.A., Ohio State University; M.B.A., Ohio State University; M.A., Longwood University

Green, Kristina F.; Instructor, Assistant Dean, School of Nursing and Allied Health; A.A.S., Reynolds Community College; B.S., Virginia Commonwealth University; M.S., Old Dominion University

Groover, Richard S.; Associate Professor, Assistant Dean, School of Mathematics, Science and Engineering; B.A., Emory and Henry College; M.S., East Tennessee State University; Ph.D., George Mason University

Grove, Karen A.; Associate Professor, Program Head, Nursing; B.A., University of Virginia; M.Ed., University of Virginia; B.S.N., University of Virginia
Hashmi, Ghazala F.; Professor, Director, Center for Excellence in Teaching and Learning; B.A., Georgia Southern University; M.A., Emory University; Ph.D., Emory University

Hasley, Kimberly I.; Instructor, Mathematics; B.S., Virginia Commonwealth University; M.T., Virginia Commonwealth University

Hedrick, Joey R.; Assistant Professor, Diesel Technology; A.A.S., Wake Technical Community College; A.A.S., Wake Technical Community College

Henley, Ruth H.; Associate Professor, Mathematics; B.S., Virginia State College; M.S., Virginia State University

Hollins, Jr., Thomas H.; Professor, Vice President, Student Affairs and Title IX Coordinator; B.A., The College of New Jersey; M.A., Montclair State University; Ed.D., Florida State University

Holman, Christopher W.; Instructor, Biology; B.S., Radford University; M.S., Illinois Institute of Technology

Horelick, Samuel V.; Assistant Professor, Mathematics; B.A., Florida Atlantic University; B.A., Florida Atlantic University; M.S., Nova Southeastern University

Humphrey, Carrie N. H.; Instructor, American Sign Language and Interpretation; CSC, Danville Community College; A.S., Reynolds Community College; B.S., Virginia Commonwealth University; M.A., Western Oregon University

Hunter, Susan S.; Professor, Dean, Nursing and Allied Health; B.S., Old Dominion University; M.S., Old Dominion University; Ph.D., Union Institute and University

James, Phyllis B.; Assistant Professor, Health Information Management; B.S., City College of New York; M.B.A., St. John’s University; M.H.A., Virginia Commonwealth University

Jessie, Sarah E.; Associate Professor, Program Head, Administration of Justice; B.S., Virginia Polytechnic Institute and State University; M.S., Virginia Commonwealth University

Joe, Randolph F.; Assistant Professor, Mathematics; B.S., Virginia Commonwealth University; M.S., Virginia Commonwealth University

Johnson, Lori D.; Assistant Professor, Student Development; B.S., James Madison University; M.Ed., Virginia Commonwealth University

Jones, Alicia B.; Assistant Professor, Respiratory Therapy; A.A.S., Reynolds Community College; B.S., Old Dominion University; M.S.H.A., Virginia Commonwealth University

Kirtley, Jr., John M.; Instructor, Coordinator, Emergency Medical Services Program; B.A., Doane College

Kugler, George H.; Associate Professor, English; B.A., Lasalle College; M.A., Duquesne University; M.Ed., Virginia Commonwealth University

Lamb, Pamela J.; Assistant Professor, Mathematics; B.S., Virginia Commonwealth University; M.S., Virginia Commonwealth University

Lampe, Richard E.; Associate Professor, Mathematics; B.S., Depaul University; M.S., University of Illinois At Urbana-Champaign; Ph.D., University of Illinois At Urbana-Champaign

Langlie, Nicholas, K.; Associate Professor, Director, Information Technology; Plattsburg State University; M.S., The College of Saint Rose; Ph.D., Capella University

Lapsley, Joyce H.; Assistant Professor, Coordinator, Workforce Development; B.S., Indiana University; M.Ed., Virginia Commonwealth University

Larue, Mary F.; Assistant Professor, Program Head, Early Childhood Education; B.S., University of Southwestern Louisiana; M.Ed., Virginia Commonwealth University

Layou, Karen M.; Professor, Geology; B.S., Pennsylvania State University; M.S., University of Cincinnati; Ph.D., University of Georgia

LeRosen, Genene D.; Professor, Executive Vice President; B.A., Albany State University; M.S., Virginia State University; Ed.D., College of William and Mary

Levy, Donna K.; Associate Professor, English; B.A., University of Richmond; M.A., Virginia Commonwealth University

Lira, Jason C.; Instructor, English; B.A., James Madison University; M.A., James Madison University

Lisowski, Linda R.; Professor, Coordinator of Assessment; B.A., Elizabeth City State University; M.A., Elizabeth City State University; Ph.D., University of Pittsburgh

Littlefield, Elizabeth S.; Associate Professor, Vice President, Institutional Advancement and Strategic Partnerships; B.A., The College of William and Mary; M.Ed., University of Virginia

Loving, Ann M.; Associate Professor, Mathematics; B.S., University of Richmond, Westhampton College; M.Ed., Virginia Commonwealth University

Luchsinger III, Louis P.; Instructor, Program Head, Automotive Technology; A.A.S., Thomas Edison State College; B.S., Thomas Edison State College

Luther, Sunita; Instructor, Mathematics; A.A.S., Southside Virginia Community College; B.S., Virginia State University; M.S., Virginia State University

Luyster, Cara W.; Instructor, Counselor, Student Life; B.B.A., Kent State University; M.A., Northwestern State University

Lytton, Barbara T.; Associate Professor, English; B.A., Michigan Technological University; M.A., Old Dominion University

McCrimmon, Miles S.; Professor, Director, College Academies; B.A., Texas A&M University; M.A., Louisiana State University; Ph.D., University of Texas

McGarry IV, Edward J.; Instructor, Coordinator, Workforce Development Trades and Construction; B.S., Virginia Polytechnic Institute and State University

McGhee, Marianne S.; Assistant Professor, Director, Development; B.S., Virginia Commonwealth University; M.L.A., University of Richmond

Melberg, Donna G.; Assistant Professor, Program Head, Medical Laboratory Technology; B.S., Concordia College; M.S., Bemidji State University
REYNOLDS COMMUNITY COLLEGE

Meredith, Natalie A.; Assistant Professor, Assistant Vice President, Workforce Development; A.A.S., Ricks College; B.B.A., Averett University; M.B.A., Averett University

Merrill III, Timothy W.; Professor, Associate Vice President of Strategic Planning and Institutional Effectiveness; B.A., Miami University; M.A., The George Washington University; Ph.D., University of Virginia

Miller, Jesse; Associate Professor, Program Head, Culinary Arts; A.S., Johnson and Wales University; B.S., Johnson and Wales University; M.Ed., Liberty University

Miller, Loftan S.; Assistant Professor, Coordinator, Library Services; B.A., Ithaca College; M.L.S., State University of New York At Buffalo

Minoza, Jr., David, M.; Associate Professor, Program Head, Dental Assisting; D.D.M., Ateneo De Davao University

Mirjahangiri, Lily; Instructor, Assistant Coordinator, Academic Support Centers; A.S., Reynolds Community College; A.A.S., Reynolds Community College; B.A., Shahid Beheshti University; M.Ed., Virginia Commonwealth University

Mott, Jr., William H.; Associate Professor, Biology/Natural Science; B.A., Indiana University; M.S., Chicago State University; J.D., University of Toledo College of Law

Mullins, James A.; Professor, Visual Arts; B.S., Tennessee Technological University; M.F.A., Savannah College of Art and Design

Neal, Karen C.; Assistant Professor, Biology; B.S., Virginia Commonwealth University; M.S., Virginia Commonwealth University

Neely-Fisher, Deborah L.; Assistant Professor, Biology; B.S., Virginia Commonwealth University; M.S., Virginia Commonwealth University

Negri, John N.; Associate Professor, Music; B.M., Virginia Commonwealth University; M.M., Virginia Commonwealth University

Newbauer, Jillian A.; Assistant Professor, Nursing/Medical/Surgical; A.A.S., Reynolds Community College; B.S., Chamberlain College of Nursing; M.S., Chamberlain College of Nursing

Ochab, John S.; Professor, Physics; B.A., University of Massachusetts; M.A., Clark University; Ph.D., University of Maine

Ockaili, Ramzi A.; Professor, Program Head, Biology; B.S., American University of Beirut, Lebanon; M.S., Medical College of Virginia/Virginia Commonwealth University; Ph.D., Medical College of Virginia/Virginia Commonwealth University

Ogden, Kimberly M.; Professor, Director, EducateVA/Career Switcher Program; B.A., Virginia Commonwealth University; M.Ed., Virginia Commonwealth University; Ed.D., Virginia Commonwealth University

Ossandon, Carlos H.; Associate Professor, Spanish; B.A., University of Chile; M.A., State University of New York At Buffalo; M.L.S., University of California At Los Angeles

Osuanah, Christopher C.; Associate Professor, Business Administration/Economics; B.S., Texas A&M University; M.A.G., Texas A&M University; M.B.A., Nova Southeastern University

Pallay, Karyn L.; Instructor, English Composition; A.A., Mount Hood Community College; B.A., University of Utah; M.A., Virginia Commonwealth University

Parrish, Carolyn L.; Associate Professor, Nursing, Medical/Surgical; B.S., Virginia Commonwealth University; B.S.N., Virginia Commonwealth University; M.S.N., Old Dominion University

Peterson, Jr., N. Charles; Professor, Director, Learning Communities and Coordinator of Dual Enrollment; B.A., Virginia Polytechnic Institute; M.S., Virginia Polytechnic Institute and State University

Pettis-Walden, Karen M.; Instructor, Director, Admissions and Records; B.A., University of Virginia; M.Ed., University of Virginia

Pinney, Linda B.; Assistant Professor, Program Head; Psychology; B.A., University of Missouri; M.Ed., University of Missouri

Plume, Mark L.; Professor, Sociology; B.A., California State Polytechnic University, Pomona; Ph.D., University of Southern California

Potts, Glenda E.; Assistant Professor, Spanish; B.A., College of William and Mary; M.F.A., Virginia Commonwealth University

Prentiss, Apryl D.; Instructor, English; B.A., Campbell University; M.A., Virginia Commonwealth University

Quintero, Ernesto, E.; Assistant Professor, Spanish; B.A., Virginia Commonwealth University; M.B.A., University of North Alabama; M.A., New Mexico State University

Ramos, Maria C.; Professor, English; B.A., James Madison University; M.A., Virginia Commonwealth University; Ph.D., University of Maryland

Ratliff, Pamela P.; Professor, Program Head, Human Services; B.S.S.W., South Carolina State University; M.S.W., University of Georgia; Ph.D., Union Institute and University

Reynolds, Jr., Charles N.; Assistant Professor, Information Systems Technology; B.S., University of Richmond; M.S., Virginia Commonwealth University

Rhodes, Bryan K.; Associate Professor, Biology; A.S., Richard Bland College; B.S., Virginia Commonwealth University; M.S., Virginia Commonwealth University; Ph.D., University of Otago

Rhodes, Gary L.; College President, B.S., Southeast Missouri State University; M.A., Arizona State University; Ed.D., Arizona State University

Riggs, Lynn H.; Instructor, Reference/Information Literacy Librarian; B.A., College of William and Mary; M.S.L.S., The Catholic University of America

Ripley, Melinda; Associate Professor, Nursing; A.A.S., Reynolds Community College; B.S.N., Virginia Commonwealth University; M.S., Nursing, Old Dominion University
Rodi, Carol D.; Associate Professor, Assistant Coordinator, Nursing Retention Specialist; A.A.S., Patrick Henry Community College; B.S., University of Virginia; M.S.N., Old Dominion University

Rosecrans, Jane E.; Professor, English; B.A., Virginia Commonwealth University; M.A., New York University; M.A.T.S., Union Presbyterian Seminary; Ph.D., New York University

Rounds, Darren M.; Instructor, Culinary Arts; A.S., Culinary Institute of America

Ruffin, William F.; Associate Professor, Information Systems Technology Telecommunications; B.A., Atlantic Christian College; M.S., Virginia Commonwealth University

Sampson, Jason W.; Associate Professor, History; B.A., California State University, San Bernardino; M.A., University of California, Riverside; Ph.D., University of California, Riverside

Satchell III, James E.; Instructor, Coordinator, Library and Media Processing; B.A., Hampton University; M.L.S., North Carolina Central University

Satterwhite, Taurus L.; Instructor, Program Head, Computer Science; B.S., Alcorn State University; M.S., Alcorn State University

Sayre, Melanie C.; Assistant Professor, Nursing; B.S.N., University of Virginia; M.S.N., University of Virginia

Schilling, Joseph J.; Assistant Professor, Director, Communications; B.A., University of Virginia; M.B.A., Virginia Commonwealth University

Schwendeman, Lawrence K.; Associate Professor, Automotive Technology; A.O.S., Austin Peay State University; B.S., University of Maryland University College

Sea, Marquita H.; Instructor, Mathematics; B.S., Virginia Union University; M.S., Virginia State University

Seward, David L.; Associate Professor, Program Head, Horticulture; B.S., Old Dominion University; M.S., Virginia Polytechnic Institute and State University

Shelton, Amanda S.; Professor, Information Systems Technology; B.S., Virginia Commonwealth University; M.S., University of Phoenix

Shepherd, Robin D.; Associate Professor, Program Head, Health and Physical Education; B.S., Radford University; M.S., Towson University

Sherry, Suzanne C.; Instructor, Coordinator, Library Services; B.A., College of William and Mary; M.L.S., Florida State University

Shutt, Sarah K.; Associate Professor, Counselor, Academic Intervention; B.A., University of North Carolina At Chapel Hill; M.Ed., Francis Marion University; M.Ed., North Carolina State University

Sims, Nina A.; Instructor, Director, Community College Workforce Alliance Marketing and Sales; B.S., Virginia Commonwealth University

Sinanian, Sevag S.; Instructor, Chemistry; B.S., University of Maryland; M.S., University of Maryland

Smith, Curt L.; Associate Professor, Director, Student Affairs Operations; B.S., Virginia Commonwealth University; M.Ed., Virginia State University; Ed.D., George Washington University

Smith, Kelly A.; Assistant Professor, Director, Marketing; B.A., Marist College; M.B.A., University of Mary Washington

Smith, Wesley A.; Instructor, Assistant Vice President of Workforce Development (Interim) and Director, Manufacturing and Logistics Programs; A.S., Reynolds Community College; B.S., University of Richmond

Sofinski, Bruce A.; Professor, Assistant Dean, School of Humanities and Social Sciences; B.A., University of South Florida; M.A., Gallaudet University; Ph.D., University of Virginia

Sowulewski, Stephen P.; Professor, Program Head, Health and Physical Education; A.S., Delta College; B.S., Lake Superior State University; M.A., Central Michigan University; Ph.D., Virginia Commonwealth University

Steele, Karen D.; Instructor, Curator, Reynolds Art Collection; B.S., Fairmont State College; M.A., Virginia Commonwealth University

Stern, David B.; Assistant Professor, Communications; B.A.; Rider University; M.A., West Chester University of Pennsylvania; M.A., Duquesne University

Stone, Lisa T.; Associate Professor, Nursing; A.A.S., Marymount University; B.S., Marymount University; B.S.N., Old Dominion University; M.S.N., Old Dominion University

Sullivan, Ann M.; Professor, Program Head, Chemistry; B.S., Virginia Polytechnic Institute and State University; Ph.D., Virginia Commonwealth University

Swadgelo, Kathryn A.; Assistant Professor, Program Head, Mathematics; B.S., The College of William and Mary; M.S., Virginia Commonwealth University

Taylor, Hilda A.; Professor, Nursing; B.S., Ball State University; M.S., University of Virginia; D.N.P., University of Virginia

Thomas, Catherine A.; Professor, Program Head, Information Systems Technology; B.S., Virginia Commonwealth University; M.B.A., Virginia Commonwealth University

Thomas, Christopher C.; Professor, Program Head, History; B.A., Arizona State University; M.A., Texas A&M University; Ph.D., Texas A&M University

Thompson, Rebecca F.; Assistant Professor, Nursing; B.S., Virginia Commonwealth University; M.S., Western Governors University

Thornton, Brenda S.; Instructor, American Sign Language and Interpreter Education; A.A., Gallaudet University; B.A., Virginia Commonwealth University; M.A., Gallaudet University

Trapani, Michael A.; Associate Professor, Automotive Technology; A.A.S., Reynolds Community College

Upadhyaya, Shalini M.; Associate Professor, Biology; B.S., Agra University; M.S., Agra University

Vaughan, Michael A.; Assistant Professor, Program Head, Welding; C.S.C., John Tyler Community College

Verdu, Michael S.; Assistant Professor, Director, Facilities Management and Planning; B.S., State University of New York; M.B.A., Long Island University

Vines, Otelia S.; Professor, Biology; B.S., Morgan State University; M.S., Virginia State University; D.P.M., Temple University School
## FACULTY EMERITUS

### President Emeritus
- S. A. Burnette, Ph.D. (Deceased)

### Professor Emeritus
- John N. Ambrose
- Earle D. Bottom
- Diane F. Brasington
- Susan H. Brewer
- Morris E. Carson, Ph.D.
- Nancy L. Daniel
- Cynthia D. De Riemer, Ph.D.
- M. L. Grayson Foy, Ph.D.
- Joanna D. Hanks, Ed.D.
- Patricia H. Johnson
- Martha K. Leighty
- Mary Jo Washko
- Zachary C. Whitten

## FACULTY EMERITUS (Deceased)
- Abdul J. Miah, Ph.D.
- Jean B. Moseley
- Thomas A. Varner
- Robert T. Greene, Ph.D. (Posthumously)
- Fred L. McConnell, Ph.D. (Deceased)
- Josephine C. Holcomb, Ph.D. (Deceased)
- L. Thomas Overby, Ph.D.
- Hugh M. Rooney, Ed.S. (Deceased)
- Robert T. Heinz, Ph.D. (Posthumously)
- Fred C. Ulmer, Ed.D. (Deceased)
- Jo Ann E. Sherron, Ed.D. (Deceased)
- Robert T. Heinz, Ph.D. (Posthumously)
- Fred L. McConnell, Ph.D. (Posthumously)
- Josephine C. Holcomb, Ph.D. (Deceased)
- Fred C. Ulmer, Ed.D. (Deceased)

## FACULTY EMERITUS (Posthumously)
- Fred C. Ulmer, Ed.D. (Posthumously)

## FACULTY EMERITUS (Deceased)
- Fred C. Ulmer, Ed.D. (Deceased)
- Jo Ann E. Sherron, Ed.D. (Deceased)
- Hugh M. Rooney, Ed.S. (Deceased)
- Robert T. Greene, Ph.D. (Posthumously)
- Josephine C. Holcomb, Ph.D. (Deceased)
- L. Thomas Overby, Ph.D.
- Robert T. Heinz, Ph.D. (Posthumously)
- Fred L. McConnell, Ph.D. (Deceased)
- Josephine C. Holcomb, Ph.D. (Deceased)
- Fred C. Ulmer, Ed.D. (Deceased)

## FACULTY EMERITUS (Posthumously)
- Fred C. Ulmer, Ed.D. (Posthumously)
- Jo Ann E. Sherron, Ed.D. (Deceased)
- Hugh M. Rooney, Ed.S. (Deceased)
- Robert T. Greene, Ph.D. (Posthumously)
- Josephine C. Holcomb, Ph.D. (Deceased)
- L. Thomas Overby, Ph.D.

## FACULTY EMERITUS (Deceased)
- Fred C. Ulmer, Ed.D. (Deceased)
- Jo Ann E. Sherron, Ed.D. (Deceased)
- Hugh M. Rooney, Ed.S. (Deceased)
- Robert T. Greene, Ph.D. (Posthumously)
- Josephine C. Holcomb, Ph.D. (Deceased)
- L. Thomas Overby, Ph.D.

## SENIOR AJDUNCT FACULTY

The following persons have served as adjunct faculty continuously for the past five years and are listed here in recognition of their contributions to the college.

- Abrego, Juvenal; Spanish; B.A., University of Panama, Cochin, India; M.A., Longwood University
- Adams, Pamela N.; Respiratory Therapy; A.A.S., J. Sargeant Reynolds Community College; B.S., Old Dominion University
- Adeyemi, Sele; Social Science; B.A., University of The Virgin Islands; M.A., The University of Iowa
- Alexander, Patricia S.; Mathematics; B.S., Virginia Union University; M.Ed., Virginia State University; Ed.D., Nova University
- Allen, Martina D.; Human Services/Student Development; B.S., Old Dominion University; M.A., Liberty University
Altholz, Allan L.; Marketing; B.B.A., University of Miami; M.B.A., NY Institute of Technology

Amayo, Tabitha D.; English; B.A.Ed., Egerton University, Kenya; M.A., Virginia Commonwealth University

Anderson, Timothy J.; Business/Economics; B.A., Concord University; M.B.A., Liberty University; M.S., The University of Alabama

Amini, Majid; Philosophy; Ph.D., University of London, Birkbeck College

Anyango, James O.; Business/Real Estate Finance and Economics; B.A., Eastern Illinois University; M.A., Eastern Illinois University

Bacha, Patricia L.; Respiratory Therapy; A.A.S., West Virginia Northern Community College

Banerjee, Tanushree; Chemistry; M.S., Virginia Commonwealth University

Barnes, Joy M.; English; B.A., Bedford College; M.A., Virginia Commonwealth University; M.Ed., London University

Barrett, Crystal E.; Medical Laboratory Technology; A.A.S., Reynolds Community College; B.S., Virginia Commonwealth University

Basso, Vonda M.; Administration of Justice; B.S., Towson University; J.D., University of Maryland Baltimore

Baugh, Beverly C.; Student Development; B.A., Virginia State University; M.Ed., Virginia State University

Beck, Peter A.; Photography; B.A., B.S., University of Wisconsin; M.F.A., Virginia Commonwealth University

Bibby, Janece C.; Mathematics; B.S., A&T State University; M.A., Morgan State University

Bloom, Randey A.; Business/Real Estate; B.S., Strayer University; M.S., National-Louis University

Boorman, April A.; Communication Studies and Theatre; B.A., The University of Southern Mississippi; M.S., The University of Southern Mississippi

Brandenburger, Mark A.; Health and Physical Education; B.S., College of Charleston; M.Ed., Virginia Commonwealth University

Branch, Latoya Z.; Psychology; B.S., Howard University; M.S., University of Michigan

Brousseau, Cheryl D.; Health and Physical Education; A.A., Brandywine Junior College; B.S., Miami University

Brownhill, Robin B.; English; B.A., The Pennsylvania State University; M.S., University of Richmond

Brunson, Kennard M.; Chemistry; B.S., Virginia Commonwealth University; M.S., Virginia Commonwealth University

Bryant, Alvin R.; Student Development; B.S., Virginia Commonwealth University; M.A., Virginia Polytechnic Institute and State University

Buchanan, Michael W.; Mathematics; B.S., Randolph Macon College; M.Ed., Virginia Commonwealth University

Buckles, Charles H.; Medical Laboratory; A.A.S., J. Sargeant Reynolds Community College

Bussells, Milton B.; English As A Second Language; B.A., Virginia Commonwealth University

Butler, Etta V.; Community and Social Services; A.A.S., J. Sargeant Reynolds Community College; B.A., Virginia Union University; M.S.W., Virginia Commonwealth University

Buzas, John; Information Systems; B.A., Fordham University; M.S., Columbia University; M.B.A., Golden Gate University; M.S., University of Virginia

Byrd, Jr., Arthur W.; Community and Social Services; B.S., Livingston College; M.S., University of North Carolina

Cardwell, George M.; Computer Science; B.A., University of Miami; M.A., University of Miami

Carlton, Casey L.; Psychology; B.A., James Madison University; M.A., James Madison University

Carroll-Payne, Tramaine N.; Student Development; B.S., Saint Paul's College; M.A.Ed, Virginia Polytechnic Institute and State University

Carruthers, Andrew G.; Respiratory Therapy; A.A.S., Westchester Community College; B.S., Ithaca College

Carter, Dawn S.; Biology; B.A., University of Virginia; Ph.D., Virginia Commonwealth University

Carter, Valerie D.; Sociology; B.A., Adelphi University; M.Div., Virginia Union University; M.S., Virginia Commonwealth University

Chambliss, Andrea A.; Nursing; A.A.S., Reynolds Community College; B.S., Virginia Commonwealth University; M.S., Old Dominion University

Christopher, Raymond K.; Accounting; B.S., Virginia Commonwealth; M.A., Virginia Commonwealth University

Clark, Virginia B.; English As A Second Language; B.L.S, University of Mary Washington; B.A., University of Mary Washington; M.Ed., University of Mary Washington

Coates, Regina K.; Childhood Development; B.S., University of Virginia; M.Ed., Virginia Commonwealth University

Colbert, Katherine M.; Health Records Coding; A.S.; Henry Ford Community College; B.S., Virginia Commonwealth University; M.S., Old Dominion University

Cole, Donald J.; Geography; B.A., University At Buffalo; B.S., University At Buffalo; M.A., University At Buffalo

Coovadia, Shaheed; Arabic; B.A., The Islamic University of Madina; M.A., University of Manchester; Ph.D., University of Manchester

Cornelius, James D.; Human Services; B.S., Empire State College; M.S.W., State University of New York At Stony Brook

Craddock, Tyler H.; History; B.A., Virginia Polytechnic Institute and State University; M.A., Virginia Polytechnic Institute and State University

Cree, Jennie L.; English; B.S., Virginia Commonwealth University; M.Ed., Virginia Commonwealth University
Custalow-Pearsall, Tonya D.; Interpreter Education; B.A.F., Virginia Commonwealth University; M.A., Gallaudet University

Daniel, Stephanie R.; Early Childhood Education/Student Development/P.A.V.E; A.A.S., J. Sargeant Reynolds Community College; B.I.S., Virginia Commonwealth University; M.S., Strayer University

Daniels, Scott E.; Philosophy; B.S., The Nebraska Wesleyan University; M.Div., Trinity Evangelical Divinity School; M.A., Trinity Evangelical Divinity School; Ph.D., The University of Tennessee, Knoxville

Davis, Evelyn L.; English; B.A., Wilberforce University; M.A., Old Dominion University; Ph.D., Ohio State University

Davis, Phyllis J.; English; A.A., A.S., Reynolds Community College; B.A., University of Richmond, M.A., Virginia Commonwealth University

Day, Marilyn R.; Student Development/Developmental English; B.S., Virginia Commonwealth University; M.Ed., Virginia Commonwealth University

Dever, Jr., John P.; Health Technology; A.A.S., Reynolds Community College

Dever, Ruth S.; Respiratory Therapy; B.A., Utica College of Syracuse University; M.A., Atlantic University

Dickerson, John W.; Information Systems; B.S., Virginia Commonwealth University

Dills, Steven S.; Biology; A.B., Hope College; M.A., Western Michigan University; Ph.D., North Carolina State University

Djavid, Djavald.; Computer Science; M.S., The University of Dundee; Ph.D., University of Dundee

Duah-Williams, Lucy; Chemistry; B.S., University of Cape Coast; Ph.D., Virginia Commonwealth University

Durham, Page E.; Music; B.Me.; Shenandoah University; M.Ed., American Intercontinental University

Durrett, Lisa E.; Psychology; B.S., Radford University; M.S., Virginia State University

Eldanaf, Naja J.; Natural Science/Health and Physical Education; M.S., Kharkov State Medical University; M.P.A., Virginia Commonwealth University

Elie, Kimberly H.; Respiratory Therapy; A.A.S., J. Sargeant Reynolds Community College; B.S., Old Dominion University

Elliott, Patricia J.; History; B.A., Mary Baldwin College

Epstein, David S.; Biology/Natural Science; B.A., Adelphi University; M.A., Adelphi University; Ph.D., St. John’s University

Evans, Natasha I.; Psychology; B.A., Virginia Polytechnic Institute and State University; M.S., Capella University

Evans, Ray A.; Information Systems Technology; B.S., Virginia Polytechnic Institute and State University

Face, Jeanne.; Human Services/Psychology; B.A., College of William and Mary; M.S., Virginia Commonwealth University; Ph.D., Virginia Commonwealth University

Fehner, Daniel M.; Art/Humanities; B.F.A., Long Island University; M.S., Long Island University

Fixman, Steven M.; Hospitality Management; B.A., Boston College

Foster, Alan J.; Accounting; B.S., Virginia Union University

Foster, Andrew G.; Accounting/Business; B.S., Virginia Polytechnic Institute and State University; M.B.A., Wake Forest University

Foster, Anissa; Accounting; A.A., Strayer University; B.S., Strayer University; M.B.A., Strayer University

Foster, Wendell T.; Mathematics; B.A., Virginia Union University; M.A., San Jose State University

Freeman, Stacy L.; English As A Second Language; B.A., Old Dominion University; M.E., George Mason University

Garland, Delores K.; Information Systems Technology; B.S., Virginia State University; M.Ed., Virginia State University; M.S., Strayer University

Gay, Carrie W.; Administrative Support Technology; B.A., Averett College; M.B.A., Averett College

Gayle, Nicodemas D.; Religious Studies; B.A., Randolph-Macon College; Buddhist and Western Psychology; M.A., Naropa University

Gehman, Robinson; English; B.A., State University of New York At New Paltz; M.A., State University of New York At New Paltz

Gettle, Mark K.; Psychology; B.S., Virginia Commonwealth University; M.B.A., Strayer University; Ph.D., Capella University

Gibson, Ruth A.; Mathematics; B.S., Radford University; M.A., University of Tennessee

Gillespie, Daniel A.; Welding; C.S.C., J. Sargeant Reynolds Community College

Golden, Gerald D.; Geography; B.S., Northeastern University; M.Ed., Central Connecticut State University

Goode, Jr., Lucian R.; Physics; B.S., Virginia State University; M.S., Virginia State University

Gooden-See, Jacqueline A.; Geology; B.S., Francis Marion College; M.S., Longwood College

Goodwin, Sherri L.; Communication Studies and Theater/Student Development; B.A., Hampton Institute; M.Ed., Virginia State University

Gottstein, Jacqueline R.; Spanish; B.A., Roanoke College; M.A., Hollins University

Graham, James E.; Fire Science; A.A.S., Reynolds Community College; B.S., Virginia Commonwealth University

Grant, Gladys B.; Health; B.S., University of North Carolina at Chapel Hill; M.B.A., Capella University

Green, Solita C.; Information Systems; B.S., Barrington University; M.S., Barrington University

Greenidge, Michelle E.; Early Childhood Education; B.G.S., Virginia Commonwealth University

Griffin, Arminta G.; Mathematics; B.S., Virginia Union University; M.Ed., Virginia State University
Gruskos, John S.; Psychology; B.A., State University of New York; M.S., Syracuse University; M.S., Virginia Commonwealth University; Ph.D., Virginia Commonwealth University

Gunther, Jeffrey H.; Sociology; B.S., Radford University; M.S., Virginia Commonwealth University

Hackett, Terrence M.; Human Biology; B.A., University of Maryland; M.S., Virginia Commonwealth University

Hall, Daniel W.; Legal Assisting; B.A., Skidmore College; J.D., University of Richmond

Hamilton, Lynn V.; Information Systems Technology; B.S., Old Dominion University; M.S., John Hopkins University

Hampton, Dedra E.; Student Development; B.S., Norfolk State University; M.Ed., Strayer University

Harding, Jayne A.; English; B.S., Grace College and Seminary; M.A., Virginia Commonwealth University

Harrell II, Ivan L.; Student Development; B.A., Wittenberg University; M.Ed., Strayer University

Harris, Jr., John W.; Health Technology; B.S., Virginia Union University; M.S., Nova University

Havens, Barbara A.; Health Records Coding/Student Development; B.S., Long Island University; M.S., University of Maryland University College; M.B.A., University of Maryland University College

Heinen, Rala L.; Physical Education; B.S., Longwood College; M.A., California State University At Long Beach

Hernandez, Elaine D.; Interpreter; A.A.S., Tulsa Junior College

Herndon, James B.; Student Development; B.A., Virginia Union University; M.Ed., University of Virginia; Ed.D., Virginia Polytechnic Institute and State University

Herren, Christopher D.; Biology; B.S., Virginia Polytechnic Institute and State University; Ph.D., East Carolina University

Hewes, David H.; Administration of Justice; B.A., St. Leo University; M.P.H., Old Dominion University

Hinnant-Willis, Lillie; Nursing; A.A.S., J. Sargeant Reynolds Community College; B.S., University of Phoenix; M.S.; University of Phoenix

Hobson, Angela C.; Reading; B.A., Randolph-Macon College; M.Ed., University of Virginia

Holder, Kevin E.; Human Services; B.S., York College; M.S.W., Virginia Commonwealth University

Holland, Jr., Richard A.; Philosophy; B.S., Virginia Polytechnic Institute and State University; M.Div., Southern Baptist Theological Seminary; Ph.D., Southern Baptist Theological Seminary

Holmes, Malcolm T.; Communication Studies and Theatre; B.A., Virginia Commonwealth University; M.A., Norfolk State University

Howard, Mark E.; Developmental Mathematics; B.S., Virginia Commonwealth University

Howard, Vernon D.; Mathematics; B.S., Virginia Union University

Howlett, Wendell A.; History; B.A., Virginia State University; M.A., Virginia State University; Ph.D., Nova Southeastern University

Jackson, Edith T.; Administrative Support Technology; B.S., Business Education; M.S., Marywood University

Jackson, Kevin L.; Respiratory Therapy; A.A.S., J. Sargeant Reynolds Community College; B.A., Virginia Commonwealth University; M.A., Seton Hall University; Ph.D., Walden University

Jain, Pramod T.; Health; B.A., Nagpur University; Ph.D., The University of Oklahoma Health Sciences Center

Johnson, Jr, Charles D.; Information Systems Technology Networking; B.S., Bluefield College; M.S.C.T., Strayer University

Johnson, Patricia L.; Mathematics; B.S., Virginia Union University; M.Ed., Virginia State University

Jones, Allison L.; Marketing; A.A.S., J. Sargeant Reynolds Community College; B.A., Virginia Commonwealth University

Jones, Christopher E.; Horticulture; B.S., Christopher Newport University; M.F., Virginia Polytechnic Institute and State University

Jones, Kevin R.; Biology; B.S., Virginia Commonwealth University, M.S., Virginia Commonwealth University

Jones, PaTrice K. H.; Student Development; B.A., North Carolina Wesleyan College; M.A., University of Phoenix

Jones, Rosemary N.; Student Development; B.A., Virginia Union University

Jones, Shannon B.; Information Technology Systems; B.S., Christopher Newport University; M.S., Nova Southeastern University; M.B.A., University of Massachusetts Amherst

Joyner, Ricky E.; Human Services; A.A.S., J. Sargeant Reynolds Community College; B.S., Virginia Commonwealth University; M.Ed., College of William and Mary

Kidder III, Edwin H.; Biology; B.S., Virginia Commonwealth University; M.A., Virginia Commonwealth University

Klein-Taylor, Season R.;; Biology; B.A., Coastal Carolina University; M.A., Coastal Carolina University

Kopf, Virgil E.; Biology; B.S., Oklahoma State University; M.S., Texas Arts and Industry University; Ph.D., Virginia Polytechnic Institute and State University

Lachut, Darlene M.; Management-Human Resources; Certificate; Erie Community College; B.S., State University of New York College At Buffalo; M.B.A., Strayer University

Lapierre, Jan F.; Hospitality Management; B.S., University of Richmond

Lapinski, Steven H.; Mathematics; B.A., The Pennsylvania State University; M.A., Beaver College

Lattartara, Peter M.; Philosophy; B.S., Rollins College; M.A., New York University

Laurenceau-Medina, Jean-Pierre; Human Services; B.A., The Pennsylvania State University; M.Ed., The Pennsylvania State University; M.Ed., The Pennsylvania State University
Leaton, Barbara S.; Spanish; A.B., Goucher College; M.A., Virginia Polytechnic Institute and State University

Leitch, Elizabeth D.; American Sign Language – English Interpretation; B.S., Bloomsburg University of Pennsylvania

Lewis, Jr., Willie H.; Chemistry; B.S., Virginia Commonwealth University; M.A., Virginia State University; Ph.D., Virginia Commonwealth University

Lightly, Mabel C.; Mathematics; B.S., Hampton University

Logan, Gilbert F.; English; B. A., University of Richmond; M.L.A., University of Richmond; Ph.D., Capella University

Lomax-Brown, Twanda L.; Student Development; B.S., Norfolk State University; M.A., Central Michigan University

Luton, James G.; Dental Assisting; B.S., University of South Carolina; D.D.S., University of Tennessee; M.A.T., The Citadel

Lyons, Joseph L.; Student Development; B.A., Norfolk State University; M.P.S., Western Kentucky University

Macbeth, Edna R.; Sociology/Student Development; B.A., University of Richmond; M.A., University of Virginia

Maher, Robert E.; Information Systems; B.S., Old Dominion University; M.A., The George Washington University; M.S., Virginia Commonwealth University

Malheiros, Laurie B.; American Sign Language

Mandley, Gretchen E.; Early Childhood; B.S., Virginia State University; M.Ed., Virginia Commonwealth University

Martin, Cynthia M.; Sociology; B.A., North Carolina Agricultural and Technical State University; M.A., Arkansas State University

Martin, Virginia M.; Dietetics; B.S., Virginia Polytechnic Institute and State University

Matthews, Kathryn A.; Nursing; A.S., Lincoln Memorial University; B.S., Virginia Commonwealth University; M.S., Virginia Commonwealth University

Mayo, Cynthia R.; Marketing; B.S., Hampton Institute; M.S., Virginia State University; M.A., Virginia State University; M.B.A., Hampton University; M.B.A., Delaware State University; Ph.D., Virginia Polytechnic Institute and State University

McCabe, Colleen T.; English; B.A., Brooklyn College; M.A., Brooklyn College; Ph.D., Virginia Commonwealth University

Mclver, Crystall A.; Nursing; C.S.C., John Tyler Community College; A.A.S., John Tyler Community College; B.S., Virginia Commonwealth University; B.S.N., University of Virginia

McKechnie, Bruce A.; Paralegal Studies; B.A., Emory University; M.A., Syracuse University College of Law; M.S., Georgetown University

McLeod, Kenyada J.; Information Technology Essentials/Information Technology Networking/Information Systems Technology; B.S., Old Dominion University; M.A., University of Phoenix

McManan, Alan W.; Architectural and Civil Engineering Technology; B.A., Old Dominion University; M.A., University of South Carolina; D.D.S., University of South Carolina

McGee, Linda K.; Developmental Reading; B.S., University of Connecticut; M.A., University of Connecticut; Education Specialist, The George Washington University

McKean, James C.; Economics; B.A., Northeastern University; M.A., Wheaton College

Merkel, Diana; Computer Science/Information Systems Technology; B.A., Ramapo College of New Jersey; M.A., Fairleigh Dickinson University

Messick, Kathleen; Marketing; B.S., The University of North Carolina At Greensboro

Miller, Lynne B.; Nursing; B.S., Virginia Commonwealth University; M.S., Virginia Commonwealth University

Mishra, Dhruva K.; Mathematics; B.A., Gujarat University, India

Mishra, Jaganath.; Biology; B.A., Gujarat University, India; M.A., Jamia Hamdard University, India

Mohammadi, Oldooz O.; Communication Studies and Theater; A.B., University of Illinois at Urbana-Champaign; M.A., San Francisco State University; Ph.D., Louisiana State University and A&M College

Moore, Roland E.; Mathematics; B.A., Virginia Union University; M.A., Virginia State College; Ph.D., Virginia Polytechnic Institute and State University

Moran, Marc C.; Horticulture; B.S., Virginia Polytechnic Institute and State University

Mullins, Meredith S.; Art; B.A., University of Mary Washington; M.F.A., Savannah College of Art and Design

Munson, Jairus L.; Emergency Medical Services; C.S.C., J. Sargeant Reynolds Community College; A.A.S., Richard Bland College; A.A.S., J. Sargeant Reynolds Community College

Nance, Nancy K.; English/Student Development; B.A., Louisiana State University; M.Ed., Longwood College

Ordonia, Christina T.; Health Records Coding; B.S., Virginia Commonwealth University; M.P.H., Virginia Commonwealth University

Orr, Carolyn S.; Mathematics; B.M.E., Virginia Commonwealth University; M.Ed., Virginia Commonwealth University; Ph.D., Virginia Commonwealth University

Ostrow, Fred S.; Mathematics; B.S., Virginia Commonwealth University; M.Ed., Virginia Commonwealth University

Owczarski, Denise A.; Pharmacy Technician; Certificate, Macomb Community College

Parker, Jacqueline D.; Mathematics; B.S., Virginia State University

Parsons-Daniel, Melinda A.; Medical Laboratory Technology; A.A.S., Central Virginia Community College; B.S., University of Cincinnati

Parent, Pamela L.; Psychology; B.S., The University of Maine; M.A., The College of William & Mary

Pate, Shriyant B.; Respiratory Therapy; M.B.B.S., M.S., University of Baroda, India; A.A.S., Reynolds Community College
Patterson, Linda M.; Human Services; B.S., Norfolk State University; M.S., Virginia Commonwealth University

Pell, Angelene V.; History; B.A., Bryn Mawr College; M.L.A., University of Richmond

Pelkey, Douglas G.; Opticianry; A.A., J. Sargeant Reynolds Community College

Pettijohn, James C.; History; B.A., Virginia Military Institute; M.A., University of New Hampshire

Pierce, Belinda E.; Early Childhood Development; M.Ed., Virginia State University

Pippin, David O.; Agriculture Education; B.S., Virginia Polytechnic Institute

Powers, Marcia L.; Drafting; B.A., Virginia Polytechnic Institute and State University

Proffitt, Ronald A.; Physical Education/ Martial Arts; Special Certification

Quenstedt, Carolyn, R.; History; B.A., Virginia Polytechnic Institute and State University; M.A., Virginia Polytechnic Institute and State University

Quirk, Sr., Gerald L.; Business Management; B.S., Virginia Military Institute; M.A., Webster College; M.B.A., University of Richmond

Ragland, Sharonda B.; Mathematics; B.S., Old Dominion University; M.S., Old Dominion University

Raines, Elizabeth L.; Mathematics; B.S., Virginia Commonwealth University

Reid, Debra H.; Chemistry; B.S., University of Richmond; M.S., University of Richmond

Ribakov, Michael R.; Computer Science; B.A., University of Virginia; M.C.S., University of Virginia

Rice, Albert C.; Biology; B.S., Virginia State University; M.S., Virginia State University

Riley, Jason M.; Biology; B.S., Virginia Union University; M.S., Virginia State University

Robertson, Famika L.; Psychology/ Health; B.S., University of Phoenix; M.S., University of Phoenix

Robinson, Catherine P.; Mathematics; B.S., Virginia Commonwealth University; M.Ed., Virginia Commonwealth University

Robinson, Karen W.; Nursing; B.S., Radford University

Robinson, Natika N.; Psychology; B.A., Hampton University; M.S., Virginia State University; Ph.D., Walden University

Salloum, Fadi N.; Biology/Natural Science; B.S., American University of Beirut; Ph.D., Virginia Commonwealth University

Sander, Paul F.; Philosophy; B.A., Rockhurst University; B.S., Rockhurst University; J.D., University of Michigan; M.A., University of Missouri; M.A., Saint Louis University

Satterfield, Erica N.; Biology; B.S., Virginia Commonwealth University; M.S., Virginia Commonwealth University

Schatz, Donna I.; English As A Second Language; B.A., State University of New York At Albany; M.A., New York University

Seay, Jr. William C.; History; B.A., Virginia Commonwealth University; M.A.T., Virginia Commonwealth University

Sexton, Elizabeth D.; English As A Second Language; B.A., Emory and Henry College; M.A., University of Virginia

Shelton, Roswitha M.; English; B.S. and B.A., Virginia Commonwealth University; M.A., Virginia Commonwealth University

Siddiq, Ayesha; Biology; B.S., Simon, William O.; Philosophy; B.A., Federal Polytechnic, Bida, Nigeria; M.A., Ateneo De Manila University, Philippines; M.A., The George Washington University

Smith, Altrice L.; Human Services/ Student Development; B.S., James Madison University; M.Ed., Virginia State University

Smith, Angela D.; Dental Assisting; B.S., High Point University

Smith, Nannette C.; Biology; B.S., Howard University; M.S., Howard University; Ph.D., North Carolina State University at Raleigh

Smith, Stephen F.; Business/ Student Development; B.A.; Chicago State University; M.B.A., Strayer University

Snyder, Sandra M.; Art; B.A.; Coastal Carolina University; M.A.T., Coastal Carolina University

Steele, Karen D.; Art; B.S., Fairmont State College; M.A., Virginia Commonwealth University

Stephens, Brenda D.; Medical Laboratory; B.S., Fairleigh Dickinson University

Stern, Stephen E.; Business Mathematics; B.A., Brookland College; M.S., Long Island University

Stevens, Sharon S.; Respiratory Therapy; A.A.S., J. Sargeant Reynolds Community College

Still, Carly Anne N.; Biology; B.A., Bridgewater College; M.S., Virginia Commonwealth University

Stoll, Joseph A.; History; B.S., State University College Brockport; M.A., Virginia Commonwealth University; M.T., Virginia Commonwealth University

Sward, Richard K.; Physics; B.S., Polytechnic Institute of New York; M.A., State University of New York At New Paltz

Tam, Peter A.; Biology; B.S., Salisbury University; D.P.T., University of Maryland Eastern Shore

Thaniel, Jr., John W.; Economics/ Information Systems Technology; B.S., Virginia Commonwealth University; M.A., Virginia State University; M.S., Strayer University

Tignor, Donna B.; Mathematics; B.S., Long College; M.S., University of Virginia

Tims, Thomas B.; Biology; B.S., Hampden-Sydney College; M.S., University of South Florida

Topoushian, Mayda A.; Speech; B.A., Lebanese University; M.A., Ohio University; Ph.D., Concordia University

Trice, Betsy C.; Horticulture; B.S., University of Arkansas

Trice, Patricia F.; American Sign Language and Interpreter Education; B.S.Ed., University of Virginia; M.A., Gallaudet College

Turnage, Bonnie D.; Dental Assisting; B.A., Longwood College; Certificate, J. Sargeant Reynolds Community College

College Catalog 2018-2019
Turner, Terry G.; Information Systems/Business; B.A., The Citadel; M.B.A., Pfeiffer University; M.S., East Carolina University

Tyson, Lelia B.; Administrative Support Technology; B.S., Virginia Commonwealth University; M.S., Virginia Polytechnic Institute and State University

Uerz, Jennifer M.; Biology; B.S., Virginia Polytechnic Institute and State University; M.A.Ed., Virginia Polytechnic Institute and State University

Ullestad, Charles L.; History; B.L.S., Bowling Green State University; M.A., California State University; M.A., University of Phoenix

Varner, Thomas A.; Administration of Justice/Information Systems Technology; B.S., Ohio State University; M.S., Virginia Commonwealth University

Varghese, Jelsa; Chemistry; B.S., Mahatma Gandhi University, Cochin, India; M.S., Mahatma Gandhi University, Cochin, India

Velazquez, Melissa K.; Paralegal Studies; B.A., Virginia Commonwealth University; J.D., University of Kentucky

Wade, Robert W. B.; History; A.A.S., J. Sargeant Reynolds Community College; B.A., American Public University System; M.A., American Public University System

Wagner, Katherine G.; Student Development/Information Systems/Administrative Support Technology; B.S., University of Maryland; M.S.Ed., Virginia Polytechnic Institute

Waitkus, Pamela A.; Human Services; B.S., West Virginia University; M.S., West Virginia University; M.Ed., College of William and Mary; Ed.S., College of William and Mary

Walker, Kim B.; Physical Education; B.S., Virginia Commonwealth University; M.A., University of Florida

Wallace, Jane D.; Spanish/French; B.A., Louisiana State University; M.A., Louisiana State University

Wallace, Keisha R.; PAVE/Developmental Mathematics; B.S., The University of Alabama in Huntsville; B.S., Oakwood University

Walsh, Barbara S.; English; B.A., Madison College; M.A., Madison College

Wass, Allen V.; Business/Statistics; B.S., Roanoke College; M.B.A., The College of William & Mary; M.E., University of Virginia

Watkins, Tamara E.; Communication Studies and Theater; B.A., Saginaw Valley State University; M.A., Saginaw Valley State University

Weeks, Ronald W.; Mathematics; B.S., University of Richmond; M.Div., Southern Seminary

Wehunt, Mark P.; Chemistry; B.S., Georgia Southern University; M.A., University of Virginia

Welsh, Susan J.; English As A Second Language; B.S., Virginia Commonwealth University

Wencel, Mark A.; Accounting/Economics; B.S., University of Pittsburgh; M.A., University of Pittsburgh; M.Acc., Gardner-Webb University

Westfall, Reiling R.; English; A.B., University of Illinois; M.A., University of Virginia

Whitworth, William M.; History; B.A., University of Richmond; M.A., University of Richmond

Wijesinghe, Dayanjan S.; Chemistry; B.S., University of Peradeniya, Sri Lanka; Ph.D., Virginia Commonwealth University

Wilbur, Jennifer M.; English As A Second Language; B.S., James Madison University

Williams, Madalyn B.; Mathematics; B.S., Virginia Union University; M.Ed., Virginia Commonwealth University

Wilson, Carolina M.; English; B.A., Virginia Commonwealth University; M.A., Virginia Commonwealth University

Wilson, Diane H.; Administrative Support Technology; B.S., Virginia State University

Wilson, Shaun R.; Emergency Medical Services; B.S., Virginia Commonwealth University

Wingfield, Puja D.; Baking and Pastry; C.S.C., J. Sargeant Reynolds Community College

Wise, John D.; Horticulture; A.A.S., Sandhills Community College

Wong, Ka W.; Dietetics; B.S., Drexel University; M.S., Rosalind Franklin University of Medicine and Science

Woo, Wayne; Emergency Medical Services

Wooton, Larry L.; Respiratory Care; A.S., College of The Albemarle; A.A.S., Durham Technical Institute

Wright, Constance F.; Spanish; B.A., Wake Forest University; M.A., North Carolina State University

Wyatt, Tanji A.; English (Reading); B.A., University of North Carolina at Charlotte; M.S., Coppin State University

Wyatt, Veleka M.; Psychology; B.A., Vassar College; M.S.Ed., Baylor University

Wynn, Crystal L.; Dietetics; B.S., Delaware State University; M.P.H., University of North Carolina at Chapel Hill

Young, Mautricia C.; Student Development; B.S., Virginia State University; M.S., Central Michigan University

Zastrow, Marisa G.; American Sign Language and Interpreter Education; B.S., Eastern Kentucky University; M.A., Gallaudet University

CLASSIFIED STAFF 2017-2018

Abel, Timmy L.; Emergency Coordinator I (Communications Officer), Department of Police

Anderson, Linda D.; Housekeeping and Apparel Worker I (Custodial Services Worker), Facilities Management and Planning

Anderson, Armetta V.; Housekeeping and Apparel Worker I (Custodial Services Worker), Facilities Management and Planning

Baber, Kristi P.; Administrative and Office Specialist III (Division Support Technician), School of Business

Baker, Kristen L.W.; Administrative and Office Specialist III (Customer Service Representative), Information Center
Banks, Deborah P.; Education Support Specialist II (Admissions Support Specialist), Student Affairs

Barberi-O’Sullivan, Lisa K.; Information Technology Specialist I (Instructional Support Technologist), Department of Technology

Barua, Priti; Administrative and Office Specialist III (Accounts Receivable Billing Specialist), Financial Operations

Best, Joseph J.; Information Technology Specialist II (Manager, Administrative Computing), Department of Technology

Bishop, Lisa D.; Library Specialist I (Library Specialist), Library and Information Services

Blevins Jr., Kenneth W.; Law Enforcement Officer I (Police Officer), Department of Police

Blevins, Rose M.; Emergency Coordinator I (Lead Communications Officer), Department of Police

Boisseau, Chequana T.; Education Support Specialist III (VERITAS Veterans Liaison), Student Affairs

Bowman, Debra D., Administrative and Office Specialist II (Great Expectations Administrative Specialist), Great Expectations Program

Bracey-Smith, LaMonica D.; Administrative and Office Specialist III (Facilities Management Support Technician), Facilities Management and Planning

Britt, Chimere C.; Education Support Specialist III (Enrollment Services Contact Center Coordinator), Student Affairs

Britt, Terri M.; Education Support Specialist III (Information Center Manager), Information Center

Brooks, Althea K.; Education Support Specialist III (Student Services Specialist/ Accommodations), Student Affairs

Brooks, Jesse L.; Information Technology Specialist I (Mobile Computing Technician Senior), Department of Technology

Brooks, Yvette D.; Administrative and Office Specialist III (Coaching and Recruitment Support Technician), Outreach and Recruitment

Brown, Angelette B.; Housekeeping and Apparel Worker I (Custodial Services Worker), Facilities Management and Planning

Brown, James R.; Administrative and Office Specialist II (Enrollment Services/ Information Specialist), Student Affairs

Brown, Jill B.; Library Specialist II (Library Specialist), Library and Information Services

Brown, Sterline S.; Administrative and Office Specialist III (Administrative Assistant), Office of Vice President of Academic Affairs

Bryant, Matthew D.; Trades Technician III (Building Maintenance Technician), Facilities Management and Planning

Burrell, Linda D.; Administrative and Office Specialist III (Contract Administrative Specialist), Community College Workforce Alliance

Burton, Brenda L.; Housekeeping and Apparel Worker I (Custodial Services Worker), Facilities Management and Planning

Bushey, Ann M.; General Administration Coordinator I (Executive Assistant to the President), Office of the President

Cain, Kimberly J.; Administrative and Office Specialist III (Fiscal Technician/ Grant Funds), Financial Operations

Canada, Deborah W.; Administrative and Office Specialist III (Division Support Technician), School of Business

Cargo, Arkicia T.; Housekeeping and Apparel Worker I (Custodial Services Worker), Facilities Management and Planning

Carroll, Pamela H.; Policy and Planning Specialist II (Senior Research Analyst), Office of Strategic Planning and Institutional Effectiveness

Carter, Alice M.; Housekeeping and Apparel Worker I (Custodial Services Worker), Facilities Management and Planning

Carter, Debbie H.; Education Support Specialist III (Enrollment Services Coordinator), Student Affairs

Carter, Sandra B.; Education Support Specialist II (Student Records Specialist), Student Affairs

Cash, Erin L., Trainer and Instructor I (Instructional Assistant), Student Affairs

Cauthorne, Angela M.; Administrative and Office Specialist III (Lead Customer Service Representative), Information Center

Cenname, Alexandra L.; Administrative and Office Specialist III (Administrative and Fiscal Assistant to the Vice President of Finance and Administration), Office of the Vice President of Finance and Administration

Christian, Ashley N.; Education Support Specialist II (Enrollment Services Specialist/Advising), Student Affairs

Claiborne, Elisha V.; Trades Technician II (Building Maintenance Worker), Facilities Management and Planning

Clark, Stephanie M.; Administration and Office Specialist III (Fiscal Technician), Financial Operations

Clarke, Maria N.; Education Support Specialist III (Financial Aid Coordinator), Student Affairs

Clifford, Nicole R.; Educational Support Specialist III (Student Success Coach), Student Affairs

Cloer, David S.; Information Technology Specialist III (Applications Programmer Analyst/Consultant), Department of Technology

Cole, Ariel M.; Public Relations and Marketing Specialist III (Special Events Manager), Office of Institutional Advancement

Coleman, Eisenhower V.; Housekeeping and Apparel Worker II (Custodial Services Worker Senior), Facilities Management and Planning

Connors, Janet E., Transportation Operator II (Shuttle Driver), Department of Police

Crosby, Daniel R.; Trades Technician III (Building Maintenance Technician), Facilities Management and Planning

Crutchfield, Kimberly D.; Administrative and Office Specialist III (Human Resource Assistant), Human Resources
Culley, Rachael M.; Administrative and Office Specialist III (Fiscal Technician Senior), Financial Operations

D’Amico, Joanne M.; Administrative and Office Specialist III (Division Support Technician), School of Humanities and Social Sciences

Dejarnett, Jr., Alex M.; Trades Technician I (Parking Services Maintenance Technician), Facilities Management and Planning

Delaney, William A.; Trades Technician IV (Building Maintenance Supervisor), Facilities Management and Planning

Denby, Gary M.; Trainer and Instructor I (Instructional Assistant), School of Business

Dent, Rebecca W.; Administrative and Office Specialist III (Payroll Technician), Financial Operations

DiMartino, Jenny; Computer Operations Technician II (Data Management Technician Senior), Department of Technology

Doman, LaKeisha L.; Education Coordinator I (Great Expectations Coach), Great Expectations Program

Donohue, Kerry E.; Administrative and Office Specialist III (Trades and Construction Program Support Technician), Community College Workforce Alliance

Draeger, Valerie J.; Administrative and Office Specialist III (Administrative Assistant), Office of Strategic Planning and Institutional Effectiveness

Duncan, Emily C.; Human Resource Analyst I (Recruitment and Wage Employment Coordinator), Human Resources

Dunn, Mark E.; Law Enforcement Officer I (Police Officer), Department of Police

Ebarle-Davis, Jinky J.; Education Support Specialist II (Student Services Specialist/ESL Programs), School of Humanities and Social Sciences

Epps, Jacqueline D.; Administrative and Office Specialist II (Middle College Office Specialist), Middle College Program

Evans, Kimberly J.; Training and Instruction Manager I (Manager, Technology Training Services), Department of Technology

Evans, Patricia J.; Trainer and Instructor I (Instructional Assistant/Testing Center), Student Affairs

Everett, Anthony J.; Education Support Specialist II (Enrollment Services Specialist/Financial Aid), Student Affairs

Falconer, Brenda G.; Education Support Specialist III (Assistant Registrar), Student Affairs

Falconer, Katherine N.; Policy and Planning Specialist I (Data Analyst), Policy and Institutional Effectiveness

Faulcon, Sonya T.; Administrative and Office Specialist III (Contract Administrative Specialist), Community College Workforce Alliance

Fernandes-Raposo, Chrystal C.; Administrative and Office Specialist III (Fiscal Technician), Financial Operations

Fijalkovic, Tiffany N.; Education Support Specialist II (Admissions Specialist), Admissions and Records

Foster, Neale C.; Library Specialist II (Library Specialist), Library and Information Services

Fowler, Frederick A.; Housekeeping and Apparel Worker II (Custodial Services Worker Senior), Facilities Management and Planning

Frankenburger, K.C.; Library Specialist II (Library Specialist), Library and Information Services

Garada, Salah M.; Trainer and Instructor I (Instructional Assistant), School of Mathematics, Science and Engineering

Gibson, Stuart W.; Housekeeping and Apparel Worker I (Custodial Services Worker), Facilities Management and Planning

Gilliam, Karen P.; Administrative and Office Specialist III (Nursing Programs Support Technician), School of Nursing and Allied Health

Gilmore, Randy; Housekeeping and Apparel Worker I (Custodial Services Worker), Facilities Management and Planning

Goodfellow, Rebekah M.; Library Specialist I (Library Assistant), Library and Information Services

Goodlett, Benjamin E.; Law Enforcement Officer I (Police Officer), Department of Police

Goodman, Susan A.; Library Specialist II (Library Specialist), Library and Information Services

Green, Carla A.; Financial Services Manager I (Accounting Manager), Financial Operations

Green, Paula J.; Emergency Coordinator I (Communications Officer), Department of Police

Gruber, Robert T.; Trades Technician III (Building Maintenance Technician), Facilities Management and Planning

Hannah, Clarrusha K.; Library Specialist I (Library Specialist), Library and Information Services

Harris, Vickisha D.; Education Support Specialist II (Financial Aid Technician Senior), Student Affairs

Harrison, Marcus T.; Housekeeping and Apparel Worker I (Custodial Services Worker), Facilities Management and Planning

Harrison, Stephen T.; Information Technology Specialist I (Endpoint Security Technician Senior), Department of Technology

Harvey-Harrington, LaToya R.; Educational Support Specialist III (Workforce Career and Credentials Coach), Community College Workforce Alliance

Hawthorne-Wood, Peggy; Education Support Specialist II (Financial Aid Technician Senior), Student Affairs

Hayden, Carlton A.; Trades Technician IV (Building Maintenance Supervisor), Facilities Management and Planning

Headley, Sherry M.; Financial Services Specialist I (Assistant Business Manager), Financial Operations

Heater, Timothie M.; Information Technology Specialist II (Manager, Academic Computing), Department of Technology
COLLEGE ORGANIZATION

Henley, Diane M.; Administrative and Office Specialist III (Fiscal Technician Senior), Financial Operations

Hill, Angela L.; Administrative and Office Specialist III (Administrative Assistant), Office of Executive Vice President

Hill, Margaret B.; Education Support Specialist II (Financial Aid Technician Senior), Student Affairs

Hockaday, Melody L.; Administrative and Office Specialist III (Fiscal Technician Senior), Financial Operations

Huang, Hong-Ye.; Security Officer III (Security Officer Senior), Department of Police

Hudgins, Mary P.; Education Support Specialist III (On-Ramp Coordinator), Community College Workforce Alliance

Huffman Jr., Frank T.; Trades Technician IV (Building Maintenance Supervisor), Facilities Management and Planning

Huffman III, Frank T.; Trades Technician I (Grounds Maintenance Worker), Facilities Management and Planning

Jackson, Lacelia P.; Housekeeping and Apparel Worker I (Custodial Services Worker), Facilities Management and Planning

Jackson, Michael V.; Housekeeping and Apparel Worker I (Custodial Services Worker), Facilities Management and Planning

Jefferson, Michael; Education Support Specialist II (Financial Aid Technician Senior), Student Affairs

Jennings, Jonathan S.; Information Technology Specialist I (Instructional Support Technologist), Department of Technology

Jinkins, Paul B.; Trainer and Instructor I (Instructional Assistant), School of Business

Johnson, Marlon D.; Education Support Specialist II (Student Records Specialist), Student Affairs

Johnson, Maya A.; Education Support Specialist III (Supplemental Instruction Supervisor), Educational Support Services

Jones Jr., Calvin; Law Enforcement Officer I (Police Officer), Department of Police

Jones, Debra B.; Administrative and Office Specialist III (Division Support Technician), School of Mathematics, Science and Engineering

Jones, Douglas A.; Trades Technician III (Grounds Maintenance Supervisor), Facilities Management and Planning

Jones, Sandra D.; Administrative and Office Specialist III (Open Enrollment Administrative Specialist), Community College Workforce Alliance

Jones, Sherri L.; Housekeeping and Apparel Worker I (Custodial Services Worker), Facilities Management and Planning

Jordan, Teresa V.; Education Support Specialist II (Enrollment Services Specialist/Advising) Student Affairs

Judon, Jr., William E.; Law Enforcement Officer II (Police Sergeant), Department of Police

Kannan, Katie L.; Education Support Specialist II (Enrollment Services Specialist/Advising), Student Affairs

Kendall, Randa E.; Warehouse Specialist III (Warehouse Supervisor), Warehouse Services

Kiah, Randy V.; Trades Manager I (Facility Manager), Facilities Management and Planning

King, Daryl M.; Education Support Specialist II (Admissions Specialist for Special Programs), Student Affairs

King, Debbie S.; Education Support Specialist III (Nursing Clinical Coordinator), School of Nursing and Allied Health

Lewis, Donald P.; Financial Services Specialist I (Accounts Receivable Accountant), Financial Operations

Lewis, Glenn K.; Law Enforcement Officer I (Police Officer) Department of Police


Livingston, Margaret A.; Financial Services Specialist I (Reconciliation/ Auditing Accountant), Financial Operations

Lushbaugh, Freda M.; Financial Services Specialist I (Federal Accountant Senior/Grant Funds), Financial Operations

Manley, Ashley R.; Education Support Specialist II (Enrollment Services Specialist/Advising), Student Affairs

Manley, Jacqueline R.; Education Support Specialist II (Student Life Specialist), Student Affairs

Casper, Sametria M.; Store and Warehouse Specialist II (Postal/Warehouse Assistant), Warehouse Services

Martin-Devine, Donna K.; Administrative and Office Specialist III (Program Support Technician EducateVA/Career Switcher Program), Community College Workforce Alliance

Mason, Joseph T.; Trades Technician I (Grounds Maintenance Worker), Facilities Management and Planning

McDaniel, Gloria J.; Housekeeping and Apparel Worker I (Custodial Services Worker), Facilities Management and Planning

McGhee, Darnell A.; Education Support Specialist II (Transitional Programs Specialist), Dual Enrollment

Melnikov, Matvey A.; Information Technology Specialist III (Computer Systems Engineer), Department of Technology

Mihalko, Nancy R.; Public Relations and Marketing Specialist III (Development Research and Grants Administrator), Office of Institutional Advancement

Miller, Christine E.; Administrative and Office Specialist III (Financial Aid Support Technician), Student Affairs

Mitchell, Donna L.; Administrative and Office Specialist III (Facilities Assistant and Facilities Rental Officer), Facilities Management and Planning

Moore, James T.; Information Technology Specialist I (Installation and Repair Technician Senior), Department of Technology
Moore, Joseph C.; Financial Services Specialist II (CCWA Business Manager), Community College Workforce Alliance

Moore, Sydney A.; Law Enforcement Officer I (Police Officer), Department of Police

Murphy, Jamie W.; Administrative and Office Specialist III (Fiscal Technician Senior/Petty Cash), Financial Operations

Neblett, Anthony C.S.; Trades Technician I (Building Maintenance/Grounds Worker), Facilities Management and Planning

Neblett, Bruce T.; Trades Technician II (Building Maintenance Worker), Facilities Management and Planning

Neblett, Cheryl L.; Housekeeping and Apparel Worker I (Custodial Services Worker), Facilities Management and Planning

Newsome, Barbara L.; Housekeeping and Apparel Worker I (Custodial Services Worker), Facilities Management and Planning

Oliver, Catherine K.; Public Relations and Marketing Specialist III (Assistant Director of Marketing), Office of Marketing

Page, Nichole J.; Public Relations and Marketing Specialist III (Scholarship Manager), Office of Institutional Advancement

Paige-Clark, Valerie; Administrative and Office Specialist III (Public Relations Support Technician), Office of Marketing

Pearson, Joseph D.; Information Technology Specialist II (Computer System Engineer), Department of Technology

Peterson, Anthony L.; Information Technology Specialist I (Computer Help Desk Technician), Department of Technology

Pitman, Denise; Administrative and Office Specialist III (Customer Service Representative), Information Center

Poindexter, Gloria A.; Education Support Specialist II (Enrollment Services Specialist/Financial Aid), Student Affairs

Poindexter, Maria T.; Human Resource Analyst II (Manager of Training and Development), Human Resources

Pollard, Donald J.; Trades Technician III (Grounds Maintenance Technician), Facilities Management and Planning

Pollard, Olivia L.; Administrative and Office Specialist III (Fiscal Technician Senior-Accounts Payable), Financial Operations

Poulton, William C.; Law Enforcement Officer I (Police Officer), Department of Police

Raines, Megan J.; Administrative and Office Specialist III (Customer Service Representative), Information Center

Reed, Jessica R.; Administrative and Office Specialist III (Contract Administrative Specialist), Community College Workforce Alliance

Reedy, Ewa A.; Administrative and Office Specialist III (Assessment Center Support Technician), Community College Workforce Alliance

Reres, Mark S.; Law Enforcement Officer I (Police Officer), Department of Police

Richards, Karmisha L.; Library Specialist II (Library Specialist), Library and Information Services

Riecke, Victoria; Financial Services Specialist II (Budget Manager), Financial Operations

Roach, Susan K.; Educational Support Specialist II (Student Services Specialist/Student Accommodations), Student Affairs

Roberts, Amy T.; Information Technology II (Programmer/Analyst Consultant), Department of Technology

Roberts, William R.; Information Technology Specialist I (Instructional Support Technologist), Department of Technology

Ronca, Paul D.; Law Enforcement Manager II (Chief of Police), Department of Police

Rosbaugh, Teresa A.; Education Support Specialist III (Foundation Programs Manager), Office of Institutional Advancement

Sanchez, Tate F.; Education Support Specialist II (Enrollment Services Specialist/Advising), Student Affairs

Scanlon, Eileen C.; Education Support Specialist III (Student Success Coach/Early Alerts) Student Affairs

Schroeder, David C.; Trades Technician III (Grounds Maintenance Technician), Facilities Management and Planning

Scott II, Vernon T.; Law Enforcement Officer I (Police Officer), Department of Police

Shipe, Deborah A.; Program Administration Manager I (Parking Services Manager), Facilities Management and Planning

Sibley, Daniel B.; Trades Technician IV (Lead Building Maintenance Technician), Facilities Management and Planning

Simms, Sarah A.; Administrative and Office Specialist III (Student Affairs Program Support Technician Senior), Office of Vice President of Student Affairs

Simpson, Karen A.; Administrative and Office Specialist III (Institutional Effectiveness Support Technician), Office of Strategic Planning and Institutional Effectiveness

Smith Jr., John T.; Information Technology Specialist I (Supervisor, Instructional and Event Support), Department of Technology

Smith, Sarah M.; Education Support Specialist II (Student Life Specialist), Student Affairs

Stretchko, Karin A.; Agriculture Specialist III (Agriculture Specialist), School of Business

Southworth, Michael W.; Information Technology Manager I (Computer Systems Senior Engineer), Department of Technology

Spearman, Chauntelle N.; Housekeeping and Apparel Worker I (Custodial Services Worker), Facilities Management and Planning
COLLEGE ORGANIZATION

**Starke, Alice A.;** Administrative and Office Specialist III (Division Support Technician), School of Business

**Stokes, Wallace L.;** Housekeeping and Apparel Services Worker I (Custodial Services Worker), Facilities Management and Planning

**Talley-Bryant, Kimberly D.;** Law Enforcement Officer II (Police Sergeant), Department of Police

**Tate, Susan A.;** Information Technology Specialist III (Manager, Applications Development and Support), Department of Technology

**Taylor, Marvin C.;** Information Technology Specialist I (Computer Help Desk Lead Technician), Department of Technology

**Taylor, Tanya L.S.;** Administrative and Office Specialist III (Human Resource Assistant), Human Resources

**Thayer-Waterbury, Kelly L.;** Education Support Specialist III (Enrollment Services Coordinator), Student Affairs

**Thomas, Lisa M.;** Education Support Specialist II (Admissions Specialist), Student Affairs

**Thompson, Karen E.;** Administrative and Office Specialist III (Program Support Technician EducateVA/Career Switcher Program), Community College Workforce Alliance

**Thompson Sr., Matthew E.;** Trades Technician IV (Building and Grounds Manager), Facilities Management and Planning

**Townes, Adelle A.;** Education Support Specialist II (Enrollment Services Specialist/Admissions and Records), Student Affairs

**Towner, Patricia A.;** Housekeeping and Apparel Worker I (Custodial Services Worker), Facilities Management and Planning

**Webster, George E.;** Information Technology Specialist II (Web Developer), Marketing

**West III, Herman L.;** Education Support Specialist III (Veteran Services Coordinator), Student Affairs

**Williams, Montique C.;** Laboratory and Research Specialist I (Science Laboratory Specialist Senior), School of Mathematics, Science, and Engineering

**Williams, Paul T.;** Education Support Specialist II (Enrollment Services Specialist/Advising), Student Affairs

**Wilson, Bridget D.;** Laboratory and Research Specialist I (Science Laboratory Specialist Senior), School of Mathematics, Science, and Engineering

**Wilson, Timothy A.;** Information and Technology Specialist I (Installation and Repair Technician Senior), Department of Technology

**Winston, Nicole M.;** Administrative and Office Specialist III (Division Support Technician), School of Mathematics, Science, and Engineering

**Woody, Pamela A.;** Administrative and Office Specialist III (Division Support Technician), School of Humanities and Social Sciences

**ADVISORY COMMITTEES**

- Accounting AAS
- Accounting Certificate
- Accounting CSC

**Russ Beyer**
Owner, Richmond Offices
Jackson-Hewitt Tax Service

**Lindo Gharib**
Regional Vice President
Robert Half

**James M. Holland**
Adjunct Professor
Department of Accountancy
Virginia Commonwealth University

**Cathy McPherson**
Associate Professor of Business Administration
Regional Director
Faculty Advisor
Mary Baldwin College

Stephen R. Theuer
Partner Assurance & Advisory Services
Deloitte & Touche, LLP

Administration of Justice AAS
Criminal Justice CSC

Humberto Cardounel, Jr.
Chief of Police
Henrico County Division of Police

Trip Chalkley
Commonwealth Attorney
Hanover County
Office of Commonwealth Attorney

Robyn Lynn Diehl
Associate Professor of Criminal Justice
Virginia Commonwealth University

John Wesley Hall, III
President and Owner
American Security Group, LLC

Dave Hines
Sheriff
Hanover County

David McCoy
Police Chief
University of Richmond

John Venuti, Jr.
Police Chief
Virginia Commonwealth University

ASL-English Interpretation AAS
American Sign Language CSC
ASL/Deaf Studies Specialization of the
Social Sciences AS

Afton D. Bell, M.Ed.
Teacher for the Deaf & Hard of Hearing
Richmond City Public Schools

Wanda Council, Ed.S
Education Coordinator
Specialist for Special Education
Virginia Department of Education

Tonya Custalow-Pearsall, MAI, CI and CT
EEO Specialist
ASL Interpreter
Defense Logistics Agency-Aviation

Gail Hadley-Goggins, M.Ed.
Sign Language Interpreter
Richmond City Public Schools

Elizabeth D. Leitch, Sole Proprietor
Self-Employed
Certified Community Sign Language Interpreter

Laurie Malheiros
Richmond Center Manager
Purple Communication Services, Inc.

Architectural and
Engineering Technology AAS
Computer-Aided Design Specialist CSC

Donna E. Adams, PE, SECB
Professional Engineer
Senior Associate
Dunbar Milby Williams Pittman & Vaughan, PLLC

H. Bolman Bowles, PE
Deputy Building Official
Building Construction & Inspection
Henrico County

Sam Daniel
President
Daniel & Company, Inc.

John Heisler
President
J. A. Heisler Contracting Company, Inc.

Marcia Powers, AIA
Lead Reviewer
Virginia Community College System

Gilbert Seese, PE
Senior Associate
Schnabal Engineering & Associates

Winnie Ma Sung, AIA
Senior Associate
Director of Quality
Glavé & Holmes Architecture

John Taylor
District Manager
Gilbane Construction Company

Julian M. Utley, AIA
Licensed Architect
Principal
Julian M. Utley, Architect, PLLC

Automotive Technology Certificate
Hybrid and Electric Vehicle Technology CSC
Automotive Maintenance and Light Repair CSC

Ann Dale

Service Manager
West Broad Honda

George Davis
Store Manager
Merchants Tire

Dale Hawk
Manager
Auto Air of Virginia, Inc.

Mac McManus
Owner
Mac's Service Center

Ray Parrish
Dealer Principal
Parrish Ford

Mark Schultz
Lead Automotive Instructor
Hermitage Technical Center

Michael Serpico
General Manager
Richmond Ford Lincoln

Ron Shaban
Service Director
Mercedes Benz of Richmond
Mercedes Benz of Midlothian

Linda Swaim
Human Resources Manager
McGeorge Car Company

Richie Webb
Auto Claims Supervisor
Virginia Farm Bureau

Business Administration AS

Regina Adams
JMU Transfer Advising Coordinator
James Madison University

Tammy Alexander
Program Coordinator
Information Systems & Paralegal Studies
University of Richmond

Artis J. Gordon
Director
Transfer Center
Virginia Commonwealth University

Marena Hill-Bartos
Site Director
Reynolds Community College
Certified Master Advisor
Old Dominion University

Marcus C. Hubbard
Transfer Coordinator
Academic Advisor
Reginald F. Lewis College of Business
Virginia State University

Xochela V. James, Ph.D.
Owner and President
XYV Educational Consultants

Andrea J. Keith
Senior Associate Director of Admissions
Randolph Macon College

Sarah Lindberg
Assistant Director of Transfer Admissions
University of Mary Washington

Catherine McPherson
Associate Professor
Faculty Advisor
Department Co-Chair
Business, Marketing & Communication
Mary Baldwin College

Joy D. Sabol
Manager of Recruitment & Enrollment
Bachelor of Interdisciplinary Studies Program
University of Virginia

Ginny Wagg
Coordinator for Recruitment & Enrollment
Virginia Commonwealth University

Ashley Woodard
Senior Assistant Director of Admissions
Longwood University

Central Sterile Technician CSC

Crystal Aigner, MBA, BSN, RN
Administrator
St. Mary’s Ambulatory Surgery Center

Steve Austin, RN
Administrative Director
Central Sterile Processing
Bon Secours Richmond Health System

Janice Clark, RN, BSN, CNOR, CR CST
Nurse Educator
Bon Secours Richmond Health System

Tina Putman CST, CRCST
Director of Surgical Technology
Lord Fairfax Community College

Tina M. Tignor MSN, RN, CRCST, CHL
Nurse Manager
Central Sterile Department
Henrico Doctors’ Hospital

Larry Womack, CRCST
Sterile Processing Manager
Southside Regional Medical Center

Dental Assisting Certificate
Pre-Dental Assisting CSC

Cheryl Billingsley, D.D.S., FAGD
Private Practice
Dentistry

William L. Coker, D.D.S.
Practicing General Dentist
Richmond, VA

Barry Griffin, D.D.S.
Periodontist
Private Practice
Richmond, VA

Brittany Grimmett
Patient Coordinator
Dental Assistant
Sayyar Family Dentistry

Debra Keller
Certified Dental Assistant
Oral Surgery Assistant
Nelbauer Dental Care

Hazel Luton
Clinical Manager
Compliance Coordinator
Virginia Commonwealth University
School of Dentistry

Cheryl Simms
Lead Assistant
Virginia Commonwealth University
School of Dentistry

Carolyn Stowers
Patient Care Coordinator for Dental Hygiene
Virginia Commonwealth University
School of Dentistry

Diesel Mechanics Technology Certificate

Robert Ashby, Jr.
CEO
Ashby Inc.
Crenshaw Corporation

Michael E. Biggs
Fleet Operations Manager
City of Richmond
Fleet Maintenance Division

Kenneth Blair
Service Manager
James River Equipment

Joe Brunetti
Central Virginia Branch Manager
Bay Diesel & Generator
Calvin Chambliss
Superintendent of
Automotive Maintenance
City of Richmond
Fleet Management Division

Richard Fortin
Technical & Training Group Manager
Carter Machinery Co. Inc.

Craig Kendall
Recruiting Manager
The Pete Store

David A. Leik
Vice President Maintenance
Epes Transport System, Inc.

Larry Miller
Service Manager
A.M. Davis, Inc.

Douglas Palmquist
Service Manager
Cummins Atlanta, Inc.

Early Childhood Development AAS
Early Childhood Development Certificate
Early Childhood Education CSC
Early Childhood Education –
Advanced CSC

Krista Dawson
Literacy Outreach Coordinator
Richmond Public Library

Cybil Faulks-Brown
Virginia Quality Regional Coordinator
Childsavers

Kimberly W. Hulcher
Regional Director
Bundle of Joy Child Development Centers

Gayanne Murphy
Infant/Toddler Specialist
Virginia Commonwealth University

Marilyn Rice
VPI+ Quality Coordinator
Virginia Early Childhood Foundation

EMS - Paramedic AAS
EMS - Emergency Medical Technician
CSC
EMS - Intermediate CSC
EMS - Paramedic CSC

Monty Dixon
ALS Training Coordinator
Henrico County Division of Fire

Dillard E. Ferguson
Deputy Chief – EMS
Goochland County Fire & Rescue

James H. Gould, Jr.
Director
Center for Trauma & Critical Care
Education
MCVH/VCU Medical Center

Jeffrey S. Grant
Firefighter/MPO/EMTB
Station 4A
CFEMS/Student

Mike Harmon
EMS Liaison
Bon Secours St. Francis Medical Center

Heidi Hooker
Executive Director
Old Dominion EMS Alliance

Tim McKay
Battalion Chief
Chesterfield Fire & EMS

Ken Miller
Retired
Mechanical Engineer

Michael Ortega
Director
Bon Secours Virginia Transfer Health
Center

Jethro H. Piland, III
Chief
Hanover Fire & EMS

Gary W. Samuels
EMS Coordinator
HCA Henrico Doctors’ Hospital

Brad Taylor
EMS Coordinator
CJW Medical Center

Robert A. Creecy
Fire Chief
Richmond Department of Fire
& Emergency Services

Rodney D. Epps
Battalion Chief
City of Richmond Fire Department

James Graham
Deputy Fire Chief, Retired
Chesterfield County Fire & EMS

Keith Greene
Fire Chief
Louisa County Department of Fire &
Emergency Medical Services

William MacKay
Fire Chief
Goochland County Fire & Rescue

Anthony E. McDowell
Fire Chief
Henrico County Fire Department

Jethro H. Piland, III
Fire/EMS Chief
Hanover County Fire & EMS

Edward Loy Senter, Jr.
Fire Chief
Chesterfield County Fire & EMS

Steve Singer
Fire Chief
Powhatan County Fire & Rescue

Kevin Spruill
Captain
City of Richmond Fire Department

Geospatial Technologies CSC

April H. Branton
Geospatial Data Analyst
Virginia Geographic Information Network
Virginia Information Technology Agency
(VITA)

Molly Conaboy
Project Coordinator
E-Geospatial Solutions Group
Timmons Group

Michelle Fults
GIS Analyst
Louis Berger Group

F. Dale Robertson
Manager
GIS Services
Dominion Energy

Fire Science Technology AAS
Fire Science Technology Certificate

Andrew Baxter
Fire Chief
Charlottesville Fire Department
Frank Sokoloski  
Geospatial Manager  
Rice Associates, Inc.

Jerry D. Stewart  
Director of Geospatial Services  
Rice Associates, Inc.

Wendy R. Stout  
Geospatial Program Manager  
Virginia Geographic Information Network  
Virginia Information Technology Agency (VITA)

Health Information Management (HIM)  
Health Information Management AAS  
Medical Records Coder CSC  
Advanced Medical Coder CSC  
Release of Health Information Specialist CSC

Deborah Bradley, RN  
Senior Vice President  
Coding Services  
Versend (AKA Verisk Health)

Nikita Carr  
Coding Quality Analyst  
HCC Coding and HEDIS  
OPTUM United Health Group

Mary G. Carter  
Director  
Health Information Management & Clinical Documentation Improvement  
Virginia Commonwealth University

Steven Cosby  
HIM Operations Manager  
George Washington University Hospital

Benjamin Gordon  
Medical Review Specialist  
AdvanceMed

Gloria Litton, RHIA, CCS  
Coding Manager  
Mary Washington Healthcare

Kim Pohlig  
Student Representative  
Reynolds Community College

Pauline H. Rivera  
CDI Manager  
VCU Health System

Greg Strickland  
Director  
Physician Billing & Revenue Cycle Training  
VCU Health System

Lynda Wetter  
QA Specialist  
Auditor & Coding Specialist  
Amphion Medical Solutions

Horticulture Technology AAS  
Floral Design CSC  
Sustainable Agriculture CSC

Jason Anderson  
Arborist  
Arborscapes, LLC

Lisa Dearden  
Executive Director  
RVAg, Inc.

Meg Gouldin  
Human Resources Assistant  
Strange’s Florist, Greenhouses & Garden Centers

Tabb Jones  
Owner, Head Grower  
Jones Flowers, Inc.

Chuck Peple  
Owner  
Grayhaven Winery

David O. Pippin  
Owner  
David Pippin, Inc.

Penny Seay  
Landscape Design  
Rockcreek Innovations

Laura Steeley  
Director of Enhancements  
James River Grounds Management

Human Services AAS  
Substance Abuse Counseling Education CSC

Arthur W. Byrd, MSW  
Adjunct Faculty  
Reynolds Community College

Steven Hixon, BSW, MBA  
Prevention Coordinator  
Henrico County Prevention Services  
Henrico County Mental Health

Al Jackson, CSAC  
Program Director  
The Healing Place

Sheryl L. Luebke, M.Ed.  
Volunteer Resources Supervisor  
Jewish Family Services

Maiszie Florene Meade-Mills  
Program Supervisor  
Department of Social Services  
Richmond, VA

Dr. Andrean Oliver  
Assistant Professor  
Dept. of School & Community Counseling  
Virginia State University

Linda Pinney, M.Ed.  
Assistant Professor  
Program Head  
Reynolds Community College

Information Systems Technology AAS  
Computer Programmer CSC  
Cyber Security CSC  
Internet Applications Development (Web Design) CSC  
Microcomputer Applications CSC  
Network Administration CSC

John Dickerson  
IT Infrastructure Architect  
Dominion Energy

Richard Allen Donahue, Sr.  
Retired  
Information Technology Specialist (Architect)  
DOD, Marine Corps Systems Command

Ray Evans  
Telecommunications Engineer Supervisor  
State Police of Virginia

Kevin Hazzard  
President  
Developer Journey LLC

Mike Jones  
President  
Core Consulting, Inc.

Lionel Mew  
Assistant Professor  
IST Department Chairman  
University of Richmond

John Musgrove  
Deputy Director  
Information Technology Audit  
Department of Assurance Services  
Virginia Commonwealth University

Management AAS  
Entrepreneurship in Small Business CSC  
eCommerce CSC
Artonda Hawkes-Cheeseman  
Marketing Specialist  
Virginia Housing Development Authority  
Richmond  

Jeff Jenkins  
Senior Marketing Consultant & Contractor  
Capital One Financial Corporation  

Allison Lawrence-Jones  
Assistant Vice President  
McGuire Woods Consulting  

Gerald Quirk  
Adjunct Faculty  
Reynolds Community College  

Howard Rose  
Owner and President  
Virginia Lawn Pro  

Medical Laboratory Technology AAS  
Pre-Medical Laboratory Technology CSC  

Wendy Barley, MBA, MT (ASCP)  
Assistant Director  
Clinical Laboratory Services  
Southside Regional Medical Center  

Kathi C. Ford, MT (ASCP)  
Assistant Director of Laboratory Services  
CJW Medical Center – Johnston Willis Hospital  

Paul Fox, Ph.D.  
Laboratory Manager  
Danville Community College  

Jenny Harrell, MPH, MLT (ASCP)  
Laboratory Manager  
Laboratory Corporation of America  

Maliha Hassan, BS, MT (ASCP)  
Laboratory Manager  
True Health Diagnosis  

Emily Hill, Ph.D., MT (ASCP)  
Assistant Professor  
Department of Clinical Laboratory Sciences MCV  
Virginia Commonwealth University  

Jessica Linhardt  
Laboratory Education Lab Services  
Sentara Norfolk General  

Roxanne Mercer, MS, MT (ASCP)  
Laboratory Manager  
VCU Health System  

Deborah Reynolds, BS, MT (ASCP)  
Clinical Pathology  
Director of Core Lab Operations  

Bon Secours Richmond Health System  
Peggy Simpson, BS, MT (ASCP)  
Laboratory Manager  
Danville Regional Medical Center  

Nursing AAS  
Pre-Nursing CSC  
Health Care Technician CSC  

Carlos O. Brown  
Executive Director  
Support Services & Planning  
VCU Health System  

Angela M. Greenidge, RN, MSN  
Staff  
Pediatric Intensive Care Unit  
St. Mary’s Hospital  

Susan Johnston-Bodin, Ed.D., MSN, MEd., RN  
Performance Improvement Coordinator  
Virginia Commonwealth University  
Virginia Board of Nursing  
Adjunct Faculty Member  
George Washington University School of Nursing  
Reynolds Community College  
Nursing AAS Program  

Todd L. Maryville  
Enrollment & Operations Coordinator  
Office of Distance Learning  
Old Dominion University  

Jennifer Rose-Johnson  
Nurse Manager  
Glenburnie Nursing & Rehabilitation Center  

Barbara C. Sorbello, PhDm RN-RS, NEA-BC  
Dean of Nursing  
Bon Secours Memorial College of Nursing  

Wanda Stephenson, RN, BSN, MSN  
Nurse Education  
McGuire Veterans Administration Medical Center  

Tamara L. Zurakowski Ph.D., GNP-BC, RN  
Clinical Associate Professor  
Department of Adult Health & Nursing Systems  
Virginia Commonwealth University School of Nursing  

Opticianry AAS  
Opticians Apprentice CSC  

Ledonna Buckner, FCLSA  
Senior Account Manager  
Blanchard Contact Lens Company  

Benny Cherian, MHAEd  
Assistant Professor  
Respiratory Therapy Program  
Reynolds Community College  

Grady Culbreth  
Virginia Licensed Optician  
Roxanne Robinson, OD  

Edward DeGennaro, M.Ed., ABOM  
Director of Professional Content  
FVMG First Vision Media Group  
Independent Consultant  
Optician  

Amy Fens  
Optician  
Contact Lens Specialist  
Hanover Family Practice  

Robert Flippin  
Virginia Licensed Optician  
Thorp & Flippin Optical, Inc.  

Adam S. Melton, O.D.  
Optometrist  
Drs. Rainer & Ryan Optometry  

William Russ  
MD Consultant  
Essilor, USA  

Paralegal Studies AAS  

Kitty Bice  
Senior Litigation Paralegal  
Williams Mullen, PC  

Janet Broadway  
Human Resources Director  
Sands, Anderson, Marks & Miller  

Sherry A. Fox  
Director  
Thompson McMullan, PC  

Cecelia V. Garner  
Facilities Manager  
Richmond Department of Social Services  

Freddie L. Goode  
Retired Attorney  
Central Virginia Legal Aid  

Steven Goodworth  
Paralegal Manager  
McGuire Woods, LLP  

Michele D. Rundstrom
Corporate Paralegal
Universal Leaf Tobacco Company, Inc.

Susan B. Spielberg
Virginia State Bar
Retired

Pharmacy Technician CSC
Michael Henson
Manager
Market Health & Wellness
Walmart

Robert Johnson
Pharmacy Technician
Remedi Senior Care

Henry Ranger, DPhT
Manager
Pharmacy
Walmart

Robert Ransome, Jr.
Realtor
Re/Max Commonwealth

Christine Schilling
Student Representative
Reynolds Community College

Audrey Crenshaw Valentine
Pharmacy Technician
Dual Enrollment Instructor
Henrico County Public Schools

Practical Nursing Certificate
Pre-Practical Nursing CSC

Marjorie Bagley
Patient Financial Advocate
Insurance Verification
St. Mary’s Ambulatory Surgery Center

Carol Carr, BSN, MSN
Past Program Head
Practical Nursing Program
Reynolds Community College

Tina Kilgore
Student Representative
Practical Nursing
Reynolds Community College

Kathryn Mauch, BSN, MSN
Coordinator, Henrico County
St. Mary’s Hospital School of Practical Nursing

Patricia O’Berry, LPN, CLTC
LPN Ambulatory Care

VCU Health System
Albert Edward Pickering IV, PHR
Human Resource Specialist
Care Advantage, Inc.

Mariah Proffitt
RN & CIS Clinical Analyst
Bon Secours Health System

Melanie Woolard
Graduate
Practical Nursing
Reynolds Community College

Real Estate Agent/Broker CSC
Randey Bloom
Adjunct Faculty
Reynolds Community College

Joe Brooks
Real Estate Broker
Long and Foster Realtors

Danita Jackson
Associate Broker
Long and Foster Realtors

Rhonda L. Martin
Owner and Realtor
Cobblestone Realty, Inc.

Roland B. Metcalf, Jr.
Adjunct Faculty
Reynolds Community College

Respiratory Therapy AAS
Pre-Respiratory Therapy CSC

Carlos Baez
Student
Respiratory Therapy
Reynolds Community College

Robin Bland
Respiratory Therapist
HCA/CJW Medical Center

Patricia Booker
Cardiopulmonary Manager
Riverside Walter Reed Hospital

Andrew Carruthers
Respiratory Therapist
University of Virginia Health System

Carolyn DeGrazia
Student
Respiratory Therapy
Reynolds Community College

John Dever, RRT, RCP
Retired
Director of Respiratory Care
CJW Medical Center
Adjunct Faculty
Reynolds Community College

Tina Fleming
Director
Respiratory Care & Sleep Disorders Center
CJW Medical Center

Paul Fox
Dean
Arts and Science Division
Danville Community College

Mike Simmons, RRT, RCP
Respiratory Care Manager
Assistant Rehab Director
Emergency Planner
Community Memorial Health Center

Kaipo West, RRT, RCP
Respiratory Therapist
CJW Medical Center

Welding CSC
Eric Adams
Owner
Adams Welding & Fabrication
Adjunct Welding Faculty
Reynolds Community College

Gary Booth
Pipe Shop Manager
QA Manager
Atlantic Constructors, Inc.

Paul Dillard
Regional Manager
ARC3 Gases

Daniel Gillespie
Diesel Technician
Carter Machinery
Vice President
Expert Metal Works
Adjunct Welding Faculty
Reynolds Community College

Jason Mottesheard
Construction Manager
Colonial Webb Contractors

Bernard Smith
Supervisor
DZ Atlantic Company