

# RIVER VALLEY

## Community College

2020-2021 College Catalog

# My Community



Claremont • Keene • Lebanon • Online  
[rivervalley.edu](http://rivervalley.edu)

# Table of Contents

## Catalog and Student Handbook 2020-2021 | Page 4

College Overview | Page 4  
River Valley Community College | Page 4  
Welcome to River Valley Community College! | Page 4  
Mission Statement | Page 5  
Education Philosophy | Page 5  
Expected Outcomes | Page 5  
History | Page 5  
Accreditation | Page 6  
Admissions Procedures | Page 7  
Application Materials for Admissions | Page 7  
General Admissions Requirements and Procedures | Page 7  
Testing and Assessment | Page 7  
Academic Amnesty | Page 8  
Matriculated Student | Page 8  
Health Forms | Page 8  
Expenses | Page 8  
2020-2021 Tuition and Fees | Page 8  
Border State Tuition Reduction | Page 9  
Domicile - Change of Residency Status | Page 9  
Tuition and Fees | Page 9  
Billing | Page 9  
Company Billing | Page 9  
Tuition Payment Plan | Page 9  
Refunds for Tuition | Page 10  
Collection Clause | Page 10  
Fee for Protested Checks | Page 10  
Academic Instruction Fee | Page 10  
Clinical Surcharge Fee | Page 11  
Comprehensive Student Services Fee | Page 11  
Additional Expenses to Consider | Page 11  
Financial Aid | Page 11  
What is Financial Aid? | Page 11  
Sources of Financial Aid | Page 12  
Important Financial Aid Policies | Page 12  
Veterans Affairs | Page 13  
Project RISE | Page 14  
Academic Requirements | Page 14  
Associate Degree | Page 14  
Certificate | Page 14  
Attendance Policy | Page 14  
Student Conduct and Discipline | Page 14  
Credit Hour Definition | Page 14  
Grading System | Page 14  
Course Repeat Policy | Page 15  
Readmissions | Page 16  
Work Based Learning (WBL) | Page 16  
Grades/Schedules Online | Page 17  
Eligibility for Extracurricular Activities | Page 17  
Transcripts | Page 17  
Transfer of Credit | Page 17  
College Board Advanced Placement Test | Page 18  
Credit by Examination (CBE) | Page 18  
College-Level Examination (CLEP) | Page 18  
Audit | Page 18  
Early College Programs | Page 18  
Academic Standing | Page 19  
Graduation Requirements | Page 19  
Academic Honors | Page 19  
Graduation Honors -- College cGPA | Page 19

Medical Leave Policy | Page 20  
College Withdrawal | Page 20  
Student Services | Page 20  
Articulation Agreements | Page 20  
Block Transfer with Plymouth State | Page 20  
Course Equivalencies | Page 20  
Dual Admission Program with USNH | Page 20  
New Hampshire Transfer Connections | Page 21  
NH Transfer | Page 21  
Graduate Transfer & Job Placement | Page 21  
Lactation Room | Page 21  
Food Service | Page 21  
Free Food on Campus | Page 21  
Health Services | Page 21  
Insurance | Page 21  
Bookstore | Page 22  
Student Government Association | Page 22  
Phi Theta Kappa | Page 22  
Student Code of Conduct | Page 22  
Accessibility Services | Page 32  
Transportation for Students | Page 32  
Library Services | Page 32  
Advising, Career and Transfer Center (ACT) | Page 33  
WorkForce Development | Page 33  
Degree Requirements | Page 33  
Key for Program of Studies | Page 33  
Liberal Arts Core Courses | Page 34  
Associate Degree Requirements | Page 35  
Certificate Requirements | Page 36  
Statement of Non-Discrimination | Page 36  
Statement of Non-Discrimination | Page 36  
Personnel | Page 37  
State of New Hampshire | Page 37  
River Valley Community College Administration | Page 37  
RVCC Faculty | Page 37  
RVCC Staff | Page 39  
Clinical Facilities | Page 40  
Massage Therapy Program | Page 40  
Medical Assistant Program | Page 41  
Medical Laboratory Technician Program | Page 41  
Nursing Programs: Associate of Science Degree in Nursing  
| Page 41  
Nursing Programs: Licensed Practical Nurse | Page 42  
Occupational Therapy Assistant Program | Page 42  
Physical Therapist Assistant Program | Page 43  
Radiologic Technology Program | Page 44  
Respiratory Therapy Program | Page 45  
Phlebotomy Program | Page 45  
Calendars | Page 46  
2020-2021 Academic Calendar | Page 46  
**Degrees & Certificates | Page 47**  
Accounting | Page 47  
Advanced Manufacturing Technology | Page 49  
Biology | Page 49  
Business | Page 50  
Computer Technology | Page 52  
Criminal Justice | Page 58  
Early Childhood Education | Page 60  
General Studies | Page 64  
Healthcare | Page 65  
LPN | Page 65  
Liberal Arts | Page 66

Massage Therapy | Page 67  
Medical Assistant | Page 69  
Medical Laboratory Technician | Page 71  
Nursing: Associate of Science Degree in Nursing | Page 73  
Occupational Therapy Assistant | Page 76  
Phlebotomy | Page 78  
Physical Therapist Assistant | Page 79  
Radiologic Technology | Page 81  
Respiratory Therapy | Page 84  
Social Services | Page 86

### Course Descriptions | Page 88

Accounting | Page 88  
Advanced Manufacturing Technology | Page 89  
Allied Health Core Courses | Page 91  
Beginner Computer Technology | Page 94  
Biology | Page 94  
Business | Page 97  
Chemistry | Page 99  
Computer Technology | Page 99  
Criminal Justice | Page 105  
Cybersecurity and Healthcare IT | Page 106  
Early Childhood Education | Page 108  
Economics | Page 111  
Engineering/Engineering Technology | Page 111  
English | Page 113

Fine Arts | Page 116  
General Studies | Page 116  
Geography | Page 116  
Healthcare | Page 117  
History | Page 118  
Humanities | Page 118  
Independent Study | Page 120  
LPN | Page 120  
Massage Therapy | Page 122  
Mathematics | Page 125  
Medical Assistant | Page 129  
Medical Laboratory Technician | Page 131  
Nursing: Associate of Science Degree in Nursing | Page 133  
Occupational Therapy Assistant | Page 136  
Phlebotomy | Page 139  
Physical Therapist Assistant | Page 139  
Physics | Page 141  
Political Science | Page 142  
Psychology | Page 142  
Radiologic Technology | Page 143  
Respiratory Therapy | Page 146  
Service Learning | Page 149  
Social Services | Page 149  
Sociology | Page 150  
World Language | Page 151

# Catalog and Student Handbook 2020-2021

## College Overview

### River Valley Community College

River Valley

Community College

College Catalog  
2019-2020

#### MAIN CAMPUS

1 College Place  
Claremont, New Hampshire 03743  
(603) 542-7744 • 1-800-837-0658 • FAX (603) 543-1844  
email: [rivervalley@ccsnh.edu](mailto:rivervalley@ccsnh.edu)

#### KEENE

67 Winchester Street  
Keene, NH 03431  
(603) 357-2142  
FAX (603) 357-0408

#### LEBANON

15 Hanover Street  
Lebanon, NH 03766  
(603) 443-4200



[www.rivervalley.edu](http://www.rivervalley.edu)

## Welcome to River Valley Community College!

Dear New and Prospective Students,

Allow me to be the first to welcome you to River Valley Community College and all the wonderful opportunities that come with it. RVCC is close to my heart and I hope it becomes close to yours as well.

One of the incredible parts of RVCC is the Faculty and staff and their dedication to your success. They enjoy teaching and assisting students and will guide you in your educational journey. Everyone I speak with takes great pride in their role at River Valley Community College.

River Valley has a very rich history. Founded in 1968, River Valley has provided New Hampshire residents (and our friends from Vermont, Maine, Massachusetts and the greater United States) with an education that is as exceptional as it is accessible for 50 years and counting. Whatever your status - recent high school graduate, adult learner, working parent, retiree, etc. - RVCC is the place to be and has a program for you.

RVCC has a variety of programs available. This catalog is a guide to our offerings. Within its pages are the details for over 30 different degree and certificate programs. However, the catalog doesn't tell the entire story. Come and visit us and learn just how good our faculty, staff and facilities really are.

I have met a number of students. They come from diverse backgrounds. They are talented and friendly. Here, you will find a study partner, a friend, and make connections that will last a lifetime.

Know that, whatever your educational goals, a degree or certificate can change your life and open doors. By reading this catalogue and enrolling in classes you are taking the first steps through those doors. RVCC's faculty, staff, and I know that together we can accomplish great things. We would be honored if you would join us.

Sincerely,

Alfred Williams  
President  
River Valley Community College





## Mission Statement

Community College System of New Hampshire

Our purpose is to provide residents with affordable, accessible education and training that aligns with the needs of New Hampshire's businesses and communities, delivered through an innovative, efficient, and collaborative system of colleges. CCSNH is dedicated to the educational, professional, and personal success of its students; a skilled workforce for our state's businesses; and a strong New Hampshire economy.

### River Valley Community College

River Valley Community College transforms lives by providing a quality and affordable education through innovative personal approaches to lifelong learning and career pathways.

## Education Philosophy

Since the College serves a diverse student population possessing a wide range of academic and physical abilities, the College is committed to providing a variety of educational approaches, instructional methods, supplementary services, and co-curricular activities to meet those diverse needs. In the context of a student-centered environment, the primary aim of the College is to assist students to become self-reliant, self-confident skilled workers and educated persons.

The College believes that the educated person is able to read critically, write clearly and comprehensively, reason analytically, and utilize mathematical and scientific skills to solve life's problems. The educated person functions as a

responsible and ethical member of society, recognizes and copes with the ambiguities of life, and appreciates diversity. The educated person moves from concrete to abstract levels of thinking, fosters integration and synthesis of knowledge, interchanges roles as both learner and teacher, and utilizes contemplative thought.

By embracing an understanding and appreciation of self in today's socially and technologically complex world, and through the stimulation of intellectual curiosity, learners will be able to improve their lives and contribute something of value to the community of which they are a part.

## Expected Outcomes

**The College judges its success by the degree it:**

- Engages in programs and activities that expand access to higher education for all members of the community.
- Offers college-preparatory instruction that prepares students for success in college-level work and life-long learning.
- Provides students with a full range of student development and academic support services.
- Offers students the opportunity to contribute to the well-being of others through service learning and volunteerism.
- Prepares individuals for employment in a variety of careers in business, the health sciences, computer applications, engineering and industrial technologies, and public service.
- Serves as an entry-point for bachelor degree programs by providing the first two years of a four-year program through a sequence of general education that stresses an appreciation of the arts and the humanities, the social sciences, mathematics and quantitative literacy, the sciences, communication, and information literacy.
- Provides economic development and continuing education activities to meet the needs of business, industry, and government while enhancing employee skills and enriching their lives.

## History

River Valley Community College was founded in 1968 (under a variety of names over the years) and has ever since provided quality education in

an academic environment small enough to allow individualized attention. Students in over 30 career-oriented programs gain the highly specialized skills and knowledge necessary to confidently, and successfully, enter the job market in a variety of technical, business and health oriented fields.

The college offers programs to students who have decided upon a career path and advising and educational opportunities for those who are still exploring. Students can earn an Associate in Arts degree, Associate in Science degree or Certificates and proceed to the workforce. The Associate degrees can also provide the first two years of a four-year Bachelor program.

As a commuter college (students commute from their homes or from rented housing in the area), the College serves the needs of both the region and the state through cooperation with local industry, business, service and health organizations.

River Valley Community College has three ADA accessible sites: the main campus, located on Route 120 approximately two miles north of the Claremont business district, and the Keene Center at 67 Winchester Street, Keene, NH and the Lebanon Center at 15 Hanover Street, Lebanon, NH. While not all programs are offered at the Keene and Lebanon Centers, these sites allow the college to offer local access to many college courses, assistance with the college admissions process, academic advising, support services and Financial Aid information to residents of Cheshire and Grafton counties. Students taking courses in Keene or Lebanon are encouraged to access full college services at the main Claremont campus. All three sites are subject to all RVCC policies and procedures.

## Accreditation

River Valley Community College is accredited by the New England Commission of Education (NECHE) through its Commission on Institutions of Higher Education.

Accreditation of an institution of higher education by NECHE indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives

reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the NECHE is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the accreditation status by the NECHE should be directed to the administrative staff of the institution. Individuals may also contact:

New England Commission of Higher Education  
3 Burlington Woods Dr., Suite 100  
Burlington, Massachusetts 01803  
781-425-7700  
Toll Free 855-886-3272  
e-mail: [info@neche.org](mailto:info@neche.org)

Individual programs at the College have earned recognition and accreditation status by the following organizations:

- The Committee on Accreditation of Allied Health Education Programs in association with:
  - Medical Assisting Education Review Board (MAERB)
- Commission on Accreditation for Respiratory Care
- National Accrediting Agency for Clinical Laboratory Sciences
- Commission on Accreditation in Physical Therapy Education
- Accreditation Council for Occupational Therapy Education (ACOTE): American Occupational Therapy Association (AOTA)
- New Hampshire Board of Nursing
- Accreditation Council of Business Schools and Programs
- Accreditation Commission for Education in Nursing (ACEN)
- Joint Review Committee on Education in Radiologic Technology

# Admissions Procedures

## Application Materials for Admissions

Applications for admission are available on the College's website ([www.rivervalley.edu/](http://www.rivervalley.edu/)). Applications and supplemental materials may be mailed to:

Admissions Office  
River Valley Community College  
1 College Place  
Claremont, NH 03743-9707

## General Admissions Requirements and Procedures

Admission to River Valley Community College is open to all. Applicants must meet the admissions standards of the College and of the programs of study to which they apply. Applicants will not be barred from admission because of race, color, religion, national or ethnic origin, age, sex, sexual orientation, marital status, disability, gender identity or expression, genetic information, and veteran status, as defined under applicable law.

Applicants should:

1. Complete and submit an official River Valley Community College application found online at [www.rivervalley.edu](http://www.rivervalley.edu)
2. Submit their academic records from high school (official transcript of courses and grades); or official documentation of a High School Equivalency scores. Official documents must be received directly from the issuing institution in a sealed envelope. (NOTE: It is the applicant's responsibility to request that official transcripts of previous study be mailed directly to the Admissions Office.) The College does accept verified high school transcripts via an electronic transcript delivery system.
3. Submit official transcripts of all previous college work. Official documents must be received directly from the issuing institution in a sealed envelope or an electronic transcript delivery system. Applicants who have transcripts from colleges/universities outside of the USA must obtain official English translation and transcript credential evaluation of all secondary school and university academic records,

including a letter mailed directly to the College from an approved Credential Evaluation Service (visit [www.naces.org](http://www.naces.org) for listing) insuring the authenticity of the educational credentials.

4. Mathematics course placement - Upon admission to RVCC, all students should meet with their academic advisors to begin the mathematics course placement process. Placements are based upon multiple measures, including SAT scores and other test scores (if available), high-school transcripts, work experiences, previous college-level work, and academic focus areas. Advisors follow the Academic Advising Guide for Mathematics Courses and may subsequently refer students to a mathematics advisor for final course placements if mathematics waivers are requested.

5. Additional requirements may be requested from the applicant for admission to specific programs of study. These requirements may include, but are not limited to, faculty interview, SAT results, a program meeting, letters of reference, and pre-admission assessment testing such as the Accuplacer.

6. Notify the College of eligibility for Veterans Administration and other aid programs.

Criminal background checks and drug tests may be required for some program work based experiences. See the Work Based Learning section for complete policy.

Applicants are responsible for insuring that all documents requested by the College are received by the College in the manner requested. All documents submitted to the College become the property of River Valley Community College and will not be returned or sent to other organizations or academic institutions.

Refer to academic program pages or description on the website for specific admission requirements and application deadlines.

## Testing and Assessment

Most students who wish to register for credit bearing courses at the College will be required to take the Accuplacer® Assessment or provide official SAT results. The Accuplacer® is used to determine a student's level of proficiency in writing and reading skills. The results of the assessment, in conjunction with the student's

academic background, goals and interests, are used by academic advisors to place the student in the appropriate courses.

Please note: In some cases, students who have taken college level courses at other accredited higher educational institutions may have their college transcripts evaluated and that course work may exempt students from taking sections of the Accuplacer® assessment. Please contact an academic advisor at the College if you believe you may not need this testing to register for classes.

For more information or to schedule an appointment to take the Accuplacer® assessment call 603-542-7744 x5325 or register online. The Accuplacer® is free for RVCC students. The cost to take the assessment for non-RVCC students is \$30. Proof of identity (photo ID such as a driver's license) is required at the time of the test.

Individuals with documented disabilities who require accommodations to take assessments must submit official documentation to the Disabilities Coordinator (603-524-7744 x5421) prior to scheduling the assessment. (See the Accessibility Services section).

The Nursing program requires Test of Essential Academic Skills (TEAS) Assessment. Please contact the nursing department at [rvccnursing@ccsnh.edu](mailto:rvccnursing@ccsnh.edu) for more information about the TEAS.

## Academic Amnesty

A student who has previously attended River Valley Community College and is admitted at a later time may be eligible for Academic Amnesty, which provides for the following:

1. All grades taken during the student's previous time at the College will no longer be used to calculate the student's new cumulative GPA. However, grades C- and above taken during the student's previous time at the Institute/College will be used to meet course requirements (where appropriate), subject to the approval of the Vice President of Academic & Student Affairs.
2. Even though previous grades will not be used to calculate the new cumulative GPA, all previous grades will remain on the student's transcript.

In order to be eligible for Academic Amnesty, a student must meet all of the following conditions:

1. The student applies for Academic Amnesty before the start of their second semester after readmission;
2. The student has not taken any courses at River Valley Community College for a period of at least three (3) years from the last semester of attendance;
3. The student has never before received Academic Amnesty; and
4. The student achieved a cumulative GPA below 1.7 during previous attendance.

Academic Amnesty forms can be found at [www.rivervalley.edu](http://www.rivervalley.edu).

## Matriculated Student

A student who applies, is officially accepted to the College in a program, and has been confirmed by returning a deposit when applicable to the College is said to be matriculated. The status remains until the student officially withdraws from the program or College, is suspended/dismissed for academic or disciplinary reasons, upon graduation or has remained inactive for three consecutive semesters.

## Health Forms

Matriculated students in some programs are required to provide completed health forms, and/or submit proof of immunizations or proof of immunity to certain infectious diseases to the applicable Program Director.

## Expenses

### 2020-2021 Tuition and Fees

A \$100 tuition deposit is charged to students accepted in some competitive Degree or Certificate Programs. This fee reserves a place in the program and is non-refundable. Tuition for Division of Degrees and Certificate programs:

In-State and all online courses: \$215/credit hour

New England Regional: \$323/credit hour

Out-of-State/International: \$490/credit hour



Tuition cost is based on residency status. Tuition pays only for enrollment in the program of study. It does not cover the cost of books, uniforms, supplies, or fees. All charges are subject to change without notice.

A member of the Armed Forces of the United States stationed in this state under military orders, or stationed in a contiguous state but temporarily living in NH, shall be entitled to classification for himself/herself, spouse and dependent children as in-state for tuition purposes so long as said orders remain in effect and residence in New Hampshire is continued. Furthermore, military personnel who are residents of another state but choose NH as their residence within 90 days of being discharged from the military will be considered NH residents and charged in-state tuition.

There will be additional tuition and fees for programs with summer affiliations.

## Border State Tuition Reduction

River Valley Community College is offering in-state tuition to students who are residents of Vermont and Massachusetts and live within a 50 mile radius of our Claremont, Keene or Lebanon locations. Please contact the Admissions Office to find out if your residency qualifies for the reduced tuition plan.

## Domicile - Change of Residency Status

A student's residency status determines the tuition rate assigned to their account. In-state tuition is available to those students who reside in New Hampshire. Those domiciled elsewhere shall be invoiced at either the New England Regional Student Program (NERSP) rate or the out-of-state rate.

Matriculated students who establish in-state residency (from an out-of-state or NERSP status) are responsible for notifying the Admissions Office of their residency change by completing and submitting a [Personal Information Change form](#), and producing an original driver's license or a non-driver identification card.

Note: River Valley Community College is not certified to accept International Students. For the full CCSNH Board policy see [740.01 Domicile and Tuition Rate](#).

## Tuition and Fees

Tuition and fees are due two (2) weeks prior to the beginning of the semester. Tuition and fees may be paid online through SIS, by mail, in person, or phone. If payment arrangements are not in place two (2) weeks prior to the start of a semester, students run the risk of being unregistered from their classes.

When tuition and fees are not fully covered by Financial Aid and/or a payment plan, it is the student's responsibility to pay the difference two (2) weeks prior to the start of classes. Students who have not accepted their Financial Aid award (the award letter needs to be signed and returned to the Financial Aid Office), established a payment plan, or paid in full two (2) weeks prior to the start of classes may be unregistered from classes.

## Billing

River Valley Community College students are billed electronically through the Student Information System (SIS) and RVCC student email. You will not receive paper bills. Contact the Business Office at [rvccbusinessoffice@ccsnh.edu](mailto:rvccbusinessoffice@ccsnh.edu) for more information.

## Company Billing

When an employer pays educational expenses, the student must obtain written authorization from the employer on official letterhead and attach it to the registration form. The authorization constitutes a financial agreement. If a student must obtain a predetermined grade in order to be reimbursed by the company, the student is required to pay for the course in advance. The student is financially responsible for tuition balance if the company does not pay.

## Tuition Payment Plan

In an effort to assist students with tuition charges, the College offers an interest free monthly or annual payment plan administered by Nelnet Business Solutions. The plan allows the student to fulfill their financial obligation to the College by automatic electronic processing of installment payments. There is a per semester or an annual enrollment fee for this program. More information can be obtained from the Business Office or online via the Student Information System (SIS).

NOTE: Tuition and fees at River Valley Community College are determined by the CCSNH Board of Trustees. Tuition and fees are subject to change without notice. Applicants should check with the College for verification of current charges.

## Refunds for Tuition

To receive a 100% refund of tuition, less non-refundable fees, students must submit a signed drop form to the Registrar's Office by the end of the fourteenth (14th) calendar day of the semester. Students in classes that meet in a format shorter than the traditional semester (15-16 weeks) will have seven (7) calendar days from the designated start of the class to withdraw for a full refund. If the seventh (7th) or fourteenth (14th) calendar day falls on a weekend or holiday, the drop refund date will be the first business day following the weekend or holiday. Exception: students in courses that meet for two weeks or fewer must drop by the end of the first day of the class in order to get a 100% refund.

This policy applies to all semester length and alternative semester formats. Non-refundable fees are defined as advance tuition. All other fees are to be considered refundable. This includes, but is not limited to, the comprehensive student services fee. All Federal Title IV Funds (i.e. Pell, SEOG, Perkins Loans, Stafford Loans) are prorated and refunded according to the rules and regulations mandated by the US Department of Education. Students registered for workshops through the Division of Continuing Education or Business & Industry Training Center must withdraw in writing at least three (3) days prior to the first workshop session in order to receive a full refund of tuition and fees. In extenuating circumstances, the President (or designee) is authorized to offer alternative compensation in the form of tuition credit or waiver to students on a "case-by case" basis. Tuition credit must be used within one calendar year from the date of authorization. In accordance with Federal regulations, refunds for an amount less than \$1 will be forfeited. \*NOTE: Tuition and fees are subject to change without notice. Applicants should check with the College for verification of current charges.

All refunds require that the student complete and submit to the Registrar an official withdrawal/drop form within the above stated time frames.

## Collection Clause

The following collection clause applies to all financial forms requiring student's signature:

"I agree that by registering for courses within the Community College System of New Hampshire (CCSNH), I am financially obligated for ALL costs related to the registered course(s). Upon a drop or withdrawal, I agree that I will be responsible for all charges as noted in the student catalog and handbook. I further understand that if I do not make payment in full, my account may be reported to the credit bureau and/or turned over to an outside agency. I also agree to pay for the fees of any collection agency which may be based on a percentage of the debt up to a minimum of 35%, and all additional costs and expenses, including any protested check fees, court filing costs and reasonable attorney's fees, which will add significant costs to my account balance."

## Fee for Protested Checks

Whenever any check, draft or money order issued in payment of any fee or for any purpose is returned as uncollectible, the College shall charge a fee of \$35, in addition to the amount of the check, draft or money order to the student to cover the cost of collection. ([RSA 1985, 6:11a](#))

## Academic Instruction Fee

A fee will be charged for all Laboratory/Clinical/ Practicum or other similar experiences. This fee will be calculated by subtracting the number of lecture/class hours from the number of credit hours and multiplying the sum by \$110.00 for each course. This fee will be added to the normal tuition charge for that course.

Example:

AHLT123R Kinesiology

**Cl:** 2  
**Lab:** 3  
**CR:** 3

$$3 - 2 = 1 \times 110 = \$110$$

This fee will be charged to all students with no exceptions.

## Clinical Surcharge Fee

All Nursing, OTA & PTA students will be charged \$500.00 per semester that they are in a Clinical/ Practicum course.

## Comprehensive Student Services Fee

This mandatory fee is charged to all students enrolled in credit courses for fall, spring and summer semesters. It entitles students to attend Student Government Association sponsored events for little or no cost. The per semester fee is \$9.00 per credit hour.

## Additional Expenses to Consider

- Allied Health Uniforms: \$50 - \$200
- Books, Supplies, Tools: \$500 - \$1,000\*
- Nursing Admissions Exam (per attempt): \$100
- ATI ASN Achievement Exams: \$1,200
- ATI NCLEX Review: \$365
- Annual Liability Insurance for Nursing and Allied Health Students \$25
- Drug Testing: up to \$125/clinical

All nursing and allied health work based learning experiences requires students to carry health insurance. Plan must be purchased by March 31st.

\*Books and Supplies expenses vary by program.

## Financial Aid

### What is Financial Aid?

Few students can afford to pay for college without some form of education financing or assistance. Financial aid is money for direct (tuition and fees) and indirect (books, supplies, reasonable living expenses and transportation) college expenses. This money comes in four forms:

- Grants which do not need to be paid back
- Scholarships which do not need to be paid back
- Loans which do need to be paid back
- Part-time jobs from which the student earns an hourly wage also known as Federal Work Study

Students who are awarded Financial Aid may receive any or all of these forms of aid.

Financial Aid is assistance available only for students matriculated (formally accepted) in a Financial Aid-eligible degree or certificate program.

**To be awarded Financial Aid, the student must:**

- Complete the FAFSA (Free Application for Federal Student Financial Aid) <https://studentaid.ed.gov/sa/fafsa>. Our school code is 007560
- Demonstrate financial need as determined by federal or state guidelines
- Submit any additional documentation the college may request
- Eligibility for Financial Aid is based on the number of credits for which a student is enrolled in a particular semester. RVCC defines enrollment as:
  - Full time = 12 or more credits per semester
  - ¾ time = 9-11 credits per semester
  - Part time = 6-8 credits per semester
- Students not planning to enroll at least half-time (6 credits) should check with the Financial Aid Office to determine eligibility.
- Maintain satisfactory academic progress (See Standards of Satisfactory Progress at [www.rivervalley.edu/admissions/financial-aid](http://www.rivervalley.edu/admissions/financial-aid))
- Reapply for Financial Aid each academic year

A FAFSA must be filed each year. The Financial Aid year begins with the summer semester at River Valley Community College. The preferred filing date is April 1 for the upcoming aid year. Students who meet this filing date will be considered for all federal funds and state grants. Students who file after this date will be considered on a fund-available basis.

To receive aid in future semesters, a student must meet qualitative and quantitative standards for Satisfactory Academic Progress for Financial Aid (SAP). These standards are described below and in the College's Financial Aid Handbook, available online: [www.rivervalley.edu](http://www.rivervalley.edu).

Satisfactory Academic Progress for Financial Aid (SAP): Financial aid recipients must make Satisfactory Academic Progress for Financial Aid in their current matriculated eligible program to retain Financial Aid eligibility. The standards for SAP are specific to the Financial Aid program, and are both qualitative and quantitative. The standards measure a student's cumulative

Grade Point Average (cGPA) and their "incremental" progress in terms of completing a minimum amount of work at stated intervals. When a student is reviewed for SAP, all the student's enrollment periods at RVCC are included in the review. This includes enrollment periods during which the student did not receive Financial Aid and enrollment periods during which a student did receive Financial Aid. Satisfactory Academic Progress is reviewed by the Financial Aid Office at the end of each semester.

Students who meet SAP standards will retain eligibility for student Financial Aid for the following semester. Students who do not meet SAP standards will be placed on SAP warning for one semester. At the end of the warning semester, the student's record will be reviewed. If the students meet SAP standards, the student will once again be eligible for Financial Aid for the following semester. If the student is still unable to meet SAP standards, they will be ineligible to receive Financial Aid. The student may appeal the decision. Please contact the Financial Aid Office regarding the appeal process.

**Maximum Timeframe Component:** A student may receive student federal aid for any attempted credits toward his or her program of study as long as those credits do not exceed 150% of the published length of the student's program of study. For example, a student enrolled in an eligible 24-credit certificate program can receive Financial Aid for up to 36 credits attempted. Likewise, a student enrolled in a program of study that requires 60 credits to earn the degree can receive student federal aid for a maximum of 90 credits attempted.

Specific Satisfactory Academic Progress for Financial Aid and the Maximum Timeframe Component policy information is available through the Financial Aid Office and published in the Financial Aid Handbook at [www.rivervalley.edu](http://www.rivervalley.edu).

## Sources of Financial Aid

- Pell Grant is a federal grant for students who demonstrate exceptional financial need. The Pell Grant does not have to be paid back.
- Federal Supplemental Education Opportunity Grant (SEOG) is for students

who demonstrate exceptional financial need. The SEOG does not have to be paid back.

- Federal Work-Study money is for educational expenses and is paid by the school for on-campus and community-based work. Students receive pay checks as work is completed.
- Federal Direct Loan Programs (DL) are low interest loans and include Federal Direct Subsidized (non interest accruing while in school), Federal Direct Unsubsidized (interest accruing while in school) and Federal Direct Parent Loans (PLUS).
- Alternative Loans are student loans made by private lending institutions.
- State Grant Programs
- Scholarships
  - [www.nhfc.org](http://www.nhfc.org)
  - [www.fastweb.com](http://www.fastweb.com)
  - [www.awardspring.com](http://www.awardspring.com)
  - [www.scholarshipexperts.com](http://www.scholarshipexperts.com)

Students who accept loans must complete loan counseling (Entrance Counseling) and sign a Master Promissory Note (MPN) online at [www.studentloans.gov](http://www.studentloans.gov).

## Important Financial Aid Policies

**Return of Federal Title IV Funds:** Returns of Federal Title IV Funds (RT4) for Financial Aid students who withdraw, officially or unofficially, from all of their courses in a semester prior to the 60% point of the semester, are guided by special return policies formulated by the United States Department of Education. The exact amount required to be returned will vary depending on the amount of grant and loan funds the student received and at what point in the semester the student withdrew. In addition, the student will be liable for the balance owed the college for tuition and fees. Specific return policy information is available through the Financial Aid Office, and published in the Financial Aid Handbook at [www.rivervalley.edu](http://www.rivervalley.edu).

**Courses Covered:** Financial aid is available only for courses within a student's eligible program of study.

**Repeating Courses:** Financial Aid will cover a repeat course when it is repeated to replace an unacceptable grade as determined by a specific course and/or major. For one time only it will also cover a repeated course previously passed (per previously passed course). For this purpose, passed means any grade higher than



an "F". Only the most recent grade for a course that has been repeated will count towards a student's cumulative Grade Point Average (cGPA). Therefore, grades from prior attempts will be excluded from the student's cGPA. However, all attempts including the most current will be included in the calculation for the completion rate and maximum timeframe components.

## Veterans Affairs

The goal of the School Certifying Official is to assist prospective and enrolled veterans, reservists, guardsmen, and their eligible dependents in accessing education benefits available through the Department of Veterans Affairs while meeting their educational objective at RVCC.

Please contact the School Certifying Official [Karen Kelcey](#) for information on how to apply for VA education benefits.

### VA Contact Information:

Website: [www.gibill.va.gov](http://www.gibill.va.gov).

Phone: 888-GIBILL1 (888.442.4551)

Mail: VA Regional Office PO Box 4616,  
Buffalo, NY 14240-4616

Enrollment certification for properly documented VA Beneficiary Students is electronically reported to the Veteran Administration in a two-part process.

The number of credits the beneficiary is enrolled in will be certified once the student notifies the School Certifying Official that they have registered.

Tuition and fees will then be reported after the add/drop period is over.

Students must follow the program of study listed in their catalog as the School Certifying Official can only certify courses within that program.

VA funded students are responsible for immediately notifying the College's School Certifying Official [Karen Kelcey](#), before taking any action affecting their enrollment status (such as course drops, adds, or non-passing grades). Failure to do so may result in a debt to the VA.

All students must contact the VA School Certifying Official before adding or changing a

major. Additional information will be required by the VA before the College can certify a second major or a change in major.

Satisfactory progress toward completion, as specified in the Academic Standards section of this Catalog, must be maintained.

Veterans who utilize Chapter 30 or 1606 must verify their enrollment each month to receive payment for that month. Enrollment can be verified on the last calendar day of the month by using Web Automated Verification of Enrollment (WAVE) at <https://www.gibill.va.gov/wave> or by calling the VA toll free at 888.442.4551.

The Community College System of New Hampshire (CCSNH) has adopted the following policies, which provide for payment of in-state tuition rates for VA Beneficiaries under U.S.C. § 3011 and § 3311 living in New Hampshire. More specifically, CCSNH system finance policies at 421.01.1 provide: A veteran, as defined under RSA 21:50, I, or a covered individual, as defined under Chapter 30 or 33 of Title 38 of the United States Code using educational assistance benefits provided under federal law, shall be charged in-state tuition while living in New Hampshire and enrolled in any institution of the Community College System of New Hampshire.

A spouse or child using educational assistance benefits provided pursuant to Chapter 30 or 33 of Title 38 of the United States Code shall be charged in-state tuition while living in New Hampshire and enrolled in any institution of the Community College System of New Hampshire. In-state tuition shall be charged to all covered individuals, including but not limited to the following circumstances: Any veteran that has a three-year period of service and an honorable discharge and any veteran for whom this period of service is followed by a four-year period of service, and there is a dishonorable discharge. All of the discharges enumerated in 38 U.S.C. § 3311(c) and 38 U.S.C. § 3011 will be interpreted to fall under New Hampshire RSA 21:50, I, (a)(2).

In applying the policies, the term "spouse" will be interpreted to include current spouses, former spouses, and same-sex spouses and the term "child" will be interpreted to include biological, adopted, pre-adoptive, and stepchildren of a spouse, including of a same-sex spouse or former spouse. Please see VA School Certifying Official if you need assistance or have questions.



## Project RISE

Project RISE offers financial support to low income students. Guidance is available for career and academic support. Financial support is awarded in the areas of books, child care and transportation reimbursements to those who qualify.

## Academic Requirements

### Associate Degree

The minimum requirement for all Associate Degrees is 60 credit hours and completion of all specified course requirements.

### Certificate

Regardless of their duration or composition, certificate programs emphasize specific skills and outcomes required for employment or for career advancement. There are no specific general education requirements, except as required to meet stated competency requirements.

### Attendance Policy

Class attendance is considered essential to academic success. Since there are constant learning opportunities between faculty members and students, and between students and other students within the learning environment, it is expected that students will attend each meeting of each course in which they are enrolled.

Specific attendance policies for each course are determined by the instructor and will be stated in writing in the course syllabus. These policies reflect the instructor's authority to determine under what terms students may be permitted to make up work missed through absence or tardiness.

### Student Conduct and Discipline

A student's continued enrollment at the College is dependent on academic performance and behavior. The awarding of academic credits and recognition and the conferring of degrees, certificates and awards are subject to the academic and judicial authorities of the College. A student's registration may be canceled and they may, following due process, be dismissed

from the College at any time and on any grounds deemed advisable by the Administration.

Student conduct, both on and off campus, of a nature which would discredit the student and/or the College, may result in disciplinary action by the College. Persons are subject to the laws of the State regardless of their student status and are subject to College discipline when the College's interests as an academic community are distinctly and clearly involved.

The judicial process will be the responsibility of the Vice President of Academic and Student Affairs and the Judicial Committee. The Vice President may take administrative disciplinary action when it is deemed necessary to ensure the safety of students, faculty or staff and/or the continuation of the educational process. The final judicial authority of the College is vested in the President.

### Credit Hour Definition

River Valley Community College follows New England Commission of Higher Education's definition of the credit hour:

*Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than:*

- 1. One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or*
- 2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.*

### Grading System

Students earn grades which are assigned by individual faculty members on the basis of an objective evaluation of students' academic

achievement. To successfully complete a certificate or an Associate degree at the College, students must earn a minimum Cumulative Grade Point Average (GPA) of 2.00 and meet all program requirements.

The reporting of student achievement utilizes the following grades:

#### Grade Quality Points Grade Quality Points

A	4.0	C	2.0
A-	3.7	C-	1.7
B+	3.3	D+	1.3
B	3.0	D	1.0
B-	2.7	D-	0.7
C+	2.3	F	0.0

### Auxiliary Grades

**W:** (Withdrawal) Student initiated withdrawal from a course at any time prior to completion of the drop/withdrawal deadline (60% of the course) and after the drop refund period. Is not calculated in GPA. Can be initiated by the instructor if the student, because of extenuating circumstances, is unable to initiate the process (e.g., catastrophic illness or injury, job transfer to another state).

**WP:** (Withdrawal Passing) Student initiated withdrawal from a course after the drop/withdrawal deadline (60%) of the course; student has a passing grade at time of drop, as determined by the instructor. Is not calculated in GPA. Can be initiated by the instructor if the student, because of extenuating circumstances, is unable to initiate the process (e.g., catastrophic illness or injury, job transfer to another state).

**WF:** (Withdrawal Failing) Student initiated withdrawal from a course after the drop/withdrawal deadline (60%) of the course but before the course has ended; student has a failing grade at time of drop/withdrawal, as determined by the instructor. Calculates in GPA as an "F."

**AF:** (Administrative Failure) Instructor or administrator initiated withdrawal at any time for reasons other than poor grade performance – e.g., failure to meet attendance requirements, as published in the instructor's syllabus, violation of the Student Code of Conduct, disruptive behavior, etc. The grade may also be issued if a student registered in a clinic, practicum, internship or lab is deemed

unsafe or performing in an unsatisfactory manner as determined by an evaluation by a faculty member/agency supervisor in accordance with department criteria and procedure, and for students who stop attending class. Calculated in GPA as an "F."

**AU:** (Audit) A course taken as an audit does not earn credit and cannot be used to meet graduation requirements. Admission by permission of the instructor. **Not all courses are available for audit.** See the [Audit](#) section for full audit policy.

**I:** (Incomplete grade) Indicates that a student has not completed a major course assignment due to extraordinary circumstances. It is not used to give an extension of time for a student delinquent in meeting course responsibilities. The "I" grade is not calculated into the GPA. However, all work must be completed by the end of the third week of the subsequent semester or the grade defaults to an "F". See *full Incomplete Grade Policy in Student Handbook*.

**P:** Used in Pass/Fail courses. Pass (not calculated into GPA)

**PP:** Used in Pass/Fail courses. Provisional Pass; warning (not calculated into GPA)

**NP:** Used in Pass/Fail courses. No Pass; unsatisfactory (not calculated into GPA)

**CS:** (Continuing Study) Allows student to re-register for developmental course if competencies have not been met by end of the course. Intended for students who have demonstrated progress and a commitment to succeeding in the course but who need more time to achieve competencies. Does not affect GPA.

**R:** Repeat

**T:** Transfer

### Course Repeat Policy

When a student repeats a course at the same CCSNH institution, the grade achieved in the most recent attempt will be the grade used in the cGPA calculation. All previous grades will remain on the transcript but are not used in the calculation. Only those repeated courses completed at River Valley Community College will be used in the calculation of the cGPA; repeated courses completed at an institution

outside of River Valley Community College and transferred into the student's college of matriculation will not be used in the calculation of the cGPA.

Third and subsequent attempts to repeat a course will require the approval of the Vice President of Academic and Student Affairs. A [Course Repeat Form](#) is required to repeat any courses.

## Readmissions

When applying for readmission, students must meet current entrance requirements for the desired program. Upon readmission, students will follow the curriculum published in the current catalog. However, any common courses will be carried forward and every attempt will be made to make appropriate substitutions when previous courses have been replaced with updated ones. In order to approve a substitution, the Department Chair will make a recommendation to the Vice President of Academic and Student Affairs who will make the final decision.

Students who have been absent for more than three semesters will be declared inactive; an inactive student wishing to return to RVCC must apply for readmission and meet current entrance requirements for the program.

Readmission to the Allied Health programs are based on clinical site availability and the recommendation of the department. Contact the Department Chair regarding the specific departmental readmission policy.

## Work Based Learning (WBL)

Work based learning (WBL) is an educational opportunity for students to apply learning to the professional workplace, strengthening skills and learning more about the requirements of the field and how best to perform. WBL is identified in different ways, but includes courses titled: clinical, affiliation, fieldwork, and practicum. Some WBL is incorporated into courses that are offered each semester, while others are scheduled independently. They may be scheduled for a few days a week, or for several consecutive full weeks. Each experience is completed in a workplace environment. Specific proof of immunity may be required depending on your program of study and placement.

Additional immunization, laboratory work, drug tests and/or written documentation may be required based on individual circumstances.

For all WBL experiences student knowledge, technical skills, attitude, attendance and behavior are evaluated based on predetermined criteria that are provided to the students and the agency. It is the student's responsibility to understand the goals, objectives and evaluation criteria for the experience and to adhere to all policies, rules and procedures set forth by RVCC, the academic department/program and the assigned workplace.

To ensure the safety and well being of others, the College must be certain that each student participating in a WBL experience possesses minimum skills, knowledge, personal maturity and judgment as defined by department/program standards. A student will not be placed in, or will be removed from, a WBL experience if performance or behavior is deemed unsatisfactory or unsafe as a result of a formal evaluation conducted by a faculty member/agency supervisor in accordance with published department/program criteria and procedures. In such circumstances in which a removal from the WBL is indicated a grade of "AF" will be assigned.

The RVCC Student Handbook describes sanctions that can be taken if a student violates the College Code of Conduct while participating in a WBL experience. There are occasions when a violation is significant enough that a student will be recommended for immediate expulsion from the WBL experience or suspension from a program. In such instances:

- The faculty will make a recommendation to the Vice President of Academic and Student Affairs that specifies the exact nature of the situation and the potential risks for continuation in the experience.
- The student will be notified of this recommendation in conference and a signature will be secured indicating the student understands that they must not return to the workplace setting.
- Upon review of the recommendation and supporting documentation, the VPAA will make a decision to support the faculty recommendation or will require a meeting with the student, college faculty and WBL supervisor to review the status and discuss possible options.

As with any academic decision, the student has the right to appeal as described in the RVCC Student Handbook.

### Criminal Background Check Policy

A criminal background check is required by many facilities prior to WBL experiences. Failure to undergo a criminal background check prior to an assigned work based learning experience may result in inability to progress in a program. Should an agency refuse to place a student based on the outcome of the background check, the college/program shall have no responsibility for arranging an alternate clinical/fieldwork or practicum placement. Students may appeal the decision and will be given the opportunity to present information to dispute the background check. Students must agree that all results will be available to the program and the sites associated with the program. The criminal background check may be required several times during a two-year program and may be required for employment and/or licensure and/or certification. Cost for the criminal background check will be the responsibility of the student. Students should work with their Program Directors for assistance. Note: Some agencies require a state and federal background check.

### Drug and Alcohol Test

Drug and Alcohol Testing is required by many facilities prior to WBL experiences. Failure to undergo a drug and alcohol test prior to an assigned work based learning experience may result in inability to progress in a program. Should an agency refuse to place a student based on the outcome of a drug and alcohol test, the college/program shall have no responsibility for arranging an alternate clinical/fieldwork or practicum placement. Students may appeal the decision and will be given the opportunity to present information to dispute the drug and alcohol test. Students must agree that all results will be available to the program and the sites associated with the program. The drug and alcohol test may be required several times during a two-year program and may be required for employment and/or licensure and/or certification. Cost for the drug and alcohol test will be the responsibility of the student. Students should work with their Program Directors for assistance.

## Grades/Schedules Online

The College provides students electronic access to their academic information, such as grades and schedules on the [Student Information System \(SIS\)](#).

## Eligibility for Extracurricular Activities

To participate in intercollegiate activities or hold office in student government/clubs, students must be "[in good standing](#)" at the College. A student officer who is placed on probation may continue to hold that office for the current semester. If such probation continues after the semester, the officer must be vacated and an election held to fill the vacancy.

## Transcripts

Transcripts of a student's College record will be furnished upon written and signed request to the [Registrar's Office](#), or online through the [Student Information System \(SIS\)](#).

## Transfer of Credit

Students may be admitted to programs with advanced standing if they have taken appropriate college courses at another regionally accredited institution and earned a grade of "C" or higher. It is the student's responsibility to furnish official transcripts and, if requested, course descriptions. A Department Chair, Program Director or designee will evaluate each course and grade. College courses for transfer credit beyond ten years will be evaluated by department chairs and/or the Vice President of Academic and Student Affairs. The Vice President of Academic and Student Affairs determines if the credits should transfer.

Any current students seeking to take a course at another college and wishing to apply that course to their degree must have prior written approval from the Vice President of Academic and Student Affairs and their Department Chair or Program Director to guarantee acceptance of transfer credit.

Credits earned at another institution will be added to the total credits accumulated for graduation but are not included in GPA or cGPA calculation.

## College Board Advanced Placement Test

The College recognizes the College Board Advanced Placement Examination Program as a means of evaluating a student's eligibility for advanced placement and credit transfer. AP credits are reviewed by the Program Director and, at their discretion, are submitted to the Vice President of Academic and Student Affairs. Students who have participated in the AP Program and who have been admitted to the College should have official AP grade reports forwarded from the College Board directly to the College Admissions Office. More information can be found at College Board, Advanced Placement Examinations, CN6671, Princeton, NJ 08541-6671, telephone number (609) 771-7300 ([www.collegeboard.org](http://www.collegeboard.org)). The minimum score to receive credit varies from three (3) to five (5). No credit is awarded on any AP exam score of less than three (3).

## Credit by Examination (CBE)

Credit by Examination (CBE) may be earned by a matriculated student who, by study, training or experience outside RVCC has acquired skill or knowledge equivalent to that acquired by students enrolled in a College course and has a cGPA of 2.0 or higher. Such skill, knowledge or experience shall be in the area of the course concerned; and determined to be relevant by the Vice President of Academic and Student Affairs or other authorized personnel, based on evidence that the background prerequisites justify allowing the student to take the exam. Background prerequisites shall include the student's academic or employment record or both; or faculty recommendations. The examination shall be given only in regular courses listed in the catalog.

The student shall apply to the Vice President of Academic and Student Affairs or authorized person of the College by completing the appropriate RVCC CBE Request Form. Upon approval, the student will pay a non-refundable fee of \$25 per credit to the Business Office. The date for an application for a credit-by-examination must be made within the first two weeks of a semester.

If successful, the appropriate credits earned are applied to the student's program. Credit will not be given for grades below "C". A student receiving a grade below a "C" is ineligible for another CBE in that course. A student may not

CBE a course in which they are enrolled, has earned a grade within the Community College System of New Hampshire, has been administratively withdrawn, or has dropped the course after the two-week drop/add period.

## College-Level Examination (CLEP)

The College awards credits for some courses through the College-Level Examination (CLEP) program administered by the College Entrance Examination Board. Passing grade for CLEP is 50 or above, depending upon the course. Students should consult with Program Director, Department Chairperson or Vice President of Academic and Student Affairs before taking CLEP exams to determine which CLEP exams with appropriate scores can be used to fulfill program requirements ([www.collegeboard.org](http://www.collegeboard.org)).

## Audit

Students may enroll in some courses which provide an opportunity to learn more about the challenges of college work, explore a discipline of interest, refresh prior learning, or supplement existing knowledge. Typically, a student attends lectures, seminars, and/or labs but does not complete graded assignments. When auditing, the student will not be given a final grade nor will credit towards graduation be given for the course (the academic transcript will reflect an AU for the course). Students must pay the full tuition for the course. Financial Aid does not cover costs for an audited course. Not all courses can be taken for audit, and entry into a course as an auditing student is by permission of the instructor. A student must complete a registration as an audit during the first week of classes. Once admitted as an audit the student may not change to credit status after the designated add period; likewise, a student registered for credit may not change to audit status after the designated add period. Exceptions to the above may be made by the Vice President of Academic and Student Affairs.

## Early College Programs

Project Running Start: Project Running Start allows high school students, in participating high schools, to enroll in River Valley Community College (RVCC) courses taught in the high school by high school teachers. College credits may be used towards completion of a degree or certificate at RVCC. Credits may be transferred to other Community College System of New Hampshire campuses as well as universities and



colleges throughout the country. (Please note that the determination of transfer credit is at the discretion of the receiving institution.) Project Running Start students realize significant advantages: college credit is awarded in high school, tuition costs are reduced (\$150 per course registration), time to complete higher education requirements is reduced, and confidence in the transition to college is increased. High school graduates considering RVCC are encouraged to enroll within one year to ensure that Running Start credits will be accepted into a current program.

**Bridge2College:** This Early College Program for high school juniors and seniors provides the opportunity for junior and senior high school students to take RVCC courses at all three locations. These classes can be taken through the summer after senior year. Students earn college credits that also meet high school graduation requirements. Seniors in high school may also apply for conditional early admissions to some programs at RVCC.

## Academic Standing

Failure to meet satisfactory progress will result in either Academic Probation or Academic Suspension. Calculation of Cumulative Grade Point Average (cGPA) will be based on all courses taken at the institution, including developmental courses. Students with a GPA less than 2.0 for one semester will receive Academic Probation. Students with a GPA less than 2.0 for three consecutive semesters will be placed on Academic Suspension.

- **Academic Probation Definition:** A warning which indicates the student may not be on track to graduate because of poor academic performance.
- **Academic Suspension Definition:** A hold on a student taking further courses in a program. A student may continue to take courses outside of the program as a non-matriculated student.

A student may appeal suspension based on a process. The student will receive written notification by mail or electronic mail. A suspended student may take courses at River Valley Community College as a non-matriculated student. Before re-applying for matriculation into their program of study, the student must show evidence of having successfully completed two three-credit courses with a "C" or better prior to re-applying.

Financial aid may be in jeopardy if a student fails to achieve Satisfactory Academic Progress as defined by Federal Regulations and listed above.

## Graduation Requirements

To graduate, students must complete all courses and attain a cumulative Grade Point Average (cGPA) of at least 2.0 within their program. Specific requirements for all degree and certificate programs are available from the Registrar. Credits earned in developmental courses are not counted toward graduation requirements. Matriculated students must earn a minimum number of academic credits at the College as follows:

1. Degree students must earn 15 credits, of which 8 credits must be in advanced courses in the student's major.
2. Professional Certificate students must earn 9 credits or 25% of the credits, whichever is higher.
3. Certificate students must earn 6 credits or 25% of the credits, whichever is higher.

## Academic Honors

A full-time, matriculated student in good standing with a Grade Point Average of at least 3.70 is entitled to honors on the President's List. A full-time, matriculated student in good standing earning a Grade Point Average of 3.0 to 3.69 is entitled to honors on the Vice President's List.

## Graduation Honors -- College cGPA

cGPA 3.20 - 3.59 = Cum Laude  
cGPA 3.60 - 3.89 = Magna Cum Laude  
cGPA 3.90 - 4.00 = Summa Cum Laude

Graduates earning a cGPA of 3.50 or higher are entitled to wear a gold tassel at graduation. Students who have not completed all graduation requirements at the time of graduation are not eligible for graduation honors, and will not be awarded the gold tassel.

All College Policies relating to academic matters are detailed in the annual edition of the Student Handbook.

## Medical Leave Policy

A matriculated student who, due to a serious medical condition that requires extended in-patient treatment in a medical facility and/or ongoing outpatient medical treatment, becomes unable to complete their academic requirements and/or who becomes unable to meet the program's technical standards and/or the requirements of the Student Code of Conduct, may apply for a formal Medical Leave of Absence for up to two consecutive semesters.

Requests must contain official healthcare professional documentation with a letter that includes the student's name, address and program. Drop forms must be completed for the courses involved.

Students considering a Medical Leave of Absence should be aware that granting of such leave does not relieve a student from financial responsibility to the College. A student who is seeking a Medical Leave of Absence who is also a Financial Aid recipient should contact the Financial Aid Office to discuss the leave and any potential implications for changes in Financial Aid eligibility. Students who have concerns about continuing health insurance coverage may also wish to consult [Michelle's Law](#) for important information. See full policy in the Student Handbook.

## College Withdrawal

Any student who finds it necessary to withdraw from the College should first notify their faculty advisor and then complete the [College Withdrawal Form](#). Failure to officially withdraw or return College property may result in course failures and Academic Suspension. Any official withdrawal from the College after the last date to drop a full semester course has passed shall be considered effective the first day of the following semester for academic reasons, and the student will be held academically accountable for the entire semester. A final grade will be issued as though the student had completed the entire semester. Students who have officially withdrawn from the College may apply for readmission.

## Student Services

### Articulation Agreements

River Valley Community College has several Articulation Agreements, also known as Transfer Agreements, with Colleges and Universities in the New England area. Some colleges include University of New Hampshire, Plymouth State University, Franklin Pierce University, Keene State College, Southern New Hampshire University, Rivier University and Granite State College.

### Block Transfer with Plymouth State

The Community College System of NH (CCSNH) & Plymouth State University (PSU) Block Transfer Program allows qualified students to complete an Associate Degree in Liberal Arts at RVCC, or any of the CCSNH colleges, and PSU will honor at minimum 60 credits earned from this degree as fulfilling General Education requirements at PSU.

### Course Equivalencies

Many of the courses at River Valley Community College are equivalent to courses both at other colleges in the Community College system as well as Universities. This means that the content and rigor of the courses at RVCC are the same as many of the colleges in the area.

### Dual Admission Program with USNH

Dual Admissions provides a pathway from RVCC (or any of the NH community colleges) to one of the institutions of the University System of New Hampshire (University of New Hampshire, Keene State, Plymouth State and Granite State). Students are accepted to both RVCC and the college in which they plan to transfer and have dedicated advising from both colleges. Admission to the University System of New Hampshire is guaranteed by maintaining a 2.5 Grade Point Average and earning a grade of C or better in every course, while remaining in good standing. To learn more and to get started on dual enrollment, contact the Admissions Office at 603-542-7744

## New Hampshire Transfer Connections

This program is designed for high school seniors who wish to study at River Valley Community College for one or two years and after graduation transfer to a bachelor's degree program at Granite State College, Keene State College, Plymouth State University, or the University of New Hampshire. Students who successfully complete an approved selection of courses with the required minimum Grade Point Average are guaranteed admission to these institutions. Visit [www.nhtransfer.org](http://www.nhtransfer.org) or contact the Office of Academic Affairs for more information.

## NH Transfer

The NH Transfer website is a tool for students to determine their best pathway for transfer, including most cost effective and efficient. The NH Transfer website, [nhtransfer.org](http://nhtransfer.org), lists courses that are equivalent, upcoming events, and contact information for Academic Advisors for the College and University within NH.

## Graduate Transfer & Job Placement

Placement assistance is available at the College to all students and alumni through a job board, placement listings and contacts with local, regional and state companies. Employment is often obtained by students as a direct result of their program internships or clinical affiliations.

## Lactation Room

The Claremont and Lebanon campuses are equipped with modern lactation rooms. A hospital grade breast pump is available with kits in Claremont as well as sanitizing equipment, and other devices needed for feeding. The Lebanon Academic Center has a similar set up without a breast pump. Students who need a breast pump in Lebanon may reach out to Valley Regional Hospital or Dartmouth Hitchcock Medical Center to learn about obtaining one. This space is available to all students who need to feed, change or create a quiet environment for their child, not necessarily just for pumping

## Food Service

**CLAREMONT** - In the Falcon Room, there is a MicroMarket that supplies fresh sandwiches, food to be microwaved, and snacks for purchase.

**KEENE** - Vending machines are available around the Keene State Campus for drinks and snacks as well as multiple dining facilities.

**LEBANON** - Vending machines and microwave ovens are available in the Common Room for drinks and snacks.

## Free Food on Campus

Free food is available on all campuses. Free food is supplied by the New Hampshire Food Bank and sponsored by Student Government Association. All students and employees are invited to donate if they choose and to take what they want, whenever they want it.

In Claremont, free food is located outside of the Falcon Room.

In Keene near the common area.

In Lebanon in the downstairs lunch room.

## Health Services

There is no formal health services system within the College, however, there are many resources available in close proximity to all three locations. Costs and eligibility requirements vary, so you are urged to call in advance, if possible.

Students are responsible for all expenses incurred as a result of medical services required in the event of an accident or injury while on campus or at clinical sites.

RVCC in Claremont is located approximately one mile from Valley Regional Hospital. This facility is utilized for any emergency medical problems occurring at the Claremont campus. RVCC at Keene is located approximately two miles from the Cheshire Medical Center, which is utilized for any emergency medical problems. RVCC at Lebanon is located approximately 2 miles from Alice Peck Day Memorial Hospital and Dartmouth.

## Insurance

It is highly recommended that students carry medical health insurance of some kind while attending the College. All Allied Health and Nursing students are required to have medical health insurance. Any expense incurred as a

result of injury or illness while attending clinical or classes will be the responsibility of the student.

## Bookstore

The Bookstore, located at the Claremont campus, is open daily and serves as a center for the purchase of textbooks and equipment necessary for study. The bookstore can ship materials to any street address. The Bookstore is not an agent of the College and is operated by a private company under contract with the Community College System of New Hampshire.

## Student Government Association

The purpose of the Student Government Association (SGA) is to support the student body through guidance and governance over student affairs which are extracurricular in nature, nurturing a successful student experience. Information about SGA is sent electronically through email as well as posted on the Student Information Boards at the Claremont campus, Keene and Lebanon locations.

## Phi Theta Kappa

[Phi Theta Kappa](#) is the largest international honor society for two-year colleges recognizing and encouraging scholarship, leadership, service and fellowship in two-year college students. Invitations for membership are extended to Associate degree students who have accumulated 12 credit hours at RVCC, have achieved a 3.5 cumulative Grade Point Average and have demonstrated leadership and service. The River Valley Community College chapter is Alpha Delta Chi.

The College is committed to providing an experience that educates and supports students in and out of the classroom. Building networks and resources along with co-curricular programs and activities help meet this student-centered mission. A conscientious effort is made to know students as individuals and to serve their interests and needs accordingly. All student activities and clubs are accessible through the Office of Academic & Student Affairs.

The [Student Handbook](#) describes student related policies and programs. Students are expected to be informed about the policies published in this catalog and in the Student Handbook, as well as subsequent policies and information that may be published or posted during the school year.

Policies of the College may, and often do, change since the College must maintain flexibility to serve its students. It is the responsibility of the student to read and understand College policies.

## Student Code of Conduct

### 730.06 STUDENT CODE OF CONDUCT AND JUDICIAL PROCESS

#### I. INTRODUCTION

##### A. Policy Statement

A student's continuance at any college in the Community College System depends not only upon his or her academic performance but also on his or her conduct. A college's jurisdiction and discipline shall be limited to conduct which adversely affects the college community and/or the pursuit of its objectives, whether on or off the college premises. The goals of the colleges' judicial systems are to:

- Develop, disseminate, interpret, and enforce campus regulations;
- Protect the relative rights of all students;
- Adjudicate student behavioral problems in an effective, equitable, and educational manner;
- Facilitate and encourage respect for campus governance; and
- Enable students to learn from their experiences, to foresee consequences of behavior, and to avoid behaviors that would violate ethical and moral standards.

The mission of the colleges' judicial systems shall be educational in emphasis. In the administration of discipline, however, it is imperative that a proper balance exist between concern for the individual involved in an infraction and concern for the college community. In doing so, the good of the college community normally takes precedence.

##### B. Definitions

**College Official** – Refers to any person employed by any CCSNH college performing assigned administrative and/or other professional responsibilities.

**College Premises** – Refers to all land, buildings, facilities, and other property in the possession of, or owned, used or controlled by any CCSNH college (including adjacent streets and sidewalks).

**Complainant** – Refers to any person who has filed a report or complaint alleging that a student has engaged in conduct that violates the Student Code of Conduct.

**Faculty** – Refers to any person hired by CCSNH colleges to conduct educational activities.

**Judicial Advisor** – Refers to the college official(s) appointed by a CCSNH college to coordinate and monitor the judicial process. The judicial advisor's roles will include but not be limited to monitoring the judicial bodies and proceedings; advising judicial bodies and students on the applicable judicial process; reviewing requests for judicial appeals; and maintaining judicial proceedings records.

**Judicial Body** – Refers to any college official or committee authorized to determine whether a student has violated the Student Code of Conduct and to impose sanctions.

**Judicial Committee** – Refers to the appellate body appointed by a CCSNH college that is authorized to consider an appeal arising from a judicial body's determination that a student has violated the Student Code of Conduct and/or the sanctions imposed by such judicial body.

**Respondent** – Refers to a student against whom a complaint alleging violation of the Student Code of Conduct has been filed.

## II. STUDENT CODE OF CONDUCT

### A. Scope

The student code of conduct applies to any person registered, accepted or enrolled in any course or program offered by any CCSNH college including those who are not officially enrolled for a particular term but who have a continuing relationship with the colleges. The colleges' jurisdiction and discipline shall be limited to violations of the Student Code of Conduct. The Student Code of Conduct prohibits activities that directly and significantly interfere with the colleges' (1) primary educational responsibility of ensuring the opportunity of all members of the community to attain their educational objectives; or (2) subsidiary responsibilities of protecting the health and safety of persons in the campus community, maintaining and protecting property, keeping records, providing living accommodations and other services, and

sponsoring non-classroom activities such as lectures, concerts, athletic events, and social functions, whether the violation occurs on or off the college premises or inside or outside of the classroom. Such conduct or attempted conduct is forbidden.

### B. General Infractions

1. Violation of published college policies, rules, or regulations;
2. Violation of federal, state, or local law;
3. Use, possession, sale, or distribution of narcotic or other controlled substances or purported controlled substances except as expressly permitted by law and college regulations;
4. Public intoxication or the use, possession, sale, or distribution of alcoholic beverages, except as expressly permitted by the law and college regulations;
5. Possession of firearms, explosives, other weapons, or dangerous chemicals on college premises (including in vehicles) except as authorized by the college for instructional, maintenance, or law enforcement purposes;

### C. Academic Misconduct

1. Acts of dishonesty including but not limited to the following:
  - a. **Cheating**, which includes, but is not limited to: (1) use of any unauthorized assistance from other persons or technologies in taking quizzes, tests, or examinations or in the preparation and completion of class assignments; (2) dependence upon the aid of resources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) the acquisition, without permission, of tests or other academic material belonging to a member of college faculty, staff, or students; or (4) knowingly providing unauthorized assistance of any kind to another for the purpose of providing unfair advantage to the recipient in the completion of course assessments/assignments (sometimes known as *facilitation*);
  - b. **Plagiarism**, passing off the work of another as one's own, which includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in providing term papers or other academic materials via direct sale, barter, or other means.



**2. Grading Authority:** Authority over individual assignment or course grades is reserved to instructors. Therefore, a student who commits an act of academic misconduct may also be subject to academic consequences at the discretion of the instructor in the course. This can result in, but is not limited to, the student failing the course. A student who wishes to file a Grade Appeal should refer to CCSNH Academic Affairs Policy 670.04:

#### **670.04 GRADE APPEAL**

*Any appeal of a grade must be initiated by the student with the instructor before an ensuing semester has elapsed. Students should be advised that in most instances a grade may be changed only by the instructor. The Vice President for Academic Affairs, the only other individual on campus empowered to change a student's grade, may alter a student's grade only in a case of obvious computational error or blatant abuse of the grading prerogative.\**

*Students who believe they have a valid ground for a grade appeal will use the following process to resolve the issue:*

*1. Meet with the instructor. The student shall contact the faculty member and schedule a meeting to discuss the grade appeal and attempt to resolve the conflict. The faculty member and student shall meet within the next five (5) work days.*

*2. Meet with the Program Director/Department Head. If the issue was not resolved in Step 1, the student has three (3) work days from the date of the faculty member's decision to file a written appeal with the faculty member's Program or Department Head, or with the VPAA if the faculty member is also the Department Head or Program Director. Within three (3) work days the Department Head (or VPAA) will mediate the dispute either through discussion with the instructor, or with the student in the company of the faculty member. If no resolution is reached, proceed to step 3.*

*3. File a written appeal with the Vice President of Academic Affairs (VPAA). If the issue is not resolved in Step 2, the student has three (3) work days to file a written appeal with the VPAA (or designee). The letter of appeal must include the student's name and contact information, the course name and number, the semester in which the course was taken, the student's grade, the name of the instructor issuing the*

*grade, and specific evidence of obvious computational error and/or blatant abuse of the grading prerogative.\* The VPAA (or designee) will have ten (10) work days from receipt of the written appeal to render a decision. The decision of the VPAA (or designee) is final.*

*\*Note that "blatant abuse of the grading prerogative" refers to situations in which an instructor has willfully ignored published grading and assessment criteria and/or has exhibited bad faith by acting in violation of published performance/behavior standards for faculty.*

*\*\*There are times, especially during the summer, that the schedules of the faculty member, the Department Head, and/or the Vice President are not compatible with the timeframes specified above. Students who have been unsuccessful in their attempts to reach the faculty member may contact the Academic Affairs Office directly. A representative of the Academic Affairs Office will then make every attempt to arrange the required meeting with the course instructor and Department Head within the five (5) days indicated in Step 1. Students are advised, however, that it may not be possible in all cases to do so.*

#### **D. Disruption of College Operations**

1. Furnishing false information to any college official, faculty or staff member;
2. Forgery, alteration, or misuse of any college document, record, or instrument of identification;
3. Tampering with the election process or financial management of any college recognized student organization;
4. Disruption or obstruction of any authorized college activity or of any authorized non-college activity; or unauthorized occupancy of any college facility;
5. Failure to comply with directions of college officials, campus security personnel, or public law enforcement officers acting in performance of their duties, including failure to identify oneself to these persons when requested to do so;
6. Participation in a campus demonstration that disrupts the normal operations of the institution and/or infringes on the rights of other members of the college community; leading or inciting others to disrupt scheduled and/or normal activities within any campus building or area;
7. Conduct that is disorderly, lewd, or indecent; breach of peace; or aiding, abetting, or procuring another person to breach the peace on college premises or at functions sponsored by or participated in by the colleges.
8. Abuse of the Judicial System, including but not limited to:
  - a. Failure to obey the summons of a judicial body or judicial committee;
  - b. Falsification, distortion, or misrepresentation of information before a

judicial body or judicial committee;

c. Disruption or interference with the orderly conduct of a judicial proceeding;

d. Attempting to discourage an individual's proper participation in or use of the judicial system;

e. Attempting to influence the impartiality of a member of a judicial body or judicial committee through threat, intimidation, or bribery prior to and/or during the course of the judicial proceeding;

f. Failure to comply with the sanction(s) imposed under the Student Code of Conduct;

g. Influencing or attempting to influence another person to commit an abuse of the judicial system;

h. Aiding or abetting in the violation of the Student Code of Conduct.

9. Disruptive student behavior in a classroom or other learning environment (to include both on and off campus locations), which disrupts the educational process as defined by the instructor. Disruptive student behavior also includes engaging in threatening, intimidating, or other inappropriate behavior toward the instructor or classmates outside of class.

#### **E. Health & Safety Offenses**

1. Unauthorized possession, duplication, or use of keys or key cards to any college premises or unauthorized entry to or use of college premises;

2. Obstruction of the free flow of pedestrian or vehicular traffic on college premises or at college-sponsored or supervised functions; Reckless or dangerous operation of a motor vehicle on campus which endangers persons or property.

#### **F. Offenses Involving Others**

1. Physical or verbal abuse that threatens or endangers the health, well-being, or safety of any member or guest of the CCSNH community and includes verbal abuse that is sufficiently serious to deny or limit the victim's ability to participate in or benefit from the college's educational programs;

2. Threats of harm or injury, either stated or implied, addressed directly to any member or guest of the CCSNH community or posted in an electronic medium so as to leave no doubt as to the intended target;

3. Acts of intimidation or coercion, whether stated or implied;

4. Offenses of domestic violence, dating violence and sexual assault;

5. Acts of harassment, including sexual and discriminatory harassment, directed toward

any member or guest of the CCSNH community.

Sexual harassment refers to persistent and unwanted sexual advances. Discriminatory harassment refers to the verbal or physical conduct that denigrates or shows hostility toward an individual on the basis of race, color, gender, sexual identity, or expression, national origin, religion, age, physical or mental disability, and gender identity/sexual orientation; or because of opposition to discrimination or participation in the discrimination complaint process.;

6. Acts of sexual misconduct, retaliation, creating a dangerous condition or stalking directed toward any member or guest of the CCSNH community.

7. Hazing, which is defined in NH RSA 631:7 as "any act directed toward a student, or any coercion or intimidation of a student to act or to participate in or submit to any act, when: (1) Such act is likely or would be perceived by a reasonable person as likely to cause physical or psychological injury to any person; and (2) Such act is a condition of initiation into, admission into, continued membership in or association with any organization;" and under this Code of Conduct includes acts that endanger the mental or physical health or safety of a student, or that destroy or remove public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in, a group or organization;

#### **G. Offenses Involving Property**

1. Attempted or actual theft of and/or damage to property of the college or property of a member of the college community or other personal or public property;

2. Theft or other abuse of technological resources, including but not limited to:

a. Unauthorized entry into electronic files, to use, read, or change the contents, or for any other purpose;

b. Unauthorized transfer of electronic files or copyrighted software programs;

c. Unauthorized use of another individual's identification and password or key card;

d. Use of technological resources that interferes with the work of another student, faculty member, or college official;

e. Use of technological resources to send, publish, or display obscene, pornographic, threatening, or abusive messages;

f. Use of technological resources to receive; browse, store or view obscene or pornographic materials for other than college-approved research;

g. Use of technological resources for

criminal activity;

h. Use of technological resources to interfere with operation of the college computing system.

### **III. VIOLATION OF CIVIL/CRIMINAL LAW AND COLLEGES' CODE OF CONDUCT**

1. If a student is charged with a violation of the Student Code of Conduct that also constitutes a violation of a criminal statute, disciplinary proceedings may still be instituted against a student prior to, simultaneously with, or following civil or criminal proceedings off-campus.

2. When a student is charged by federal, state, or local authorities with a violation of law, the college will not request or agree to special consideration for that individual because of his or her status as a student. If the alleged offense is also the subject of a proceeding before a CCSNH college judicial body, however, the college may advise off-campus authorities of the existence of the proceeding and of the internal handling of such matters within the college community. College officials, faculty and staff will cooperate fully with law enforcement and other agencies in the enforcement of criminal law on campus and in the conditions imposed by criminal courts for the rehabilitation of student violators.

### **IV. SANCTIONS**

#### **A. Sanction Definitions**

1. **WARNING** – a notice in writing to the student that they are violating or have violated institutional regulations;

2. **PROBATION** – a written reprimand for violation of specified regulations. Probation is for a designated period of time and includes the probability of more severe disciplinary sanctions if the student is found during the period of probation to be violating any institutional regulations;

3. **LOSS OF PRIVILEGES** – denial of specified privileges for a designated period of time (e.g., social probation, vehicular privileges, deactivation of a group, limited access to facilities, *Persona Non Grata*);

4. **LOSS OF CONTACT** – restriction prohibiting an individual from harassing, threatening, accosting, or even approaching or contacting a specified individual;

5. **FINES** – previously established and published fines may be imposed;

6. **RESTITUTION** – compensation for loss, damage, or injury. This may take the form of appropriate service and/or monetary or material replacement;

7. **RESIDENCE HALL SUSPENSION** – separation from the residence halls for a definite period of time, after which the student, group, or organization is eligible to return. Conditions for readmission will be specified;

8. **RESIDENCE HALL EXPULSION** – permanent separation from the residence halls;

9. **COLLEGE SUSPENSION** – separation from the college for a definite period of time, after which the student, group, or organization is eligible to return. Conditions for readmission will be specified;

10. **COLLEGE DISMISSAL/EXPULSION** – permanent separation from all CCSNH colleges which may include loss of campus visitation privileges.

11. **EDUCATIONAL OR SERVICE SANCTIONS** – imposed in addition to or in lieu of the above sanctions; examples of such sanctions include but are not limited to work assignments, service to the college, written letter of apology, mandatory meetings with a college official. Such sanctions require the approval of any person(s) whose participation is required for the completion of the sanction(s).

12. **INTERIM SANCTIONS** – In certain circumstances, the President or Vice President of the College, or a designee, may impose a sanction prior to the hearing before a judicial body. Interim sanctions may be imposed only a) to ensure the safety and well-being of members of the college community or preservation of college property; b) to ensure the student's own physical or emotional safety and well-being; or c) to ensure the normal operations of the college. Notification of the imposition of Interim Sanctions must be communicated to the Judicial Advisor as soon as is practical, as well as to the Vice President (if the Vice President did not originate the imposition of sanctions).

#### **B. STUDENT DISCIPLINARY PROCEEDINGS Training**

1. All individuals involved in conducting disciplinary proceedings and appeals shall receive annual training on the student code of conduct, investigations and the hearing process which shall include training on the issues related to dating violence, domestic violence, sexual assault and stalking and how to conduct an investigation and hearing process that protects the safety and welfare of victims and promotes accountability.

#### **Filing a Complaint**

1. Any person who witnesses or learns of a violation of the Student Code of Conduct may bring a complaint forward to the appropriate

Judicial Body by filing an incident report.

2. Incident report forms can be filed through the RVCC website. Reports include:
  - a. Reporting person's name, address, phone, and student identification number (contact information and ID number shall not be released to the Respondent without written permission of the person reporting the incident);
  - b. Date, time, and location of incident;
  - c. Person(s) involved in the incident;
  - d. Victim(s) or damages involved in the incident;
  - e. Complete narrative description of the incident;
  - f. Names of witnesses to the incident;
  - g. Any other information deemed appropriate.

### **Preliminary Process for Sex-Related Offenses**

1. All complaints involving a sex-related offense shall be forwarded to the CCSNH Title IX Coordinator and the College Title IX Coordinator.

2. If the complaint involves a sex-related offense, the College must provide the victim with a written explanation of the rights of the victim and the institution's responsibilities regarding, as applicable, issuance of restraining orders, orders for protection, no contact orders, etc.

The College must also provide a description in writing of the procedures for disciplinary proceedings in cases of such alleged offenses and resources available to the victim(s).

Resources may include services such as counseling, health, mental health, victim advocacy, legal assistance, information concerning the process for preserving evidence, and other services available for victims, both on-campus and in the community. The College must also notify the victim of the information that will be disclosed, to whom it will be disclosed, and the reasons for such disclosure.

### **Investigation and Resolution of Complaint by Judicial Body**

1. The fact that a complaint has been filed creates no presumption that the Respondent has committed the alleged offense.

2. The complaint will be referred to the appropriate Judicial Body, which will investigate (or request a formal investigation by an impartial investigator) and hear all complaints and may a) dispose of the complaint as unfounded; b) mediate an informal resolution; or c) issue (or authorize to be issued) sanctions as described in Section IV of this code.

3. The Respondent and the Complainant, where applicable, have the right to be assisted by an advocate of their choice. An advocate, however, is not permitted to speak or to participate directly in any investigation or hearing before the Judicial Body.

4. A time shall be set for an initial hearing before the Judicial Body not less than one (1) business day after nor more than five (5) business days after the Respondent has been notified. At the initial hearing, the Judicial Body may receive evidence from the Complainant and the Respondent regarding any interim sanctions and shall determine whether a) the complaint should be disposed without further investigation and a report issued setting forth the findings and the sanctions, if any, to be imposed; b) mediation is appropriate; or c) a formal investigation is required. In the event a formal investigation is required, the Judicial Body will accept the findings of the investigator(s) and provide a report of the findings to Respondent and where the allegations involve domestic violence, dating violence, sexual assault, or stalking, the Complainant shall also be provided a report of the investigator's findings.

5. Whether the investigation is completed by the Judicial Body or an impartial investigator, all findings will be based on a preponderance of the evidence; i.e., evidence that would lead a reasonable person to believe that it was more likely than not that the Respondent committed the alleged offense.

6. If the investigator's report contains a finding that the Respondent committed the alleged offense, a time shall be set for a sanctions hearing before the Judicial Body to be held not less than one (1) day nor more than ten (10) days after the investigation report is issued. Both the Complainant and the Respondent shall be simultaneously informed, in writing, of the outcome of any Judicial Body hearing that arises from an allegation of domestic violence, dating violence, sexual assault, or stalking.

### **C. STUDENT DISCIPLINARY APPEALS Filing an Appeal and Preliminary Appellate Process**

1. A Respondent may appeal a disciplinary action by filing a written appeal with the Judicial Advisor within five (5) business days of being informed of the sanction being imposed. For cases involving gender or gender identity or expression discrimination, sexual harassment, sexual assault, domestic violence, dating violence or stalking both the Respondent and the Complainant have the right of appeal. The

imposed sanction remains in effect during the appeal process. The written appeal must indicate the grounds for reversing the sanction. Grounds for appeal shall be limited to:

- a. the original hearing/investigation was not conducted fairly and in conformity with prescribed procedures;
- b. new and relevant evidence, sufficient to alter the decision, has been revealed that was not brought out in the original hearing, because such evidence and/or facts were not known to the person appealing at the time of the original hearing; or
- c. inappropriate gravity of the sanction in relation to the offense.

2. The Judicial Advisor has three (3) business days from the receipt of the appeal to determine whether the basis set forth in the appeal falls within the grounds allowed for appeal and to inform the appealing student in writing. If the Judicial Advisor determines that the case does not fall within the grounds allowed for appeal, then the previous adjudication stands. If the Judicial Advisor determines that the case does fall within the grounds allowed for appeal and the allegations do not involve domestic violence, dating violence, sexual assault, or stalking, the Judicial Advisor may:

- a. Meet with the Judicial Body who issued the original disciplinary action to discuss a possible modification or rescission, as appropriate. If a decision to modify or rescind is not reached, the appeal will be forwarded immediately to the Judicial Committee or

- b. Immediately forward the appeal to the Judicial Committee for consideration;

3. If the Judicial Advisor determines that the case does fall within the grounds allowed for appeal and the allegations involve domestic violence, dating violence, sexual assault, or stalking, the Judicial Advisor shall immediately forward the appeal to the Judicial Committee for consideration.

4. All preliminary processing of appeals will be concluded within five (5) business days unless the Judicial Advisor determines that there are specific articulated extenuating circumstances (e.g., absence of key parties) that require an extension.

5. The Judicial Advisor will provide notification of the outcome of the preliminary processing of the appeal in writing within three (3) business days of the decision to the Respondent and, as applicable, the Complainant, and any administrative offices involved.

#### **D. MEMBERSHIP OF THE JUDICIAL COMMITTEE**

1. A chairperson and an alternate chairperson who will be appointed by each college president or their designee.

2. A total of four (4) voting members, elected as follows:

- a. Two (2) faculty or staff selected by college president or other appropriate college official(s).

- b. Two (2) students selected by the Student Government or other appropriate student group. If the college has residence halls, one (1) of the students shall be from the residence halls.

3. A total of four (4) alternate voting members to be selected as follows:

- a. Two (2) faculty or staff selected by the college president or other appropriate college official(s).

- b. Two (2) students selected by the Student Government or other appropriate student group

4. The advisor to the Judicial Committee will be the Judicial Advisor who will be appointed by the Vice President of Academic & Student Affairs or designee.

#### **E. JUDICIAL COMMITTEE APPEAL HEARINGS**

1. A minimum of three (3) members (including the Chair) shall constitute a quorum to conduct a hearing. If three appointed members are not available due to recusals or for other reasons, additional members shall be selected by the Judicial Advisor pursuant to the methodology set forth in paragraph 2b. below.

2. During the summer or vacations, a meeting may be called and members will be selected as follows:

- a. Regular members will serve, if available, or

- b. In the event sufficient regular members are not available, the Judicial Advisor will appoint additional members as necessary to reach a quorum and in such a manner as to reflect the original representation of the committee.

3. If the complaint has been brought by a member of the Judicial Committee or the Vice President of Academic & Student Affairs, he/she shall recuse him/herself from the Committee's deliberations and voting.

4. Hearings shall be conducted by the Judicial Committee according to the following guidelines:

- a. The parties shall receive written advance notification informing them of the allegations set forth in the complaint, the time, date and place of the hearing.



b. The Respondent may remain silent or submit only a written statement or response to the complaint.

c. Hearings normally shall be conducted in private. Admission to the hearing of any person not directly involved with the proceedings shall be at the discretion of the chairperson of the Judicial Committee.

e. When more than one individual is charged with the same violation, each Respondent shall have the right to an individual hearing. Otherwise, the cases may be heard jointly.

f. The Complainant and the Respondent have the right to be assisted by an advocate they choose. The Complainant and/or the Respondent, however, are each responsible for presenting his or her own case and, therefore, advocates are not permitted to speak or to participate directly in any hearing before the Judicial Committee.

g. The Complainant, the Respondent and the Judicial Committee shall have the right to call witnesses. They also have the right to present pertinent records, exhibits, and written statements for consideration by the Judicial Committee. All questioning of the Complainant, the Respondent, and witnesses will be conducted by the Judicial Committee.

h. In certain cases, when a complaint has been brought by an individual who is either unable or unwilling to present the case, the college may appoint a representative to present the case. In these instances, a member of the Judicial Body or the impartial investigator will consult with the Judicial Committee to determine the appropriateness of serving in this role.

i. All procedural questions are subject to final decision by the chairperson of the Judicial Committee.

j. After the hearing, the Judicial Committee shall determine based upon the evidence presented at the hearing (by majority vote) whether the Respondent Student has violated the Student Code of Conduct. The chairperson will vote only in the event of a tie.

k. The Judicial Committee's determination shall be made on the basis of whether it is more likely than not that the Respondent committed the alleged offense and thereby violated the Student Code of Conduct.

l. The Judicial Committee will issue a report of its findings and sanctions to be imposed to the Judicial Advisor within three (3) business days of the completion of its hearings on the matter.

m. The Judicial Advisor will provide written

notification of findings and sanctions to the Complainant and the Respondent Student and administrative offices on a need-to-know basis. The original document will be filed with the college's judicial records.

5. The Judicial Advisor shall be responsible for making a record of the hearing. There shall be a single record (whether written minutes, audiotape or other record) of all hearings before the Judicial Committee. The record shall be the property of the college, and may only be reviewed by the parties or college official upon providing a written request to the Judicial Advisor.

6. Except in the case of a student charged with failing to obey the summons of the Judicial Committee, Judicial Body or college official, no student may be found to have violated the Student Code of Conduct solely because the student failed to appear before the Judicial Body or Judicial Committee. In all cases, the evidence in support of the charges shall be presented and considered.

7. The decision of the Judicial Committee is final and is not subject to further appeal.

## **V. STUDENT RIGHTS**

### **A. Students in the Classroom**

The classroom environment should encourage free discussion, inquiry and expression. Student performance must be evaluated on the basis of academic performance. At the same time, students are responsible for maintaining standards of academic performance established for each course in which they are enrolled. Students are responsible for learning the content and maintaining academic standards for any course of study, but in so doing, they have the right to take substantiated exception to the data or views presented in class, and they are responsible for learning the content of any course of study for which they are enrolled. Information about the personal views, beliefs, and political associations of students which instructors, advisors and counselors learn in their course of work should be considered confidential.

### **B. Student Freedom Off-Campus**

Students are both citizens and members of an academic community with rights of freedom of speech, peaceful assembly and petition. Administrative officials and faculty members should not employ institutional powers to inhibit the intellectual and personal development of students as promoted through the exercise of citizenship rights on and off campus.

Where activities of students off-campus result in the violation of law and interrogation by investigators, the colleges should:

1. Not duplicate the function of general laws until the college's interests as an academic community are distinctly and clearly involved;
2. Not subject the student to a greater penalty than would normally be imposed if the off-campus violation incidentally violates an institution regulation;
3. Take appropriate action independent of community pressure.

### **C. Freedom of Association**

Students should be free to organize and join associations to promote their common interests. Affiliations with an external organization should not of itself disqualify a student organization from institutional recognition. Student organizations must submit a statement of purpose, criteria for membership, rules of procedures, and a current list of officers. Campus organizations should be open to all students without respect to race, creed or origin, except for religious qualifications which may be required by organizations whose aims are primarily sectarian.

### **D. Freedom of Inquiry and Expression**

Students and student organizations shall be free to examine and discuss all questions of interest to them and to express opinions publicly and privately. At the same time, it should be made clear that in their public expressions or demonstrations students or student organizations speak only for themselves and not for the college, CCSNH, its board of trustees or employees.

Students should be allowed to invite and to hear any person of their own choosing. Those routine procedures required by a college before a guest speaker is invited to appear on campus should be designed only to ensure that there is orderly scheduling of facilities and adequate preparation for the event, and that the occasion is conducted in a manner appropriate to an academic community. The institutional control of campus facilities should not be used as a device of censorship. It should be made clear to the academic and larger community that presence of guest speakers does not necessarily imply approval or endorsement of the views expressed either by the sponsoring group or by the college.

### **E. Student Participation in College Government**

The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs. The role of student government and both its general and specific responsibilities should be made explicit and the actions of student government within the areas of its jurisdiction should be reviewed only through orderly and prescribed procedures.

### **F. Student Publications**

College authorities, in consultation with students and faculty, have a responsibility to provide written clarification of the role of the student publications, the standards to be used in their development, and the limitations on external control of their operation. Editorial freedom entails corollary responsibilities to be governed by the canons of responsible journalism, such as the avoidance of libel, indecency, unsubstantiated allegations and attacks on personal integrity, and the techniques of harassment and innuendo.

### **G. Establishing Student Conduct Standards**

#### **1. Conduct**

In developing responsible student conduct and disciplinary procedures, the CCSNH and its colleges should:

- a. Establish and communicate, through publication, those standards of behavior which are considered essential to the educational objective and community life.
- b. Initiate disciplinary proceedings only for violations of standards of conduct formulated or published.
- c. Formulate and communicate disciplinary procedures, including the student's right to appeal a decision.

#### **2. Investigation of Student Conduct**

##### **a. Search & Seizure**

CCSNH regards the right of privacy as an essential freedom. Occupied premises, assigned lockers, privately owned automobiles or any other personal property owned or controlled by a student may not be searched without consent of the student except in the circumstances noted below.

Before a search is conducted, school officials will have reasonable grounds to believe that the search will turn up evidence that the student has violated, or is violating, either the law or school rules. All searches will be reasonable and justified from their inception and reasonable in scope:

- Residential Life health and safety inspections, Thanksgiving Break Closings,

Winter Break Closings and Spring Break closings to insure the health, cleanliness, safety and maintenance of the Residence Halls. During inspections, if a policy violation comes to the attention of the staff (ex. candle), it may be addressed judicially.

- Routine inspections, emergency repairs, and/or routine maintenance. Such activities do not normally include searches, but are for the purpose of inspection, maintenance and repair.

- Entries authorized in advance by the President or Vice President of Academic & Student Affairs (or designee) in writing based upon reasonable information that such entry is necessary for the purpose of detecting and removing items, including but not limited to, weapons or other contraband which violate a law or a school rule or pose a threat to the health and safety of students, faculty, staff or guests. The scope of any search conducted pursuant to this authorization shall extend no further than is necessary to secure and remove the item(s).

- Entries and searches authorized by law. Entries and searches conducted by duly and authorized law enforcement officials under circumstances authorized by law.

- Entry may be made to ensure the health and safety of occupants. Examples include, but are not limited to, fire or alarm evacuations, smell of smoke or burning items, and concern for non-responsive occupants.

- Appropriate staff may enter if there is a reasonable belief that evidence exists that a violation of a college policy is taking place. Efforts will be made to seek compliance from the residents of the space before this type of entry is made.

### 3. Status of Students Pending Action on Change

Pending action on charges, the status of a student should not be altered, nor should the student's right to be present on the campus and to attend classes be suspended, except for reasons relating to his/her physical or emotional well-being, or for reasons relating to the safety and well-being of students, faculty, or institution property.

## **VI. STUDENT RIGHTS – GRIEVANCE PROCEDURES**

Any student who feels that their rights have been violated may file a grievance following the procedure below. In the case of a grievance alleging discrimination based on race, color, religion, national or ethnic origin, age, sex, sexual orientation, marital status, disability, gender identify or expression, genetic

information and veteran status, as defined under applicable law, the student may also report the conduct to the college's Affirmative Action/Equity Officer and/or Title IX Coordinator.

In the case of a grievance alleging discrimination, the college may also initiate an investigation and take appropriate steps including, but not limited to, referring the matter to the appropriate College Official for disciplinary action.

A. Prior to filing a grievance, the student is encouraged to meet with the individual who has allegedly violated his or her rights, e.g., instructor, staff member, or student, to resolve the issue informally.

B. If the issue cannot be resolved by pursuing the process in step A, or the individual elects not to resolve the matter informally as prescribed in step A, a formal grievance in writing must be submitted to:

- The Vice President of Academic Affairs for grievances related to the instructional process (see college catalog or student handbook for separate process for Grade Change/Grade Appeal), or:

- The Vice President of Student Affairs for grievances not related to the instructional process

The grievance must be submitted within two weeks of the date the grievant knew or reasonably should have known, of the alleged violation. The grievance shall specify the right claimed to have been violated and state briefly the underlying facts.

C. The Vice President of Academic & Student Affairs, or designee, will meet with the individual alleged to have violated the student's rights. The VPASA, or designee, may attempt to resolve the issue informally at this stage. If resolution is not possible and the VPASA or designee determines that the grievance alleges facts which if true constitute a violation of the student's rights and has been timely filed, the matter will be forwarded to the Judicial Advisor who convene the Judicial Committee within two weeks of the receipt of the formal grievance. If the VPASA or designee determines that the grievance does not state a violation of the student's rights or is untimely, the VPASA will provide a written explanation to the student and the matter will be considered resolved at that point.

## Accessibility Services

River Valley Community College, in compliance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA), is committed to providing equal access to academic programs, services and its facilities. In order to receive classroom/program accommodations, a student must meet eligibility requirements by providing documentation, completing the application process and meeting with the Disabilities Coordinator. The student is responsible for meeting with the Disability Coordinator prior to the start of each semester to create and/or update the Individual Reasonable Accommodation Plan (IRAP).

Current IEP's, 504 plans or other evaluations such as speech-language, auditory, emotional, academic, etc. are examples of acceptable documentation and should be current (preferably no older than three years). Note this information is confidential and used exclusively to develop the appropriate accommodation.

River Valley Community College adheres to the ADA guidelines pertaining to service animals at each of our locations.

### Sample Accommodations:

- Extra time on exams
- Alternative location for exams
- Recording lectures
- Interpreters
- Digital textbooks
- Peer note-taker/access to PowerPoints

### Accommodations in clinical placement:

Students in programs that require successful completion of a clinical placement should be aware that clinical sites are not necessarily required to recognize accommodations contained within an Individual Reasonable Accommodation Plan (IRAP) issued by River Valley Community College (RVCC) designed for use in classroom setting pursuant to the Americans with Disabilities Act. Please be aware that clinical sites may need to adapt any accommodation request you made in a manner that does not create an undue hardship for them and does not require them to alter the essential functions of the internship expectations. You are encouraged to discuss the accommodation process with both your site supervisor and your RVCC faculty.

Colleges and Universities are not required to:

- Reduce or adjust the essential requirements of a course or program
- Conduct testing and assessment of disabilities
- Provide personal attendants
- Provide personal or private tutors

## Transportation for Students

### Claremont

Students may ride for free with their student IDs on the Southwestern Community Services (SCS) bus. RVCC is a regular bus stop with SCS with routes available at <http://www.scshelps.org/transportation.htm>. You can also request a ride or a route deviation by calling 603-542-9609 24 hours in advance.

### Lebanon

Students can ride a free shuttle that stops at the green outside of the Lebanon Academic Center: <https://advancetransit.com/>

### Keene

Students can ride the Keene State College shuttle and the City Express Shuttle for free with their Owl Card: <https://www.keene.edu/campus/safety/shuttle/>

## Library Services

The Charles Puksta Library offers student centered information and research services to support curriculum needs and information literacy. The facility provides a comfortable and welcoming environment conducive to academic inquiry. The 10,000+ square foot facility features a 20 seat computer lab, a multimedia lab, group and individual study space, increased stack space, a state of the art lactation and parents room, treadmill desks and wireless Internet access throughout the library.

The library features a complete package of print, audiovisual and electronic resources to meet research needs. Our current collection contains over 16,000 books, 1,100 videos and DVDs. The collection is built to support the specific programs at the college as well as to provide recreational reading and enrichment opportunities.

In addition, the library currently offers journal databases, an online encyclopedia, an online medical dictionary and other electronic resources. All online resources are available to

students on and off campus. The library has access to an extensive network of academic and public libraries to provide students with access to materials not available in our own collection. Library instruction is available to assist with all library resources and to ensure students are conducting effective research. Group or individual sessions may be arranged. Drop in assistance is provided during all hours of operation. Please direct all questions about library services to the College Library Staff at 603-542-7744 x5465 or email the Library Director at [shebert@ccsnh.edu](mailto:shebert@ccsnh.edu).

## Advising, Career and Transfer Center (ACT)

The [Advising, Career, Transfer Center \(ACT\)](#) provides a wide range of academic supports to all students at the College, with services provided in each location. Students are encouraged to utilize the staff and resources available to achieve their academic goals. Services include:

- Academic advising for General Studies and Liberal Arts programs, as well as general advising
- Peer and master tutoring
- Career Services
- Transfer Services
- Computers and printer available for student use

The ACT Center can help with resumé and cover letter writing, interest assessments, interviewing skills, job search strategies, labor market information, employer information and college transfer site visits.

Career Services provides employment and education planning for all students and alumni. Students can access Career Coach, an online resource to take assessments, connect to programs, and look for work opportunities. Please visit [www.rivervalley.com](http://www.rivervalley.com) to explore the site.

All students at River Valley Community College will be assigned an academic advisor based on their program of study and location. The ACT center has advisors to help in the General Studies and Liberal Arts Degree paths. Advisors guide students to map out an education path that supports short and long term career goals.

## WorkForce Development

### WorkForce Development

Workforce Development at River Valley Community College serves local businesses and organization in providing customized training solutions designed for quality and cost effectiveness. The College understands the increased necessity of business and industry to develop and maintain a well-educated and trained work force. It is this level of employee that will propel an organization into creating a sustainable competitive advantage.

### WorkReadyNH

The WorkReadyNH job training program offers a 60-hour professional level soft skills course that includes interviews, communication, team building, conflict resolution, problem solving, critical thinking and more. In addition, reading and math skills are assessed and national recognized by ACT WorkKeys National Career Ready Certificate (NCRC). Participants receive this certificate from the Community College system of New Hampshire. This program is tuition-free to NH residents.

## Degree Requirements

### Key for Program of Studies

The following pages contain requirements for RVCC certificate and degree programs. Many include specific program of studies that are designed to provide sequential progression from foundational to advanced courses. These are provided to inform the student to plan accordingly. Taking courses out of the sequence that is provided may result in an extended timeline for the program.

### Key for Program of Studies

CL – class hours  
LAB – lab hours

These numbers represent the number of meeting hours each week if course is held during a full 15-week semester. Shortened or lengthened semesters will have weekly meeting hours adjusted accordingly.

CR – credits assigned to the course

Check current schedule for offerings not coded.

For information related to Technical/Essential Standards and Program Outcomes, go to the College website, [www.rivervalley.edu](http://www.rivervalley.edu).

## Liberal Arts Core Courses

All Associate Degrees have a Liberal Arts core. That core draws not from specific occupational or professional objectives but from thought processes of the mathematician, the scientist, the writer, the humanist, and the social scientist. Grappling with universal questions, students learn how to critically think about the past present and future.

The Liberal Arts core consists of courses that are drawn from English, mathematics, the sciences, the social sciences, and the humanities/fine arts/world languages disciplines. They are essential elements in the achievement of identified College outcomes and together create a coherent liberal arts education.

### Regularly Scheduled Offerings

The following table provides a guideline for course offerings in Liberal Arts. Courses marked with an asterisk (\*) have prerequisites (see course descriptions). Courses may be offered during semesters and locations different to those published, and are subject to change.

#### ENGLISH

ENGL011R Reading Strategies \*  
ENGL098R Introduction to College Composition \*  
ENGL102R College Composition \*  
ENGL113R Public Speaking \*  
ENGL122R Professional Writing and Communications \*  
ENGL201R The Research Essay \*  
ENGL203R American Literature \*  
ENGL206R Creative Writing \*  
ENGL232R Reading Short Fiction \*  
ENGL235R Poetry Workshop \*  
ENGL236R Fiction Writing Workshop \*  
ENGL244R World Literature \*  
ENGL286R Children's Literature \*

#### FINE ARTS

ARTS101R Introduction to Drawing  
ARTS102R Introduction to Painting: Thematic Development  
ARTS103R Introduction to 3D printing: An Art Perspective

#### HUMANITIES

HUMA102R Art Appreciation  
HUMA103R Music Appreciation  
HUMA109R Intro to Philosophy  
HUMA110R Humanities in Western Culture  
HUMA140R Myth in US Culture  
HUMA142R Topics in US History to 1877  
HUMA143R Topics in US History: 1877 to Present  
HUMA204R Topics in World Culture  
HUMA210R Filming the Vietnam War  
HUMA245R Native People: An Ethnohistorical Perspective \*

#### MATHEMATICS

MATH016R Fundamentals of Mathematical Literacy  
MATH106R Statistics I \*  
MATH107R Statistics II \*  
MATH110R Functions & Modeling I \*  
MATH115R Finite Mathematics \*  
MATH120R Functions & Modeling II \*  
MATH210R Calculus I \*  
MATH211R Calculus II \*  
MATH212R Multivariate Calculus \*  
MATH215R Linear Algebra \*  
MATH216R Math Language, Logic & Proof \*  
MATH217R Probability and Statistics \*  
MATH221R Ordinary Differential Equations with Linear Algebra

#### SCIENCE

BIOL101R Biology: Chemical and Cellular Basis of Life \*  
BIOL102R Biology: Adaptation, Evolution and Ecosystems \*  
BIOL103R Human Biology \*  
BIOL116R Field Botany  
BIOL117R Environmental Science \*  
BIOL162R Nutrition: the Science of Sustenance \*  
BIOL201R Anatomy & Physiology I \*  
BIOL202R Anatomy & Physiology II \*  
BIOL205R Microbiology \*  
BIOL210R Genetics \*  
CHEM030R Introduction to Chemical Principles  
CHEM140R Chemistry I \*  
CHEM141R Chemistry II \*  
PHYS105R Investigations in Natural Science  
PHYS115R Astronomy  
PHYS130R Physics I \*  
PHYS131R Physics II \*

#### SOCIAL SCIENCE



ECON102R Macroeconomics  
 GEOG101R Intro to Geography  
 HIST134R Topics in African History  
 POLS102R Survey of American Govt  
 PSYC101R Introduction to Psychology  
 PSYC114R Human Development  
 PSYC200R Educational Psychology \*  
 PSYC210R Abnormal Psychology \*  
 PSYC211R Social Psychology \*  
 PSYC212R Forensic Psychology \*  
 PSYC214R Counseling Theories and Techniques  
 SOSOC101R Introduction to Sociology  
 SOSOC110R Cultural Anthropology  
 SOSOC201R Contemporary Social Problems \*

#### WORLD LANGUAGE

LANG105R Spanish I  
 LANG106R Spanish II \*  
 LANG120R Sign Language I  
 MATH112R Mathematical Investigations:  
 Great Ideas in Mathematics \*  
 MATH114R Mathematics for the Environment \*

## Associate Degree Requirements

To earn an Associate Degree from River Valley Community College, a student must:

- successfully complete at least 60 credits in college-level coursework (excluding remedial or developmental coursework/credits – i.e., those identified as being “for institutional credit only”);
- earn at least fifteen 15 credits in coursework offered by and under the direct control of River Valley Community College with at least eight (8) of those credits earned in advanced-level courses in the student’s major field;
- achieve a Cumulative Grade Point Average (cGPA) of 2.0 or higher in all courses taken at River Valley Community College (including remedial or developmental coursework/credits); and
- meet all course distribution requirements for the specific type of Associate Degree as described in sections below.

### COURSE DISTRIBUTION REQUIREMENTS

#### Associate in Science Degree

In addition to meeting the requirements set forth in the associate degree from RVCC requirements above, a student must meet the following course distribution requirements to earn an Associate in Science Degree:

- earn at least 30 credits in program-specific courses in a defined major field;
- earn at least 20 credits in general education courses, including one course of three (3) credits or more in:
  - English Composition (required);
  - Humanities/Fine Arts/Foreign Language (required);
  - Quantitative Reasoning/Mathematics (required);
  - Science (required); and
  - Social Sciences (required);
- The remaining general education credits to reach the required total of 20 general education credits may be taken in Humanities/Fine Arts/Foreign Language, Quantitative Reasoning, Science, or Social Sciences; and
- The remaining 10 credits to reach the required minimum total of 60 credits may be assigned in any subject area, as deemed by the faculty to be appropriate to the curriculum.

#### Associate in Science in General Studies

RVCC also offers an Associate in Science in General Studies degree for students seeking experiential credit, seeking to create a self-designed major to meet personal occupational or career goals, requiring remediation/developmental coursework to meeting admission requirements for a desired program, or wishing to matriculate while awaiting admission to competitive degree programs. Students wishing to earn an Associate in Science in General Studies degree must meet all of the requirements set forth in the associate degree from RVCC requirements above, as well as the general education distribution requirements set forth in Associate in Science Degree requirements above. The 30 credits of major field coursework may be taken in any subject area.

#### Associate in Science with a Concentration

An Associate in Science Degree program may include the option for a concentration (e.g., the Associate in Science in Business Management with a Concentration in Healthcare Management). A Concentration may be awarded when a minimum of 20 credits of specialized coursework related to the more general major are successfully completed. The 20 credits in the concentration are part of the 30 major field credits required for the major. Students wishing to earn an Associate in Science with a

Concentration degree must meet all of the requirements set forth in the Associate degree from RVCC requirements above, as well as the general education distribution requirements set forth in Associate in Science Degree requirements above.

### Associate in Arts

Students may earn an Associate in Arts degree in Liberal Arts or in a specified major field. In addition to meeting the requirements set forth in the associate degree from RVCC requirements above, a student must meet the following course distribution requirements to earn an Associate in Arts degree. Each category below must include at least one course worth at least three (3) credits:

- English Composition 3-4 credits
- English Literature, Composition (requiring English Composition as a prerequisite), or Communications 3 credits
- Quantitative Reasoning/Mathematics 6-8 credits
- Natural or Physical Sciences 7-8 credits (including at least one lab science)
- Social Sciences 9 credits
- Humanities/Fine Arts/Foreign Language 9 credits

### AND EITHER

- Electives in Specialized Major Field 21-24 credits  
Minimum 60 credits

### OR (for generic AA in Liberal Arts)

- Liberal Arts Electives (from above list) AND 12-15 credits
- Open Electives 9 credits  
Minimum 60 credits

## Certificate Requirements

To earn a Certificate from River Valley Community College, a student must:

- successfully complete all program credits in college-level coursework designed to meet defined competencies in an occupational field (excluding remedial or developmental coursework/credits – i.e., those identified as being “for institutional credit only”);
- earn at least six (6) credits or 25% of total program credits, whichever is larger, in

coursework offered by and under the direct control of River Valley Community College; and

- achieve a Cumulative Grade Point Average (cGPA) of 2.0 or higher in all courses in the Certificate program (only) taken at River Valley Community College.

## Statement of Non-Discrimination

### Statement of Non-Discrimination

River Valley Community College is committed to creating and maintaining a positive and productive learning environment for students, a professional setting for its employees, and a community atmosphere grounded in mutual respect, dignity, and integrity. In light of these objectives, the Community College System prohibits all manner of discrimination in the administration of its employment programs and practices on the basis of unlawful criteria including race, color, religion, national or ethnic origin, age, sex, sexual orientation, marital status, disability, gender identify or expression, genetic information, and veteran status, as defined under applicable law. This statement is a reflection of the mission of the Community College System and its Colleges and refers to, but is not limited to, the provisions of the following laws, as amended: Equal Pay Act of 1963, Title VI and VII of the Civil Rights Act of 1964, Civil Rights Act of 1991, The Age Discrimination in Employment Act of 1967, Title IX of the Education Amendment of 1972, Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990, Americans with Disabilities Act Amendments Act of 2008, Section 402 of the Vietnam Era Veterans’ Readjustment Assistance Act of 1974, Genetic Information Nondiscrimination Act of 2008, NH Law Against Discrimination (RSA 354-A).

### Inquiries regarding discrimination may be directed to:

Sara A. Sawyer  
Director of Human Resources  
Community College System of NH  
26 College Drive, Concord, NH 03301  
(603) 271-6300

Inquiries may also be directed to:

US Department of Education  
Office of Civil Rights  
5 Post Office Square, 8th Floor  
Boston, MA, 02109-3921  
Telephone: 617-289-0111  
FAX: 617-289-0150; TDD: 800-877-8339  
Email: [OCR.Boston@ed.gov](mailto:OCR.Boston@ed.gov)

NH Commission for Human Rights  
2 Chennell Drive, Concord, NH 03301  
(603) 271-2767

Equal Employment Opportunity Commission  
JFK Federal Building  
475 Government Center  
Boston, MA 02203  
(617) 565-3200 or 1-800-669-4000  
TTY 1-617-565-3204 or 1-800-669-6820

## Personnel

### State of New Hampshire

Governor  
Christopher T. Sununu

The Executive Council  
The Honorable Michael Cryans  
The Honorable Andru Volinsky  
The Honorable Russell E. Prescott  
The Honorable Theodore Gatas  
The Honorable Debora Pignatelli

Community College System of NH Board of Trustees

Jeremy Hitchcock, Chairperson, Manchester, NH  
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John T. Stevens, Gilford, NH  
Robert Baines, Manchester, NH  
Tiler Eaton, IBEW Business Development Projects  
John Stevens, Gilford Department of Safety

Jeffrey Cozzens, Littleton Schilling Beer Co.  
Kenneth Stanley, Great Bay Community College  
Megan Elwell, Manchester Community College

### RVCC Advisory Board Members

Rob Taylor, Chair  
*Catherine Bardier*  
*Paul Boucher*  
*Reggie Greene*  
*Shelley Hadfield*  
*Tim McNulty*

## River Valley Community College Administration

Alfred Williams  
President  
B.A. Cornell University  
JD University of Illinois

Jennifer Cournoyer  
Vice President for Academic and Student Affairs  
B.A. Stonehill College  
MLIS University of Rhode Island

Michelle Lockwood  
*Chief Accounting Officer*  
B.S. Franklin University  
M.S. Bay Path University

## RVCC Faculty

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B.S., Michigan State University;  
M.A., University of Colorado;  
M.A.T., Colorado College  
Ed.D. New England College

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M.S., University of North Carolina at Wilmington  
D.P.T., Duke University

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RRT

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B.S Keene State College

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University, M.S.N. Norwich University

## **RVCC Staff**

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Early College Coordinator

**Charlene Ashey**  
Student Services Assistant and Supervisor of  
LAC

**Hillary Ballantine**  
Science Lab Assistant II

**Ken Caruncho**  
Security Officer

**Alison Chisolm**  
Entrepreneurship and Innovation Program

**Lizmaries Clemente-Lago**  
Building Service Worker III

**Marie Couitt**  
Banner Support

**Kate Crocker**  
Assistant to the President

**Jean Dale**  
Financial Aid Assistant I

**Jillian E. Davis**  
Registrar

**Julia V. Dower**  
Director of Financial Aid

**Catherine Driesch**  
Disabilities Services Coordinator

**Deb DuClos-Emond**  
Library Technician

**Doug Fillian**  
Building Service

**Kris Garnjost**  
Enrollment Specialist

**Catherine Gorman**  
LPN Program Secretary

**Suzanne Groenewold**  
Enrollment Services Manager

**Elizabeth Guimond**  
Academic Advisor

**Joyce Hamilton**  
Executive Secretary - Nursing

**Patricia Hanchett**  
Human Resources Coordinator

**Laura Hanson**  
Student Services Assistant and Supervisor of  
KAC

**Leigh Hays**  
Maintenance Mechanic I

**Sarah Hebert**  
Director of Library Services

**Melanie Henry**  
Bursar

**Colby Kelcy**  
Building Maintenance

**Karen Kelcey**  
Assistant Registrar

**Michelle Lockwood**  
Chief Accounting Officer

**Shubhashish Mathema**  
IT Manager

**Nickole Milo**  
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**Martha Mott**  
WorkReadyNH Director

**Gloria Oakes**  
Library Associate

**Dan Osborn**  
Coordinator of Workforce and Community  
Education

**Robin Osmer**  
Program Assistant, WorkReady NH

**James Reiman**  
Plant Maintenance Engineer

**Kathi Rheaume**  
Executive Assistant to the Faculty

**Morgan Sailer**  
Career Counselor and Director of Advising



**Connie Sampson**

Assistant to the Vice President

**Deborah Tardiff**

Executive Secretary - LAC

**Crystal Thibodeau**

Senior Accounting Technician/Accounts Payable  
and Purchasing

**Rianna Villemaire**

One Stop Receptionist

## Clinical Facilities

### Massage Therapy Program

Clinical sites depend on availability and are  
subject to change yearly.

Alice Peck Day

Lebanon, NH

Brian Bishop LMT

Newport, NH

Castle Hill Resort & Spa

Proctorville, VT

Cheshire Integrative Massage

Keene, NH

Corner Stone Center for Wellness

Keene, NH

Dartmouth Athletics

Hanover, NH

Dartmouth-Hitchcock Medical Center

Lebanon, NH

Deep Roots Massage

Keene, NH

Devine Back & Body Care

Keene, NH

Elements Massage

Concord, NH

European Face & Body Studio

Hanover, NH

Grace Aldrich, LMT

Peterborough, NH

Gretchen Wetheby, LMT

Greenfield, MA

Healing Spirits - Body Therapy

Lebanon, NH

Heron Dragon Acupuncture

White River Jct., VT

Integrative Massage

Keene, NH

Jackie's Artistic Touch Massage

N.Hartland, VT

LRGH Health

Laconia, NH

LST Escape with Massage

Lebanon, NH

Massage by Patrice

Chester, VT

**Mudita Massage & Wellness, LLC**

Keene, NH

Peace in the Village Restorative Massage

Claremont, NH

River Valley Club

Lebanon, NH

Season of Healing

Keene, NH

Skin Health Medi-Spa

Dover, NH

Springfield Hospital

Springfield, VT

Strong House Spa

Quechee, VT

Sunapee Lake Massage

Sunapee, NH

Therapeutic Massage

Grantham, NH

Vermont Massage Therapy

Hartford, VT

Vickie Branch, PLLC

New London, NH

Wellness Works, LLC

Peterborough, NH

Woodstock Inn

Woodstock, VT

## Medical Assistant Program

Alice Peck Day Hospital  
Lebanon, NH

Cheshire Medical Center/DHMC  
Keene, NH

### **Concord Hospital**

Concord, NH

Dartmouth-Hitchcock Medical Center  
Lebanon, NH

### **Monadnock Community Hospital**

Peterborough, NH

New London Hospital Association  
New London, NH

Sojourns Community Health  
Westminster, VT

### **Springfield Medical Center**

Springfield, VT

Valley Regional Hospital  
Claremont, NH

White River Family Practice  
White River Jct., VT

White River Junction VA Medical Center  
White River Jct, VT

## Medical Laboratory Technician Program

Alice Peck Day  
Lebanon, NH

Androscoggin VH  
Berlin, NH

Brattleboro Memorial Hospital  
Brattleboro, VT

### **Catholic Medical Center**

Manchester, NH

Cheshire Med Center  
Keene, NH

Concord Hospital  
Concord, NH

Copley Hospital  
Morrisville, VT

Cottage Hospital  
Woodsville, NH

Dartmouth-Hitchcock Medical Center  
Lebanon, NH

Gifford Hospital  
Randolph, VT

Grace Cottage Hospital  
Townsend, VT

Lakes Region Health Care  
Laconia, NH

Monadnock Memorial Hospital  
Peterborough, NH

Mt. Ascutney  
Ascutney, VT

New London Hospital Association  
New London, NH

Parkland Medical Center  
Derry, NH

Rutland Regional Memorial Hospital  
Rutland, VT

Speare Memorial Hospital  
Plymouth, NH

St. Joseph Hospital  
Nashua, NH

Valley Regional Hospital  
Claremont, NH

Weeks Medical Center  
Charlestown, NH

## Nursing Programs: Associate of Science Degree in Nursing

Alice Peck Day Memorial Hospital  
Lebanon, NH

Brattleboro Retreat  
Brattleboro, VT

Cedarcrest Center for Children with Disabilities  
Keene, NH

Cheshire Medical Center  
Keene, NH

Dartmouth Hitchcock Medical Center  
Lebanon, NH

Lake Sunapee Visiting Nurse Association  
Sunapee, NH

Maplewood Nursing Home  
Westmoreland, NH

Mt. Ascutney Hospital  
Windsor, VT

New London Hospital Association  
New London, NH

Springfield Hospital  
Springfield, VT

Sullivan County Health Care  
Unity, NH

Veterans Administration Center  
White River Jct., VT

Valley Regional Hospital  
Claremont, NH

## Nursing Programs: Licensed Practical Nurse

Clinical sites depend on availability and are  
subject to change yearly.

**Alice Peck Day Memorial Hospital**  
Lebanon, NH

**Cedarcrest Center for Children with  
Disabilities**  
Keene, NH

**Dartmouth-Hitchcock Medical Center**  
Lebanon, NH

**Maplewood Nursing Home**  
Westmoreland, NH

**Springfield Hospital**  
Springfield, VT

## Occupational Therapy Assistant Program

Androscoggin Home Health and Hospice  
Lewiston, ME

Bayada Home Health Care  
Rutland, VT

**Bedford Nursing & Rehab**  
Bedford, NH

Brattleboro Memorial Hospital  
Brattleboro, Vermont 05301

**Brattleboro Retreat**  
Brattleboro, VT

Caladonia Home Health Care & Hospice  
St. Johnsbury, VT

Cedarcrest Center for Children with Disabilities  
Keene, NH

Central Vermont Home Health and Hospice  
Barre, Vt

Children Unlimited, Inc.  
Conway, NH

Choice PT  
Plymouth, NH

Cottage Hospital  
Woodsville, NH

**Crotched Mountain Rehab Center**  
Greenfield, NH

**Dartmouth Hitchcock Medical Center**  
Lebanon, NH

Encompass Health Rehab  
Concord, NH

**Generations Therapy & Care Provider  
Services**  
Tilton, NH

Genesis ElderCare Rehabilitation Services, LLC  
dba Genesis Rehab Services  
All Sites of Service

HealthPRO Heritage, LLC  
Peterborough, NH

Hillsborough County Nursing Home  
Goffstown, NH

Huggins Hospital  
Wolfeboro, NH

Independent Services Network  
Manchester, NH

Lake Sunapee VNA  
Sunapee, NH

Maplewood Nursing Home  
Westmoreland, NH

Marsh Brook Rehab  
Somersworth, NH

Monadnock Community Hospital  
Peterborough, NH

Monarch School of New England  
Rochester, NH

NHC-PHS  
Manchester, NH

**New London Hospital**  
New London, NH

Parkland Medical Center  
Derry, NH

**Pemi-Baker Community Health**  
Plymouth, NH

Rutland Medical Center  
Rutland, VT

SAU #6 - Claremont School District  
Claremont, NH

SAU #19 - Goffstown & New Boston School  
Districts  
New Boston, NH

**SAU #29 - Keene School District**  
Keene, NH

**SAU #34 - Hillsboro-Deering, Washington &  
Windsor School Districts**  
Hillsborough, NH

SAU #37 - Manchester School District  
Manchester, NH

SAU #46 - Merrimack Valley school District  
Pemacook, NH

SAU #49 - Governor Wentworth Regional School  
District  
New Durham, NH

SAU #65 - Kearsarge Regional School District  
New London, NH

**SAU #67 - Dunbarton & Bow School  
Districts**  
Dunbarton, NH

SAU #74 - Barrington School District  
Barrington, NH

Springfield School District  
Springfield, VT

St. Johnsbury School  
St. Johnsbury, VT

State of New Hampshire, HHS  
Concord, NH

TRACE Therapeutics, LLC  
Woodsville, NH

UVM Health Network: Porter Medical  
Middlebury, VT

VA Medical Center  
White River Jct, VT

VA Medical Center  
Manchester, NH

Valley Regional Hospital  
Claremont, NH

Visiting Nurse Homecare and hospice of Carroll  
County & Western Maine  
North Conway, NH

**Weeks Medical Center**  
Lancaster, NH

Windham Central Supervisory Union  
Townshend, VT

Windham Southeast Supervisory Union  
Brattleboro, VT

## Physical Therapist Assistant Program

Alice Peck Day Hospital  
Lebanon, NH

Bayada Home Health Care, Inc.  
Bennington, VT  
Brattleboro, VT  
Norwich, VT

**Central VT Home Health & Hospice**  
Barre, VT

Choice PT  
Plymouth, NH

Concord Hospital  
Concord, NH

Cottage Hospital  
Woodsville, NH

Dan Wyand PT & Associates  
St. Johnsbury, VT  
Lyndonville, VT

Dartmouth-Hitchcock Medical Center  
Lebanon, NH

Encompass Health  
Concord, NH

Gifford Medical Center  
Randolph, VT  
Sharon, VT

Hanover Hill Health Care Center  
Manchester, NH

HealthPRO/Heritage LLC  
Peterborough, NH

Huggins Hospital  
Wolfeboro, NH

Keene PT & Sports  
Keene, NH

Lake Sunapee VNA and Hospice  
Sunapee, NH

Littleton Regional Healthcare  
Littleton, NH

LRG Healthcare  
Laconia, NH

Marsh Brook Rehab  
Somersworth, NH

**Monadnock Community Hospital**  
Peterborough, NH

Mt. Ascutney Hospital  
Ascutney, VT

New London Hospital  
New London, NH

NHC-PHS  
Manchester, NH  
Epsom, NH

Northeast Kingdom PT  
Newport, VT

**Northern Physical Therapy**  
Lyndonville, VT

**Pinnacle Rehab Network**  
Plaistow, NH

Preferred Therapy Solutions  
Wethersfield, CT

**Progressive Therapy Services**  
Bow, NH

Rutland Regional Medical Center  
Rutland, VT

Morrison & Sartwell Assisted Living & Nursing  
Home  
Whitefield, NH

**Timberlane Physical Therapy**  
Winooski, VT

Upper Valley Rehabilitation  
Woodstock, VT

VA Medical Center  
Manchester, NH  
White River Jct., VT

Weeks & Gowen Physical Therapy  
Charlestown, NH

**Westview Health Care Center**  
Dayville, CT

Valley Regional Hospital  
Claremont, NH

## Radiologic Technology Program

Alice Peck Day Hospital  
Lebanon, NH

Central Vermont Medical Center  
Barre, VT

Cheshire Medical Center  
Keene, NH

Cottage Hospital  
Woodsville, NH

Dartmouth Hitchcock Medical Center  
Lebanon, NH

Grace Cottage Hospital  
Townsend, VT



Lakes Region Health Care  
Laconia, NH

**Monadnock Community Hospital**  
Peterborough, NH

Mt. Ascutney Hospital  
Ascutney, VT

North Country Hospital  
Newport, VT

Northeastern VT Regional Hospital  
St Johnsbury, VT

Speare Memorial Hospital  
Plymouth, NH

Springfield Hospital  
Springfield, VT

Veteran Administration Center  
White River Jct, VT

Valley Regional Hospital  
Claremont, NH

Weeks Memorial Hospital  
Lancaster, NH

## Respiratory Therapy Program

Brattleboro Memorial Hospital  
Brattleboro, VT

Catholic Medical Center  
Manchester, NH

Central Vermont Medical Center  
Barre, VT

Cheshire Medical Center  
Keene, NH

Concord Hospital  
Concord, NH

Cottage Hospital  
Woodsville, NH

Dartmouth-Hitchcock Medical Center  
Lebanon, NH

Elliot Hospital  
Manchester, NH

Exeter Hospital  
Exeter, NH

Lakes Regional General Hospital  
Laconia, NH 03246

Littleton Hospital  
Littleton, NH

New London Hospital  
New London, NH

Rutland Regional Hospital  
Rutland, VT

Southern NH Regional Medical Center  
Nashua, NH

Speare Memorial Hospital  
Plymouth, NH

Valley Regional Hospital  
Claremont, NH

Veterans Administration Hospital  
White River Jct., VT

## Phlebotomy Program

Alice Peck Day  
Lebanon, NH

Brattleboro Memorial Hospital  
Brattleboro, VT

Cheshire Memorial Hospital  
Keene, NH

Cottage Hospital  
Woodsville, NH

Gifford Medical Center  
Randolph, VT

Lakes Regional Hospital  
Laconia, NH

Monadnock Community Hospital  
Peterborough, NH

Mt. Ascutney Hospital  
Ascutney, VT

New London Hospital  
New London, NH

Springfield Hospital  
Springfield, VT

Valley Regional Hospital  
Claremont, NH

# Calendars

## 2020-2021 Academic Calendar

### FALL SEMESTER 2020

**August 31:** Fall Semester Classes Begin

**August 31:** Last Day to Register for 100% Online Courses

**September 7:** Labor Day Holiday - No Classes, College Closed

**September 8:** Last Day to Add Face-to-Face or Hybrid Courses

**September 14:** \*Last Day to Drop From a Full Semester Course with a Full Refund

**September 18:** Last Day to Resolve "I"/Incomplete Grades from Summer Semester

**November 5:** Last Day to Withdraw with Grade of "W" from Full Semester Courses (60% point)

**November 11:** Veterans' Day - No Classes, College Closed

**November 26-28:** Thanksgiving - No Classes, College Closed

**December 19:** Last Day of Classes - Fall Semester

**December 24 -January 1:** Winter Recess - College Closed

### SPRING SEMESTER 2021

**January 1:** New Year's Day Holiday - No Classes, College Closed

**January 18:** Martin Luther King Jr./Civil Rights Day Holiday - No Classes, College Closed

**January 19:** Begin Spring Semester Courses

**January 19:** Last Day to Register for 100% Online Courses

**January 25:** Last Day to Add Face-to-Face or Hybrid Courses

**February 2:** \*Last Day to Drop From a Full Semester Course with a Full Refund

**February 5:** Last Day to Resolve "I"/Incomplete Grades from Fall Semester

**February 15:** Presidents' Day Holiday - No Classes, College Closed

**March 14-21:** Spring Break - No Classes

**March 23:** Registration Opens for Fall 2021, Spring 2022, Summer 2022 - Matriculated Students

**March 29:** Last Day to Withdraw with Grade of "W" from Full Semester Courses (60% point)

**April 6:** Registration Opens for Fall 2021, Spring 2022, Summer 2022 - Non-matriculated Students

**May 8:** Last Day of Classes - Spring Semester

**May 14:** Commencement/Graduation (Ceremony 6pm)

### SUMMER SEMESTER 2021

**May 24:** Summer Semester Classes Begin

**May 24:** Last Day to Add 100% Online Classes

**May 31:** Memorial Day Holiday - Offices Closed

**June 1:** \*Last Day for a Full Refund of 8 and 11 week courses

**June 14:** Last Day to Resolve "I"/Incomplete Grades from Spring Semester

**June 29:** Last Day to Withdraw from 8-Week Courses with Grade of "W"

**July 5:** Independence Day Holiday Observed- No Classes, College Closed

**July 7:** Last Day to Withdraw from 11-Week Courses with Grade of "W"

**July 17:** End of 8-week summer classes

**August 7:** End of 11-week summer courses

\* Students in classes that meet in a format shorter than the traditional semester (15-16 weeks) will have seven (7) calendar days from the designated start of the alternative semester to withdraw for a full refund.

\*\* Calendar subject to change

# Degrees & Certificates

## Accounting

### Accounting

The accounting program provides intensive training in accounting principles and other related business courses.



It provides the student with a broad based education that will qualify them for an entry level position in accounting. Typical entry level positions include: accounts receivable or accounts payable clerks, junior accountants, account clerks, inventory controllers, and full-charge bookkeepers.

The program also provides the student with a strong background in computers. The computer related courses include Introduction to Computer Applications, Computerized Accounting, and Spreadsheets.

In addition to the specialized accounting and computer courses, the student will take other business courses including Introduction to Business, Business Law, and Principles of Management. The program includes a general education component that complements the business courses.

The combination of these three elements (accounting, computers, and related business courses) will give the student a well-rounded and solid business education.

The accounting program graduate will be prepared for a number of careers in the business world. The graduate could work in an accounting office of any business, hospital, manufacturing plant, bank, insurance company or in a public accountant's office as a junior accountant. Applicants to the Accounting Program must meet the general admission requirement of the College.

*The Business Degree Program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP), 7007 College Boulevard, Suite 420, Overland Park, Kansas 66211; 913-339-9356, [www.acbsp.org](http://www.acbsp.org).*

*Additionally, as the program is fully accredited by ACBSP, transfers to bachelor degree programs are available for those who seek to further their education.*

#### NOTE

\* ENGL 102R, MATH 106R, MATH 110R, ACCT 102R, ACCT 105R, ACCT 203R, ACCT 204R, BUS 110R, BUS 240R and ACCT 215R have co/prerequisites. See course descriptions for requirements.

**Type:** Associate in Arts

#### First Year: Fall Semester

Item #	Title	Credits
ENGL 102R	College Composition	4
	MATH 106R or MATH 110R	4
ACCT 101R	Accounting I	3
BCPT 101R	Introduction to Computer Applications	3
BUS 101R	Introduction to Business	3

#### First Year: Spring Semester

Item #	Title	Credits
	Science Elective	3-4
	Liberal Arts Elective	3
ACCT 102R	Accounting II	3
ACCT 105R	Spreadsheets	3
ECON 102R	Macroeconomics	3

## Second Year: Fall Semester

Item #	Title	Credits
ENGL 122R	Professional Writing & Communications	3
ACCT 203R	Accounting III	3
ACCT 204R	Introduction to Finance	3
	Humanities/Fine Arts/World Language Elective	3
ACCT 212R	Taxes	3

## Second Year: Spring Semester

Item #	Title	Credits
	Business Management/Accounting Elective	3
BUS 110R	Principles of Management	3
	Liberal Arts Elective	3
BUS 240R	Business Law	3
ACCT 215R	Cost Accounting	3
<b>Total credits:</b>		<b>60-65</b>

## Accounting Certificate

The Accounting Certificate programs will provide the student with the basic accounting skills required by the student for an entry level position in the accounting field or to improve the existing accounting skills of those individuals who seek promotional opportunities with their current employer. The program will also provide the student with a basic background in computers. Applicants to the Certificate Programs must meet the general admission requirements of the College. Graduates may transfer credits into the Accounting Degree Program.

Though not required, students are expected to be proficient in keyboarding. Students may take a keyboarding course through the Division of Continuing Education.

### NOTE

\* MATH 106R, MATH 110R, ACCT 102R and ACCT 105R have co/prerequisites. See course descriptions for requirements.

**Type:** Certificate

## Fall Semester

Item #	Title	Credits
ACCT 101R	Accounting I	3
BCPT 101R	Introduction to Computer Applications	3
	MATH 106R or MATH 110R	4

## Spring Semester

Item #	Title	Credits
ACCT 102R	Accounting II	3
ACCT 105R	Spreadsheets	3
	Accounting Elective	3
<b>Total credits:</b>		<b>18-19</b>

## Advanced Accounting Certificate

The Accounting Certificate programs will provide the student with the basic accounting skills required by the student for an entry level position in the accounting field or to improve the existing accounting skills of those individuals who seek promotional opportunities with their current employer. The program will also provide the student with a basic background in computers. Applicants to the Certificate Programs must meet the general admission requirements of the College. Graduates may transfer credits into the Accounting Degree Program.

Though not required, students are expected to be proficient in keyboarding. Students may take a keyboarding course through the Division of Continuing Education.

### NOTE

\* MATH 106R, MATH 110R, ACCT 102R, ACCT 105R, ACCT 203R, ACCT 204R and ACCT 215R have co/prerequisites. See course descriptions for requirements.

**Type:** Certificate

## First Year: Fall Semester

Item #	Title	Credits
ACCT 101R	Accounting I	3
BCPT 101R	Introduction to Computer Applications	3
	MATH 106R or MATH 110R	4

## First Year: Spring Semester

Item #	Title	Credits
ACCT 102R	Accounting II	3
ACCT 105R	Spreadsheets	3

## Second Year: Fall Semester

Item #	Title	Credits
ACCT 212R	Taxes	3
ACCT 203R	Accounting III	3
ACCT 204R	Introduction to Finance	3

## Second Year: Spring Semester

Item #	Title	Credits
ACCT 215R	Cost Accounting	3
	Accounting Elective	3
<b>Total credits:</b>		<b>30-31</b>

# Advanced Manufacturing Technology

## Advanced Machine Tool Technology

(Minimum enrollment of 10 for program to run)

The Advanced Machine Tool Technology Certificate is designed to offer students comprehensive technical training that provides an in-depth knowledge and understanding of the machine tool trade. This innovative, state of the art course of study leverages community resources in an effort to build and sustain a well-trained/well-educated workforce that will meet the machine tool industry needs of today and in the future. The certificate is offered through our Office of Workforce Development to local business employers on a contract basis. For further information about the Advanced Machine Tool Technology program, contact the Office of Workforce Development at (603) 542-7744 extension 5347 or [DOsborn@ccsnh.edu](mailto:DOsborn@ccsnh.edu)

**Type:** Certificate

<b>Total credits:</b>	<b>0</b>
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# Biology

## Biological Science

The Associate of Science (A.S.) in Biological Science will provide a pathway of transfer for

students who wish to pursue baccalaureate studies in the biological sciences while offering them a mathematics and science background that allows for a variety of career opportunities in the related fields. Upon graduation with an Associate of Science degree in Biological Science, RVCC students will be prepared to enter the workforce in positions such as laboratory and field technicians. Students who participate in the program will learn to think critically, reason logically, appreciate the nature and practice of science, and understand and evaluate quantitative and qualitative research.

Built on a cohesive program of study that stresses the connections between STEM majors (science, technology, engineering, and mathematics), the program design is based upon national standards for majors in Biological Science. It includes rigorous and diverse curriculum, accomplished faculty, and many learning supports for students. Some additional highlights of the program include: biomedical research and biomedical technology embedded into several of the core biological science laboratory curricula; "Science talks" seminars presented by active scientists; Science Club run by the Biological science students and faculty; extracurricular opportunities/trips to increase exposure to the scientific community; and an active research laboratory.

The Associate of Science in Biological Science emulates the first two years of a four-year college and university degree. All students are required to take at least 60-62 credits to complete the degree of Associate in Science. Of these credits, 24-25 are general education requirements, and an additional 36 are specific to major requirements.

The suggested course sequence for this degree is listed below.

## NOTES

\* After successful completion of Statistic 1 and Calculus 1, students have completed the math requirements for the biological sciences degree. Students who do not need to take Functions and Modeling must ensure they accumulate other credits to satisfy college degree requirements

\* All numbered courses listed for this degree have co/prerequisites. See course descriptions for requirements.



**Type:** Associate in Science

### First Year: Fall Semester

Item #	Title	Credits
BIOL 101R	Biology I: Chemical and Cellular Basis of Life	4
CHEM 140R	Chemistry I	4
MATH 110R	Functions & Modeling I	4
ENGL 102R	College Composition	4

### First Year: Spring Semester

Item #	Title	Credits
BIOL 102R	Biology II: Adaptation, Evolution and Ecosystems	4
CHEM 141R	Chemistry II	4
MATH 120R	Functions & Modeling II	4
	English Elective	3

### Second Year: Fall Semester

Item #	Title	Credits
MATH 210R	Calculus I	4
MATH 106R	Statistics I	4
	Biological Science (200-level) Elective	4
	Humanities/Fine Arts/World Language Elective	3

### Second Year: Spring Semester

Item #	Title	Credits
BIOL 205R	Microbiology	4
	Biological Science (200-level) or Math Elective	4
	Open Elective	3-4
	Social Science Elective	3
	<b>Total credits:</b>	<b>60-62</b>

## Business

### Business Management Concentration

The Business Degree program at River Valley Community College consists of concentrations in Business Management or Healthcare Management. Either choice will allow the student the opportunity to enter the workforce, or continue their education and obtain a bachelor's degree or more. Both concentrations will provide the student with a strong business background with an exposure to a wide variety of general education coursework.

The Business Degree Program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP), 7007 College Boulevard, Suite 420, Overland Park, Kansas 66211; 913-339-9356, [www.acbsp.org](http://www.acbsp.org).

Additionally, as the program is fully accredited by ACBSP, transfers to bachelor's degree programs are available for those who seek to further their education.

## BUSINESS MANAGEMENT CONCENTRATION

Many people currently working in the field of business choose the Business Management concentration to expand their potential for growth in the business workforce.

Graduates of the program are prepared to:

- Demonstrate knowledge of business practices including accounting, management, and marketing, and the applications of these topics in the business environment
- Think critically, articulate and explain various business topics and apply these concepts to solve common business problems.
- Communicate effectively using written, oral and non-verbal techniques, including the use of technology in the gathering and presentation of information.
- Demonstrate their knowledge of ethics and social responsibility, and how business integrates this into their ongoing operations.

Upon completion of the concentration, the students are prepared to pursue many different business careers in a variety of industries including manufacturing, marketing and sales distribution, and service organizations. Graduates can begin careers as management trainees or assistants in a broad array of industries including banking, insurance, manufacturing and investments. Also, students, should they so desire, can transfer to a bachelor's degree program on a full or part-time basis.

NOTE

\* Most numbered courses listed for the degree have co/prerequisites. See course descriptions for requirements.

**Type:** Associate in Science

### First Year: Fall Semester

Item #	Title	Credits
ENGL 102R	College Composition	4
	MATH 106R or MATH 110R	4
ACCT 101R	Accounting I	3
BCPT 101R	Introduction to Computer Applications	3
BUS 101R	Introduction to Business	3

### First Year: Spring Semester

Item #	Title	Credits
	Science Elective	3-4
ECON 102R	Macroeconomics	3
ACCT 102R	Accounting II	3
ACCT 105R	Spreadsheets	3
BUS 110R	Principles of Management	3

### Second Year: Fall Semester

Item #	Title	Credits
	Humanities/Fine Arts/World Language Elective	3
ENGL 122R	Professional Writing & Communications	3
ACCT 204R	Introduction to Finance	3
	Accounting/Business Elective	3
BUS 216R	Organizational Behavior	3

### Second Year: Spring Semester

Item #	Title	Credits
	Liberal Arts Elective	3
	English Elective	3
BUS 240R	Business Law	3
BUS 242R	Ethics and Social Responsibility in Business	3
	Accounting/Business Elective	3
<b>Total credits:</b>		<b>64-68</b>

## Healthcare Management Concentration

The Business Degree program at River Valley Community College consists of concentrations in Business Management or Healthcare Management. Either choice will allow the student the opportunity to enter the workforce,

or continue their education and obtain a bachelor's degree or more. Both concentrations will provide the student with a strong business background with an exposure to a wide variety of general education coursework.

The Business Degree Program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP), 7007 College Boulevard, Suite 420, Overland Park, Kansas 66211; 913-339-9356, [www.acbsp.org](http://www.acbsp.org).

Additionally, as the program is fully accredited by ACBSP, transfers to bachelor's degree programs are available for those who seek to further their education.

## HEALTHCARE MANAGEMENT CONCENTRATION

The Business Management Degree Program - Healthcare Management Concentration program is offered as part of the Business Degree program. This program consists of 20 courses and the entire curriculum is available online. However, for those students who prefer the classroom, many courses are also offered in Claremont or at the Keene Academic Center. Students will develop the basic knowledge, skills, and competencies required to work in medical facilities, disaster preparedness and response, pharmaceutical companies or in developing nations around the globe. For those students who wish to continue their education for a bachelor's degree and more, they will have completed the basic components required for these degrees.

The Healthcare Management Program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP), 7007 College Boulevard, Suite 420, Overland Park, Kansas 66211; 913-339-9356, [www.acbsp.org](http://www.acbsp.org).

### NOTE

\* ENGL 102R, MATH 106R, ACCT 102R, ACCT 105R, BUS 110R, ENGL 122R, ACCT 204R, and PSYC 101R have co/prerequisites. See course descriptions for requirements.

**Type:** Associate in Science

### First Year: Fall Semester

Item #	Title	Credits
ENGL 102R	College Composition	4
MATH 106R	Statistics I	4
ACCT 101R	Accounting I	3
BCPT 101R	Introduction to Computer Applications	3
BUS 101R	Introduction to Business	3

### First Year: Spring Semester

Item #	Title	Credits
BUS 240R	Business Law	3
ECON 102R	Macroeconomics	3
ACCT 102R	Accounting II	3
ACCT 105R	Spreadsheets	3
BUS 110R	Principles of Management	3

### Second Year: Fall Semester

Item #	Title	Credits
	Humanities/Fine Arts/World Language Elective	3
ENGL 122R	Professional Writing & Communications	3
ACCT 204R	Introduction to Finance	3
	BIOL 103R or BIOL 201R	4
HLTH 102R	Medical Terminology	3

### Second Year: Spring Semester

Item #	Title	Credits
	Liberal Arts Elective	3
PSYC 101R	Introduction to Psychology	3
BUS 201R	Human Resources Management	3
BUS 202R	Healthcare Management	3
HLTH 166R	Legal and Ethical Issues in Health Care	3
<b>Total credits:</b>		<b>60-63</b>

### Business Management Certificate

The Business Management Certificate Program has been designed to provide the student with a solid business background. The program offers accounting, marketing, management and computer courses which give the management student valuable skills in this growing field. Graduates are prepared for entry-level positions in wholesaling, retailing, sales, banking and insurance. Applicants to the Business Management Certificate Program must meet the general admission requirements of the College.

Graduates may transfer credits into the Accounting or Business Management Degree Program.

**Type:** Certificate

### First Year: Fall Semester

Item #	Title	Credits
BCPT 101R	Introduction to Computer Applications	3
BUS 101R	Introduction to Business	3

### First Year: Spring Semester

For electives, student has a choice of Computerized Accounting, Accounting III, Cost Accounting or Taxes. If taking Computerized Accounting, classes are 2 hours, lab is 4 hours and total 3 credits.

Item #	Title	Credits
BUS 240R	Business Law	3
	Accounting/Business Elective	3

### Second Year: Fall Semester

Item #	Title	Credits
ACCT 101R	Accounting I	3
	Accounting/Business Elective	3

### Second Year: Spring Semester

Item #	Title	Credits
ACCT 102R	Accounting II	3
BUS 110R	Principles of Management	3
<b>Total credits:</b>		<b>24</b>

## Computer Technology

### Cybersecurity and Healthcare IT

The Cybersecurity and Healthcare IT degree meets the need for healthcare providers and associated businesses to be confident that every aspect of their operation is electronically secure. As the functions of healthcare include scheduling, storage of images, filling prescriptions, billing, and more are handled and stored using information technology, the need to build electronic and data transfer systems to support these functions, and to protect the information, has dramatically increased. With this shift, the vulnerability of healthcare records has also increased through errors, acts of

negligence and malice. The workforce responsible for this electronic information must be skilled in assuring confidentiality, integrity and availability of IT systems and networks. This unique program focuses on the integration of the technology along with the needs of the healthcare industry increasing the value of the cybersecurity professional.

Cybersecurity is the practice of protecting computer systems against unauthorized access or attack and maintaining the smooth functioning of information systems at all levels. At present, programs that provide such Cybersecurity training are not widely available, and the additional concentration on healthcare is a unique aspect of this program.

Applicants to the Cybersecurity and Healthcare IT Program must meet the general admission requirements to the College and interview with the Program Director. It is expected that applicants already have a basic knowledge of computer hardware and software. Applicants who do not possess this knowledge may be required to take additional courses to meet this need. Attending college part-time will take more than two years to complete.

Students must earn a grade of "C" or higher in all CYBS/CSCI technology courses required for graduation to progress within the program and graduate.

Students will be required to become a member of Infragard as a prerequisite for the Digital Forensics course. Students with known criminal background or legal actions may not be able to become a member of Infragard and may be denied enrollment and/or progression in the program. These students are advised to seek an alternate education program. Students will be required to sign a program code of conduct that has a zero tolerance policy. Violation of the code of conduct will be grounds for removal from the program. Students who are unable to pass a criminal background check may find it difficult to obtain or stay employed in the Cybersecurity industry.

### Program Mission

To develop and train cybersecurity technology professionals who can help companies manage and protect their systems and utilize their skills in technology as well as within a medical environment.

### Program / Student Outcomes

The proposed program will provide students with a strong foundation of understanding in cybersecurity. Students will learn:

- the broad discipline of cybersecurity and develop a foundation of knowledge of the field
- to write clearly and effectively for defined audiences through a variety of strategies
- the purpose behind their field of study, how to best interact with the people in their work environment and the career path that is best aligned with their personal goals
- how to use multiple operating systems commonly found in the Cybersecurity Technology field today
- basic security principles for information assurance
- the basics of descriptive and inferential statistics
- the basics of the web development process and types of attacks that can occur
- computer networking through the introduction of the Open Systems Interconnection (OSI) model, the TCP/IP protocol suite, routing and switching protocols, Wide Area Network services, and network design & implementation
- a programming language and be able to design and implement simple programs dealing with numerical and string processing
- to implement, maintain and protect a Microsoft Windows Server Domain
- to perform ordinary tasks in the Linux operating systems
- the methods in which emerging technologies can be deployed on current and future platforms
- how to succeed in an information technology position through an Internship or Capstone course

### NOTE

\* Many courses have co/prerequisites. See course descriptions for requirements.

**Type:** Associate in Science

### First Year: Fall Semester

Item #	Title	Credits
ENGL 102R	College Composition	4
CSCI 186R	Introduction to Operating Systems	3
CSCI 110R	Introduction to Networks	3
CSCI 101R	Computer Architecture and Operating Systems	3
CYBS 101R	Principles of Information Assurance	3

### First Year: Spring Semester

Item #	Title	Credits
MATH 106R	Statistics I	4
CYBS 130R	Enterprise Security Management	3
CYBS 140R	Secure Electronic Commerce	3
CYBS 120R	Network Security	3
CSCI 175R	Introduction to C++	4

### Second Year: Fall Semester

Item #	Title	Credits
	Humanities/Fine Arts/World Language/Science/Mathematics or Social Science Elective	3-4
CYBS 110R	Topics in Healthcare Information Technology	3
CSCI 203R	Introduction to Linux	3
CYBS 250R	Digital Forensics	3

### Second Year: Spring Semester

Item #	Title	Credits
	Social Science Elective	3
	Science Elective	3-4
	Humanities Elective	3
CYBS 200R	Electronic Medical Records Systems & Information Assurance Certification and Accreditation Process (EMRS/IACAP)	3
CSCI 296R	Technology Capstone	3
<b>Total credits:</b>		<b>60-62</b>

## Information Technology

An Associate degree in Information Technology from River Valley Community College will prepare students to enter the workforce in an entry level position in the field of information technology upon graduation and also provide pathways to bachelor's degree programs. The

permeation of technology into nearly every industry has created the need for employers to hire staff to maintain those systems. There are many different titles for which an information technology associate degree graduate can be hired and these positions are often the first line of support to keep the various technology platforms functioning at peak performance. Due to the importance of this position within a company, students will understand best practices for troubleshooting various technology related issues, performance aspects of multiple operating systems, principles of information assurance, basic aspects of web development, computer networking, best practices for maintaining current technology resources, how to communicate professionally, how to create and use relational databases, how to administer and maintain servers and how to deploy emerging technology on various platforms. Additionally, students will have the opportunity to gain real world experience in an internship setting or create a culminating project of their learning in a capstone course.

## Program Mission

To develop and train information technology professionals who can help companies manage and protect their systems.

## Program / Student Outcomes

The program will provide students with a strong foundation of understanding in information technology. Students will learn:

- the broad discipline of information technology and develop a foundation of knowledge of the field
- to write clearly and effectively for defined audiences through a variety of strategies
- the purpose behind their field of study, how to best interact with the people in their work environment and the career path that is best aligned with their personal goals
- how to use multiple operating systems commonly found in the Information Technology field today
- basic security principles for information assurance
- the basics of descriptive and inferential statistics
- the basics of the web development process
- computer networking through the introduction of the Open Systems Interconnection (OSI) model, the TCP/IP

protocol suite, routing and switching protocols, Wide Area Network services, and network design & implementation

- a programming language and be able to design and implement simple programs dealing with numerical and string processing
- to use a variety of writing styles for communication within the professional community
- to implement, maintain and protect a Microsoft Windows Server Domain
- graphical and command line SQL methods of creating relational databases
- to perform ordinary tasks in the Linux operating systems
- the methods in which emerging technologies can be deployed on current and future platforms
- how to succeed in an information technology position through an Internship or Capstone course

**Type:** Associate in Science

### First Year: Fall Semester

Item #	Title	Credits
ENGL 102R	College Composition	4
CSCI 186R	Introduction to Operating Systems	3
CSCI 110R	Introduction to Networks	3
CSCI 101R	Computer Architecture and Operating Systems	3
CSCI 103R	Introduction to Web Development	3

### First Year: Spring Semester

Item #	Title	Credits
MATH 106R	Statistics I	4
CSCI 106R	Communication Infrastructure	3
	Science Elective	3-4
CSCI 175R	Introduction to C++	4

### Second Year: Fall Semester

Item #	Title	Credits
ENGL 122R	Professional Writing & Communications	3
CSCI 197R	Relational Database Design with SQL	3
CYBS 101R	Principles of Information Assurance	3
CSCI 204R	Administering Windows Servers	3
CSCI 203R	Introduction to Linux	3

### Second Year: Spring Semester

Item #	Title	Credits
	Social Science Elective	3
	Humanities Elective	3
CYBS 120R	Network Security	3
	Humanities/Fine Arts/World Language/Science/Mathematics or Social Science Elective	3-4
CSCI 296R	Technology Capstone	3
<b>Total credits:</b>		<b>60-62</b>

### Networking

The Networking career path within the Computer Technology program is both comprehensive and flexible, providing students with several career options and paths in the computer science field. The curriculum introduces students to networking systems while integrating these courses with a relevant core of general education electives.

Graduates who successfully complete the program will be awarded an Associate Degree in Networking and can enter the workforce prepared for such jobs as PC support specialist, help desk technician, network and server administrators, or they can choose to further their education by transferring credits to baccalaureate programs in Applied Computer Science or Computer Science. Students who choose to continue on to four-year institutions are encouraged to select the higher-level mathematics (math at the level of Precalculus is preferred). All applicants to this networking program must satisfy the general requirements for admission to the College, possess high school or college credits in English, mathematics, two lab sciences and interview with Program Director. Attending college part-time will take more than two years to complete

Students must earn a grade of "C" or higher in all required CSCI courses to progress within this program to graduate.

Students who are unable to pass a criminal background check may find it difficult to obtain or stay employed in the Computer Technology industry. These students are advised to seek an alternate education program. Students will be required to sign a program code of conduct that has a zero tolerance policy. Violation of the code of conduct will be grounds for removal from the program.



## Program Mission

To develop and train networking technology professionals who can help companies manage and protect their systems.

## Program / Student Outcomes

The proposed program will provide students with a strong foundation of understanding in networking. Students will learn:

- the focused discipline of networking in technology and develop a foundation of knowledge of the field
- to write clearly and effectively for defined audiences through a variety of strategies
- the purpose behind their field of study, how to best interact with the people in their work environment and the career path that is best aligned with their personal goals
- how to use multiple operating systems commonly found in the technology field today
- basic security principles for information assurance
- the basics of descriptive and inferential statistics
- computer networking through the introduction of the Open Systems Interconnection (OSI) model, the TCP/IP protocol suite, routing and switching protocols, Wide Area Network services, and network design & implementation
- a programming language and be able to design and implement simple programs dealing with numerical and string processing
- to implement, maintain and protect a Microsoft Windows Server Domain
- graphical and command line SQL methods of creating relational databases
- to perform ordinary tasks in the Linux operating systems
- the methods in which emerging technologies can be deployed on current and future platforms
- how to succeed in an networking technology position through an Internship or Capstone course

**Type:** Associate in Science

## First Year: Fall Semester

Item #	Title	Credits
ENGL 102R	College Composition	4
CSCI 186R	Introduction to Operating Systems	3
CSCI 110R	Introduction to Networks	3
CSCI 101R	Computer Architecture and Operating Systems	3

## First Year: Spring Semester

Item #	Title	Credits
MATH 106R	Statistics I	4
	Humanities/Fine Arts/World Language/Science/Mathematics or Social Science Elective	3-4
CSCI 175R	Introduction to C++	4
CSCI 106R	Communication Infrastructure	3
CSCI 121R	Switching & Routing and Wireless Essentials	3

## Second Year: Fall Semester

Item #	Title	Credits
	Humanities Elective	3
	Science Elective	3-4
CSCI 203R	Introduction to Linux	3
CSCI 204R	Administering Windows Servers	3
CSCI 236R	Enterprise Networking and Security and Automation	3

## Second Year: Spring Semester

Item #	Title	Credits
	Social Science Elective	3
CSCI 212R	Computer Network Security	3
	Computer Elective	3
CSCI 220R	Storage and Virtualization	3
CSCI 296R	Technology Capstone	3
<b>Total credits:</b>		<b>58-60</b>

## Cybersecurity and Healthcare IT Certificate

The Cybersecurity and Healthcare IT certificate meets the need for healthcare providers and associated businesses to be confident that every aspect of their operation is electronically secure. As the functions of healthcare include scheduling, storage of images, filling prescriptions, billing, and more are handled and stored using information technology, the need to

build electronic and data transfer systems to support these functions, and to protect the information, has dramatically increased. With this shift, the vulnerability of healthcare records has also increased through errors, acts of negligence, and malice. The workforce responsible for this electronic information must be skilled in assuring confidentiality and integrity and availability of IT systems and networks. This unique program focuses on the integration of technology along with the needs of the healthcare industry, thereby increasing the value of the cybersecurity professional.

Cybersecurity is the practice of protecting computer systems against unauthorized access or attack and maintaining the smooth functioning of information systems at all levels. At present, programs that provide such Cybersecurity training are not widely available, and the additional concentration on healthcare is a unique aspect of this program.

Applicants to the Cybersecurity and Healthcare IT Program must meet the general admission requirements to the College and interview with the Program Director. It is expected that applicants already have a basic knowledge of computer hardware and software. Applicants who do not possess this knowledge may be required to take additional courses to meet this need. If you are attending college part-time, it will take more than one year to complete this certificate program.

Students must earn a grade of "C" or higher in all CYBS/CSCI technology courses required for graduation to progress within the program and graduate. All courses within this certificate program can be transferred into the Cybersecurity and Healthcare IT Associate degree program.

Note: Students who are unable to pass a criminal background check may find it difficult to obtain or stay employed in the Cybersecurity industry.

### Program Mission

To develop and train cybersecurity technology professionals who can help companies manage and protect their systems and utilize their skills in technology as well as within a medical environment.

### Program / Student Outcomes

This program will provide students with a strong foundation of understanding in cybersecurity. Students will learn:

- the broad discipline of cybersecurity and develop a foundation of knowledge of the field
- to write clearly and effectively for defined audiences through a variety of strategies
- the purpose behind their field of study, how to best interact with the people in their work environment, and the career path that is best aligned with their personal goals
- how to use multiple operating systems commonly found in the Cybersecurity Technology field today
- basic security principles for information assurance
- the basics of descriptive and inferential statistics
- the basics of the web development process and types of cyber attacks that can occur
- computer networking through the introduction of the Open Systems Interconnection (OSI) model, the TCP/IP protocol suite, routing and switching protocols, Wide Area Network services, and network design & implementation
- a programming language and be able to design and implement simple programs dealing with numerical and string processing
- to implement, maintain and protect a Microsoft Windows Server Domain
- to perform ordinary tasks in the Linux operating systems
- the methods in which emerging technologies can be deployed on current and future platforms
- how to succeed in an information technology position through an Internship or Capstone course

### NOTE

\* Most courses have co/prerequisites. See course descriptions for requirements.

**Type:** Certificate

## Fall Semester

Item #	Title	Credits
CYBS 101R	Principles of Information Assurance	3
CYBS 110R	Topics in Healthcare Information Technology	3
CYBS 120R	Network Security	3
CYBS 250R	Digital Forensics	3

## Spring Semester

Item #	Title	Credits
CYBS 130R	Enterprise Security Management	3
CYBS 140R	Secure Electronic Commerce	3
<b>Total credits:</b>		<b>18</b>

## Networking Certificate

The Networking Certificate explores the integration of hardware and software in computer technology; networking. Students who complete the course of study will gain practical skills in the development, installation, service, support and administration of computer networks and the operating systems.

The major focus is to give individuals up-to-date technical skills they can immediately apply in career employment and / or advancement. It can also provide a basis for further academic study. Individuals who complete the program may find employment as computer help desk or service technicians, network support or computer systems specialist, or customer support representatives. Students may also transfer credits into the Associate Degree Networking Program.

### NOTE

\* CSCI 110R, 240R, 120R and 212R have co/prerequisites. See course descriptions for requirements.

**Type:** Certificate

## Fall Semester

Item #	Title	Credits
CSCI 101R	Computer Architecture and Operating Systems	3
CSCI 110R	Introduction to Networks	3
CSCI 204R	Administering Windows Servers	3
CSCI 203R	Introduction to Linux	3

## Spring Semester

Item #	Title	Credits
CSCI 121R	Switching & Routing and Wireless Essentials	3
CSCI 212R	Computer Network Security	3
<b>Total credits:</b>		<b>18</b>

## Criminal Justice

### Criminal Justice

#### Mission

The mission of the Associate in Science in Criminal Justice degree is to prepare students for employment in various criminal justice related areas such as police work, corrections and the courts. The program also serves as a basis to transfer on to complete a baccalaureate degree. For those already in service, the program provides educational progress for promotion and other career development purposes. The Criminal Justice program prepares students by educating them in the fundamental concepts, knowledge and practices of the field.

The Criminal Justice program provides students with an accessible, responsive learning environment that facilitates the achievement of educational, professional, and personal goals by offering quality higher education in an atmosphere that embraces academic excellence, diversity and innovation.

#### Program Outcomes

Criminal Justice graduates will be effective and informed citizens who are prepared for careers in the field. Upon completion of the Criminal Justice program, students will have:

1. a practical working understanding of the Criminal Justice system and the major component segments: Law Enforcement and Courts and Corrections.

2. acquired a solid foundation in Criminal Law and Correctional Procedures, Psychology, Sociology and Criminology, preparing them for career opportunities in the Criminal Justice or related fields
3. an academic foundation if they later choose to advance to a Bachelors Degree program.
4. ability to communicate well in written English, speech and mathematics which is necessary for their careers.
5. a practical education rounded with electives in the sciences, social sciences and humanities.
6. **this is a TEST**

#### Health Considerations

Applicants should be aware of the basic health and fitness requirements for many careers in the criminal justice field. Prospective students with special needs or limitations that may affect their internship and/or potential employability are encouraged to discuss their career goals with the Program Director.

#### Character Expectations

Applicants should be aware that background checks are completed by potential employers prior to obtaining any position with arrest or detention powers. Applicants are advised to discuss any concerns with the Program Director prior to acceptance into the program.

#### Requirements

The minimum requirements for the Associate of Science in the Criminal Justice degree are as follows

- College Composition: 4 credits
- Humanities/Fine Arts/World Language: 3 credits
- Mathematics: 3-4 credits
- Lab Sciences: 4 credits
- Social Sciences: 12 credits
- Criminal Justice Program Courses: 30 credits
- Open Electives: 3 credits

Minimum of 60 credits total for graduation

#### NOTE

\* ENGL 102R, Math Elective, PSYC 212R, CRMJ 212R, CRMJ 204R, SOSC 201R, and CRMJ 290R have co/prerequisites. See course descriptions for requirements.

**Type:** Associate in Science

#### First Year: Fall Semester

Item #	Title	Credits
ENGL 102R	College Composition	4
PSYC 101R	Introduction to Psychology	3
BCPT 101R	Introduction to Computer Applications	3
CRMJ 101R	Introduction to Criminal Justice	3
CRMJ 111R	Criminal Law	3

#### First Year: Spring Semester

Item #	Title	Credits
SOSC 101R	Introduction to Sociology	3
	Mathematics Elective	3-4
CRMJ 102R	Criminal Procedure	3
CRMJ 112R	Introduction to the Juvenile Justice System	3
CRMJ 210R	Drugs and the Law	3

#### Second Year: Fall Semester

Item #	Title	Credits
	Science Elective	3-4
PSYC 212R	Forensic Psychology	3
CRMJ 212R	Criminal Justice Communication	3
CRMJ 201R	Criminology	3
CRMJ 204R	Crisis Intervention in Criminal Justice	3

#### Second Year: Spring Semester

\* Abnormal Psychology is suggested for the Open Elective.

Item #	Title	Credits
	Humanities/Fine Arts/World Language Elective	3
SOSC 201R	Contemporary Social Problems	3
CRMJ 211R	Justice and the Community	3
	CRMJ 290R or CRMJ 291R	3
	Open Elective	3-4
<b>Total credits:</b>		<b>61-63</b>

# Early Childhood Education

## Early Childhood Education

A career working with young children offers the opportunity to influence young lives as they grow and develop. Students are prepared to be competent early childhood professionals who can provide a nurturing environment with a strong understanding of the ways in which young children grow and learn. Students learn to provide care and education that is developmentally appropriate. The Early Childhood Education Program focuses on young children, birth through age 8 years, and their families.

The Early Childhood Education Program combines theory and practical experience. The curriculum uses standards for professional preparation as outlined by the National Association for the Education of Young Children (NAEYC). (Additional information about these standards is available at [www.naeyc.org](http://www.naeyc.org), NAEYC's web site. Programmatic learning objectives are available on the Early Childhood Education program pages on the College's web site and in the program's student handbook.) Graduates are prepared for immediate entry into the field. Alumni of the program are employed in a variety of settings, including, but not limited to, the following: child care centers, Head Start programs, laboratory schools, parent cooperatives, and after-school programs.

In addition, graduates of the program are prepared for continued study beyond the associate degree. More information on transfer options and articulation agreements is available through the Program Director.

The applicant for the Early Childhood Education Program should meet the general requirements for admission to the College. In addition, the applicant should possess strong interpersonal communication skills.

The Early Childhood Education Level I and Level II Certificates may be combined with other programs at the College for a dual degree option.

Practicum I and Practicum II placements are arranged by the Program Director. Students are required to have professional liability insurance during these placements. In addition, most practicum sites will require a state registry and

criminal records check and written records of physical examination. Students are responsible for providing the practicum site with appropriate documentation and for all associated fees. Students are also responsible for completing any required orientation meetings and activities prior to the beginning of their practicum hours. Students must provide their own transportation to and from the practicum site.

Please see the full Criminal Background Check Policy in the Admissions section of this catalog and the Student Handbook.

Applicants seeking admission to the Early Childhood Education Program who believe they may have difficulty with a state registry and criminal records check are advised to contact the New Hampshire Bureau of Child Care Licensing (1-800-852-3345) prior to matriculation.

The Early Childhood Education Program Technical Standards are located on the College's website and in the program's handbook.

### NOTE

\* Several courses have co/prerequisites. See course descriptions for requirements.

**Type:** Associate in Science

### First Year: Fall Semester

Item #	Title	Credits
ECE 101R	Foundations of Early Childhood Education	3
ECE 102R	Child Growth and Development	3
HSV 123R	Supportive Communication Skills	3
	Mathematics Elective	3-4
ENGL 102R	College Composition	4

## First Year: Spring Semester

Item #	Title	Credits
ECE 103R	Health, Safety, and Nutrition for the Young Child	3
ECE 104R	Curriculum for Early Childhood Care and Education	3
ECE 105R	Children with Special Needs and Their Families	3
PSYC 101R	Introduction to Psychology	3
	Science Elective	3-4

## Second Year: Fall Semester

Item #	Title	Credits
ECE 120R	Learning, Behavior & Positive Guidance	3
ECE 203R	Early Language & Literacy Development	3
	ECE 190R or 191R	3
	Early Childhood Education 200-level Elective	3
	Humanities/Fine Arts/World Language Elective	3

## Second Year: Spring Semester

Item #	Title	Credits
	ECE 290R or 291R	3
ECE 220R	Early Childhood Practicum Seminar	2
	Early Childhood Education 200-level Elective	3
ENGL 286R	Children's Literature	3
PSYC 114R	Human Development	3
	Humanities/Fine Arts/World Language/Science/Mathematics or Social Science Elective	3-4
<b>Total credits:</b>		<b>62-66</b>

## Early Childhood Education Infant and Toddler Certificate

A career working with young children offers the opportunity to influence young lives as they grow and develop. Students are prepared to be competent early childhood professionals who can provide a nurturing environment with a strong understanding of the ways in which young children grow and learn. Students learn to provide care and education that is developmentally appropriate. The Early

Childhood Education Program focuses on young children, birth through age 8 years, and their families.

The Early Childhood Education Program combines theory and practical experience. The curriculum uses standards for professional preparation as outlined by the National Association for the Education of Young Children (NAEYC). (Additional information about these standards is available at [www.naeyc.org](http://www.naeyc.org), NAEYC's web site. Programmatic learning objectives are available on the Early Childhood Education program pages on the College's web site and in the program's student handbook.) Graduates are prepared for immediate entry into the field. Alumni of the program are employed in a variety of settings, including, but not limited to, the following: child care centers, Head Start programs, laboratory schools, parent cooperatives, and after-school programs.

In addition, graduates of the program are prepared for continued study beyond the associate degree. More information on transfer options and articulation agreements is available through the Program Director.

The applicant for the Early Childhood Education Program should meet the general requirements for admission to the College. In addition, the applicant should possess strong interpersonal communication skills.

The Early Childhood Education Level I and Level II Certificates may be combined with other programs at the College for a dual degree option.

Practicum I and Practicum II placements are arranged by the Program Director. Students are required to have professional liability insurance during these placements. In addition, most practicum sites will require a state registry and criminal records check and written records of physical examination. Students are responsible for providing the practicum site with appropriate documentation and for all associated fees. Students are also responsible for completing any required orientation meetings and activities prior to the beginning of their practicum hours. Students must provide their own transportation to and from the practicum site.

Please see the full Criminal Background Check Policy in the Admissions section of this catalog and the Student Handbook.



Applicants seeking admission to the Early Childhood Education Program who believe they may have difficulty with a state registry and criminal records check are advised to contact the New Hampshire Bureau of Child Care Licensing (1-800-852-3345) prior to matriculation.

#### NOTE

\* ECE 208R, 105R and 200R have co/prerequisites. See course descriptions for requirements.

**Type:** Certificate

#### Fall Semester

Item #	Title	Credits
ECE 101R	Foundations of Early Childhood Education	3
ECE 102R	Child Growth and Development	3
ECE 208R	Introduction to Infant Mental Health	3

#### Spring Semester

Item #	Title	Credits
ECE 103R	Health, Safety, and Nutrition for the Young Child	3
ECE 105R	Children with Special Needs and Their Families	3
ECE 200R	Developmentally Appropriate Programs for Infants and Toddlers	3
<b>Total credits:</b>		<b>18</b>

#### Early Childhood Education Level I Certificate

A career working with young children offers the opportunity to influence young lives as they grow and develop. Students are prepared to be competent early childhood professionals who can provide a nurturing environment with a strong understanding of the ways in which young children grow and learn. Students learn to provide care and education that is developmentally appropriate. The Early Childhood Education Program focuses on young children, birth through age 8 years, and their families.

The Early Childhood Education Program combines theory and practical experience. The curriculum uses standards for professional preparation as outlined by the National Association for the Education of Young Children (NAEYC). (Additional information about these standards is available at [www.naeyc.org](http://www.naeyc.org), NAEYC's web site. Programmatic learning objectives are available on the Early Childhood Education program pages on the College's web site and in the program's student handbook.) Graduates are prepared for immediate entry into the field. Alumni of the program are employed in a variety of settings, including, but not limited to, the following: child care centers, Head Start programs, laboratory schools, parent cooperatives, and after-school programs.

In addition, graduates of the program are prepared for continued study beyond the associate degree. More information on transfer options and articulation agreements is available through the Program Director.

The applicant for the Early Childhood Education Program should meet the general requirements for admission to the College. In addition, the applicant should possess strong interpersonal communication skills.

The Early Childhood Education Level I and Level II Certificates may be combined with other programs at the College for a dual degree option.

Practicum I and Practicum II placements are arranged by the Program Director. Students are required to have professional liability insurance during these placements. In addition, most practicum sites will require a state registry and criminal records check and written records of physical examination. Students are responsible for providing the practicum site with appropriate documentation and for all associated fees. Students are also responsible for completing any required orientation meetings and activities prior to the beginning of their practicum hours. Students must provide their own transportation to and from the practicum site.

Please see the full Criminal Background Check Policy in the Admissions section of this catalog and the Student Handbook.

Applicants seeking admission to the Early Childhood Education Program who believe they may have difficulty with a state registry and criminal records check are advised to contact

the New Hampshire Bureau of Child Care Licensing (1-800-852-3345) prior to matriculation.

**Type:** Certificate

### Fall Semester

Item #	Title	Credits
ECE 101R	Foundations of Early Childhood Education	3
ECE 102R	Child Growth and Development	3

### Spring Semester

\* ECE 104R has a co/prerequisite. See course description for requirements.

Item #	Title	Credits
ECE 103R	Health, Safety, and Nutrition for the Young Child	3
ECE 104R	Curriculum for Early Childhood Care and Education	3
<b>Total credits:</b>		<b>12</b>

## Early Childhood Education Level II Certificate

A career working with young children offers the opportunity to influence young lives as they grow and develop. Students are prepared to be competent early childhood professionals who can provide a nurturing environment with a strong understanding of the ways in which young children grow and learn. Students learn to provide care and education that is developmentally appropriate. The Early Childhood Education Program focuses on young children, birth through age 8 years, and their families.

The Early Childhood Education Program combines theory and practical experience. The curriculum uses standards for professional preparation as outlined by the National Association for the Education of Young Children (NAEYC). (Additional information about these standards is available at [www.naeyc.org](http://www.naeyc.org), NAEYC's web site. Programmatic learning objectives are available on the Early Childhood Education program pages on the College's web site and in the program's student handbook.) Graduates are prepared for immediate entry into the field. Alumni of the program are employed in

a variety of settings, including, but not limited to, the following: child care centers, Head Start programs, laboratory schools, parent cooperatives, and after-school programs.

In addition, graduates of the program are prepared for continued study beyond the associate degree. More information on transfer options and articulation agreements is available through the Program Director.

The applicant for the Early Childhood Education Program should meet the general requirements for admission to the College. In addition, the applicant should possess strong interpersonal communication skills.

The Early Childhood Education Level I and Level II Certificates may be combined with other programs at the College for a dual degree option.

Practicum I and Practicum II placements are arranged by the Program Director. Students are required to have professional liability insurance during these placements. In addition, most practicum sites will require a state registry and criminal records check and written records of physical examination. Students are responsible for providing the practicum site with appropriate documentation and for all associated fees. Students are also responsible for completing any required orientation meetings and activities prior to the beginning of their practicum hours. Students must provide their own transportation to and from the practicum site.

Please see the full Criminal Background Check Policy in the Admissions section of this catalog and the Student Handbook.

Applicants seeking admission to the Early Childhood Education Program who believe they may have difficulty with a state registry and criminal records check are advised to contact the New Hampshire Bureau of Child Care Licensing (1-800-852-3345) prior to matriculation.

**Type:** Certificate

## Fall Semester

Item #	Title	Credits
ECE 101R	Foundations of Early Childhood Education	3
ECE 102R	Child Growth and Development	3
ECE 120R	Learning, Behavior & Positive Guidance	3
PSYC 101R	Introduction to Psychology	3

## Spring Semester

\* ECE 104R, 1054R and 190R have co/prerequisites. See course descriptions for requirements.

Item #	Title	Credits
ECE 103R	Health, Safety, and Nutrition for the Young Child	3
ECE 104R	Curriculum for Early Childhood Care and Education	3
ECE 105R	Children with Special Needs and Their Families	3
ECE 190R	Early Childhood Practicum I	3
<b>Total credits:</b>		<b>24</b>

## General Studies

### General Studies

The Associates in Science Degree in General Studies provides a flexible option to meet the needs of the student. The General Studies program allows students to:

- Combine a certificate with additional coursework to obtain an Associate's degree when one is not available
- Complete an Associate's degree to transfer to programs not aligned with other degrees at RVCC
- Build a program that is not available at RVCC with existing courses

The General Studies program requires 60 credits: 30 credits in Degree Major courses, 10 credits in Open Electives and an additional 20 credits in Liberal Arts coursework.

NOTE

\* GST 102R may be required for students who complete the General Studies Associates Degree and must be taken within the first academic year.

**Type:** Associate in Science

### First Year: Fall Semester

Item #	Title	Credits
ENGL 102R	College Composition	4
	Degree Major Course	3-4
	Degree Major Course	3-4
	Open Elective	3-4
	Mathematics Elective	3-4

### First Year: Spring Semester

Item #	Title	Credits
	Humanities/Fine Arts/World Language Elective	3
	Social Science Elective	3
	Degree Major Course	3-4
	Degree Major Course	3-4
	Open Elective	3-4

### Second Year: Fall Semester

Item #	Title	Credits
	Humanities/Fine Arts/World Language/Science/Mathematics or Social Science Elective	3-4
	Science Elective	3-4
	Open Elective	3-4
	Degree Major Course	3-4
	Degree Major Course	3-4

### Second Year: Spring Semester

Item #	Title	Credits
	Humanities/Fine Arts/World Language/Science/Mathematics or Social Science Elective	3-4
	Open Elective	3-4
	Degree Major Course	3-4
	Degree Major Course	3-4
	Degree Major Course	3-4
	Degree Major Course	3-4
<b>Total credits:</b>		<b>60</b>

# Healthcare

## Healthcare Application Certificate

(Available Spring 2020)



This certificate is designed to train students for entry level jobs in the healthcare field including home health aid, community health worker/wellness coach, rehabilitation aid, clinical secretary and dietetic aid. This is a stackable certificate which leads into other competitive programs.

**Type:** Certificate

### First Year: Fall Semester

Item #	Title	Credits
ENGL 102R	College Composition	4
PSYC 101R	Introduction to Psychology	3
	Mathematics Elective	3-4
BIOL 201R	Anatomy and Physiology I	4
HLTH 166R	Legal and Ethical Issues in Health Care	3

### First Year: Spring Semester

Item #	Title	Credits
	Humanities/Fine Arts/World Language Elective	3
BIOL 202R	Anatomy and Physiology II	4
PSYC 114R	Human Development	3
HLTH 102R	Medical Terminology	3
HLTH 139R	Introduction to Health Care Delivery	3
<b>Total credits:</b>		<b>33-35</b>

## LPN

Keene, Lebanon

### Licensed Practical Nurse

Licensed Practical Nurses (LPN) are important members of the healthcare team. The LPN duties include providing routine care, observing patients' health, assisting doctors and registered nurses, and communicating with patients and their families.

The Licensed Practical Nurse (LPN) Program prepares the student for the beginning level of practice and for the National Licensure Examination-PN (NCLEX-PN) for Practical Nurses (PN). Graduates of this certificate program are prepared to enter the nursing profession as safe and effective health care professionals who contribute to the health and wellness of their communities.

Upon completion of the Licensed Practical Nurse (LPN) Program, students are qualified to sit for NCLEX-PN License examinations. The program has full approval from the New Hampshire Board of Nursing and pending national accreditation from the Accreditation Commission for Education in Nursing (ACEN). Graduates may obtain employment in a variety of different settings including (but not limited to):

Hospitals

Private Practices

Ambulatory Healthcare

Home Healthcare

Residential Care Facilities

**Type:** Certificate

### First Semester

Item #	Title	Credits
BIOL 201R	Anatomy and Physiology I	4
NURS 110R	LPN Nursing Care I	7
NURS 105R	Professional Concepts in Nursing	1

### Second Semester

Item #	Title	Credits
PSYC 101R	Introduction to Psychology	3
BIOL 202R	Anatomy and Physiology II	4
NURS 120R	LPN Nursing Care II	7

### Third Semester

Item #	Title	Credits
PSYC 114R	Human Development	3
NURS 230R	LPN Nursing Care III	7
<b>Total credits:</b>		<b>36</b>

## Liberal Arts

### Liberal Arts MISSION

The Associate of Arts in Liberal Arts aspires to create a community of inspired learners by offering challenging courses designed to cultivate scholarly inquiry, social responsibility and academic integrity. Liberal Arts faculty create a rigorous academic environment, characterized by mutual respect and collegiality, in which students are encouraged to discover their true potential and purpose.

The goal of the Liberal Arts program is to engage students in study across multiple disciplines with the goal of cultivating a broad knowledge base and strong skill set that prepares students for the workforce or continued study towards a bachelor's degree. Through study in the arts, humanities, social sciences, mathematics and sciences, students learn to think critically, communicate in multiple mediums, conduct research, solve complex problems, demonstrate ethical reasoning and system thinking, and grow as globally responsible citizens.

### TRANSFER

Many students enter into the Liberal Arts Degree Program with the intent of transferring on to a

four year college or university. For these individuals, an advisor will work closely to design the program that best meets each student's goals. Requirements of the four-year college will guide some of the course selections made by the student. Future plans and personal areas of interest will also contribute to each student's program design.

### PROGRAM OUTCOMES

Upon completion of the Liberal Arts program, students will be able to:

- Synthesize and apply knowledge from multiple perspectives to evaluate social, ethical, cultural and global issues
- Assimilate a variety of intellectual and practical skills to solve sophisticated problems
- Communicate complex ideas and concepts both orally and in writing across multiple disciplines
- Address real-world problems by exercising mental agility, analytical and creative thinking and interpersonal negotiation
- Develop a foundation sufficient for transfer to a four year college or university

### REQUIREMENTS

The minimum requirements for the Associate of Arts in Liberal Arts degree are as follows:

- College Composition: 3-4 credits
- English Elective: 3-4 credits
- Humanities/Fine Arts/World Language: 9 credits
- Mathematics: 6-8 credits
- Lab Sciences: 8 credits
- Social Sciences: 9 credits
- Liberal Arts Electives 12 credits
- Open Electives 9 – 12 credits

60- 62 credits total

**Type:** Associate in Arts

### First Year: Fall Semester

Item #	Title	Credits
ENGL 102R	College Composition	4
	Social Science Elective	3
	Humanities Elective	3
	Humanities Elective	3
	Mathematics Elective	3-4

## First Year: Spring Semester

Item #	Title	Credits
	200-Level English Elective	3
	Social Science Elective	3
	Liberal Arts Elective	3
	Open Elective	3-4
	Mathematics Elective	3-4

## Second Year: Fall Semester

Item #	Title	Credits
	Humanities Elective	3
	Social Science Elective	3
	Open Elective	3-4
	Liberal Arts Elective	3
	Lab Science Elective	4

## Second Year: Spring Semester

Item #	Title	Credits
	Liberal Arts Elective	3
	Open Elective	3-4
	Liberal Arts Elective	3
	Lab Science Elective	4
<b>Total credits:</b>		<b>60-62</b>

# Massage Therapy

## Massage Therapy

Program offered in Lebanon

## Massage Therapy: Healing Hands with Heart

The Massage Therapy Certificate program prepares graduates for rewarding careers as licensed massage therapists in private practice, hospitals, chiropractic offices, wellness centers, cruise ships, spas, resorts and fitness centers. The program, which can be completed in as little as 12 months or 24 months, prepares students to enter the field with a broad background and the ability to work with a diverse group of clients and health care providers.

Massage Therapists are in demand! According to a US Department of Labor estimate\*, employment for massage therapist is expected to increase by 26% between 2016 and 2026, much faster than average for all occupations. In addition, it was reported that the median annual income for a massage therapist in 2010 (including tips and a 15 hour work week) was \$39,860.

\*<http://www.bls.gov/ooh/healthcare/massage-therapists.htm>

Our mission is to develop and advance the art, science and practice of massage therapy in a caring, professional and ethical manner.

## Admission Requirements:

1. Meet the college requirements of admissions.
2. Complete the admission forms.
3. Request transcripts from high school and/or college and have directly sent to RVCC.
4. Schedule an interview with the Massage Therapy Program Director. (sprasch@ccsnh.edu)
5. Take the Accuplacer test. (Minimum score of 250 on the Accuplacer Next-Generation Writing assessment or minimum score of 500 on the SAT Evidence-Based Reading and Writing assessment or permission from Department Chair or designee or successful completion of INTRODUCTION to College Composition ENGL 098 and Accuplacer Reading Score of 250 or higher or SAT EBRW Score of 500 or higher or Permission of Department Designee or Minimum of previous Associate's degree or minimum grade of C in Reading Strategies (ENGL 011R)).
6. File for Financial Aid if applicable at: <https://fafsa.ed.gov/>

Program Start Dates: Fall Semester

## Internship Experiences for Real World Learning:

In the final semester of the program, the student meets with the Program Director to choose an internship site that aligns with future career goals. Under the supervision of a Licensed Massage Therapist, Chiropractor, Physical Therapist, Physician or other health care provider, the student gains valuable real world experience. (see page 81 to see a list of current internship sites)

## Learning Expectation:

Knowledge translates to success. Therefore, a minimum grade of "C" on a 7 point scale (C=80%) is required to progress within the massage therapy program and to graduate.

## Associate Degree and Dual Degree options:

There are several options for students to complete additional coursework to earn an Associate Degree along with the Massage Therapy Certificate. Some options include: General Studies, Liberal Arts, or dual majors with Occupation Therapy Assistant or Physical Therapy Assistant program.

## Additional Information

Upon completion of the program, the student is responsible for completing First Aid and CPR certification and completing the application for the licensure exam and New Hampshire Massage Therapy License.

## Certificate Program

Courses are offered in fall, spring and summer. You will work with the Program Director to design your learning experience.

### NOTE

\* All Massage Therapy courses have co/prerequisites. See course descriptions for requirements.

**Type:** Certificate

### Sample First Semester- Full Time Student

Item #	Title	Credits
MASS 101R	Basic Massage Theory and Application	3
MASS 102R	Human Body I	3
MASS 105R	Massage Essentials	3
MASS 107R	Intro to Massage Specialties I	3

### Sample Second Semester- Full Time Student

Item #	Title	Credits
MASS 103R	Human Body II	3
MASS 108R	Introduction to Massage Specialties II	3
MASS 117R	Massage Business Practices I	1
MASS 121R	Intermediate Massage Theory and Application	3
MASS 126R	Massage Rules and Ethics	1
MASS 192R	Massage Clinical Experience	2

### Sample Third Semester-Full Time Student

Item #	Title	Credits
MASS 104R	Human Body III	3
MASS 118R	Massage Business Practices II	2
MASS 130R	Advanced Massage Theory and Application	3
MASS 140R	Massage Capstone	3
MASS 195R	Massage Practicum	1

### Sample First Semester - Part-Time Student

Item #	Title	Credits
MASS 101R	Basic Massage Theory and Application	3
MASS 102R	Human Body I	3

### Sample Second Semester - Part-time Student

Item #	Title	Credits
MASS 121R	Intermediate Massage Theory and Application	3
MASS 103R	Human Body II	3

### Sample Third Semester - Part-Time Student

Item #	Title	Credits
MASS 104R	Human Body III	3
MASS 130R	Advanced Massage Theory and Application	3

### Sample Fourth Semester - Part-Time Student

Item #	Title	Credits
MASS 105R	Massage Essentials	3
MASS 107R	Intro to Massage Specialties I	3

### Sample Fifth Semester Schedule - Part-Time Student

Item #	Title	Credits
MASS 117R	Massage Business Practices I	1
MASS 108R	Introduction to Massage Specialties II	3
MASS 126R	Massage Rules and Ethics	1
MASS 192R	Massage Clinical Experience	2



## Sample Sixth Semester Schedule - Part-time student

Item #	Title	Credits
MASS 118R	Massage Business Practices II	2
MASS 140R	Massage Capstone	3
MASS 195R	Massage Practicum	1
<b>Total credits:</b>		<b>37</b>

## Medical Assistant

### Medical Administrative Assistant

Are you looking for a healthcare career to enter quickly with a challenging work environment? You can graduate with a Certificate as a Medical Administrative Assistant in only two semesters when started in the fall.

The Medical Administrative Assistant (MDAA) performs administrative functions in a variety of health care settings including a hospital or clinic. The MDAA applies their knowledge of medical terminology and computer applications in a variety of roles and locations. Job titles range from unit secretary, medical office specialist, patient care representative, or patient coordinator.

Administrative responsibilities include a wide range of tasks to ensure the medical office functions smoothly and efficiently.

- Using computer applications
- Answering telephones
- Greeting patients
- Updating and filing patient medical records
- Coding and filling out insurance forms
- Scheduling appointments
- Arranging for hospital admissions and laboratory services
- Handling correspondence, billing, and bookkeeping

Applicants to the program must meet the general admission requirement for the college. The program may be started during any semester.

Students must earn a grade of "C" or higher in all HLTH courses to progress within the program. Students have the option of a dual major with the Medical Assistant Certificate

Program (MEDA). All MEDA courses require a minimum grade of "C" to apply towards graduation.

Current Occupational Employment and Wages are available at: <http://www.bls.gov/oes/current/oes436013.htm>

### NOTE

\* MEDA 121R and 124R have co/prerequisites. See course descriptions for requirements.

**Type:** Certificate

### Fall Semester

Item #	Title	Credits
HLTH 102R	Medical Terminology	3
MEDA 121R	Medical Office Practice I	3
ENGL 122R	Professional Writing & Communications	3

### Spring Semester

Item #	Title	Credits
MEDA 124R	Medical Office Practice II	3
HLTH 166R	Legal and Ethical Issues in Health Care	3
BCPT 101R	Introduction to Computer Applications	3
<b>Total credits:</b>		<b>18</b>

## Medical Assistant

### What is a Medical Assistant?

Medical assistants work alongside physicians, mainly in outpatient or ambulatory care facilities, such as medical offices and clinics.

### CMA (AAMA) Certification:

Many employers of allied health personnel prefer, or even insist, that their medical assistants are CMA (AAMA) certified.

### What is a CMA (AAMA)?

The CMA (AAMA) credential designates a medical assistant who has achieved certification through the Certifying Board of the American Association of Medical Assistants (AAMA). The CMA (AAMA) is becoming the allied health professional of choice for ambulatory health care delivery settings.

### CMA (AAMA) Education:

The CMA (AAMA) is the only medical assisting certification that requires graduation from a postsecondary medical assisting program. The RVCC Medical Assisting program is CAAHEP accredited. The Commission on Accreditation of Allied Health Education Programs is the largest programmatic accreditor of the health sciences professions. After completing the program, RVCC students are immediately eligible to sit for the CMA (AAMA) National Exam.

### In Demand:

Employment of medical assistants is projected to increase 29 percent from 2016 to 2026, which is much faster than average for all occupations (7 percent).

You can see this data and more concerning the job outlook for medical assistants on the Bureau of Labor Statistics website.

### Job Responsibilities:

Medical assistants are cross-trained to perform administrative and clinical duties. Overview of duties (these may vary from office to office depending on location, size, specialty, and state law):

#### Administrative Duties

(may include, but not limited to):

- Using computer applications
- Answering telephones
- Greeting patients
- Updating and filing patient medical records
- Coding and filling out insurance forms
- Scheduling appointments
- Arranging for hospital admissions and laboratory services
- Handling correspondence, billing, and bookkeeping

#### Clinical Duties

(may include, but not limited to):

- Taking medical histories
- Explaining treatment procedures to patients
- Preparing patients for examination
- Assisting the physician with procedures
- Collecting and preparing laboratory specimens
- Performing basic laboratory tests
- Instructing patients about medication and special diets

- Preparing and administering medications as directed
- Authorizing prescription refills
- Drawing blood
- Taking electrocardiograms
- Removing sutures and changing dressings

### Patient Liaison:

Medical assistants are instrumental in helping patients feel at ease in the medical office and often explain the provider's instructions.

### PCMH Team Member:

Medical assistants are essential members of the Patient-Centered Medical Home team. According to a survey by the Healthcare Intelligence Network, medical assistants ranked as one of the top five professionals necessary to the PCMH team.

### Admission Requirements

- Meet the college requirements for admission

### Program Requirements

- Have manual dexterity, hearing, and visual abilities, that meet technical standards for a medical assisting career.
- Participate in a personal interview with the Program Director.
- Students will be required to submit documents for practicum that may include: proof of immunizations, a criminal background check, BEAS report, drug screening, and others as requested by the workplace based learning site.
- Students that have been found guilty of a felony, pleaded guilty to a felony, or had a professional license, registration, or certification denied, revoked, suspended, or subjected to probationary conditions by a regulatory authority or certification board are not eligible for the CMA (AAMA) Exam. The Certifying Board may grant a waiver based upon mitigating circumstances.

Applicants must submit a Request for a Waiver-forms are available online. <http://www.aama-ntl.org/>

- Students who have misdemeanor or felony charges involving theft, abuse, or drugs may be prevented from participating in required courses to complete the Medical Assistant Certificate.

- Students must earn a minimum grade of "C" in all required courses to progress within the program, register for Practicum, and graduate.

The River Valley Community College Medical Assistant Program is accredited by the Commission on Accreditation of Allied Health Education Programs ([www.caahep.org](http://www.caahep.org)) upon the recommendation of Medical Assisting Education Review Board (MAERB). Commission on Accreditation of Allied Health Education Programs 25400 US Highway 19 North, Suite 158, Clearwater, FL 33763 (727) 210-2350, [www.caahep.org](http://www.caahep.org)

The MA Practicum is an unpaid, supervised on-site work experience consisting of a 160 hour clinical rotation in an ambulatory healthcare setting, performing psychomotor and affective competencies. Transportation to the site is the student's responsibility.

Medical Assistant students may choose to dual major in the Medical Administrative Assistant Program. The MA curriculum may also be applied towards earning a General Studies Associate in Science Degree.

## CERTIFICATE PROGRAM

This program of study is designed for a full-time student who completes all requirements within 4 semesters. This plan will vary for any student who has transfer credits or plans on completing the program over a period greater than 4 semesters. Please consult with your Program Director for additional information.

**Type:** Certificate

### Spring Semester

Item #	Title	Credits
HLTH 102R	Medical Terminology	3
HLTH 166R	Legal and Ethical Issues in Health Care	3
PSYC 101R	Introduction to Psychology	3

### Summer Semester

Item #	Title	Credits
BCPT 101R	Introduction to Computer Applications	3
BIOL 103R	Human Biology	4

### Fall Semester

Item #	Title	Credits
MEDA 110R	Pharmacology	3
MEDA 121R	Medical Office Practice I	3
MEDA 130R	Medical Assistant Clinical Procedures I	5
ENGL 122R	Professional Writing & Communications	3

### Spring Semester

All courses listed in Spring Semester have co/prerequisites. See course descriptions for requirements.

Item #	Title	Credits
MEDA 124R	Medical Office Practice II	3
MEDA 135R	Medical Assistant Clinical Procedures II	3
MEDA 190R	Medical Assistant Practicum	3
MEDA 192R	Medical Assistant Senior Seminar	1
<b>Total credits:</b>		<b>40</b>

## Medical Laboratory Technician

### Medical Laboratory Technician

Medical Laboratory Technicians (MLTs) play a critical role in the detection, diagnosis, and treatment of disease. MLTs perform highly complex laboratory procedures ranging from detailed manual techniques to sophisticated computerized technology. The continued growth of the laboratory science profession is producing an increased demand for educated and motivated laboratory professionals. Opportunities for employment for the MLT include: hospital and reference laboratories, physician offices, clinics, forensic laboratories, pharmaceutical companies, and research facilities.

The MLT program curriculum is mathematically and scientifically rigorous and integrates professional and general education courses to provide students with both skills required for the profession as well as general life skills. Students entering into this program should have strong interest and ability in science and math, as well as strong attention to detail, as these areas are the foundation for all program courses. In addition to classroom studies, students will

spend their final semester in practicum placement at an accredited hospital or private laboratory refining skills in specific clinical areas. In order to be eligible for the Clinical Practicum, students must have earned a grade of C or better in all courses attempted. Students need to make personal and financial plans to attend this practicum full time during their final spring semester. Clinical affiliations are arranged based on pre-determined criteria and are subject to availability of facilities located throughout New Hampshire and Vermont. Students are required to have liability and health insurance prior to being placed for their clinical rotations. CPR certification is recommended and may be required by some clinical sites. Students must also be able to provide their own personal transportation to all clinical assignments. A criminal record background check may be required for affiliation experience at the request of an agency. All students are required to provide proof of immunity to infectious disease (through vaccination or titer) prior to attending clinical practicum. The cost of all items listed is the responsibility of the student.

### Admission Requirements

- Satisfy general requirements for admission to the College
- Have credits (or the equivalent) in high school or college algebra, English, biology and chemistry.
- Interview with the Program Director or MLT Academic Advisor
- Complete the Supplemental MLT Application Questionnaire found on the RVCC MLT Webpage

All student's health status and abilities must be compatible with the tasks and duties of a MLT including the ability to perform certain motor skills involved in collecting blood, using pipettes and a microscope, and accurately reading color charts for interpretation. During the interview with the Academic Advisor, students will be required to verify their ability to perform the essential skills required by employers who hire MLTs through attestation on the "Essential Skills of a MLT" form which can be found on the MLT RVCC Website.

Upon completion of the MLT program, students are qualified for immediate employment and are eligible to sit for the certification examination offered by the ASCP Board of Certification

(BOC). Most employers will require passing of the ASCP exam within a certain time frame following initial employment.

The RVCC MLT program has a direct articulation agreement with the UNH Medial Laboratory Science Bachelor's Degree program. More information on this articulation can be provided during the interview with the Program Director or Academic Advisor.

This two-year Associate Degree program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences, 5600 N. River Road, Suite 720, Rosemont, IL 60018; [www.nacls.org](http://www.nacls.org); (773) 714-8880

### NOTE

\* Most science courses listed have co/prerequisites. See course descriptions for requirements.

**Type:** Associate in Science

### First Year: Fall Semester

\* Students choose Human Biology or Anatomy & Physiology 1 & 2 based on future plans; students planning on attending UNH MLS program following graduation must take A&P 1 & 2. See advisor for clarification.

\* If students take BIOL 201R (A&P1) they must take BIOL 202R (A&P2)

Item #	Title	Credits
ENGL 102R	College Composition	4
	BIOL 103R or BIOL 201R	4
CHEM 140R	Chemistry I	4
HLTH 126R	Introduction to Laboratory Procedures	3

## First Year: Spring Semester

\* For Mathematics Elective: students choose Statistics if they plan to attend UNH MLS program following graduation

\* If students take BIOL 201R (A&P1) they must take BIOL 202R (A&P2)

\* All MLTC courses require matriculation in the program or permission of the instructor for registration. All program specific courses require a grade of "B-" or better in order to progress through the program. The Clinical Practicum must be passed with a grade of "B-" or better for course completion. All courses without an AHLT or MLTC prefix must be passed with a "C" or better

Item #	Title	Credits
	Mathematics Elective	3-4
BIOL 202R	Anatomy and Physiology II	4
	Social Science Elective	3
MLTC 112R	Immunology	2
MLTC 113R	Clinical Chemistry	4

## First Year: Summer Semester

\* All MLTC courses require matriculation in the program or permission of the instructor for registration. All program specific courses require a grade of "B-" or better in order to progress through the program. The Clinical Practicum must be passed with a grade of "B-" or better for course completion. All courses without an HLTH or MLTC prefix must be passed with a "C" or better.

Item #	Title	Credits
BIOL 205R	Microbiology	4
MLTC 111R	Urinalysis	2

## Second Year: Fall Semester

\* All MLTC courses require matriculation in the program or permission of the instructor for registration. All program specific courses require a grade of "B-" or better in order to progress through the program. The Clinical Practicum must be passed with a grade of "B-" or better for course completion. All courses without an HLTH or MLTC prefix must be passed with a "C" or better.

Item #	Title	Credits
	Humanities/Fine Arts/World Language Elective	3
MLTC 201R	Hematology	4
MLTC 202R	Blood Banking	4
MLTC 204R	Pathogenic Microbiology	4

## Second Year: Spring Semester

\* All MLTC courses require matriculation in the program or permission of the instructor for registration. All program specific courses require a grade of "B-" or better in order to progress through the program. The Clinical Practicum must be passed with a grade of "B-" or better for course completion. All courses without an HLTH or MLTC prefix must be passed with a "C" or better.

Item #	Title	Credits
MLTC 290R	MLT Clinical Practicum	12
MLTC 220R	MLT Senior Seminar	2
<b>Total credits:</b>		<b>65-70</b>

## Nursing: Associate of Science Degree in Nursing

### Nursing

The Associate of Science Degree in Nursing (ASN) Program prepares the student for beginning level of practice and for National Council Licensure Examination (NCLEX) for Registered Nurses (RN). Graduates are prepared to enter the nursing profession as safe and effective health care professionals who contribute to the health and wellness of their communities. Upon graduation, students are qualified for immediate employment in a variety of healthcare settings that include hospitals, long-term care facilities, and clinics.

The nursing curriculum provides a contemporary, quality education. The program has full approval from the New Hampshire Board of Nursing and national accreditation from the Accreditation Commission for Education in Nursing (ACEN). For more information on the ACEN accreditation contact <http://www.acenursing.org/>.

## NURSING PROGRAM MISSION

The Associate in Science in Nursing program advances the mission of River Valley Community College through excellence and accessibility to pre-licensure nursing programs of study. The nursing program supports students in achieving their personal and professional goals as responsible and contributing members of the nursing profession and of their communities. Our program is committed to providing innovative, evidenced-based curriculum that prepares students for evolving health care systems and commitment to outstanding patient care, and encourages lifelong learning.

## Nursing Program Outcomes

- The first-time pass rate for RVCC nursing graduates is equivalent to, or exceeds the national pass rate for first-time test takers who are graduates of associate degree nursing programs.
- Eighty percent (80%) of students will graduate from the RVCC Nursing Program within 3 years of the initial admission into the program.
- Within six months of graduation from the RVCC nursing program, 90% of graduates will be employed as Registered Nurses.

## NCLEX-RN Pass Rates

	2018	2019	2020
<b>RVCC</b>	100%	100%	97.5%
<b>NH</b>	96.71%	95.68%	Pending
<b>National</b>	88.29%	88.18%	Pending

## Program Completion Rates (within 150% of program length)

	2017	2018	2019
<b>Graduates</b>	<b>Graduates</b>	<b>Graduates</b>	<b>Graduates</b>
	87.5%	93.5%	87.5%

## New Graduate Employment Rates\*

2018	2019	2020
<b>Graduates</b>	<b>Graduates</b>	<b>Graduates</b>
100%	100%	100%

\*Responding Surveyed Students

## Program Information

The Associate of Science Degree in Nursing consists of science, general education, and nursing courses. The nursing courses are sequential and must be completed within five years of entrance into the program. Each nursing course integrates classroom learning with simulation laboratory activities and faculty supervised clinical experiences to prepare students to provide holistic nursing care to individuals, families, and groups in a variety of healthcare settings. The nursing program is offered at the Claremont and Keene campuses.

Learning experiences may vary in time, location, and may include days, evenings, and/or weekends. Students admitted into the Nursing program must achieve a minimum grade of B- (80%) or higher in the nursing theory courses and a grade of "Pass" in the work-based learning clinical courses in order to continue in the program. All general education courses must be achieved with a grade of "C" or higher. All science classes that are transferred into the program must be less than 10 years old.

## ASSOCIATE OF SCIENCE IN NURSING - PROGRAM OF STUDY

Program Prerequisite Requirements: Current licensure as a Nursing Assistant in the State of NH; Current certification in American Heart Association Basic Life Support (BLS) for Health Care Providers; Chemistry (as a prerequisite for Anatomy & Physiology I)

## Admission Process

Applicants interested in the Nursing Program should contact the Nursing Department at [rvccnursing@ccsnh.edu](mailto:rvccnursing@ccsnh.edu). To contact admissions please email admissions at [rvccadmissions@ccsnh.edu](mailto:rvccadmissions@ccsnh.edu).

Applications are not reviewed until complete. Students are advised to apply early and complete all application requirements on or before the deadline of December 31st. Students

are notified of acceptance by March 1st. Student selection for available seats is competitive and based on a point system. (See website for full details). Once accepted, students must be prepared to meet all nursing program requirements by July 1st in order to begin the nursing sequence in fall semester.

Students may request a transfer of credits from courses taken at other accredited colleges and universities. The Vice President of Academic & Student Affairs makes final determination of transfer credits. In order to transfer general education courses, they must have a minimum grade of "C" or better. Science courses must be current within the last 10 years. Applicants are required to provide official transcripts to the Office of Admissions at RVCC in order for the transfer process to occur.

### Admission Program Requirements

- Complete the College Application
- Successful completion of high school Chemistry (per high school grading criteria) or CHEM030R Introduction to Chemical Principles.
- Meet minimum score requirements in all four sections of the ATI Test of Essential Academic Skills (TEAS) assessment.

### Additional Requirements

- **Licensure** – current NH licensure as a Nurse Assistant or Practical Nurse.
- **CPR** – American Heart Association Basic Life Support for Health Care Providers
- **CRIMINAL BACKGROUND RECORD** – A NH and federal criminal background record is required. Any fees are at the expense of the student. A history of a felony or selective misdemeanors, may deny entrance into the nursing program.
- **DRUG TESTING** – Drug testing may be required prior to the start of any work-based clinical learning experience. Any fees are at the expense of the student.
- **MEDICAL INSURANCE** – Students are required to carry medical insurance to participate in clinical.
- **MEDICAL DOCUMENTATION** – Current physical exam, with immunizations and vaccinations. See website for complete list.

### Technical Standards

All students in the RVCC nursing program must be able to perform diverse, complex, and

specific functions and skills. Technical and professional standards for nursing are essential duties which speak to a student's ability to participate and be successful in the nursing program. These attributes include, but are not limited to personal and professional skills, physical agility, medical safety and other requirements that individuals must possess in order to be eligible for satisfactory completion of the program of study as well as for the desired field of nursing. The qualifications established by the faculty include but are not limited to the following essential technical standards:

- Sufficient hearing to assess patient needs and to understand instructions, emergency signals and telephone conversations.
- Sufficient visual acuity to observe patients, manipulate equipment, and interpret data; visual acuity sufficient to ensure a safe environment, identify color changes, read fine print/writing and calibrations.
- Sufficient speech and language ability to express, comprehend, and exchange information and ideas verbally and non-verbally and to interact clearly and logically with patients, family members, physicians, peers, and other medical personnel.
- Ability to work with frequent interruptions, respond appropriately in emergencies or unexpected situations, and cope with variations in workload and stress levels.
- Sufficient strength and motor coordination to perform the following physical activities: manual dexterity to operate and handle equipment, moving and transferring of patients, and performing CPR.
- Ability to utilize intellectual abilities, exercise good judgment, and promptly complete all responsibilities attendant to the diagnosis and care of patients and families.
- The ability to maintain mature, sensitive, and effective relationships with patients, students, faculty, staff and other professionals under all circumstances.
- The ability to recognize that one's own values, attitudes, beliefs, emotions, and experiences affect one's perceptions and relationships with others
- The ability to learn and abide by professional standards of practice.
- The ability to self-reflect, be accountable, and willing to acknowledge limitation of knowledge or skills.
- Be willing to accept guidance and feedback from individuals in supervisory positions.



Further information at  
<http://www.rivervalley.edu/>

**Type:** Associate in Science

### First Year: Fall Semester

\* ENGL 102R has a co/prerequisite. See course description for requirements.

Item #	Title	Credits
BIOL 201R	Anatomy and Physiology I	4
PSYC 101R	Introduction to Psychology	3
ENGL 102R	College Composition	4
ADNR 116R	Nursing Care I	7
ADNR 105R	Nursing Seminar I	1

### First Year: Spring Semester

\* BIOL 202R has a co/prerequisite. See course description for requirements.

\* For the Math Elective: It is highly recommended if you are planning to continue your education in a RN-to-BSN program that you take MATH 106R - Statistics I.

Item #	Title	Credits
PSYC 114R	Human Development	3
BIOL 202R	Anatomy and Physiology II	4
ADNR 117R	Nursing Care II	9
	Mathematics Elective	3-4

### Second Year: Fall Semester

Item #	Title	Credits
ADNR 220R	Nursing Care III	9
BIOL xxxR	Microbiology Elective	4

### Second Year: Spring Semester

Item #	Title	Credits
ADNR 235R	Nursing Seminar II	1
ADNR 230R	Nursing Care IV	10
	Humanities/Fine Arts/World Language Elective	3
<b>Total credits:</b>		<b>65-66</b>

## Occupational Therapy Assistant

### Occupational Therapy Assistant

#### Occupational Therapy: "Living Life to its Fullest"

Occupational therapy is the profession for individuals who enjoy solving challenging problems which help people of all ages overcome physical, developmental, mental and/or emotional disabilities and achieve independence; you will find many opportunities in the field of occupational therapy. The need for therapists will grow well into the 21st century, reflecting the importance of function, prevention of disability, and promotion of health. The Certified Occupational Therapy Assistant (COTA), under the supervision of a registered Occupational Therapist, uses therapeutic activities to help people with an illness or disability live healthy, productive lives. Therapy is functional, purposeful, and individualized for each client. In the classroom, students experience simulated and actual clinical activities. Students will learn vital skills to safely work with people with many types of abilities, disability, and functional challenges.

### American Occupational Therapy Association Centennial Vision (2006)

"We envision that Occupational Therapy is a powerful, widely recognized, science driven evidence based profession with a globally connected and diverse work force meeting society's occupational needs."

### Admission Requirements

General college admission requirement:

- High School Diploma including general education core.

Program requirements: (all located in the OTA Admission Packet located on RVCC website: <https://www.rivervalley.edu/admissions/application-process-forms/admissions-forms>):

- 2-4 hours Fieldwork observation
- High School chemistry, college level Chemistry I or Intro to Chemical Principles
- One letter of recommendation
- Signed Essential Skills Agreement
- Signed Licensure/Liability Agreement

- CPR for allied health professionals or a course including child, adult and AED training
- Criminal background checks and fingerprinting (required for FW placement and may be completed in the first year of matriculation) \*the cost of these are the responsibility of the student
- An interview with the Program Director after all program and college application materials are submitted.

## Curriculum Grading and Progression Through Program

Students who earn less than a "B-" (80%) grade for any professional course must repeat that course. Students who repeat the course for the second time and earn less than a "B-grade will be suspended from the program for one semester. Students who earn less than a "C" (73%) grade for any liberal arts course must repeat that course. Students who repeat the course for a second time and earn less than a "C" grade should refer to the Student Handbook policy. At selected points in the curriculum. Students must pass a comprehensive examination in order to progress.

## Curriculum Flexibility

The curriculum may be completed in two to three years. A curriculum plan is individualize for each student and done so with the OTA Program Director. All students must complete the curriculum within a three year period from the date of their matriculation.

## Program Accreditation

RVCC's OTA Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, PO Box 31220, Bethesda, MD 20824-1220. AOTA telephone number: (301) 652-AOTA. Graduates of the program will be able to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). Most states require licensure in order to practice; however, state licenses are usually based upon the results of the NBCOT Certification Examination.

Date Range	First Time New Grads (FTNG) Testing	FTNG Passing	FTNG Failing
1/1/14-12/31/14	18	13 (72%)	5 (28%)
1/1/15-12/31/15	13	11 (85%)	2 (15%)
1/1/16-12/31/16	14	10 (71%)	4 (29%)
1/1/17-12/31/17	16	15 (94%)	1 (6%)
1/1/18-12/31/18	11	6 (55%)	5 (45%)

- Five Year Pass Rate (FTNG) Average for the RVCC OTA Program: 75.5%
- National Five-Year Pass Rate (FTNG) Average of all US COTA Programs: 77%

### NOTE

\* Many courses have co/prerequisites. See course descriptions for requirements.

**Type:** Associate in Science

## First Year: Fall Semester

\* For AHLT 112R and OCTA 110R: Must be matriculated in professional program or receive special written permission of instructor.

Item #	Title	Credits
BIOL 201R	Anatomy and Physiology I	4
PSYC 101R	Introduction to Psychology	3
PSYC 114R	Human Development	3
AHLT 104R	Introduction to Occupational Therapy/Physical Therapy	1
AHLT 112R	Clinical Conditions for Occupational/Physical Therapy	3
AHLT 135R	Activities of Daily Living	3
OCTA 110R	Fundamentals in Occupational Therapy	1

## First Year: Spring Semester

\* For OCTA 125R and 212R: Must be matriculated in professional program or receive special written permission of instructor.

Item #	Title	Credits
ENGL 102R	College Composition	4
	Mathematics Elective	3-4
BIOL 202R	Anatomy and Physiology II	4
AHLT 123R	Functional Kinesiology	3
OCTA 125R	Therapeutic Principles	3
OCTA 212R	Developmental Disabilities in Occupational Therapy	2

## First Year: Summer Semester

Item #	Title	Credits
OCTA 190R	OTA Level I Fieldwork Experience	4
OCTA 191R	OTA Level I Fieldwork Seminar	2

## Second Year: Fall Semester

\* For AHLT 220R, AHLT 210R, OCTA 213R and OCTA 214R: Must be matriculated in professional program or receive special written permission of instructor.

Item #	Title	Credits
	Humanities/Fine Arts/World Language Elective	3
AHLT 220R	Clinical Neurology	3
AHLT 210R	Physical Therapy/ Occupational Therapy Management	2
OCTA 213R	Psychosocial Disabilities in Occupational Therapy	3
OCTA 214R	Physical Disabilities in Occupational Therapy	2

## Second Year: Spring Semester

For OCTA 220R, 290R and 291R: Must be matriculated in professional program or receive special written permission of instructor.

Item #	Title	Credits
OCTA 220R	Seminar in Occupational Therapy	1
OCTA 290R	OTA Level IIa Fieldwork Experience	6
OCTA 291R	OTA Level IIb Fieldwork Experience	6
<b>Total credits:</b>		<b>57-58</b>

# Phlebotomy

## Phlebotomy

A career as a Phlebotomy Technician is a rewarding path for someone who desires to work directly with patients. The phlebotomist (PBT) is often the first contact a patient has with the clinical laboratory and phlebotomists must use care and skill to obtain blood specimens from patients for analysis in the clinical laboratory. Technologists and physicians depend upon the phlebotomist to collect quality patient specimens in order to produce quality laboratory results.

Applicants for the Phlebotomy Program must satisfy the general requirements for admission to the College and meet the technical and physical standards that are expected of phlebotomists in the workforce. Students must be 18 years of age by December 31st of the year they start the program in order to be eligible for the internship.

The Phlebotomy Program takes place over two semesters and begins every fall. The Phlebotomy Course (PHBC110R) integrates theoretical and practical work and emphasizes interpersonal skills providing the basis for the certificate recipient to work as an entry-level phlebotomist. Students who successfully complete PHBC 100R with a C or better are eligible for the 120-hour Phlebotomy Internship (PHBC190R) in a hospital or other blood draw center.

Students entering the Phlebotomy Internship must be at least 18 years old. Students enrolled in PHBC 190R must make personal and professional accommodations in order to attend this full-time, three week internship. The internship is only offered in the spring semester and must be taken over a consecutive three week period during the day shift. Clinical internships will be arranged through the Clinical Coordinator. To Register for PHBC 190R (Phlebotomy Internship) students must be matriculated in the program and provide all required paperwork to the Program Director by November 15th. Each student will be instructed in specific requirements for their placements during PHBC 110R. Paperwork for each student includes some, or all, of the following dependent upon placement of internship:

- Completion of PHBC110R with a C or better

- Proof of health insurance
- Criminal Background Check free from offenses
- 10 or 12 panel Drug Screen
- CPR Certification
- Bureau of Elbery Abuse Screen
- Receipt of proof of immunity to infectious disease through documentation of titer or receipt of vaccines

Phlebotomists must possess a number of physical and interpersonal skills in order to perform their job safely. All students will be required to verify their ability to complete these tasks on the first day of class by completion of the "Essential Skills of the Phlebotomist" form that can be found on the RVCC Phlebotomy webpage. These skills include, but are not limited to, fine motor skills, some mobility, operating mechanical and computerized equipment and performing clerical duties. Good communication skills are critical in dealing with patients, clients, physicians, nurses and other health care workers.

Successful completion of both PHBC 110R and PHBC 190R with grades of C or better in each course are required in order to obtain the Phlebotomy Certification. Before a certification can be issued, students must meet all financial obligations with the college.

Students who successfully complete this program are qualified for immediate employment and are eligible to sit for national certification examinations offered by several professional organizations.

#### NOTE

\* Both courses have co/prerequisites. See course descriptions for requirements.

**Type:** Certificate

#### Fall Semester

Item #	Title	Credits
PHBC 110R	Phlebotomy	3

#### Spring Semester

Item #	Title	Credits
PHBC 190R	Phlebotomy Internship	3
<b>Total credits:</b>		<b>6</b>

## Physical Therapist Assistant

### Physical Therapist Assistant

This Physical Therapist Assistant (PTA) program at River Valley Community College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: [accreditation@apta.org](mailto:accreditation@apta.org); website: [www.capteonline.org](http://www.capteonline.org). If needing to contact the program/institution directly, please call (603) 542-7744 extension 5419 or email Program Director Laurie Lute at [llute@ccsnh.edu](mailto:llute@ccsnh.edu).

The PTA program prepares students to work under the direction and supervision of a licensed physical therapist. The program also prepares students for the PTA licensure examination in the student's respective state or jurisdiction. Job opportunities for PTAs can be found across the country and include a variety of different settings such as hospitals, outpatient clinics and long term care facilities. 100% of our PTA graduates report having a job within one year of passing their licensing exam.

RVCC's PTA program includes coursework focused on passing the national licensure examination. 90% of the 2019 graduates successfully passed the national licensing exam on their first try. (nationwide average for all PTA programs = 84.8%).

Application deadlines: The PTA program requires supplementary application materials. Applicants must meet all requirements for consideration before entering the program. While there is no deadline, space is limited and applicants should be prepared for a competitive selection process. Full details are available at the college website: <https://www.rivervalley.edu/program/physical-therapist-assistant/>

Requirements for application consideration: Acceptance is contingent on demonstration of a set academic standard. Refer to the PTA application packet (URL above) or admissions office for details.

Technical Standards: Students must meet motor, sensory, communication, behavioral, and critical thinking standards for admission to the program. These standards are in accordance

with the rigors of the field. For more information, please refer to the PTA Program Application Packet (URL above).

**Transfer Options:** RVCC has transfer agreements with Plymouth State University and Franklin Pierce University which allows students to apply their work at River Valley Community College towards a Bachelor's degree. Students would then apply to the Doctorate in Physical Therapy (DPT) graduate program. An Associate Degree in PTA is considered terminal, and is not a stepping stone to a DPT degree.

**Special Requirements:** The PTA program requires students to take technical and liberal arts courses. All technical courses for the program are offered exclusively at RVCC's Claremont campus. The liberal arts courses availability is more flexible; courses may also be offered at our satellite Academic Centers or online. PTA Students are required to keep pace with the class schedule and must take courses in sequential order. Students must meet technical, dress code and grade standards as well as additional clinical education requirements including, but not limited to, immunizations, CPR certification, liability insurance, health insurance, a Criminal/Sexual Offender Records Information check and/or drug test. Students are responsible for those expenses. All liberal arts courses in the PTA program must be passed with a minimum grade of "C" in order to progress. All PTAC and AHLT courses must be passed with a grade of B- or higher. At selected points in the program, students must pass a comprehensive examination in order to progress.

The PTA program combines classroom and laboratory work at the college with two full-time (8 weeks and 10 weeks) supervised clinical education experiences. The Academic Coordinator of Clinical Education works with each student to assign appropriate clinical sites. Assignments depend on the availability of clinical sites. Students should plan to travel an estimated 90 minutes one way to their clinical sites or to temporarily relocate. A car is required for personal transportation to all clinical education experience assignments.

Once matriculated into the PTA program, all courses must be successfully completed within 3 years unless special permission has been obtained from the Program Director to continue

for a fourth year. The testing of competencies is required after a leave of absence or a prolonged period of study.

Graduates must pass a national examination and satisfy licensing requirements in most states in order to practice legally under the supervision of a physical therapist.

## NOTES

\* For all AHLT and PTAC courses: must be matriculated in professional program or receive special written permission from the Program Director or instructor.

\* Many courses have co/prerequisites. See course descriptions for requirements.

**Type:** Associate in Science

### First Year: Fall Semester

Item #	Title	Credits
ENGL 102R	College Composition	4
BIOL 201R	Anatomy and Physiology I	4
AHLT 104R	Introduction to Occupational Therapy/Physical Therapy	1
AHLT 112R	Clinical Conditions for Occupational/Physical Therapy	3
AHLT 135R	Activities of Daily Living	3
PTAC 112R	Physical Therapy Procedures I	3

### First Year: Spring Semester

Item #	Title	Credits
	Mathematics Elective	3-4
BIOL 202R	Anatomy and Physiology II	4
AHLT 123R	Functional Kinesiology	3
PTAC 115R	Therapeutic Exercise	3
PTAC 122R	Physical Therapy Procedures II	3

### First Year: Summer Semester

Item #	Title	Credits
PTAC 190R	PTA Clinical Education Practicum I	6
PTAC 192R	PTA Clinical Education Practicum I Seminar	1

## Second Year: Fall Semester

Item #	Title	Credits
PSYC 114R	Human Development	3
	Humanities/Fine Arts/World Language Elective	3
PSYC 101R	Introduction to Psychology	3
AHLT 210R	Physical Therapy/ Occupational Therapy Management	2
AHLT 220R	Clinical Neurology	3
PTAC 211R	Physical Therapy Procedures III	3

## Second Year: Spring Semester

Item #	Title	Credits
PTAC 250R	PTA Clinical Education Senior Seminar	4
PTAC 292R	PTA Clinical Education Practicum II	8
<b>Total credits:</b>		<b>69-71</b>

# Radiologic Technology

## Radiologic Technology

The acquisition of medical imaging is usually carried out by the radiographer, often known as a radiologic technologist. Candidates and R.T.s are held to stringent ethics standards in order to be eligible for certification and registration.

X-rays were discovered by Wilhelm Conrad Roentgen on November 8, 1895. Since the initial discovery, technology has evolved rapidly. Radiography includes diagnostic radiography as well as additional imaging modalities such as mammography, computed tomography (CT), magnetic resonance imaging (MRI), PET-CT, PET-MRI, cardiac-interventional radiography, vascular-interventional radiography, quality management (QM), bone densitometry, nuclear medicine (NM), radiation therapy, and sonography. Radiography has been an indispensable diagnostic tool of modern medicine. Broken bones can be aligned, ulcers can be detected, and many other injuries and conditions can be treated when the exact nature is known to the physician.

## What is a Radiologic Technologist?

A Radiologic Technologist is a scientific artist who works as part of the health professional team. With this art, they contribute to the diagnosis and treatment of the patient. They are

responsible for the accurate demonstration of body structures on a radiograph or other image receptor. The Radiologic Technologist determines the proper exposure factor, manipulates medical imaging equipment, evaluates the radiographic images for quality and provides for patient protection and comfort.

## Program Overview

The Radiologic Technology Program of the River Valley Community College has been developed with the purpose of providing competent Radiographers for the Imaging field. A Radiographer is an important member of the Allied Health Care team. They are responsible for producing high quality medical images for diagnostic purposes. Radiographic procedures are performed on patients of all ages. The program also offers student experiences in the most recent imaging advancements and technology for the acquisition and processing of images in the medical field. Including the use of portable equipment in operating room, emergency room and intensive care units.

## Radiography Program Mission Statement:

The mission of the Radiologic Technology Program at RVCC is to educate students to become competent radiographers who provide quality imaging services to healthcare facilities.

Upon completion of the program, graduates are eligible to sit for the certification examination conducted by the American Registry of Radiologic Technologists to practice as a Registered Radiologic Technologist.

## Program Accreditation

The RVCC Radiologic Technology Program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT), 20 N. Wacker Drive, Suite 2850, Chicago, IL 60606-3182. ([www.jrcert.org](http://www.jrcert.org)).

## Admission Requirements

All new applicants must:

1. Submit a completed admission application, fee, and two (2) letters of recommendation before the published deadline.
2. Be eighteen (18) years of age or older by the starting school year.
3. Have a cumulative GPA of 2.5.

4. Have taken high school or college Biology with lab and/or Physics within the last 10 years with a grade of "C" or better.
5. Submit transcripts (High school or GED scores / College transcripts)
6. Complete one 8-hour observation/shadow experience in a Radiology Department.
7. Attend a Radiologic Technology Informative Session.
8. Interview with a Faculty Member.

Criminal background checks, fingerprinting, immunization records and CPR certification may be required for clinical placement and must be submitted prior to starting a clinical practicum. The costs of these are the responsibility of the student. For additional RADT requirements please see the program package at [www.rivervalley.edu](http://www.rivervalley.edu).

### Additional Testing Criteria

Accuplacer Testing: Sentence Skills at least 78 and Reading skills at least 70 or RVCC course Introduction to College Comp (minimum "C" grade) or RVCC course English Composition I (passed) or Transferring in English Composition I or equivalent (minimum grade "C"). Elementary Algebra score at least 78 or RVCC course: Fundamentals of Mathematical Literacy I and II (or equivalent from elsewhere) passed with at least a "C" grade or RVCC college level math or transferring in college level math.

### Curriculum

The curriculum of the program was designed using as a basis curricular recommendations of the American Society of Radiologic Technology, the clinical competencies delineated by the American Registry for Radiologic Technology and the standards for accreditation establish from the Joint Review Committee on Education in Radiologic Technology. These organizations standardize education and accreditation of all programs in Radiologic Technology in the United States.

The program strives to provide the community with an affordable and accessible 21-month educational program where students will learn the appropriate use of technology, and patient care skills to be used in the health care environment. All students must complete the curriculum within a three year period from the date of matriculation.

### EDUCATIONAL OUTCOMES

To prepare students/graduates to demonstrate professional values and ethical behaviors in the work place, graduates will:

- demonstrate positive ethical behaviors
- assist the patients with consideration and respect to their personal beliefs and without discrimination
- conduct themselves in a professional manner

To prepare students/graduates to demonstrate competencies in the essential skills of medical imaging, graduates will:

- Competently practice general diagnostic medical radiography in any clinical setting
- practice radiation protection and radiation safety techniques in ways that minimizes radiation exposure to patients, self and other
- meet the clinical competency requirements for each semester
- participate in professional activities and continuing education

To prepare students/graduates to communicate effectively and professionally in the medical environment, graduates will:

- demonstrate good communication skills

To prepare students/graduates to develop critical thinking and problem solving skills, graduates will:

- think critically to act appropriately in solving problems of non-routine and emergency situations

To prepare graduates to successfully meet entry level expectations of employers, graduates will:

- perform at entry level expectation
- successfully complete the radiologic technology program
- Become employed within one year of graduation
- promote continued professional and personal growth and lifelong learning

### Curriculum Grading and Progression Through Program

All students must pass all courses within the curriculum with a minimum grade of "C". All Radiologic Technology Program courses are

based on a 10-points scale. Upon successful completion of the program students will receive an Associate in Applied Science degree in Radiologic Technology from the College.

## Curriculum Flexibility

The curriculum may be completed in two to three years. Each curriculum plan is individualized for each student and done so with the Radiologic Technology academic advisor. All students must complete the curriculum within a four year period from the date of their matriculation.

## Clinical Placement

1. The program Clinical Coordinator is responsible for: placing all students to the clinical practicum and arranging all contractual agreement between clinical placements.
2. Students should expect to commute long distance for clinical placement. This commute is expected due to the rural nature of the college location and site availability.
3. Liability insurance is required to engage in clinical placements.
4. Students will be required to purchase uniforms according to RVCC Radiologic Technology clinical dress code.
5. Students must demonstrate competence in all 37 mandatory and 15 elective procedures required by the ARRT (American Registry of Radiologic Technology) prior to graduation.

In Accordance with section 504 of the 1973 Vocational Rehabilitation Act and the Americans with Disabilities Act (PL\_101\_336), the Radiologic Technology program of River Valley Community College has established an Essential functions list to ensure student success in their discipline. These standards are not meant to be admissions criteria but serve as a guide for successful completion of the clinical aspect of the Radiologic Technology program. River Valley Community College is committed to providing reasonable accommodations to students with disabilities as defined by the American with Disabilities Act. These standards will serve as a guide for the student to be able to become a successful Radiographer.

Due to the physical requirements of the job as a Radiographer, prospective students should be aware that occasional lifting and moving of heavy objects is part of the profession. Any

student with a history of physical limitations is advised to consult a family health care provider prior to enrolling in the program.

## Essential functions list

1. Reach and manipulate equipment to its highest position (6'). Can raise objects from a lower to a higher position or move objects horizontally from position to position. (This function requires the substantial use of the upper extremities and back muscles.)
2. Move and stand with wheelchair and/ or stretcher and help patient on/off imaging table.
3. Possess mobility, coordination and strength to push, pull or transfer heavy objects. Lift a minimum of 50 pound and ensure patient safety.
4. Possess manual dexterity, mobility, and stamina to perform CPR
5. Move from room to room and maneuver in small spaces.
6. Demonstrate manual dexterity to perform necessary manipulation such as drawing doses with syringes, manipulating locks, sterile and aseptic techniques.
7. Use sufficient correct eyesight to observe patients and evaluate radiographic quality.
8. Visually monitor patients/charts/machine indicator lights in dimly lit conditions
9. Read and apply appropriate information and instructions contained in requisitions, notes and patient charts.
10. Possess sufficient hearing to assess patient's needs, follow instructions, communicate with other health care workers, as well as respond to audible sounds of radiographic equipment. (Please comment if corrective devices are required.)
11. Communicate in a clear and concise manner with patients of all ages, including obtaining health history and pertinent information.
12. Understand and apply clinical instructions given by department personnel
13. Able to read, comprehend, and write legibly in the English language
14. Be able to adapt to changing environments and schedules
15. Establish rapport with fellow students, coworkers, patients and families
16. Function under stressful conditions
17. Oriented to reality and not mentally impaired by mind-altering substances.
18. Able to convey sensitivity, respect, tact, and a mentally healthy attitude



19. Endure a minimum of two hours of didactic instruction in a normal classroom environment.
20. Have physical stamina to stand and walk for 8 hours or more in a clinical setting.
21. Can bend the body downward and forward by bending at the spine and waist (This factor requires full use of lower extremities and back muscles). Can flex and extend all joints freely.

#### NOTE

\* All numbered courses listed have co/prerequisites. See course descriptions for requirements.

**Type:** Associate in Science

#### First Year: Fall Semester

Item #	Title	Credits
BIOL 201R	Anatomy and Physiology I	4
MATH 110R	Functions & Modeling I	4
RADT 101R	Introduction to Radiologic Technology & Clinical Simulated Lab Practicum	2
RADT 110R	Patient Care & Medical Terminology	2
RADT 115R	Radiographic Positioning & Procedures I	3
RADT 132R	Principles of Radiographic Exposure, Image Acquisition & Processing	3

#### First Year: Spring Semester

Item #	Title	Credits
ENGL 102R	College Composition	4
BIOL 202R	Anatomy and Physiology II	4
RADT 120R	Radiation Physics & Imaging Equipment	2
RADT 121R	Radiologic Technology Clinical Practicum I	4
RADT 215R	Radiographic Positioning/Procedures II and Contrast Media	3

#### First Year: Summer Semester

Item #	Title	Credits
RADT 122R	Radiologic Technology Clinical Practicum II	4
RADT 218R	Radiographic Positioning & Procedures III	2

#### Second Year: Fall Semester

Item #	Title	Credits
	Social Science Elective	3
	Computer Elective	3
RADT 223R	Radiologic Technology Clinical Practicum III	5
RADT 228R	Radiation Biology & Protection	2
RADT 229R	Cross Sectional Anatomy	2

#### Second Year: Spring Semester

Item #	Title	Credits
	Humanities Elective	3
RADT 214R	Radiologic Pathology & Imaging Critique	2
RADT 224R	Radiologic Technology Clinical Practicum IV	5
RADT 235R	Quality Assurance, Ethical and Legal Issues	2
RADT 240R	Introduction to Imaging Modalities	2
<b>Total credits:</b>		<b>69-70</b>

## Respiratory Therapy

### Respiratory Therapy

Respiratory Therapists are health care specialists who evaluate, test and treat people with breathing disorders. They are also a vital member of the hospitals' emergency team, protecting the airway and adjusting life support equipment.

Working under the supervision of a physician, and alongside other health care professionals, the Respiratory Therapist will use oxygen, medications and various procedures to help the lungs to function adequately. Some disorders that Respiratory Therapists treat include: asthma, emphysema, pneumonia, lung injuries, cystic fibrosis, and bronchitis. Therapists can be found in all areas of acute care hospitals as well as long term care facilities and in homecare settings.

The program goals are to prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by registered respiratory therapists (RRTs).

Admission requirements:

- Satisfy the general requirements for admission to the college.
- Obtain credits in High School Algebra, and English
- Interview with the Respiratory Therapy Program Director.
- College Anatomy & Physiology I (Pre- or co-requisite)
- College Anatomy & Physiology may be taken either as a pre-requisite or co-requisite to the first RT semester.

The Respiratory application process is competitive. The program can only accept 16 students each fall, so it is of benefit to apply and complete your application early. Students will be notified of decisions regarding acceptance following completion of the application. Applicants may begin in any semester to take liberal arts courses that are required within the Respiratory Therapy program.

Special requirements:

Applicants must meet all High School requirements for consideration before entering the program. RT students are required to keep pace with the class and must take courses in sequential mode where required (please refer to the Respiratory curriculum design). Students must meet technical standards and additional requirements including immunizations, CPR certification, liability and health insurance and a Criminal/Sexual Offender Records Information (CORI/SORI) check.

All courses in the RT program require a grade of "C" or better, in order to progress through the curriculum. All RT courses are based on a 7-point scale (C= 80). The Director of Clinical Education works with each student to assign appropriate clinical sites. Clinical assignments depend on the availability of clinical sites, and students may be required to travel long distances. A car is required for personal transportation to all clinical education experience assignments.

All courses in the RT program must be successfully completed within 3 years unless special permission has been obtained from the Program Director to continue a fourth year.

Technical standards:

The technical standards for applicant/students in the RT program include motor, sensory, communication, behavior and critical thinking

skills reflective of reasonable expectations for performance of common Respiratory Therapy functions.

The Respiratory Therapy program is fully accredited by the Commission on Accreditation for Respiratory Care (COARC) and has full accreditation through 2017. Commission on Accreditation for Respiratory Care (COARC). 1248 Harwood Rd., Bedford, TX 76021-4255 (817) 283-2835.

Program Outcomes: [www.coarc.com/47.html](http://www.coarc.com/47.html)

Students must pass all Respiratory Therapy courses with a grade of "C" or better to progress in the program.

**Type:** Associate in Science

### First Year: Fall Semester

Item #	Title	Credits
	MATH 106R or MATH 110R	4
RSPT 110R	Respiratory Care I	4
RSPT 121R	Respiratory Physiology	4
RSPT 132R	Pulmonary Evaluation	3

### First Year: Spring Semester

Item #	Title	Credits
BIOL 202R	Anatomy and Physiology II	4
RSPT 122R	Respiratory Care II	3
RSPT 228R	Cardiopulmonary Disease I	4
RSPT 140R	Respiratory Care Pharmacology I	3
RSPT 115R	Microbiology for Respiratory Care	2

### First Year: Summer Semester

Item #	Title	Credits
RSPT 191R	Respiratory Practicum I	4
ENGL 102R	College Composition	4
	Social Science Elective	3

### Second Year: Fall Semester

Item #	Title	Credits
RSPT 211R	Critical Care Respiratory Therapy	3
RSPT 229R	Cardiopulmonary Disease II	4
RSPT 281R	Respiratory Practicum II	4
RSPT 240R	Advanced EKGs for Healthcare Providers	3

## Second Year: Spring Semester

Item #	Title	Credits
	Humanities/Fine Arts/World Language Elective	3
RSPT 213R	Neonatal & Pediatric Respiratory Care	3
RSPT 219R	Advanced Care Seminar	1
RSPT 282R	Respiratory Practicum III	4
<b>Total credits:</b>		<b>65-68</b>

## Social Services

### Social Services

The Social Services Program has a strong core focusing on key foundational knowledge and skills needed in helping professions. All students study:

- Diverse Populations of Communities
- Child & Human Development and General Psychology
- Systems Theory and Sociology
- Service Coordination
- Interpersonal Communication Skills
- Ethics and Professionalism

Working with an advisor, students select program electives to prepare for entry into a career or for continued study in a specialty area. Program electives may include courses in:

- Psychology
- Sociology
- Criminal Justice
- Early Childhood Education

Graduates of RVCC's Social Services Program are prepared to work in a variety of settings including, but not limited to, the following: city and state offices, non-profit agencies, community action programs, correctional & transitional facilities, area agencies, behavioral & mental health centers, and schools.

RVCC's Social Services degree prepares students for a variety of entry-level positions such as outreach worker, program manager, residential counselor, and support aide. Other positions, such as social worker, substance abuse counselor, and psychologist or psychiatrist, require an advanced degree.

In addition to the Associate Degree, the College also offers a Certificate in Social Services. This certificate focuses on the major courses required

for beginning level positions, as well as providing students with an entry point for continuation in the Associate Degree.

The applicant for the Social Services Program should meet the general requirements for admission to the College. A Criminal Background Check is the responsibility of students and may be required for fieldwork and/or employment. See the full Criminal Background Check Policy in the Admissions section of this catalog. Students are required to have liability insurance during fieldwork. Transportation to fieldwork is the responsibility of the student.

The Social Services certificate may be combined with other programs at the College for a dual degree option.

### NOTE

\* ENGL 102R, MATH 106R, HSV 125R, HSV 126R, HSV 270R, HSV 271R, and PSYC 210R have co/prerequisites. See course descriptions for requirements.

**Type:** Associate in Science

### First Year: Fall Semester

Item #	Title	Credits
ECE 102R	Child Growth and Development	3
ENGL 102R	College Composition	4
HSV 110R	Introduction to Social Services	3
MATH 106R	Statistics I	4
PSYC 101R	Introduction to Psychology	3

### First Year: Spring Semester

Item #	Title	Credits
HSV 125R	Service Coordination	3
HSV 126R	Issues in Mental Health and Developmental Disabilities	3
PSYC 114R	Human Development	3
	Science Elective	3-4
SOSC 101R	Introduction to Sociology	3

## Second Year: Fall Semester

Item #	Title	Credits
HSV 123R	Supportive Communication Skills	3
	Program Elective	3
	Program Elective	3
	Humanities/Fine Arts/World Language Elective	3
	Liberal Arts Elective	3

## Second Year: Spring Semester

Item #	Title	Credits
HSV 270R	Social Services Fieldwork	3
HSV 271R	Social Services Seminar	1
PSYC 210R	Abnormal Psychology	3
	Program Elective 200-level	3
	Program Elective 200-level	3
<b>Total credits:</b>		<b>60-61</b>

## Social Services Certificate

The Social Services Program has a strong core focusing on key foundational knowledge and skills needed in helping professions. All students study:

- Diverse Populations of Communities
- Child & Human Development and General Psychology
- Systems Theory and Sociology
- Service Coordination
- Interpersonal Communication Skills
- Ethics and Professionalism

Working with an advisor, students select program electives to prepare for entry into a career or for continued study in a specialty area. Program electives may include courses in:

- Psychology
- Sociology
- Criminal Justice
- Early Childhood Education

Graduates of RVCC's Social Services Program are prepared to work in a variety of settings including, but not limited to, the following: city and state offices, non-profit agencies, community action programs, correctional & transitional facilities, area agencies, behavioral & mental health centers, and schools.

RVCC's Social Services degree prepares students for a variety of entry-level positions such as outreach worker, program manager, residential

counselor, and support aide. Other positions, such as social worker, substance abuse counselor, and psychologist or psychiatrist, require an advanced degree.

In addition to the Associate Degree, the College also offers a Certificate in Social Services. This certificate focuses on the major courses required for beginning level positions, as well as providing students with an entry point for continuation in the Associate Degree.

The applicant for the Social Services Program should meet the general requirements for admission to the College. A Criminal Background Check is the responsibility of students and may be required for fieldwork and/or employment. See the full Criminal Background Check Policy in the Admissions section of this catalog. Students are required to have liability insurance during fieldwork. Transportation to fieldwork is the responsibility of the student.

The Social Services certificate may be combined with other programs at the College for a dual degree option.

**Type:** Certificate

## Fall Semester

Item #	Title	Credits
ECE 102R	Child Growth and Development	3
HSV 110R	Introduction to Social Services	3
HSV 123R	Supportive Communication Skills	3

## Spring Semester

HSV 125R and 126R have co/prerequisites. See course descriptions for requirements.

Item #	Title	Credits
HSV 125R	Service Coordination	3
HSV 126R	Issues in Mental Health and Developmental Disabilities	3
PSYC 114R	Human Development	3
<b>Total credits:</b>		<b>18</b>

# Course Descriptions

## Accounting

### **ACCT 101R: Accounting I**

This course is designed to give the student a fundamental understanding of accounting principles. It covers the accounting cycle, financial statements, internal controls, receivables, payables and payroll.

**Credits:** 3

**Lecture Hours:** 3

### **ACCT 102R: Accounting II**

This course is designed to strengthen the student's accounting ability. It covers accounting for a merchandising business, special journals, receivables, notes, inventories, and plant and intangible assets.

**Credits:** 3

**Lecture Hours:** 3

**Prerequisites:**

ACCT 101R

(or corequisite)

### **ACCT 105R: Spreadsheets**

This course develops student skill in creating and maintaining business-oriented spreadsheets. Advanced topics include formulas, function, graphics, database manipulation, and report generation. Keyboard macros and other productivity enhancements are also presented.

**Credits:** 3

**Lab Hours:** 3

**Lecture Hours:** 2

**Prerequisites:**

BCPT 101R (or corequisite)

### **ACCT 200R: Intermediate Accounting**

This course will cover financial statement analysis, current and plant assets, and other assets. It also covers current, long-term and contingent liabilities, paid-in capital and retained earnings, and the cash flow statement.

**Credits:** 3

**Lecture Hours:** 3

**Prerequisites:**

ACCT 203R (or corequisite)

### **ACCT 201R: Accounting for Nonprofit Organizations**

This course will teach students basic information of not-for-profit accounting and its primary users: federal, state and local governments; hospitals; non-profit organizations and schools. Upon successful completion of the course, the student should be able to describe the primary funds and accounting groups, assist in the budget process, and practice variances among the major nonprofit organizations according to their authoritative pronouncements.

**Credits:** 3

**Lecture Hours:** 3

**Prerequisites:**

ACCT 102R or Permission of Instructor

### **ACCT 202R: Accounting for Healthcare**

Accounting for Healthcare begins with an introduction to healthcare finance and a description of the current financial environment in which healthcare organizations function. It then will explore the basics of financial and managerial accounting, presenting concepts that are critical to making sound financial decisions to better the cost-effectiveness of the organization.

**Credits:** 3

**Lecture Hours:** 3

**Prerequisites:**

ACCT 102R or Permission of Instructor

### **ACCT 203R: Accounting III**

This course is designed to further the student's accounting knowledge. It covers partnership and corporate accounting, stockholders' equity, earnings per share, dividends, long-term liabilities, bonds, the statement of cash flows, departmental accounting, the job order cost system and allocation of factory overhead.

**Credits:** 3

**Lecture Hours:** 3

**Prerequisites:**

ACCT 102R

**ACCT 204R: Introduction to Finance**

This course is designed to acquaint the student with the manner in which the financial system functions and with the techniques used to reach financial decisions. Major topics to be studied include financial markets, financial performance, securities valuation, capital budgeting, and asset management. A conceptual understanding of the financial decision-making process is developed. The importance of ethical behavior is considered throughout.

**Credits:** 3

**Lecture Hours:** 3

**Prerequisites:**

ACCT 102R, BUS 101R, BUS 105R

**ACCT 212R: Taxes**

This course will acquaint students with the federal income tax laws relating to individuals, proprietorships, partnerships, and corporations. Payroll and tax planning will also be studied.

**Credits:** 3

**Lecture Hours:** 3

**ACCT 215R: Cost Accounting**

This course covers the concepts of cost accounting as it relates to job - order systems, and process cost systems as well as profit analysis, budgeting and performance evaluation.

**Credits:** 3

**Lecture Hours:** 3

**Prerequisites:**

ACCT 102R

(or corequisite)

**ACCT 216R: Computerized Accounting**

This course covers small business accounting using QuickBooks software. Topics include creating and maintaining a chart of accounts, recording customer and vendor transactions, processing payroll, maintaining inventory, recording adjustments and year-end procedures, printing reports and graphs, and exporting data to Excel.

**Credits:** 3

**Lab Hours:** 3

**Lecture Hours:** 2

**Prerequisites:**

ACCT 101R and BCPT 101R (or corequisite)

## Advanced Manufacturing Technology

**MTTN 101R: CNC I - G&M Code Programming**

G&M Code Programming is the study of the alpha-numeric language executed by Computer Numerically Controlled (CNC) machines. The fundamentals studied in this course will include the format of CNC programs, common G-Codes, M-Codes, as well as materials and speeds & feeds. This course will also introduce applicable machine shop related math. The lab is furnished with a ProLIGHT 1000 CNC Mill. Students will also use simulation software for the mill and lathe via the internet.

**Credits:** 3

**Lab Hours:** 3

**Lecture Hours:** 2

**Prerequisites:**

MTTN 106R or Permission of Instructor.

**MTTN 102R: Blueprint Reading with GD&T**

This course is intended as an introduction to understanding blueprints and being able to visualize and understand the intent of the designer or draftsman as presented in a blueprint. The first step in making quality parts or assemblies is interpreting the drawing correctly and applying the given information to the final product. This course will include a comprehensive guide to interpreting drawings commonly found in manufacturing beginning with the background of blueprints, looking at the types of lines used on a drawing, and how parts are shown in different views. Dimensioning and tolerances are explained with an emphasis on "Geometric Dimensioning and Tolerancing" (GD&T) using the "ASME Y14.5M-1994" standard.

**Credits:** 3

**Lab Hours:** 2

**Lecture Hours:** 2

**MTTN 104R: Machine Tool Math**

This specialty class highlights the math in "everyday use" in manufacturing. Select topics from basic arithmetic, algebra, geometry and trigonometry will be taught. The student will also learn how to use a Scientific Calculator. The structure of this class will highlight the relevance of the course material to industry by using "real-world" examples and problems. This course will be led by instructors with strong manufacturing experience who will focus on the math topics needed for a successful career in manufacturing.

**Credits:** 3

**Lecture Hours:** 3

**MTTN 105R: Introduction to Inspection**

This course is intended as an introduction to Inspection using mechanical measuring instruments. The student will gain the skill and knowledge to perform basic measurements and calculations. They will learn how to use precision measuring tools such as micrometers, calipers, dial indicators, and the steel rule. Students will become proficient at reading mechanical blueprints and will learn how to select the proper tool for measurement and for preparing quality control documents and inspection reports. Students will also learn the basics of related topics such as statistical sampling and quality control. Dimensioning and tolerances are explained with an emphasis on "Geometric Dimensioning and Tolerancing" (GD&T) using the "ASME Y14.5M-1994" standard.

**Credits:** 3

**Lab Hours:** 2

**Lecture Hours:** 2

**MTTN 106R: Machining Processes I**

Machining Processes I covers the machining theory which comprises both manual and CNC (computer-numerical controlled) machining practices. This course outlines the practical applications of safety, measurement and inspection, blueprint reading, metallurgy, and turning/milling technologies as they relate to both manual machining and CNC machining.

**Credits:** 4

**Lab Hours:** 2

**Lecture Hours:** 3

**MTTN 108R: Applied Machining Practices I**

Applied Machining Practices I is a basic course in the set-up and operation of computer numerically controlled machine tools (lathes and mills) including the selection of tooling, understanding the machine functions, calculation and inputs of offsets, basic machine code interpretation, and maintaining quality through a production run.

**Credits:** 6

**Lab Hours:** 6

**Lecture Hours:** 3

**Prerequisites:**

MTTN 101R

MTTN 106R

(or corequisite)

**MTTN 201R: CNC II – CNC Operation, CAM**

CNC II – CNC Operations, CAM is a course designed primarily to teach the student the general theory and practices used in the operation and set-up of Computer Numerically Controlled (CNC) machines and basic Computer Assisted Manufacturing (CAM) Design. Concepts studied in this course will be offsets and adjustments, editing and troubleshooting of programs, CNC Machine tooling, speeds and feeds of materials and tools, positioning theory, and advanced programming including sub programs, cutter and tool nose compensation programming, and canned cycle use on mills and lathes. CAM will be introduced using MasterCam version 9.1 (will be upgraded to version 10 for 2007) by the student developing basic geometry and producing a basic CAM / CNC Project.

**Credits:** 4

**Lab Hours:** 2

**Lecture Hours:** 3

**Prerequisites:**

MTTN 101R

**MTTN 204R: Machining Processes II**

Machining Processes II covers the advanced machining theory which comprises both manual and CNC (computer-numerical controlled) machining practices. This course teaches safe work habits, advanced setups, and develops student confidence and imagination. Emphasis is on advanced machine operations and closer tolerances (with projects) are introduced. This course is designed to make the student more aware of the importance of efficient use of time in the machining process and advanced set-ups.

**Credits:** 4

**Lab Hours:** 2

**Lecture Hours:** 3

**Prerequisites:**

MTTN 106R

(or corequisite)

**MTTN 205R: Advanced Inspection and Lean Manufacturing**

Advanced Inspection and Lean Manufacturing is a course covering the basics of manufacturing procedures and standards, process documentation and control, inspection of components for compliance to specifications, proper calibration, care and use of advanced measurement tools and instruments. This would include an introduction to the core principles of lean manufacturing for continuous improvement.

**Credits:** 3

**Lab Hours:** 2

**Lecture Hours:** 2

**Prerequisites:**

MTTN 105R

**MTTN 207R: Applied Machining Practices II**

Applied Machining Practices II is an advanced course in the set-up and operations of computer numerically controlled machine tools (lathes and mills) including the selection of tooling, understanding the machine functions, calculation and inputs of offsets, advanced machine code interpretation, and maintaining quality through a production run. Specific emphasis on process development and prove-out with advanced programming (including wait code and macro logic), troubleshooting, adjusting machine parameters, and determining machine alignment for a production machine tool are discussed.

**Credits:** 6

**Lab Hours:** 6

**Lecture Hours:** 3

**Prerequisites:**

MTTN 108R

(or corequisite)

**MTTN 208R: CNC Machining Apprenticeship / Internship**

The CNC Machining Apprenticeship / Internship will give a student experience in industrial, business, or government work situations that leverages real world experience through practical work experience. It allows students the opportunity to translate academic theories and principles to action, to develop skills and abilities through carefully planned and supervised programs.

**Credits:** 3

**Lab Hours:** 4

**Lecture Hours:** 1

**Prerequisites:**

MTTN 101R

MTTN 106R

## Allied Health Core Courses

**AHLT 103R: Communication and Interpersonal Relationships**

This course provides fundamental knowledge of effective communication techniques that are essential to developing interpersonal relationships. Content includes the communication process, levels of communication, barriers to communication, effective communication techniques, and interpersonal relationship skills.

**Credits:** 3

**AHLT 104R: Introduction to Occupational Therapy/ Physical Therapy**

This course is designed to give the student an overview of the Occupational and Physical Therapy professions. The history and development of the professions, scope of practice and roles of the health care personnel are discussed. Also reviewed will be professional competencies, role delineations in practice, case studies, practice models, medical abbreviations, safety issues, current issues, trends, and ethical and legal practice.

**Credits:** 1

**Lecture Hours:** 1

**Prerequisites:**

One of the following: ENGL 102R or equivalent or Previous minimum of Associates degree or Waiver from OTA or PTA Program Director

**AHLT 106R: Introduction to Healthcare Research**

This course is geared for the student or health care professional who wants to become involved with healthcare research. Basic concepts are presented along with real-world examples. This course will address selected topics and statistical procedures that are common to medical research in general and specifically to allied health care. It is a goal of this course to aid the student to become an "educated consumer" of healthcare research.

**Credits:** 3

**Lecture Hours:** 3

**Prerequisites:**

ACCUPLACER Sentence Score 78 (or above) and ACCUPLACER Reading Comprehension Score 70 (or above), or Permission of Instructor)



**AHLT 112R: Clinical Conditions for Occupational/  
Physical Therapy**

Clinical disorders and diseases commonly treated by physical and occupational therapy are presented. Pathology, etiology, diagnosis, signs and symptoms and prognosis will be discussed. This course is designed to give a background on clinical conditions the PTA and OTA student will encounter during clinical education experiences/fieldwork.

**Credits:** 3

**Lecture Hours:** 3

**Prerequisites:**

BIOL 201R (or corequisite)

**AHLT 123R: Functional Kinesiology**

This course is designed to give the student a basic understanding of normal human body movement as related to skeletal, articular, neurological and muscular systems. Anatomical palpation and biomechanical principles are also included.

**Credits:** 3

**Lab Hours:** 3

**Lecture Hours:** 2

**Prerequisites:**

BIOL 201R, Matriculation in OTA, PTA (or corequisite)

**AHLT 135R: Activities of Daily Living**

This combined occupational therapy and physical therapy course shall introduce principles and techniques of client/patient handling and activities of daily living. The students shall have the opportunity with other classmates to experience and demonstrate the basics needed for moving, positioning, planning and training clients for daily living management and mobility. Basic skills required of occupational therapy assistants and physical therapist assistants (as utilized in a variety of clinical settings with client/patients from various cultural and socioeconomic backgrounds) are most effectively learned experientially. These skills provide a strong foundation for future competence in treatment planning and implementation. This course is offered early in the curriculum to introduce and focus on the individual with disabilities society and in relation to practice. It is required for both OTA and PTA students to enhance team collaboration. This course is a foundation course offered in the first semester of the first year. It provides the students with an introduction to patient care, foundational intervention and an introductory understanding to the practice as an OTA and PTA. The course builds upon concepts presented in AHLT 104R Introduction to OT/PT and OCTA 110R Fundamentals of OT.

**Credits:** 3

**Lab Hours:** 3

**Lecture Hours:** 2

**Prerequisites:**

AHLT 104R, Exceptions require the approval of the Professors and Program Director (or corequisite)

**AHLT 200R: Clinical Taping for the Allied Health Clinician**

The allied health clinician may be treating patients with ligamentous sprains and muscular or tendinous strains. Knowledge of clinical taping/ wrapping for edema control and musculo-skeletal support is a useful additional skill for those interested in working with patients with orthopedic or sports medicine clinical diagnoses. This occasionally-offered course will introduce indications, contraindications, and precautions for taping and wrapping, in addition to the necessary supplies and general considerations. The participant will learn taping and/or wrapping techniques for arch support, shin splints, ankle sprains, Achille's tendon strains, collateral ligament sprains of the knee, various toe, patello-femoral, hip and shoulder dysfunctions, and strains to the biceps, thumb, hamstrings tendons.

**Credits:** 1

**Lecture Hours:** 2

**Prerequisites:**

AHLT 123R or currently licensed PT/PTA or permission of instructor.

**AHLT 201R: Aquatic Therapy**

This course focuses on the use of water as a therapeutic environment alternative to land based rehabilitation. Basic hydrotherapy physics, safety and rationale for aquatic therapy will be discussed. The course will also cover the fundamental techniques and the major aquatic therapy techniques commonly in use today. The student will have opportunity to practice these techniques in a pool setting, and devise a treatment plan progressing from aquatic therapy to land-based treatments.

**Credits:** 1

**Lab Hours:** 3

**Prerequisites:**

Matriculation in PTA program or currently licensed as a PT or PTA

**AHLT 210R: Physical Therapy/Occupational Therapy Management**

In interdisciplinary teams, students will explore the management process and how it relates to physical therapy and occupational therapy practice, employment acquisition, ethics, liability and reimbursement.

**Credits:** 2

**Lecture Hours:** 2

**Prerequisites:**

OCTA 190R or PTAC 190R (or corequisite)

**AHLT 220R: Clinical Neurology**

Students will gain a basic understanding of the central nervous system and peripheral nervous system (with autonomic nervous system components) in regards to anatomy, neuro-development and function. The course will clarify the neural foundations for understanding human development, clinical neuropathology, neural screening/observation methods, and neurorehabilitation approaches. This course is offered the first semester of the senior year and draws upon concepts learned in AHLT 123R Clinical Kinesiology, AHLT 112R Clinical Conditions, OCTA 212R Developmental Disabilities, and OCTA 214R Physical Disabilities as these courses introduced by typical and atypical conditions that effect the nervous system of the human body.

**Credits:** 3

**Lecture Hours:** 3

**Prerequisites:**

BIOL 201R, BIOL 202R

**HLTH 139R: Introduction to Health Care Delivery**

This course is designed to introduce the student to a variety of concepts related to delivery of health care services. This content provides a foundation for practicing as a health care provider. Content will focus on exploring health care services, factors influencing health care delivery, safety, communication with patients, infection control, patient care, and a brief exploration of disease pathology. A large focus of the course will be directed study in the students chosen career pathway including one of the following: Home Health Aide, Dietetic Aide, Community Health Worker, Wellness Coach, Rehabilitation Aide, or Clinical Secretary. A portion of this course will require the use of technology including a computer with internet access, Adobe Flash, Adobe Acrobat, Java, and the use of a student email address.

**Credits:** 3

**Lab Hours:** 3

**Lecture Hours:** 2

**Prerequisites:**

HLTH 166R

**Co-Requisites:**

HLTH 102R

# Beginner Computer Technology

## **BCPT 101R: Introduction to Computer Applications**

The purpose of this course is to provide the student with an introduction to and working proficiency with computers. Computer literacy and familiarity with common commercial application software will be developed in a laboratory setting. It will feature the use of IBM-compatible hardware, the Windows operating system, Microsoft Office (Word, Excel, Access, Power- Point), and the Internet.

**Credits:** 3

**Lab Hours:** 3

**Lecture Hours:** 2

# Biology

## **BIOL 101R: Biology I: Chemical and Cellular Basis of Life**

This course covers the study of the cell and the molecular biology of life and will give an overview of what living organisms are made of and how they are characterized. It will focus on the principles of cell biology, cellular physiology, cellular metabolism, molecular biology, biochemistry and genetics. The course is taught at a level commensurate with the text.

Laboratory exercises are sequenced, outcome-driven, and require cognitive, psychomotor, and application of technical laboratory skills are designed to reinforce theoretical concepts presented in the lecture portion of the course.

**Credits:** 4

**Lab Hours:** 3

**Lecture Hours:** 3

## **BIOL 102R: Biology II: Adaptation, Evolution and Ecosystems**

This course will involve the study the evolution of living organisms in all kingdoms of life at the organismal level, including study of their form and function, adaptation and evolution, behavior, and interactions with one another and with the physical environment. Labs will complement the lecture.

**Credits:** 4

**Lab Hours:** 3

**Lecture Hours:** 3

## **BIOL 103R: Human Biology**

This course is an overview of the structure and function of the human body including how the skeletal, muscular, nervous, cardiovascular, respiratory, immune, digestive, urinary and reproductive systems interact to sustain life of the human organism. Unifying conceptual threads are science as a process, levels of organization, homeostasis and feedback systems and the relationship of anatomical structures to basic physiological function. The laboratory component of this course will provide students an opportunity to have hands on experiences that will complement the theoretical content of the course. Laboratory exercises are highly sequenced, outcome-driven, and require cognitive, psychomotor and application of technical laboratory skills.

**Credits:** 4

**Lab Hours:** 3

**Lecture Hours:** 3

## **BIOL 116R: Field Botany**

In this field study course students will explore, patterns of plant life in the Connecticut River eco-system. Students will learn plant taxonomy, collect and identify vascular plants naturally occurring in the local river valley basin. Lecture emphasis will be on the flowering plants, form and function, growth and development as well as relationship to the local economy and conservation principles. This course will require a short-term field-based research project, paper and/or presentation on-campus following the study. Field study labs in this course will take advantage of the major ecosystems of the Connecticut River Valley region. Laboratory learning opportunities will be on and off campus in woodland, riverbank, bog and field locations. Students will be expected to travel to offsite locations and come prepared to work in a variety of dry and wet conditions.

**Credits:** 4

**Lab Hours:** 6

**Lecture Hours:** 2

**BIOL 117R: Environmental Science**

This course introduces students to the study of major environmental problems and issues facing society today. Topics include the scientific method; ecosystem structure and function; population trends and dynamics; the pollution and management of air, land, water and energy resources; and the interrelationship of science and public policy. The laboratory section will be utilized for experiments, field trips, guest lectures, demonstrations and discussions.

**Credits:** 4

**Lab Hours:** 3

**Lecture Hours:** 3

**BIOL 162R: Nutrition: the Science of Sustenance**

This course is designed to teach the scientific principles behind the biological importance of nutrition to health and well being. It will establish a common understanding of nutrition basics and an appreciation of the importance for maintaining proper nutritional balance to maintain a healthy state. The course will focus on the study of basic biochemistry of food with an emphasis on nutrient functions to maintain normal physiological homeostasis. The laboratory component consists of face-to-face exercises that focus on digestion, macromolecular chemistry, and nutritional analysis of foods. The lab component will focus on student directed, hypothesis driven, scientific inquiry which will foster scientific literacy and an appreciation of the scientific process. Laboratory exercises are highly-sequenced, outcome-driven, and require cognitive, psychomotor, and application of technical laboratory skills.

**Credits:** 4

**Lab Hours:** 3

**Lecture Hours:** 3

**BIOL 201R: Anatomy and Physiology I**

This course is a comprehensive study of the structure and function of the human body. It includes elementary cytophysiology, histology, and anatomy and physiology of the integumentary system, skeletal system, muscular system, and nervous system. The course is taught at a level commensurate with the Human Anatomy and Physiology Society (HAPS) national outcomes. Laboratory work parallels lecture topics and includes microscopy, study of human anatomical models, dissection of appropriate laboratory specimens, and physiologic experimentation. Laboratory exercises are highly-sequenced, outcome-driven, and require cognitive, psychomotor, and application of technical laboratory skills.

**Credits:** 4

**Lab Hours:** 3

**Lecture Hours:** 3

**Prerequisites:**

Successful completion of high school Chemistry (per high school grading criteria) or CHEM030R: Introduction to Chemical Principles or previous college level chemistry course (completed with "C" or higher).

**BIOL 202R: Anatomy and Physiology II**

This course is a continuation of Anatomy and Physiology I. Includes anatomy and physiology of the endocrine system, circulatory system, immune system, lymphatic system, respiratory system, digestive system, renal system, and reproductive system. Other topics covered include nutrition; metabolism; acid/base, fluid and electrolyte balance. The course is taught at a level commensurate with the Human Anatomy and Physiology Society (HAPS) national outcomes. Laboratory work parallels lecture topics and includes microscopy, study of human anatomical models, dissection of appropriate laboratory specimens, and physiologic experimentation. Laboratory exercises are highly-sequenced, outcome-driven, and require cognitive, psychomotor, and application of technical laboratory skills.

**Credits:** 4

**Lab Hours:** 3

**Lecture Hours:** 3

**Prerequisites:**

BIOL 201R or Permission of Liberal Arts Department Designee

**BIOL 205R: Microbiology**

This is a comprehensive study of the basic principles of microbiology. Emphasis is placed on understanding the variety and differences of microbes and their relationship to humans. A survey of the morphology, physiology, genetics and classification of bacteria, viruses and other organisms and their relationship to sanitation and infectious diseases are emphasized. Laboratory work parallels lecture topics and includes microscopy, study of various microorganisms, biochemical analysis and biological experimentation. Laboratory exercises are highly-sequenced, outcome-driven, and require cognitive, psychomotor, and application of technical laboratory skills.

**Credits:** 4

**Lab Hours:** 3

**Lecture Hours:** 3

**Prerequisites:**

BIOL 101R or BIOL 201R or matriculation in the MLT program or Permission of Liberal Arts Department Designee

**BIOL 210R: Genetics**

A second-level laboratory science, this course will introduce students to the theory and advanced lab techniques used in the study of genetics. Topics covered will include Mendelian genetics, patterns of inheritance, nucleic acids, cell cycle, the molecular nature and regulation of genes, recombinant DNA technology, and genomics. Labs will complement the lectures and incorporate hands-on applications of the scientific method.

**Credits:** 4

**Lab Hours:** 3

**Lecture Hours:** 3

**Prerequisites:**

Any of the following: BIOL 101R, BIOL 102R, BIOL 103R, BIOL 201R, BIOL 202R, BIOL 205R or permission of instructor.

**BIOL 212R: Topics in Biology**

This is a non-laboratory science course applicable to Liberal Arts or Open Elective credits. This course will provide an in-depth seminar based format to investigate current topics in the broader field of biology. Students will be expected to effectively read, comprehend, and articulate contemporary issues in biology and environmental sciences. The specific content of this course will vary from seminar to seminar, covering in-depth discussions and presentations that relate to biology, global health and disease, and/or ecology. The students will be expected to critique the media and challenge assumptions, by developing skills in researching the science behind the topics. Students will discover the political, ethical, social and legal issues that accompany these topics, and how they impact society, locally regional and globally, now and in the future.

**Credits:** 3

**Lecture Hours:** 3

**Prerequisites:**

Successful completion of 1 previous laboratory science course or Permission of Instructor

**BIOL 220R: Biology Capstone: Introduction to Biological Research**

This is a course which provides students with an opportunity to synthesize previous learning by engaging in independent, student-directed, hypothesis-driven biological research. In the design and execution of experiments, students will demonstrate scientific literacy, scientific process, laboratory skills and techniques, critical thinking, quantitative and qualitative reasoning, written and oral communication skills, and an appreciation of the role that research investigations play in daily life. Classroom-based research provides a framework to foster a culture of undergraduate research at RVCC.

**Credits:** 4

**Lab Hours:** 6

**Lecture Hours:** 2

**Prerequisites:**

any 2 of the following lab courses: BIOL 101R, BIOL 102R, BIOL 201R, BIOL 202R, BIOL 205R, BIOL 210R, BIOL 162R or permission of Instructor

# Business

## **BUS 101R: Introduction to Business**

This course provides a framework for understanding business organizations and the relationships that exist in the areas of accounting, management, marketing, human resources, and production and distribution. The course focuses on the inter-relationship of the components and their role in the business process.

**Credits:** 3

**Lecture Hours:** 3

## **BUS 110R: Principles of Management**

This course provides a basis for the understanding and development of the skills needed to function productively as a manager and is intended as a base from which the student will be able to develop their own creative initiative with application to the challenges encountered by managers at all levels. Study of the aspects and techniques of planning, organizing and staffing, directing, and controlling is accomplished through lecture, discussion and case studies. Emphasis is placed on the quantitative aspects of management techniques. Other areas covered include: organizational characteristics, staffing, control techniques, total quality management, leadership characteristics, decision making motivation, and team development. Executing managerial responsibilities in both the profit and non-profit environments.

**Credits:** 3

**Lecture Hours:** 3

**Prerequisites:**

BUS 101R or Permission of Instructor

## **BUS 201R: Human Resources Management**

The purpose of this course is to familiarize the student with the scope and content of the personnel function. Through case analyses and lectures, this course studies the relationship between operating and personnel managers in employment planning, staff recruitment and selection, management training and development, performance appraisal and compensation, and the promotion of equal employment opportunities. Examine the human resource function in implementing the overall strategy of the organization.

**Credits:** 3

**Lecture Hours:** 3

**Prerequisites:**

BUS 110R or Permission of Instructor (or corequisite)

## **BUS 202R: Healthcare Management**

This course provides an overview of concepts and issues related to healthcare leadership and management. Through examination of management topics and healthcare situations, the student will explore the skills and knowledge needed to be successful in a diverse and every changing healthcare environment. Topics will include healthcare leadership, organizational design as it relates to the unique nature of healthcare organizations, managing professionals, performance improvement, teambuilding and teamwork, and diversity in the workplace.

**Credits:** 3

**Lecture Hours:** 3

**Prerequisites:**

BUS 110R or Permission of Instructor

## **BUS 204R: Small Business Management**

A study of management techniques as applied to small business is covered in this course. Includes requirements necessary in launching a new venture and managing an ongoing business. Topics covered include business plan development, computer applications, human resources, purchasing, marketing, taxation, and risk management and control procedure. Requires students to develop a comprehensive business plan for a new venture of their choosing which is presented as both an oral and written proposal.

**Credits:** 3

**Lecture Hours:** 3

**Prerequisites:**

BUSC 101R, BUSC 104R, BUSC 110R or Permission of Instructor

## **BUS 205R: Leadership**

This course examines leadership as an inter-personal and intra-organizational phenomenon with an emphasis on the theories and models of leadership and followership. Environmental factors, organizational objectives, company culture and individual and group ethical standards will be analyzed. Current readings, research, and case studies are used.

**Credits:** 3

**Lecture Hours:** 3

**BUS 216R: Organizational Behavior**

This course is an introduction to the basic concepts and topics in organizational behavior (OB) and management. It is a study of individuals, groups and interactions of these constituencies. Students will examine theories of motivation, communication, leadership, power, and change with practical relation to contemporary issues. Writing intensive course.

**Credits:** 3

**Lecture Hours:** 3

**Prerequisites:**

BUS 101R, ENGL 102R

**BUS 240R: Business Law**

This course introduces the student to law as it relates to business and to consumers. It covers the federal and state court systems and administrative agencies. Emphasis is on civil law as it relates to contracts; however, crimes and torts, as well as commercial paper and types of business organization, will also be covered.

**Credits:** 3

**Lecture Hours:** 3

**Prerequisites:**

Minimum Next Generation Accuplacer Writing Score of 250, SAT Evidence-Based Reading and Writing assessment minimum score 500 or permission of Department Chair

**BUS 242R: Ethics and Social Responsibility in Business**

Ethics and Social Responsibility in Business will provide the student with opportunities to examine the meaning of business ethics and social responsibility of business in light of the numerous high-profile challenges that managers have faced in the past several years. We will focus on ethical leadership and the management of conflicting values confronting business leaders on a daily basis, as well as the more global issue of balancing principles of good business with principles of ethical behavior. This course in applied ethical leadership will aid the student in understanding the ethical conflicts the student is likely to confront both in the business world and in their communities, and will guide the student in developing a foundation of their own managerial ethical system. Through directed readings, analysis and discussion board conversation, we will explore the meaning of socially responsible leadership, the various conflicting sets of values managers face in an increasingly global and diverse business context, and the manner in which companies manage their ethical obligations and responsibilities. The student will also participate in a final project that will permit you to combine the theories learned in class with your personal skills.

**Credits:** 3

**Lecture Hours:** 3

**Prerequisites:**

BUS 101R

**BUS 260R: Principles of Marketing**

The course examines the principles incorporated in the "market concept" as it relates to the performance of business activities directed toward and incident to, the flow of goods and services to customer or user. The course will introduce the student to the "marketing mix" which is composed of product, price, place, and promotion. Emphasis will also included planning, research and the organization of the marketing function. Environments included are consumer, industrial, profit, non-profit and global.

**Credits:** 3

**Lecture Hours:** 3

**Prerequisites:**

BUS 101R or Permission of Instructor

## Chemistry

### **CHEM 030R: Introduction to Chemical Principles**

This course is a conceptual introduction to the basic principles related to the structure of matter and the nature of chemical reactions. Particular attention will be given to the types of reactions that apply to the health field. Since this course is high school level chemistry course, credits earned will not count towards graduation requirements.

**Credits:** 2

**Lecture Hours:** 2

### **CHEM 140R: Chemistry I**

This is the first course of a two-course sequence. This course presents the basic principles, laws and theories of chemistry. Atomic structure, bonding, chemical nomenclature, and chemical reactions are investigated. The behavior of solutions, basic acid-base theory, stoichiometry and the behavior of gases are explored. Problem solving is intensive, requiring the use of algebra.

**Credits:** 4

**Lab Hours:** 3

**Lecture Hours:** 3

**Prerequisites:**

SAT Math Score of 570 or higher

**Co-Requisites:**

SAT Math Score of 570 or higher

### **CHEM 141R: Chemistry II**

Acids and bases are revisited with attention to Bronsted-Lowry and Lewis acid-base theory. The course presents principles of molecular, geometric and bonding theory along with intermolecular forces in gases, liquids and solids. Properties of solutions, chemistry kinetics, the concept of chemical equilibrium, chemical thermodynamics and electrochemistry are investigated.

**Credits:** 4

**Lab Hours:** 3

**Lecture Hours:** 3

**Prerequisites:**

CHEM 140R

## Computer Technology

### **CSCI 101R: Computer Architecture and Operating Systems**

This course is the starting point for a career in IT. This course is designed to teach the student computer architecture, the operation of its internal components and peripheral devices, its memory organization, and software installation and configuration. The content of this course is intended to reflect the objectives of the industry recognized A+ Certification.

**Credits:** 3

**Lab Hours:** 2

**Lecture Hours:** 2

### **CSCI 103R: Introduction to Web Development**

In this course, students will gain knowledge of the web development processes and learn how to develop and maintain web sites using the latest technologies and standards. Students will learn to develop web sites for different web servers and browsers, developing familiarity with common web development tools and using emerging design considerations. Students will also incorporate text, graphical, and form components into web pages and will use text formatting, tables, and CSS for page layout and site design. Students will learn problem solving skills along with the validation of user input into web forms and basic layout and imaging for attractive, informative, and entertaining web sites.

**Credits:** 3

**Lab Hours:** 2

**Lecture Hours:** 2



**CSCI 106R: Communication Infrastructure**

This course provides a hands-on guide to planning, designing, installing and maintaining the infrastructure used to support voice, video, and data communication. The communication media covered includes copper cabling, fiber optic cabling, and wireless transmission. The subject matter corresponds to that of industry-wide structured cabling standards, with particular emphasis on the standards published by the American National Standards Institute (ANSI), National Electric Code (NEC), and topics covered in the Certified Wireless Network Administrator (CWNA) certification. Topics include safety considerations, transmission media, testing procedures, system components, installation techniques, and customer support phases. Coverage of wireless networks with a focus on IEEE 802.11 standards, design considerations, security, best practice, and troubleshooting methodology are reviewed. The material is reinforced with projects using equipment from a variety of vendors, such as Cisco, Aruba, and Ubiquiti.

**Credits:** 3

**Lab Hours:** 2

**Lecture Hours:** 2

**CSCI 110R: Introduction to Networks**

This course introduces the basic concepts and principles that underlie computer networking using the Open Systems Interconnection (OSI) model and the TCP/IP protocol suite. Students will learn entry level home network installation technician skills, IP addressing and fundamentals of Ethernet media. It presents an overview of networking terminology, examines different networking topologies and architectures, discusses the physical components of computer networks, reviews the principles of network connectivity, and building a simple LAN. Students will be able to perform basic configurations for routers and switches and implementing IP addressing schemes. It also examines the implementation through design and installation of simple Ethernet networks.

**Credits:** 3

**Lab Hours:** 2

**Lecture Hours:** 2

**Prerequisites:**

CSCI 101R

(or corequisite)

**CSCI 120R: Routing and Switching Essentials**

This course is a continuation of Introduction to Networks, with increased focus on the installation and configuration of local and wide area networks in a small to medium business environment or Internet Service Provider (ISP). Students will be able to describe the architecture, components, and operations of routers and switches in a small network and learn basic functionality. Topics include an introduction to routing using the Cisco IOS, expanded OSI model, Help Desk, Network Upgrades, expanded IP sub-netting and the purpose and responsibilities of the Internet Service Provider (ISP). By the end of this course, students will be able to configure and troubleshoot routers and switches and resolve common issues with both IPv4 and IPv6 networks.

**Credits:** 3

**Lab Hours:** 2

**Lecture Hours:** 2

**Prerequisites:**

CSCI 110R

(or corequisite)

**CSCI 121R: Switching & Routing and Wireless Essentials**

This course is a continuation of Introduction to Networks, with increased focus on the installation and configuration of local and wide area networks in a small to medium business environment or Internet Service Provider (ISP). Students will be able to describe the architecture, components, and operations of routers and switches in a small network, and learn basic functionality. Students will also learn LAN, Switch, and Wireless Security concepts and configurations. Topics include an introduction to routing using the Cisco IOS, expanded OSI model, Help Desk, Network Upgrades, expanded IP sub-netting and the purpose and responsibilities of the Internet Service Provider (ISP). Students will learn security configuration using standard LAN and Wireless LAN networks that are used in business. By the end of this course, students will be able to configure and troubleshoot routers, switches, wired, and wireless LANs and resolve common issues with both IPv4 and IPv6 wired and wireless networks.

**Credits:** 3

**Lab Hours:** 2

**Lecture Hours:** 2

**Prerequisites:**

CSCI 110R

(or corequisite)

**CSCI 125R: Application Programming**

This course provides students with the skills and knowledge to plan, enter, refine, and debug programs that solve typical business problems. The finished programs are compiled and packaged into standalone applications, which are then installed on personal computers for use by office workers who may have minimal computer skills. Although Visual Basic is used exclusively in the course, as students build complete, real-life, multiple-form applications, they learn fundamental programming concepts and techniques used in all programming languages. This is an introductory course and as such assumes no prior programming experience.

**Credits:** 3

**Lab Hours:** 3

**Lecture Hours:** 2

**Prerequisites:**

BCPT 101R or Permission of Instructor

**CSCI 150R: Data Structures and Algorithms**

This course provides a hands-on guide to understanding and implementing data structures and algorithms in a computer programming environment. Theories learned in this course will provide the foundation for understanding and working with future programming languages in a professional programming environment. Concepts are theoretical but will be applied through hands on implementation.

**Credits:** 3

**Lab Hours:** 2

**Lecture Hours:** 2

**Prerequisites:**

CSCI 125R

**CSCI 175R: Introduction to C++**

In this course students will develop a basic understanding of the C++ programming language. Students will be able to design and implement simple programs dealing with numerical and string processing. They will be familiar with rudimentary input and output operations, algebraic manipulations, logical expressions and string manipulations. Through this course, students will engage in a variety of exercises that use problemsolving techniques related to science, engineering, and programming. Proper programming format and guidelines for best practice will be emphasized. Both in-class and outside of class programming exercises and projects are required. Students will also be exposed to the C programming language, which is a subset of the C++. In particular the students will learn bit manipulations.

**Credits:** 4

**Lab Hours:** 2

**Lecture Hours:** 3

**CSCI 176R: Introduction to Python**

In this course students will develop a basic understanding of the Python programming language. Students will be able to design and implement simple programs dealing with numerical and string processing. They will be familiar with rudimentary input and output operations, algebraic manipulations, logical expressions and string manipulations. Through this course, students will engage in a variety of exercises that use problem-solving techniques related to science, engineering, and programming. Proper programming format and guidelines for best practice will be emphasized. Both in-class and outside of class programming exercises and projects are required. The Python programming language has become the "swiss-army knife" of program languages. Used in everything from IT tasks, programming client and server side programs, to performing in-depth digital forensics. This course is structured to introduce students to basic programming concepts and integral features of the Python language.

**Credits:** 4

**Lab Hours:** 2

**Lecture Hours:** 3

**CSCI 185R: Introduction to Java**

The Java programming language opens the doors to a cross platform Webbased programming. The students will reinforce their basic programming skills and apply them to the Internet environment. The students will learn how to develop applications and applets, how to add active content to their Web pages and how to respond to user initiated events. They will learn how to develop Web user interfaces in a dynamic and responsive way. They will examine client server programming. All this will be accomplished in an Object Oriented Programming environment using Java SDK.

**Credits:** 3

**Lab Hours:** 2

**Lecture Hours:** 2

**Prerequisites:**

CSCI 175R and Accuplacer Sentence Skills Score of 78 or permission of instructor (or corequisite)

**CSCI 186R: Introduction to Operating Systems**

This course provides the student with a comprehensive Explaining of the multiple operating systems commonly found in the Information Technology field today. The student will learn the theory behind operating systems and some basic to advanced components of each operating system. The course walks the student through current hardware and how it interacts with operating systems. The student will learn basic functions and design of file systems found in Windows, UNIX, Linux and Android operating systems. This course also discusses how operating systems interface with input, output, and storage devices. The student will learn basic network theory and how to set up network resources. There are many hands-on projects and case projects that provide the student with real experience in supporting multiple operating systems.

**Credits:** 3

**Lab Hours:** 2

**Lecture Hours:** 2

**CSCI 197R: Relational Database Design with SQL**

This course provides a conceptual base for creating and utilizing relational databases. Students initially learn how to divide raw data parameters into tables and columns according to accepted rules of Third Normal database analysis. The students will create a multi-table computerized database suitable for standalone or web implementation. Both graphical and command line SQL methods of creating relational databases will be used.

**Credits:** 3

**Lab Hours:** 2

**Lecture Hours:** 2

**CSCI 203R: Introduction to Linux**

The student will be able to perform ordinary tasks in the Linux operating systems. This would include user management, managing files and directories, use of an editor, executing commands and managing processes. The student will also learn how to customize the work environment, use Linux Utilities, install software, and learn simple scripting.

**Credits:** 3

**Lab Hours:** 2

**Lecture Hours:** 2

**CSCI 204R: Administering Windows Servers**

This course presents the skills needed to implement, maintain and protect a Microsoft Windows Server Domain. The responsibilities of a network technician are called upon to manage, troubleshoot, install, and configure network servers, clients and peripheral devices. The course offers the students the "hands on" opportunity to exercise network management skills and the conceptual background within which these tasks are carried out.

**Credits:** 3

**Lab Hours:** 2

**Lecture Hours:** 2

**Prerequisites:**

CSCI 110R  
(or corequisite)

**CSCI 205R: PHP and MySQL Web Development**

This course builds upon the skills taught in CSCI 103R Introduction to Web Development, and introduces Embedded PHP programming and MySQL database management. The PHP and MySQL entities are open source and tools of choice for small businesses as well as small retail web entrepreneurs. The students will learn structure of PHP and how to embed the code using standard HTML format as well as create databases using MySQL and perform administrative tasks associated with a MySQL database. Students will work with data types, Object-Orientated concepts, error handling, and coding functions within a PHP application. Students will use their skills to establish a small online web store using PHP, MySQL and Apache on a web server.

**Credits:** 4

**Lab Hours:** 2

**Lecture Hours:** 3

**Prerequisites:**

CSCI 103R

(or corequisite)

**CSCI 212R: Computer Network Security**

This course is designed to give students the skills needed to identify and resolve computer and network security issues. The course will provide students an introduction to firewalls and other network security components that can be used to work together to create an in-depth defensive perimeter around a Local Area Network (LAN). Students will learn how to: identify threats; plan and design firewalls; develop a security policy; configure routers, workstations, servers, switches and firewall equipment for various packet filtering and security measures; create user authentication policies and methods; design and set up Virtual Private Networks (VPN); maintain and troubleshoot these systems.

**Credits:** 3

**Lab Hours:** 2

**Lecture Hours:** 2

**Prerequisites:**

CSCI 120R or permission of instructor (or corequisite)

**CSCI 213R: Computer Graphics – Adobe I**

Computer Graphics – Adobe I is intended for a course that offers an introduction to Photoshop image editing and Dreamweaver. No previous experience with Adobe Photoshop is assumed, and no mathematics beyond the high school freshman level is required.

**Credits:** 3

**Lab Hours:** 2

**Lecture Hours:** 2

**CSCI 214R: Web Animation – Adobe II**

In Illustrator Essential Training, students learn the basics of this application to new and experienced users alike. Then delve into Illustrator new features, demonstrating how to use each of the tools to its full potential. From the interface to the intricacies of the drawing tools, from transforming, editing, and positioning objects to applying filters and live effects, Illustrator Essential Training covers each aspect of this popular vector graphics application. Exercise files accompany the training. In Flash Professional Essential Training, students delve into the key aspects of working with Flash to create professional animations, design interactive websites, and incorporate audio and video into self-contained presentations. The training covers using the drawing and color tools, mastering the essentials of animation, and working with type, graphics, sound, and video. Exercise files accompany the tutorials.

**Credits:** 3

**Lab Hours:** 2

**Lecture Hours:** 2

**CSCI 217R: Web Database Programming**

The student is introduced to programming using internet scripting technology in a server environment. This course focuses on the fundamentals of scripting and how to program applets and applications for use on the Internet as well as database connectivity to the Internet.

**Credits:** 3

**Lab Hours:** 2

**Lecture Hours:** 2

**Prerequisites:**

CSCI 103R and CSCI 175R (or corequisite)

**CSCI 220R: Storage and Virtualization**

This course provides students with the foundations of storing, managing and protecting digital data. Students are also introduced to the concepts associated with server and storage virtualization. Emphasis is placed on understanding how to design, implement and manage virtual servers and local, remote and virtual storage networks.

**Credits:** 3

**Lab Hours:** 2

**Lecture Hours:** 2

**Prerequisites:**

CSCI 204R

(or corequisite)

**CSCI 223R: Advanced Programming**

This course enhances the student's understanding and skill in the use of compiled and structured programming languages. Techniques such as data structures, library files and extended functions, array, structure and dynamic memory allocation are covered including modular programming principles. Students are introduced to Object-Oriented Programming (OOP) theory and skills including topics such as objects, classes, encapsulation, abstraction, modularity, inheritance, polymorphism, members, functions, and inheritance. Database dataset access and Web integration are covered to increase the student's ability to manipulate data through programming.

**Credits:** 3

**Lab Hours:** 2

**Lecture Hours:** 2

**Prerequisites:**

CSCI 1745R

**CSCI 235R: Scaling Networks**

This course covers architecture, components, and the operations of routers and switches with increased focus on the installation and configuration of local and large complex networks known as wide area networks. Students learn how to configure routers and switches for advanced functionality. Topics include physically connecting LANs and WANs to Cisco routers, implementing static and dynamic routing using the Cisco IOS and troubleshooting routing problems. Access Control Lists provide an introduction to the creation of firewalls. Classful and classless routing protocols like RIP v1, RIP v2, single area OSPF, and EIGRP will be thoroughly covered. In addition to basic switch configuration, Virtual LANs are created and trunking is implemented between switches. WAN services such as T1, ISDN, Frame Relay and PPP are examined. Students will also develop the knowledge and skills needed to implement DHCP and DNS operations in a network.

**Credits:** 3

**Lab Hours:** 2

**Lecture Hours:** 2

**Prerequisites:**

CSCI 120R

(or corequisite)

**CSCI 236R: Enterprise Networking and Security and Automation**

This course covers architecture, components, and the operations of routers and switches with increased focus on the installation and configuration of local and large complex networks known as wide area networks (WANs). Students will learn how to configure routers and switches for advanced functionality. Topics include physically connecting LANs and WANs to Cisco routers, implementing static and dynamic routing using the Cisco IOS, and troubleshooting routing problems. Students will develop the knowledge and skills to implement routing protocols such as OSPF and NAT along with Access Control Lists (ACL) configurations and concepts. Student will develop skills in network security, network management, network design, network troubleshooting, network virtualization, network automation, VPN, and IPsec concepts.

**Credits:** 3

**Lab Hours:** 2

**Lecture Hours:** 2

**CSCI 240R: Connecting Networks**

Network Technicians are responsible for evaluating the computer network needs of new and existing customers. The information gathered is then used to design and propose a network solution suited to the customer's needs. This course is designed to teach students how to analyze a client's computer network needs and then design a suitable end product. Furthermore, students will learn how to properly create a project proposal.

**Credits:** 3

**Lab Hours:** 2

**Lecture Hours:** 2

**Prerequisites:**

CSCI 235R

**CSCI 296R: Technology Capstone**

This course is designed to have students completely integrate every aspect of their prior learning into a final cumulative project. Each student will design, implement and present a project that falls within the specialty area of their matriculated degree path. Projects will be preapproved by the instructor through a proposal process. Projects may include client-orientated tasks, practice orientated simulation, academic inquiry, or community engagement activities. Each project will synthesize the work accomplished in the degree and demonstrate mastery of the program outcomes.

**Credits:** 3

**Prerequisites:**

Degree Specific: Completion or enrollment in all other technology courses. (or corequisite)

**CSCI 297R: Technology Internship**

As a culminating learning experience, students will intern at a business or other organization (either for profit or nonprofit) to gain real world experience in their field of study.

**Credits:** 3

**Lab Hours:** 4

**Lecture Hours:** 0

**Prerequisites:**

Degree Specific: Completion or enrollment in all other technology courses. (or corequisite)

**CSCI or CYBS: Computer Technology Elective**

This computer technology elective course allows the student to explore any technology topic by selecting a course within CSCI or CYBS.

**Credits:** 3

**Lab Hours:** 2

**Lecture Hours:** 2

## Criminal Justice

**CRMJ 101R: Introduction to Criminal Justice**

This course provides an overview of the American criminal justice system including its roles and expectations of criminal justice professionals, theories of crime causation, crime and punishment philosophy, ethics, and multicultural awareness.

**Credits:** 3

**Lecture Hours:** 3

**CRMJ 102R: Criminal Procedure**

This course includes the case analysis of the development of Federalism, the separation of powers, the role of federal and state courts in constitutional development, and contemporary development and control.

**Credits:** 3

**Lecture Hours:** 3

**CRMJ 111R: Criminal Law**

This course will explore the history and development of criminal law as a form of social control. Included is the evolution of criminal law from civil law and the relationship between common and statutory criminal law. Emphasis is given to the substantive aspect of criminal law and how it differs from civil law.

**Credits:** 3

**Lecture Hours:** 3

**CRMJ 112R: Introduction to the Juvenile Justice System**

The nature and extent of juvenile crime, delinquency causation theories, juvenile offender typologies, the juvenile justice process from petition through termination, and institutional and community-based treatment options are examined in the course.

**Credits:** 3

**Lecture Hours:** 3

**CRMJ 201R: Criminology**

An in-depth analysis and evaluation of criminal behavior. Street crime, organized crime and occupational crime will be discussed. The student will learn to investigate, categorize, and describe the theories of criminality and social control.

**Credits:** 3

**Lecture Hours:** 3

**CRMJ 204R: Crisis Intervention in Criminal Justice**

This course focuses on the emotional aspects of individuals involved in a crisis situation. Coverage is given to the theory and management of specific situations such as stress, death and dying, drug abuse, suicide, sexual assault, disasters and violence. Consideration is also given to the functions and legalities of the mental health system.

**Credits:** 3

**Lecture Hours:** 3

**Prerequisites:**

PSYC 101R

**CRMJ 210R: Drugs and the Law**

In the first part of this course, the historical use of the major drug groups (including alcohol) will be reviewed. In the second part, the reaction of the criminal justice system to illegal involvement with drugs and alcohol and methods of treating substance abusers will be reviewed.

**Credits:** 3

**Lecture Hours:** 3

**CRMJ 211R: Justice and the Community**

This course deals with the interaction of the various components of the justice system with the community. It involves an analysis of the way the work of police departments, courts, correctional institutions and community corrections agencies appear to the public. The image of the justice system in the media is examined: specific attention is paid to the issues of the young minorities and community organizations.

**Credits:** 3

**Lecture Hours:** 3

**CRMJ 212R: Criminal Justice Communication**

This course provides students with the foundation skills, knowledge and abilities required to present effective criminal justice reports, proffer testimony at pre-trial, trial, and post conviction hearings, and prepare APA compliant research documents.

**Credits:** 3

**Lecture Hours:** 3

**Prerequisites:**

CRMJ 101R, or Permission of Instructor

**CRMJ 290R: Criminal Justice Internship**

The student will spend 120 hours of individual instruction and guidance at an approved internship site in addition to lectures within the classroom setting.

**Credits:** 3

**Lab Hours:** 9

**Prerequisites:**

completion or enrollment in all other CJ courses. (or corequisite)

**CRMJ 291R: Criminal Justice Senior Project**

In this course, through on-going and individualized contact with the supervising instructor, the student develops a topic pre-approved through a prospectus presented to the instructor. The student may develop any topic raised in any major class and is not limited by category. Empirical studies, surveys, literature reviews are among the acceptable categories of research. The final grade is determined by a review of the final product and the extent to which the student has followed the course outlines.

**Credits:** 3

**Lecture Hours:** 3

**Prerequisites:**

completion or enrollment in all other CJ courses. (or corequisite)

## Cybersecurity and Healthcare IT

**CYBS 101R: Principles of Information Assurance**

Students will be introduced to basic security principles, giving the student an understanding of the current threats and vulnerabilities of the cyber landscape, plus other topics relating to the information assurance field.

**Credits:** 3

**Lab Hours:** 2

**Lecture Hours:** 2

**Prerequisites:**

CSCI 101R or Permission of instructor (or corequisite)

**CYBS 110R: Topics in Healthcare Information Technology**

This course provides the IT professional with the required knowledge to adequately traverse the vastness of the Healthcare IT environment. In this course students will be introduced to the U.S. health care system and explore career opportunities within the health information profession. The health record is dissected and its many components are carefully reviewed. Students will have the opportunity to examine various formats of the medical record and analyze the advantages and disadvantages of the Electronic Healthcare Record (HER). Students will cover medical terminologies and classification systems and an overview of the basics of reimbursement systems.

**Credits:** 3**Lab Hours:** 2**Lecture Hours:** 2**CYBS 120R: Network Security**

This course covers basic security principles; compliance and operational security; threats and vulnerabilities; application, data, and host security; access control and identity management; and cryptography. It also covers mobile device security, cyber-attacks and defenses, and recent developments and emerging trends in information security, such as virtualization.

**Credits:** 3**Lab Hours:** 2**Lecture Hours:** 2**Prerequisites:**

CYBS 101R

(or corequisite)

**CYBS 130R: Enterprise Security Management**

Students will understand the principles of risk management, security architectures, incident handling, disaster recovery, and secure systems administration.

**Credits:** 3**Lab Hours:** 2**Lecture Hours:** 2**Prerequisites:**

CYBS 120R

(or corequisite)

**CYBS 140R: Secure Electronic Commerce**

Students will learn about the history, present, and future of electronic commerce in the world. The student will also learn about the threats, vulnerabilities, and policies when dealing with commerce in the electronic age.

**Credits:** 3**Lab Hours:** 2**Lecture Hours:** 2**Prerequisites:**

CYBS 130R

(or corequisite)

**CYBS 200R: Electronic Medical Records Systems & Information Assurance Certification and Accreditation Process (EMRS/IACAP)**

Cybersecurity specialists working in the Healthcare field must have a thorough knowledge of the Electronic Medical Record System (EMRS) and the Information Assurance Certification and Accreditation Process (IACAP). As medical records continue to transition into electronic forms, the Healthcare IT profession needs to be aware of how the data is used and stored by software. Additionally, the Healthcare IT professional needs to be able to assess the entire IT system and ensure that the system is hardened against attack while meeting industry accreditation and certification standards.

**Credits:** 3**Lab Hours:** 2**Lecture Hours:** 2**Prerequisites:**

CYBS 110R

**CYBS 250R: Digital Forensics**

Students will learn procedures on tracking, analyzing, and patching security holes after an incident has occurred. This will include seizure of equipment, analysis of confiscated materials and follow up procedures relating to the incident.

**Credits:** 3**Lab Hours:** 2**Lecture Hours:** 2**Prerequisites:**

CYBS 140R and Membership in Infragard, an FBI sponsored organization (or corequisite)



# Early Childhood Education

## **ECE 101R: Foundations of Early Childhood Education**

An overview of the historical and philosophical roots of the early childhood education profession, this course includes a survey of models of early care and education as well as the range and diversity of early childhood programs. Current issues and trends along with challenges and opportunities within the field are highlighted. The multi-faceted role of the early childhood educator will be emphasized.

**Credits:** 3

**Lecture Hours:** 3

## **ECE 102R: Child Growth and Development**

This course examines the growth and development of young children, birth through age 8 years. Sequences of development within the following major domains are studied: physical & motor, social & emotional, cognitive, and language & literacy development. In addition, individual differences and multiple, interacting influences on children's growth and development are considered.

**Credits:** 3

**Lecture Hours:** 3

## **ECE 103R: Health, Safety, and Nutrition for the Young Child**

An in-depth look at the inter-relationship between health, safety and nutrition issues in early childhood educational settings, this course explores the knowledge and skills early childhood educators need in order to promote the well-being of young children, birth through age 8 years. Topics covered include health promotion, educational experiences, communicable illnesses, safety management, and meals and food safety.

**Credits:** 3

**Lecture Hours:** 3

## **ECE 104R: Curriculum for Early Childhood Care and Education**

This course will be an exploration into the process of early childhood planning, with special emphasis on the role of environment, curriculum theories, approaches, and trends, and ongoing observation and documentation. Attention is paid to selecting and developing suitable materials, along with developmentally appropriate practices. The cycle of planning, implementing, and evaluating learning experiences is examined and practiced. This course will enhance the student's ability to work creatively in all curriculum areas.

**Credits:** 3

**Lecture Hours:** 3

### **Prerequisites:**

ECE 101R, ECE 102R, or permission of Program Director

## **ECE 105R: Children with Special Needs and Their Families**

This course will examine the child with a special need in the family context and in an inclusionary child care setting. It will provide an overview of the most common exceptionalities and the standard interventions relating to them. Emphasis will be on observation, screening, assessment, familycentered early supports and services, natural environments, individualized education plans, inclusive education, community resources, and family issues.

**Credits:** 3

**Lecture Hours:** 3

### **Prerequisites:**

ECE 102R for Early Childhood Education students

## **ECE 120R: Learning, Behavior & Positive Guidance**

This course introduces students to a positive approach to guidance. Utilizing developmental and learning theories and applying them to the care and education of young children is explored. Major topics include strategies and interventions, the role of observation, and team approaches.

**Credits:** 3

**Lecture Hours:** 3

**ECE 190R: Early Childhood Practicum I**

This course provides the student with direct, experiential learning in an early childhood care and education setting. Under the supervision of a cooperating teacher, the student will be actively involved in all aspects of the early childhood environment. Emphasis will be placed on the student's interactions with children. In addition, students will begin to develop their interactions with colleagues and with families. A minimum of 90 hours will be completed at the practicum site. Periodic meetings with the practicum instructor and other practicum students will provide opportunity for discussion of and reflection upon the practicum experience.

**Credits:** 3

**Lecture Hours:** 1

**Prerequisites:**

ECE 101R, ECE 102R, ECE 103R, ECE 104R, or Permission of Program Director

**ECE 191R: Early Childhood Work Experience Practicum I**

This course is designed to provide an opportunity for the student who is currently employed full-time in the early childhood field to receive college credit for their experience. The student must be currently employed in either a licensed or licensed exempt program. Working with an onsite mentor and the practicum instructor, the student will focus on enhancing their role as a professional at the work site. Emphasis will be placed on active involvement in all aspects of the early childhood environment and interactions with children, colleagues, and families. Periodic meetings with the practicum instructor and other practicum students will provide opportunity for discussion of and reflection upon the practicum experience.

**Credits:** 3

**Lecture Hours:** 1

**Prerequisites:**

ECE 101R, ECE 102R, ECE 103R, ECE 104R or Permission of Program Director

**ECE 200R: Developmentally Appropriate Programs for Infants and Toddlers**

This course is an in-depth study of quality infant/toddler care and education. Principles related to environments, caregiving practices, curriculum, and programmatic issues are explored. In addition, the growth and development of infants and toddlers, birth to age three, is examined. Special emphasis on relationships is woven throughout the course.

**Credits:** 3

**Lecture Hours:** 3

**Prerequisites:**

ECE 102R or Permission of Program Director.

**ECE 201R: Organization and Management in Early Childhood Education**

This course is a survey of organization and management of early childhood programs. Emphasis will be on learning how to plan, organize, manage, and evaluate programs and facilities serving young children and their families. In addition to exploring the multi-faceted role of the early childhood administrator, the course will also examine standards of quality, record keeping, funding, regulations, staffing, and family and community involvement.

**Credits:** 3

**Lecture Hours:** 3

**ECE 203R: Early Language & Literacy Development**

This course examines the early language and literacy development of young children, birth through age 8. Students will explore the environments and experiences that support and foster young children's abilities to listen, speak, read, and write. Special emphasis will be given to the multiple roles and responsibilities of an effective early childhood educator.

**Credits:** 3

**Lecture Hours:** 3

**Prerequisites:**

ECE 102R or Permission of Program Director.

**ECE 204R: Status of Childhood in America**

What is the current status of childhood in America today and how has childhood changed over time? Using knowledge from multiple disciplines, this course will examine the context of and significant factors influencing young children and their families. Major topics explored will include the media, technology, issues related to gender and equity, changes in children's play, and public policy. Students will examine what research reveals about optimal child outcomes and will identify specific strategies early childhood professionals can use to advocate for and to support positive child development and healthy family functioning.

**Credits:** 3

**Lecture Hours:** 3

**Prerequisites:**

ECE 101R, ECE 102R or Permission of Program Director

**ECE 206R: Developmentally Appropriate Programs for School Age Children**

The role and responsibilities of early childhood educators and child care providers in creating developmentally appropriate experiences for school-age children will be addressed. Discussion will include an integrated approach to language, reading, math and science and the arts for the primary classroom and activities such as clubs, projects, hobbies, music games and other themes suitable for after-school care programs. The importance of communication in building partnerships between home, school and community will be emphasized.

**Credits:** 3

**Lecture Hours:** 3

**ECE 207R: Family & Community Relationships in Early Childhood Education**

Why are family and community relationships a key aspect of best practice in early childhood education? Utilizing varied perspectives and research, this course will examine how children's development is affected by those around them. Major topics explored will include developmental issues, family stressors, and cultural considerations. Students will examine exemplary models and will identify and practice utilizing specific strategies that can build family and community relationships.

**Credits:** 3

**Lecture Hours:** 3

**Prerequisites:**

ECE 101R or ECE 102R or Permission of Instructor

**ECE 208R: Introduction to Infant Mental Health**

This course is an introduction to infant mental health. Students will study how children, aged birth to 3 years, develop socially and emotionally. The importance of how this area impacts other developmental domains and early relationships will be explored. The historical foundation and current research and practice of the field will be examined. The role of the early childhood professional as a provider of promotion services will be emphasized. ( )

**Credits:** 3

**Lecture Hours:** 3

**Prerequisites:**

ECE 102R or Permission of Program Director. (or corequisite)

**ECE 209R: Trauma-Informed Early Childhood Services**

This course is an introduction to trauma and explores its impact on children, birth through age 5 years, and their families. Topics include child development, family systems, and community services. Strategies that professionals working in early care and education settings can use to support children who have experienced trauma are emphasized.

**Credits:** 3

**Lecture Hours:** 3

**Prerequisites:**

ECE 102R or Permission of Program Director.

**ECE 220R: Early Childhood Practicum Seminar**

This course together with either Practicum II or Work Experience Practicum II forms the associate degree student's capstone experience. The student will synthesize their understanding of early childhood education and develop a personal philosophy of teaching. In addition, the student will engage in collaborative and collegial exchanges with other seminar participants. Finally, the student will complete a degree portfolio.

**Credits:** 2

**Lecture Hours:** 2

**Prerequisites:**

ECE 190R or ECE 191R Work Experience Practicum I; ECE 290R or ECE 291R Work Experience Practicum II (or corequisite)

**ECE 290R: Early Childhood Practicum II**

The student will increase their involvement in an early childhood care and education setting under the supervision of a cooperating teacher.

Emphasis will be placed on planning, implementing, and evaluating a developmentally appropriate curriculum. In addition, students will develop and refine their interactions with children, colleagues, and families. A minimum of 135 hours will be completed at the practicum site.

**Credits:** 3

**Prerequisites:**

ECE 190R or ECE 191R Work Experience Practicum I minimum grade of C

**Co-Requisites:**

ECE 190R or ECE 191R Work Experience Practicum I minimum grade of C

**ECE 291R: Early Childhood Work Experience Practicum II**

This course is designed to provide an opportunity for the student who is currently employed full-time in the early childhood field to receive college credit for their experience. The student must be currently employed in either a licensed or licensed exempt program. Working with an onsite mentor and the practicum instructor, the student will focus on enhancing their role as a professional at the work site. Emphasis will be placed on planning, implementing, and evaluating a developmentally appropriate curriculum. In addition, the student will develop and refine their interactions with children, colleagues, and families.

**Credits:** 3

**Prerequisites:**

ECE 190R or Work Experience Practicum I (ECE 191R) minimum grade of C; ECE 220R (or corequisite)

## Economics

**ECON 102R: Macroeconomics**

A macroeconomic analysis of the basic characteristics of a modern market-directed economy challenged by global development. Topics discussed include supply and demand; national income; the business cycle; inflation and unemployment; fiscal, supply-sided and monetary policy; and the Federal Reserve System.

**Credits:** 3

**Lecture Hours:** 3

## Engineering/Engineering Technology

**ENGR 101R: Engineering Fundamentals**

Introduction to Engineering provides students with an overview of the various Engineering disciplines to assist them in making informed career choices in the profession. Students will explore the nature of the field through lecture, in-class activities including team and individual design projects and attending seminars given by engineering professionals. Lecture topics focus on the use of fundamental mathematical models for solving problems relevant to civil, chemical, electrical, mechanical, and other engineering disciplines. Also covered are tools of technical communication and engineering ethics. Engineering analysis using spreadsheets and specialty Engineering software is introduced.

**Credits:** 3

**Lecture Hours:** 3

**Prerequisites:**

ENGR 110R, MATH 110R or Permission of Instructor

**ENGR 110R: Introduction to Computer-Aided Graphics for Engineers**

In this competency-based course students will learn fundamentals of drafting in a modern, networked, computer lab using AutoCAD and with an introduction to drafting software. The course will cover the concepts and application of orthographic projection, isometric representation, and basic dimensioning. Topics also include linetype conventions, lettering, freehand sketching, geometric construction, sections, and auxiliary views. Students will be introduced to 3-D visualization using wire frame, surface an extrusion modeling techniques. This course includes instruction and laboratory activities and a final project using a 3-D printer.

**Credits:** 3

**Lab Hours:** 3

**Lecture Hours:** 2

**Prerequisites:**

Matriculation in Engineering Concentration or Permission of Instructor

**ENGR 201R: Introduction to Engineering Design and Analysis**

This second course in a two-course sequence continues the preparation of students for success in the academic rigor of an engineering education. Covered in the course are tools or technical communication, recording and analyzing data, dimensional analysis, computational techniques of approximate solutions and basic statistics for quality control. The curriculum includes integration of theory with practical in-class experiments that enhance and support concepts learning in lecture.

**Credits:** 3

**Lecture Hours:** 3

**Prerequisites:**

ENGR 101R

**Co-Requisites:**

ENGR 101R

**ENGR 205R: Manufacturing Engineering Technology Capstone**

This course in Manufacturing Engineering Technology is designed to provide students with basic aspects of engineering project execution and management. Strong emphasis is placed on problem solving and professional judgment. After completing the course, students are expected to apply learned knowledge and skills to understand, analyze and implement real world engineering projects. This course is designed for individual projects but may include components requiring participation in a team.

**Credits:** 3

**Lab Hours:** 3

**Lecture Hours:** 2

**Prerequisites:**

Senior status, MATH 210R, ENGR 201R or Permission of Instructor

**ENGR 210R: Introduction to Engineering Thermodynamics**

This course in Thermodynamics is designed to provide students with basic theory and practice in the discipline. Strong emphasis is placed on problem solving and professional judgment. After completing the course, students are expected to apply learned knowledge and skills to understand, analyze and design different thermal components, processes and systems.

**Credits:** 3

**Lecture Hours:** 3

**Prerequisites:**

MATH 212R, SCI 140R, SCI 231R or Permission of Instructor

**ENGR 220R: Statics and Strength of Material**

This course in Statics and Strength of Materials is designed to provide students with basic theory and practice in the analysis and design of load bearing structures. Strong emphasis is placed on problem solving and professional judgment. After completing the course, students are expected to be able to apply learned knowledge and skill to understand, analyze and design different load bearing structures and structural systems.

**Credits:** 3

**Lecture Hours:** 3

**Prerequisites:**

MATH 210R, SCI 131R or Permission of Instructor (or corequisite)

**ENGR 230R: Introduction to Electrical Engineering**

This course in Introduction to Electrical Engineering is designed to provide students with basic theory and practice in the discipline. Strong emphasis is placed on problem solving and professional judgment. After completing the course, students are expected to be able to apply learned knowledge and skills to understand, analyze and design different electrical and electronic systems. The course introduces electrical variables circuit laws, no linear and linear elements, ideal and real sources, transducers, operational amplifiers in simple circuits, external behavior of diodes and transistors, first order RC and RL circuits. It also addresses the digital representation of a signal, digital logic gates, and flip flops. A laboratory is an integral part of this course.

**Credits:** 4

**Lab Hours:** 3

**Lecture Hours:** 3

**ENGR 240R: Statics**

Statics introduces the concepts of engineering based on forces in equilibrium. Topics include two- and three-dimensional force systems, the concept of equilibrium, analysis of trusses and frames, centroids bending moment and shear force diagrams, and friction and inertia as they apply to machines, structures, and systems.

**Credits:** 3

**Lecture Hours:** 3

**Prerequisites:**

MATH 210R, SCI 231R or Permission of Instructor

**ENGR 241R: Mechanics of Materials**

This course introduces strength of materials showing students how to determine the stress, strain and deflection suffered by bi-dimensional (and simple tri-dimensional structural elements when subjected to different loads (e.g. normal, shear torsion, bending and combined loads). Once the state of stresses and strains has been established for a particular structure type, the student will be able to evaluate allowable loads and associated allowable stresses before mechanical failure.

**Credits:** 3

**Lecture Hours:** 3

**Prerequisites:**

ENGR 240R

## English

**ENGL 011R: Reading Strategies**

This is a preparatory course designed to develop the comprehension skills, critical thinking skills and vocabulary skills necessary for reading college level materials and textbooks. Credits do not apply toward degree requirements.

**Credits:** 3

**Lecture Hours:** 3

**ENGL 098R: Introduction to College Composition**

Students taking Introduction to College Composition learn to utilize the steps of the writing process including pre-writing, drafting, revising, and proofreading. To stimulate an interest in writing and the writing process, students are encouraged to write on topics that are personally meaningful. Using both short and full-length writing assignments, students concentrate on finding unity, logical order, and clarity in their writing. Parts of speech, grammar, mechanics, and proper sentence construction will be covered. Students taking Introduction to College Composition must receive a grade of C or better to advance to College Composition.

**Credits:** 3

**Lecture Hours:** 3

**ENGL 102R: College Composition**

In this course, students learn to write clearly and effectively for defined audiences through a variety of strategies. Emphasis is on the writing process from prewriting through drafting, revising, and editing. Students become aware of the variety of strategies, behaviors, habits, and attitudes and choose those that help them improve. Writing nonfiction from personal experience and observation as well as from library and electronic sources, students gain confidence and learn basic writing principles.

**Credits:** 4

**Lecture Hours:** 4

**Prerequisites:**

1.) SAT evidence-based reading/writing score  $\geq$  500, OR

2.) completion of ENGL098R with a C or better, OR

3.) SAT evidence-based reading/writing score  $\geq$  450 WITH required corequisite writing workshop, OR

4.) permission of Department Chair.

**ENGL 113R: Public Speaking**

This course will provide a forum for students to practice and develop effective communication skills for the purpose of addressing diverse audiences with confidence and competence. Using a variety of instructional strategies students will learn to research, outline and deliver speeches appropriate for the setting and population. Students will study speech fundamentals and delivery strategies and learn to adapt purpose and message based on audience analysis. Special attention will be given to critical listening skills and ethical considerations.

**Credits:** 3

**Lecture Hours:** 3

**Prerequisites:**

ENGL 102R College Composition

**ENGL 122R: Professional Writing & Communications**

Applying principles used in business and industry, this course prepares students to use a variety of written and oral communication styles within the professional community. Students will create and analyze workplace documents, including resumes, memos, instructions, feasibility reports, and proposals, will build on an understanding of issues of audience and purpose, and will learn to utilize visual devices, including a focus on document design and layout to make documents more effective. Attention will also be placed on critical reflection and revision both as initiated by the individual student and as completed in response to the feedback of peers.

**Credits:** 3

**Lecture Hours:** 3

**Prerequisites:**

- 1.) SAT evidence-based reading/writing score  $\geq$  500, OR
- 2.) completion of ENGL098R or ENGL102R with a C or better, OR
- 3.) SAT evidence-based reading/writing score  $< 500$  WITH required corequisite writing workshop, OR
- 4.) permission of Department Chair.

**ENGL 201R: The Research Essay**

The Research Essay builds directly on the skills and attitudes developed in College Composition, especially pertaining to the research process. Students will reach beyond personal knowledge toward expertise through research. Writing a variety of academic papers with strong emphasis on a research essay, students become active investigators, synthesizing traditional sources and personal expertise in order to combine insight and evidence.

**Credits:** 3

**Lecture Hours:** 3

**Prerequisites:**

ENGL 102R

**ENGL 203R: American Literature**

The purpose of this course is to introduce students to American Literature through reading and responding to texts concurrent with the chronology of American history, from its beginnings to contemporary times. Each of the reading will be examined within the context of the character and history of United States literature and its movements. The course covers the evolution of literature as a contributing factor to the continuing development of a nation. Students will demonstrate deeper understanding of how literature allows for a perspective on history and its humanity.

**Credits:** 3

**Lecture Hours:** 3

**Prerequisites:**

ENGL 102R

**ENGL 206R: Creative Writing**

Building on writing principles and critiquing abilities learned in College Composition, students will explore the art of creative writing by writing both fiction and poetry. Through writing exercises completed both in and out of class, participating in workshop discussion, and reading a variety of established voices in poetry and fiction, students will develop a sense of the basic tools of creative writing. With an emphasis on sharing work and giving constructive criticism, this class will enable students to make choices about drafting and revising their literary pieces and to work to develop their own individual style. A final portfolio of revised and polished pieces of writing representative of the semester's work will be completed.

**Credits:** 3

**Lecture Hours:** 3

**Prerequisites:**

ENGL 102R

**ENGL 232R: Reading Short Fiction**

In this course, students will read, analyze, interpret, discuss, and write about short fiction. Readings will include various forms of the story, as well as stories from different culture, countries and centuries. Emphasis will be on the close, careful reading of text, and students will be introduced to the concepts and terminology of prose literature, including plot, conflict, characterization, theme, point of view, and imagery. This course meets the requirement for the second 3 credits of English.

**Credits:** 3

**Lecture Hours:** 3

**Prerequisites:**

ENGL 102R

**ENGL 235R: Poetry Workshop**

Building on writing principles and critiquing abilities learned in College Composition, students will begin to investigate the differences between prose and poetry. Through exercises and revision, and especially by reading and discussing some contemporary poems, students will learn to recognize and employ some of the basic tools of free verse. Working together on their own and one another's poems with the emphasis on sharing work and offering constructive criticism, students will learn what does, and what does not work in their own poems. This course meets the requirements for the second course in English.

**Credits:** 3

**Lecture Hours:** 3

**Prerequisites:**

ENGL 102R or Permission of Instructor

**ENGL 236R: Fiction Writing Workshop**

Building on writing principles and critiquing abilities learned in College Composition, students will begin to explore the art of creating a successful short story. Through reading a variety of established voices in contemporary fiction, completing writing exercises both in and out of class, and participation in workshop discussion, students will develop a sense of the basic tools of fiction. With an emphasis on sharing work and giving constructive criticism, this class will enable students to make choices about drafting and revising their stories and to develop their own individual style. A final portfolio of revised and polished stories representative of the semester's work will be completed.

**Credits:** 3

**Lecture Hours:** 3

**Prerequisites:**

ENGL 102R

**ENGL 244R: World Literature**

The purpose of this course is to introduce students to World Literature through reading and responding to texts sampled from a global history, examining how literature grows and influences culture in various places during various time periods. Each of the readings will be examined within the context of global literature and its movements, exploring the deeper connections between all of the world's inhabitants. The course covers the evolution of literature as a contributing factor to the continuing development of global relationships, shared knowledge, evolving languages, and the exploration of ideas that precipitate change. By focusing on literature, students will demonstrate deeper understanding of how literature allows for perspective on history and its humanity.

**Credits:** 3

**Lecture Hours:** 3

**Prerequisites:**

ENGL 102R

**ENGL 286R: Children's Literature**

This course presents children's literature from infancy to adolescence. The course utilizes a transactional view of reading and a variety of writing assignments. Students will examine a wide range of genres in order to develop their abilities to appreciate, critique, and select high quality children's literature. Students will also become familiar with resources available on children's literature and will discuss current issues and trends in the field.

**Credits:** 3

**Lecture Hours:** 3

**Prerequisites:**

ENGL 102R



## Fine Arts

### **ARTS 101R: Introduction to Drawing**

This course teaches students the basics of the art of drawing. Emphasis will be placed on hands-on studio activities and the promotion of visual literacy. Students will learn the basics of line, contour, shading, texture, perspective, composition, and action drawing. Through various readings and presentations, students will analyze and interpret various perspectives in drawing. Critiques and lectures will help students develop an understanding of the critical issues of drawing and of its context within the history of art. Students will also be introduced to the process involved in planning, researching, and actualizing a major drawing project. Students will create several original works of art and compile a portfolio of their artwork.

**Credits:** 3

**Lab Hours:** 2

**Lecture Hours:** 2

### **ARTS 102R: Introduction to Painting: Thematic Development**

This course teaches students the basics of the art of painting. Students will develop an understanding of the basic elements of painting such as shape, space and composition as well as how to create a full color palette in this introductory level course. There is also a focus on the material qualities of paint including mixing and application to surfaces. Students are encouraged to use self-expression as they learn basic techniques. Classes include hands-on demonstrations, the use of still life, as well as photographs. Students will create several original works of art and compile a portfolio of their artwork. A few supplies are needed and available for purchase at the bookstore. No experience necessary.

**Credits:** 3

**Lecture Hours:** 3

### **ARTS 103R: Introduction to 3D Printing**

This course is an introductory course in 3 dimensional design [model making] and printing. Students will use specific 3D related software to develop a model or remix of a model, emphasizing creativity, customization, and innovating thinking. Students will also learn about 3D printer setup, process print file, and filament layering procedure. By the end of the class, students will have created and printed a 3D object based on personal design thinking and knowledge of advanced technology.

**Credits:** 3

**Lab Hours:** 2

**Lecture Hours:** 2

## General Studies

### **GSTC 102R: Program Design Portfolio**

This course is required for learners who wish to develop a comprehensive portfolio for the design of an individualized General Studies degree. Its purpose is to design a sequence of learning experiences that provide a coherent program of studies based upon identified educational goals and core general education courses. The design process will guide the student in assessment of formal and informal learning pathways as well as lay the foundational framework for their individualized major. Emphasis will be research, self examination, planning, goal setting and documentation. Instruction, formal and informal, individual or group will be tailored to meet the needs of the individual learner.

**Credits:** 3

## Geography

### **GEOG 101R: Introduction to Geography**

Geography is a discipline that examines a broad range of topics but is unified by a number of themes and methods of inquiry. A systematic introduction to the discipline, designed to give the beginning student exposure to physical, cultural, economic, and cartographic aspects of Geography.

**Credits:** 3

**Lecture Hours:** 3

# Healthcare

## **HLTH 102R: Medical Terminology**

Students entering the field of medicine as allied health professionals need a foundation in the language of medicine. This lecture course is designed to introduce the student to medical terminology. Analysis and generation of medical terms and use of prefixes, roots and suffixes will be emphasized. Definition, spelling, and pronunciation of medical terms is stressed. Medical terms built from basic word elements related to pathology, diagnosis, and treatment will be used in class and applied to body systems. Case studies are used to illustrate the use of medical terminology in medicine.

**Credits:** 3

**Lecture Hours:** 3

## **HLTH 126R: Introduction to Laboratory Procedures**

This introductory course will provide the student with an overview of the world of laboratory functions and procedures. Included in this course will be issues surrounding safety, measurement practices, handling and care of glassware, specimen collection and handling, the health care system and an introduction to point of care testing. The applications of quality control, professionalism, legal and ethical issues associated with the laboratory will be emphasized throughout.

**Credits:** 3

**Lab Hours:** 3

**Lecture Hours:** 2

**Prerequisites:**

Matriculation in the MLT Program.

**Co-Requisites:**

Matriculation in the MLT Program.

## **HLTH 166R: Legal and Ethical Issues in Health Care**

This course provides learners with an introduction to the increasingly complex legal and ethical issues facing professionals who work in health and human services. This broad perspective will help practitioners respond to many dilemmas they face in the clinical settings and increase their sensitivity to the depth of issues involved in many treatment and service decisions. A framework is provided to enhance student's capacities to think critically and creatively. No topic lends itself so readily to that goal than does the study of law, ethics, and bioethics. This course enables the student to reason clearly and effectively about the ethical and legal issues involved in medical science and technology. Emphasis is also placed on understanding the ethical and legal environment of health care, making appropriate ethical and legal choice in practice, and developing skills necessary to promote ethical and legal leadership in a health care setting. Every effort is made to help students understand the impact of an ethical position on other individuals as well as on the larger community. It is not the intent of this course to change a student's mind about any of the bioethical issues, nor to diminish their personal belief systems on any issue. It is mandatory, however, that all students begin to clarify their positions on issues, understand the nature of their beliefs, be able to defend their positions, and understand the process by which others with different beliefs arrive at their decisions.

**Credits:** 3

**Lecture Hours:** 3

## History

### **HIST 134R: Topics in African History**

This course is an interdisciplinary approach to the study of the African continent and its peoples. Materials and methods from anthropology, archaeology, geography, linguistics, musicology, art history, political science and other disciplines will contribute to our study of the African past. The traditional, documentary methods of the historian will be complemented by extensive use of oral tradition. The course begins with the origins of man in eastern Africa more than 6 million years ago and in roughly chronological order particularly considers developments over the last two thousand years. We will pay special attention to those elements of African cultures which have made their way across the Atlantic Ocean. The interests of Europeans in Africa from Roman times to the present will be of concern but the course will examine Africa from an African perspective.

**Credits:** 3

**Lecture Hours:** 3

## Humanities

### **HUMA 102R: Art Appreciation**

This course educates students in the methods and interpretation of visual art. Students will examine the uses of visual art in human society, and learn to identify and understand visual art media and techniques. Surveying the history of visual art, students will practice analysis and interpretation. As informed viewers, students will be able to examine their own reactions to visual art and make connections between art and life. Field trips may be part of this curriculum and will incur nominal fees.

**Credits:** 3

**Lecture Hours:** 3

### **HUMA 107R: Understanding World Religions**

This course is an introductory survey of both religious studies as an academic discipline and major religious traditions of the world. Surveyed topics will include an introduction to theory and method in religious studies, classic theories in religious studies, major religious traditions of the world, and an in-depth analysis of one particular religious tradition.

**Credits:** 3

**Lecture Hours:** 3

### **HUMA 109R: Introduction to Philosophy**

An introductory survey covering various components of philosophy including Epistemology, Metaphysics, Materialism, Realism, Pragmatism, Logic, Idealism, Existentialism and Aesthetics. This will include classical original, interpretation, development and modern application of these concepts.

**Credits:** 3

**Lecture Hours:** 3

### **HUMA 110R: The Humanities in Western Culture**

This interdisciplinary course in Western culture integrates the arts of literature, painting, music, sculpture, film, and the discipline of philosophy. In order to better understand why we are the way we are, our studies are centered on our cultural heritage – from Greece, early Christianity, and the Renaissance to the present day. The course involves students and teacher in an analysis of the human issues and achievements in Western culture in an attempt to make sense of the universe. Attention will be given to the following universal concepts in human thought: search for freedom, search for truth, search for beauty, identity with God, identification with the natural world, and relationship with society. Seminar participation, several short papers and final examination are required.

**Credits:** 3

**Lecture Hours:** 3

### **HUMA 140R: Myth in Us Culture (20TH Century)**

This interdisciplinary course utilizes both the social science and the humanities to examine the making of American Culture. The central driving force is Twentieth Century American Popular Culture. Students will study a variety of sources (fiction, speeches, movies, television and advertisements) to uncover the numerous myths transmitted by these sources and to verify the validity of those myths that forge America's national identity. Several questions guide the students' investigation: What is the relationship between myths, culture and society? Why do we behave the way we do? How do myths shape our attitudes? Our norms? Our mores? What makes us Americans? Students are graded on participation, several short writing assignments, and a final exam.

**Credits:** 3

**Lecture Hours:** 3

**HUMA 142R: Topics in United States History to 1877**

A survey course of US History that presents a clear, relevant and balanced history of the United States from the days of its early development through the end of the reconstruction period. Not only does the course review the major events that shaped the nation, but it will look at those issues that impacted on, and changed the lives of the people who lived during this period. Insights into the political, social, economic and cultural issues round out the scope of this course.

**Credits:** 3

**Lecture Hours:** 3

**HUMA 143R: Topics in United States History: 1877 – Present**

A survey course of US History from 1877 to the present. This course is concerned not just with names and dates, but rather the historical processes that made the US the way it is. The course will focus on the political history, but more importantly the struggles between labor and capital, women and minorities versus the dominant patriarchal state, and the status of the working poor and the way in which they either made, influenced or were exploited by the American system.

**Credits:** 3

**Lecture Hours:** 3

**HUMA 204R: Topics in World Culture**

Topics in World Culture will provide students with a solid foundation in world culture and history from prehistory to 1600. Through an interdisciplinary approach that links the study of cultural texts with the analysis of primary historical documents, students will gain a deeper appreciation of the human condition. Special attention will be given to such universal concepts in human thought as: search for freedom, search for truth, search for beauty, identity with the divine, identification with the natural world and relationship with society. This seminar will explore world culture from a broad perspective that includes art, literature, architecture, music and philosophy.

**Credits:** 3

**Lecture Hours:** 3

**HUMA 210R: Filming the Vietnam War: the Hollywood Chronicles**

"When the legend becomes fact print the legend." (The Man who Shot Liberty Valance)  
Hollywood always had its own way of chronicling history, this pictorial chronicle portrays a mythic world where myth and reality are tightly twined neither easily separated. Hollywood's chronicle of the Vietnam War was no different. However unlike Hollywood's plethora of WWII war films, only one film "The Green Berets" starring Producer, Director John Wayne was produced by Hollywood during the Vietnam War. Ten years later, two years after the fall of Saigon, the Vietnam War filled the silver screen with gore, bloodshed and angst. This tells us something about the American people's turbulent divisive opinions on the war. With the unexpected defeat of a technologically superior nation state by a technologically inferior, smaller nation state, the American psyche suffered distressing wounds leaving behind unsightly scars as a harsh reminder of those jolting dark days. Hollywood's Vietnam War Films chronicles the psychological traumatizing affects of the war both on the "home front" and "in country." The purpose of this course is to critically view these Vietnam War films in order for the students to analyze Hollywood's discourse on the war. In conjunction with uncovering the underlying meaning of the Vietnam War films, the students will study the physical geography of Vietnam and survey the historical memory of the Vietnam War and compare the two war chronicles for the purpose of seeing more clearly the legacies of a lost war. Since the course is a seminar students will share their findings and thinkings with one another formulating an oral analytical text of the Vietnam War. Students will be evaluated on discussions and several short position papers.

**Credits:** 3

**Lecture Hours:** 3

**Prerequisites:**

100 Level Humanities course

**HUMA 245R: Native People: an Ethnohistorical Perspective**

Native People inhabited what is now the United States for more than 20 millennium prior to the European "discoveries", explorations, invasion, conquest, and colonization of the Americas. Our study begins with an examination of the indigenous cultures; myths, music, art, and religion. The course investigates the underlying causes and issues of 500 years of perpetual conflict and warfare between the Native People and the Euro-Americans. Since film is so pervasive in American society and so influential in molding American minds, the study closes with the screening of "Dances With Wolves" to examine the popular portrayal of Native People's image in the movies. Course requirements include several position papers and participation.

**Credits:** 3

**Lecture Hours:** 3

**Prerequisites:**

100 level Humanities course

## Independent Study

**Independent Study**

Independent Study is an opportunity for intensive investigation of a special skill, process, or topic, to be arranged on an individual basis between student and faculty. The intent of the Independent Study is to expand a student's learning experience beyond the normal program curriculum. Independent Study is not available to non-matriculated students. This credit-bearing opportunity is only available to matriculated students who wish to explore areas of a discipline not covered in the normal curriculum but related to the their program. Matriculated students must have a minimum cumulative GPA of 2.0 to be eligible for an Independent Study. Typically undertaken for 1-2 credits, an Independent Study may not be done in lieu of any courses existing at RVCC. Speak with your Program Director or Advisor to get started!

## LPN

**NURS 105R: Professional Concepts in Nursing**

The Professional Concepts in Nursing course facilitates students' success in the nursing program and the nursing profession by introducing theories and concepts basic to nursing practice. Students learn about the history of the nursing profession and issues facing nurses in the 21<sup>st</sup> century. Discussions focus on the different levels of nursing education and the importance developing an attitude of lifelong learning. The course introduces concepts in critical thinking and problem solving, as well as the Quality and Safety in Educating Nurses (QSEN) competencies and conceptual frameworks used to support nursing practice. Students examine the New Hampshire Nurse Practice Acts and discuss legal and ethical issues in nursing practice. Students access professional nursing research articles and discuss the importance of using evidence to support nursing practice.

**Credits:** 1

**Lecture Hours:** 1

**Co-Requisites:**

BIOL 201R

NURS 110R

**NURS 110R: LPN Nursing Care I**

The focus of this course is to prepare the LPN to apply nursing process to collecting and organizing relevant health care data, assist in the identification of health needs/problems throughout the client life span, and contribute to the interdisciplinary team in a variety of settings. The entry level LPN demonstrates the essential competencies needed to care for clients with commonly occurring health problems that have predictable outcomes. Students learn to assess and identify normal body function, provide basic nursing care, and assist the client in maintaining and promoting good health and manage or adapt to illness. Skills and competency are developed through simulation and clinical practice using QSEN competencies and Benner's model of skill attainment. Culture, spirituality, and alternative therapies prepare LPN's for care of a diverse healthcare population. Pharmacological principles and common medications are introduced with a focus on safe medication administration principles.

**Credits:** 7

**Lab Hours:** 2

**Lecture Hours:** 3

**Co-Requisites:**

BIOL 201R

NURS 105R

**NURS 120R: LPN Nursing Care II**

This course expands on concepts of nursing practice introduced in the fundamentals course. Concepts of nursing process, therapeutic communication, teaching-learning, and ethical-legal principles are integrated with knowledge, skills, and attitudes reflected in QSEN competencies, best practice models, and licensing and accrediting bodies. Concepts related to health and wellness are expanded to include acute health disorders of adults in a medical-surgical setting. Medical, nursing, and pharmacological management of health disorders is acquired through intellectual, interpersonal, and psychomotor competencies at the advanced beginner level in Benner's model of skill acquisition. Critical thinking, decision making, and problem solving skills are developed in simulation and clinical practice. Mental health concepts are introduced across the lifespan and explored in a variety of teaching environments. Pharmacology and safe medication administration correlates to health disorders in this course and is expanded to include intravenous medications.

**Credits:** 7

**Lab Hours:** 2

**Lecture Hours:** 3

**Prerequisites:**

NURS 110R

NURS 105R

**Co-Requisites:**

BIOL 202R

PSYC 101R

**NURS 230R: LPN Nursing Care III**

This course expands on concepts of previous nursing courses with the addition of nursing care to the childbearing family, including parents, infants, and children. Lifespan development and health disorders of infant and pediatric populations are introduced, providing insight into nursing in a specialty area. Nursing care of the adult expands to include complex acute health disorders requiring a higher level of critical thinking and nursing skills. The simulation lab and clinical practice provide opportunities to develop these skills which are based on Benner's model of skill attainment, the Creighton competency evaluation instrument, and deliberate practice for skill proficiency. Concepts of health promotion and prevention, patient education, therapeutic nutrition, and legal-ethical principles are integrated throughout the course. Clinical learning experiences in community health settings as well as acute care facilities provide opportunities to integrate theory with clinical practice as well as introduce students to specialized nursing care.

**Credits:** 7

**Lab Hours:** 2

**Lecture Hours:** 3

**Prerequisites:**

PSYC 101R

BIOL 202R

NURS 120R

**Co-Requisites:**

PSYC 114R

## Massage Therapy

**MASS 101R: Basic Massage Theory and Application**

This course introduces the massage therapy student to the history and theory of massage. It includes skill development in the art and science of massage therapy. This course consists of lecture, demonstration, and hands-on treatment. The students will be working on each other under the direct supervision of a certified, licensed massage therapy instructor. The course involves learning the fundamentals of giving a full body massage. Draping techniques are covered thoroughly to ensure client comfort and modesty. Indications and contraindications, the basic physiological effects, hygiene, professional appearance, sanitation procedures and equipment needed are covered. NOTE: During the first month of the course of study, each student will be required to have had a full body massage by a licensed massage therapist and present documentation by the therapist. The student is responsible for costs associated with this treatment. )

**Credits:** 3

**Lab Hours:** 3

**Lecture Hours:** 2

**Prerequisites:**

Matriculation in the Massage Program, MASS 102R (or corequisite)

**MASS 102R: Human Body I**

This course is designed for students studying to become professional Massage Therapists. The content is designed to coincide with the development of manual skills, connecting the study of the human body with the practice of massage therapy, with a focus on the mind/body connection.

**Credits:** 3

**Lecture Hours:** 3

**Prerequisites:**

Accuplacer Reading Score of 250 or higher or SAT EBRW Score of 500 or higher or Permission of Department Designee or Minimum of previous Associate's degree or minimum grade of C in Reading Strategies (ENGL 011R). , Matriculation in the Massage Therapy Program, MASS 101R (or corequisite)

**MASS 103R: Human Body II**

This course is designed for students studying to become professional Massage Therapists. The content is designed to coincide with the development of manual skills, connecting the study of the human body with the practice of massage therapy, with a focus on the mind/body connection. This course focuses on the muscular system.

**Credits:** 3

**Lab Hours:** 3

**Lecture Hours:** 2

**Prerequisites:**

Matriculation in the Massage Therapy Program, satisfactory completion of MASS 102R (or corequisite)

**MASS 104R: Human Body III**

This course is designed for students studying to become professional Massage Therapists. The content is designed to coincide with the development of manual skills, connecting the study of the human body with the practice of massage therapy, with a focus on the mind/body connection. An overview of the structure and function of the body systems and the effects of the sympathetic nervous response are covered.

**Credits:** 3

**Lecture Hours:** 3

**Prerequisites:**

Matriculation in the Massage Therapy Program, satisfactory completion of MASS 103R. (or corequisite)

**MASS 105R: Massage Essentials**

Massage Essentials covers important topics such as professional communication, self-care, the therapeutic relationship, confidentiality, evolution of massage, and the effects of massage on the homeostasis. These topics are as important as a Massage Therapist's hands-on skill.

**Credits:** 3

**Lab Hours:** 0

**Lecture Hours:** 3

**Prerequisites:**

Minimum ACCUPLACER Sentence Skills score of 78 or successful completion of Introduction to College Composition with a grade of "C" or Permission of Program Director, MASS 101R (or corequisite)

**MASS 107R: Intro to Massage Specialties I**

Introduction to Massage Specialties I familiarizes the student with a wide spectrum of massage therapy specialties. The student will study and practice the basics elements of three different common eastern and energy based massage modalities.

**Credits:** 3

**Lab Hours:** 3

**Lecture Hours:** 2

**Prerequisites:**

MASS 101R  
(or corequisite)

**MASS 108R: Introduction to Massage Specialties II**

This course is a continuation of Introduction to Massage Specialties I which familiarizes the student with a wide spectrum of massage therapy specialties. The student will study and practice the basics elements of three different common western style massages.

**Credits:** 3

**Lab Hours:** 3

**Lecture Hours:** 2

**Prerequisites:**

MASS 101R  
MASS 107R  
(or corequisite)

**MASS 117R: Massage Business Practices I**

This course is designed to equip the student with the skills to present themselves professionally in an employment setting. Students will create resumes, cover letters, practice interview skills and attend a Massage Therapy Employer Panel.

**Credits:** 1

**Lecture Hours:** 1

**Prerequisites:**

Matriculation in the Massage Therapy Program, MASS 193R (or corequisite)

**MASS 118R: Massage Business Practices II**

This course is designed to equip the student with the business skills needed to practice professionally, either as an independent massage practitioner or as an employee. The student will develop a business plan, marketing materials, and other products that have practice 'real world' value.

**Credits:** 2

**Lecture Hours:** 2

**Prerequisites:**

Matriculation in the Massage Therapy Program, MASS 193R, MASS 117R (or corequisite)



**MASS 121R: Intermediate Massage Theory and Application**

This course focuses on health care massage, postural dysfunction and outcome based treatment planning. Assessments, mechanical and reflexive techniques, hydrotherapy and endangerment sites, designing the massage treatment and the body/mind connections will be introduced. Topics to be reviewed are body mechanics movement, history, client expectations, indications and contraindications.

**Credits:** 3

**Lab Hours:** 3

**Lecture Hours:** 2

**Prerequisites:**

MASS 101R

MASS 102R

(or corequisite)

**MASS 126R: Massage Rules and Ethics**

This course focuses upon specific ethics of the profession of massage, as exemplified in various codes of ethics of major massage organizations and New Hampshire Rules and laws governing massage therapy and therapists.

**Credits:** 1

**Lecture Hours:** 1

**Prerequisites:**

Matriculation in the Massage Therapy Program,  
MASS 193R (or corequisite)

**MASS 130R: Advanced Massage Theory and Application**

This course introduces the massage student to deeper strokes that include but are not limited to trigger point therapy, myofascial release, cross fiber friction, muscle energy technique and positional release technique.

**Credits:** 3

**Lab Hours:** 3

**Lecture Hours:** 2

**Prerequisites:**

MASS 102R

MASS 103R

MASS 121R

(or corequisite)

**MASS 140R: Massage Capstone**

In this research-based course students will integrate all learning to-date to create a safe and therapeutic outcome-based massage treatment specific for clients with common conditions. Common conditions, their causes, contributing factors, cautions and contraindications will be addressed.

**Credits:** 3

**Lab Hours:** 3

**Lecture Hours:** 2

**Prerequisites:**

MASS 130R

(or corequisite)

**MASS 192R: Massage Clinical Experience**

This course provides 2/3 of the 125 practice hours of massage as required by the State of New Hampshire for licensure. The student will apply new learning to assess the needs of the client in order to develop a massage treatment that meets the unique needs of that client. The faculty advisor will assist students in the learning process and will be on duty during the course. Students will meet with the faculty supervisor as needed throughout the semester for feedback and review. Students are required to show evidence of a liability policy additional to the college liability policy which covers them when they are conducting massages independently (i.e. not directly supervised by a college faculty).

**Credits:** 2

**Lecture Hours:** 6

**Prerequisites:**

MASS 101R

MASS 102R

(or corequisite)

**MASS 195R: Massage Practicum**

This course completes the NH State Requirement of at least 125 hours of practice massage for licensure. The student will be integrating all prior learning to thoroughly assess clients' needs and design a massage treatment that is effective for each client. Forty five hours of massage therapy will be performed with a variety of clients at an approved practicum site and documented as required by NH standards.

**Credits:** 1

**Lecture Hours:** 45

**Prerequisites:**

MASS 130R

MASS 140R

(or corequisite)

# Mathematics

## **MATH 016R: Fundamentals of Mathematical Literacy**

Fundamentals of Mathematical Literacy is a course that develops students' problem-solving and logical reasoning skills to prepare them for collegelevel mathematics courses. Topics addressed include numeracy, proportional reasoning, geometry and measurement, equality, algebraic reasoning, graphing, linear equations and introductory statistical topics. Upon completing Fundamentals of Mathematical Literacy, students will be prepared to enter Statistics I, Mathematical Investigations, or other introductory Liberal Arts mathematics courses. The course is student centered and focuses on developing quantitative literacy skills through activity-based instruction that integrates technology (e.g., graphing technology, manipulatives) and emphasizes the conceptual understanding of the mathematical concepts studied. Much of the course will focus on the misconceptions that students have developed over their mathematical careers. Multiple assessments tools will be used to measure the course competencies and may include on-going formative assessments, portfolios, quizzes, exams, and projects/investigations \*credits do not apply toward Associate degree requirements.

**Credits:** 4

**Lecture Hours:** 4

## **MATH 019R: Fundamentals of Mathematical Literacy for Stem Fields**

(STEM – Science/Technology/Engineering/Mathematics) Fundamentals of Mathematical Literacy for STEM fields is a developmental mathematics course that develops students' problem-solving and logical reasoning skills to prepare them for credit-bearing mathematics courses needed for STEM fields. Topics addressed include introduction to functions, polynomials, linear and quadratic functions and equations, basic geometric topics, and introductory statistical concepts. Upon completing Fundamentals of Mathematical Literacy for STEM, students will be prepared to enter Functions and Modeling I (collegealgebra and trigonometry course), or other introductory Liberal Arts mathematics courses. The course is student centered and focuses on developing quantitative literacy skills through activity-based instruction that integrates technology (e.g., graphing technology, manipulatives) and emphasizes the conceptual understanding of the mathematical concepts studied. Much of the course will focus on the misconceptions that students have developed over their mathematical careers. Multiple assessments tools will be used to measure the course competencies and may include on-going formative assessments, portfolios, quizzes, exams, and projects/investigations. \*credits do not apply toward Associate degree requirements.

**Credits:** 4

**Lecture Hours:** 4

### **Prerequisites:**

(1) SAT Mathematics Score  $\geq 450$  OR (2) Successful completion (with a grade of "C" or better) of Fundamentals of Mathematical Literacy OR (3) written permission of mathematics advisor.

**MATH 106R: Statistics I**

Without assuming a calculus background, Statistics I is an introduction to the basics of descriptive and inferential statistics. The focus of the course will be on the development of statistical literacy and statistical thinking through the examination of real-world data from a variety of contexts, including data sets that are of interest to students. Topics include statistical distributions, linear regression and correlation, surveys and experiments, sampling distributions, probability, confidence intervals and hypothesis testing. Student centered, the course engages students in projects focusing on activity-based instruction that integrates technology (e.g., dynamic statistical packaged, calculator-based "labs", spreadsheets, on-line virtual manipulatives) and emphasizes the conceptual understanding of the statistical concepts studied.

**Credits:** 4

**Lecture Hours:** 4

**Prerequisites:**

(1) SAT Mathematics Score  $\geq 530$  OR (2) SAT Mathematics Score  $\geq 450$  with required mathematics workshop (3) Successful completion (with a grade of "C" or better) of Fundamentals of Mathematical Literacy or Fundamentals of Mathematical Literacy for STEM Fields OR (4) written permission of mathematics advisor.

**MATH 107R: Statistics II**

Statistics II is the continuation of Statistics I. The course begins with a review of sampling distributions and topics from Statistics I as necessary. The focus of the course is on strengthening proficiency with descriptive and inferential statistics by studying topics including probability, Binomial and Geometric Distributions, confidence intervals and hypothesis testing for proportions and means, Chi-square Tests, inference for regression, and Analysis of Variance. Student centered, the course engages students in projects and case-studies and is focused on activity-based instruction that integrates technology (e.g., dynamic statistical packages, spreadsheets) and emphasizes the conceptual understanding of the statistical concepts studied.

**Credits:** 4

**Lecture Hours:** 4

**Prerequisites:**

MATH 106R Statistics I or equivalent; OR written permission of instructor.

**MATH 110R: Functions & Modeling I**

This course will focus on the use of functions and algebra in problem solving and modeling. Topics include the study of linear, quadratic, exponential, logarithmic, and trigonometric functions, along with translation of functions, inverse functions, and trigonometric identities. Students can expect to complete projects that involve the use of functions to model real-world behavior (e.g., the dynamics of caffeine in the body) and include topics such as data analysis, systems of linear equations, optimization, and rational functions. The course will be student centered and focus on developing quantitative literacy through activity-based instruction that integrates technology (e.g., dynamic statistical packages, calculator-based labs, spreadsheets, on-line virtual manipulatives) and emphasizes the conceptual understanding of the mathematical concepts studied. Multiple assessments tools will be used to measure the course competencies and may include on-going formative assessments, portfolios, quizzes, exams, and projects/investigations.

**Credits:** 4

**Lecture Hours:** 4

**Prerequisites:**

(1) SAT Mathematics Score  $\geq 530$  OR (2) SAT Mathematics Score  $\geq 510$  with required mathematics workshop (3) Successful completion (with a grade of "C" or better) of Fundamentals of Mathematical Literacy for STEM Fields OR (4) written permission of mathematics advisor.

**MATH 112R: Mathematical Investigations: Great Ideas in Mathematics**

Mathematical Investigations is an introduction to various branches of mathematics, including number theory, functions and modeling, geometry, and probability and statistics. The course will focus on some of the most interesting ideas in the history of mathematics and various applications, including the infinitude of the primes, the non-denumerability of the real numbers, different sizes of infinity, golden rectangles, non-Euclidean geometry, and measuring risk. Students will complete research projects in areas such as cryptography, platonic solids, topology, chaos and fractals, and different voting methods. The course emphasizes mathematical thinking, habits of the mind, and problem solving. These strategies will allow you to apply mathematics to real-life situations. Along the way, you will confront issues that challenge your intuition and even experience mathematical questions that have remained unsolved for hundreds of years. The course is student centered and focuses on activitybased instruction that integrates technology.

**Credits:** 4

**Lecture Hours:** 4

**Prerequisites:**

(1) SAT Mathematics Score  $\geq 530$  OR (2) SAT Mathematics Score  $\geq 450$  with required mathematics workshop (3) Successful completion (with a grade of "C" or better) of Fundamentals of Mathematical Literacy or Fundamentals of Mathematical Literacy for STEM Fields OR (4) written permission of mathematics advisor.

**MATH 114R: Mathematics for the Environment**

Mathematics for the Environment is a course that allows students to apply fundamental concepts in mathematics to the study of topics such as climate, economics, population growth, health care, energy, and media literacy. In order to better understand the mathematics presented in these areas, students will study the language of mathematics including patterns, logic, induction, deduction, axioms, proof, number properties, relations, functions, counting techniques, combinations, and permutations. The course emphasizes quantitative literacy, writing, problemsolving skills, and habits of the mind as students engage in a critical analysis of our environment through the use of mathematics.

**Credits:** 4

**Lecture Hours:** 4

**Prerequisites:**

(1) SAT Mathematics Score  $\geq 530$  OR (2) Successful completion (with a grade of "C" or better) of Fundamentals of Mathematical Literacy or Fundamentals of Mathematical Literacy for STEM Fields OR (3) written permission of mathematics advisor.

**MATH 115R: Finite Mathematics**

Topics will include linear models, matrix theory, linear programming, combinations, and math of finance.

**Credits:** 4

**Lecture Hours:** 4

**Prerequisites:**

(1) SAT Mathematics Score  $\geq 530$  OR (2) Successful completion (with a grade of "C" or better) of Fundamentals of Mathematical Literacy for STEM Fields OR (3) written permission of mathematics advisor.

**MATH 120R: Functions & Modeling II**

Functions & Modeling II builds from Functions & Modeling I. The course will focus on strengthening proficiency with functions and modeling at both the procedural and conceptual levels to serve as a preparation for calculus. The course begins with a review of linear, quadratic, exponential, logarithmic, and trigonometric functions. Students will study inverse functions, compositions, combinations of functions, polynomial and rational functions, sequences and series, parametric equations, conic sections, and an introduction to limits and continuity. Additional topics may include complex numbers, polar coordinates, and vectors. Students can expect to complete projects that involve the use of functions to model real-world behavior and include data analysis and fitting functions to data. The course will be student centered and focus on developing quantitative literacy through activity-based instruction that integrates technology (e.g., dynamic statistical packages, computer algebraic systems, on-line virtual manipulatives) and emphasizes the conceptual understanding of the mathematical concepts studied. Multiple assessments tools will be used to measure the course competencies and may include on-going formative assessments, portfolios, quizzes, exams, and projects/investigations.

**Credits:** 4

**Lecture Hours:** 4

**Prerequisites:**

MATH 110R or Permission of Instructor

**MATH 210R: Calculus I**

Calculus I will focus on the study of functions, limits, derivatives and their applications, and provide an introduction to integration, along with the connection between differentiation and integration through the Fundamental Theorem of Calculus

**Credits:** 4

**Lecture Hours:** 4

**Prerequisites:**

MATH 120R or equivalent or Permission of Instructor

**MATH 211R: Calculus II**

Calculus II is the second course in single variable calculus. Major topics include integration techniques and applications, and sequences and series. Additional topics might include arc length, parametric and polar coordinates, and an introduction to differential equations.

**Credits:** 4

**Lecture Hours:** 4

**Prerequisites:**

MATH 210R or Permission of Instructor

**MATH 212R: Multivariate Calculus**

A course in the calculus of functions of more than one variable usually follows a year of calculus involving functions of only one variable. This course will commence with discussions of vectors and vector value functions. Partial differentiation, multiple integration, and vector operators including gradient, divergence, and curl and related integral theorems: Green's theorem, the divergence theorem, and Stokes' theorem will be introduced and applications will be included throughout.

**Credits:** 4

**Lecture Hours:** 4

**Prerequisites:**

MATH 211R or Permission of Instructor

**MATH 215R: Linear Algebra**

This course contains both the theory and computational skills needed to study vector spaces, linear transformations, diagonalization, eigenvalues and orthogonality. Students are expected to develop the ability to reason through and coherently write up proofs of theorems as well as develop computational skills.

**Credits:** 4

**Lecture Hours:** 4

**Prerequisites:**

MATH 211R or Permission of Instructor

**MATH 216R: Math Language, Logic and Proof**

Students will become familiar with the language of mathematics and learn how to use it in writing mathematical proofs. Various methods of proof will be presented, and students will be expected to demonstrate a level of proficiency in their utilization. Fundamental concepts in the areas of set theory, number theory, relations and functions, and logic will be discussed and proved.

**Credits:** 4

**Lecture Hours:** 4

**Prerequisites:**

MATH 211R

(or corequisite)

**MATH 217R: Probability and Statistics**

This course begins with a discussion of the differences between descriptive and inferential statistics, the different types of data, and the rudiments of statistical distributions. Classical probability theory and probability distributions are discussed in general. Specific probability distributions appropriate to discrete data and continuous data are developed in detail. Estimation, hypothesis testing, and applications provide "real life" examples. Linear relationships, and regression analysis provide another means to make predictions and shoe correlations.

**Credits:** 4

**Lecture Hours:** 4

**Prerequisites:**

MATH 210R

MATH 211R

**MATH 221R: Ordinary Differential Equations with Linear Algebra**

Ordinary Differential Equations with Linear Algebra is an introductory course in differential equations. Topics include first-order differential equations; higher-order differential equations; series solutions; The Laplace Transform; matrix algebra, Gaussian and Gauss-Jordan elimination, eigenvalues and eigenvectors; systems of linear first-order differential equations; and selected applications. Student centered, the course focuses on activitybased instruction that integrates technology and emphasizes the conceptual understanding of the concepts studied.

**Credits:** 4

**Lecture Hours:** 4

**Prerequisites:**

MATH 211R

## Medical Assistant

**MEDA 110R: Pharmacology**

This course is an introduction to the principles of pharmacology, focusing on the knowledge and skills required for safe and effective drug therapy. Emphasis will be placed on the following pharmacologic information: sources of drugs, sources of drug information, drug legislation and standards, classification of drugs, drug action, factors that effect drug action, adverse affects of drugs, administration of drugs, record keeping, abbreviations and symbols, drug calculation and the Medical Assistant's responsibilities in drug therapy. Specific drugs and the procedures for administering drugs will be integrated into Clinical Procedures I and II.

**Credits:** 3

**Lecture Hours:** 3

**Prerequisites:**

MEDA 102R, MEDA 121R, MEDA 130R (or corequisite)

**MEDA 121R: Medical Office Practice I**

The first of two Medical Office Practice courses, this course will offer students the opportunity to explore, study, and practice numerous administrative responsibilities associated with work in a medical office. The course focuses on career opportunities, professionalism, appointment scheduling, letter composition relevant to the medical office, telephone techniques, records management, banking duties, and the maintenance of a recordkeeping system. The major insurance carriers are reviewed as well as such programs as Worker's Compensation, Medicare, Medicaid, CHAMPUS/CHAMPVA. Accuracy in procedural and diagnostic coding will be stressed as a way to maximize reimbursement. Students will use computerized patient and insurance billing software to produce insurance claims and patient invoices efficiently.

**Credits:** 3

**Lab Hours:** 3

**Lecture Hours:** 2

**Prerequisites:**

HLTH 102R

(or corequisite)

**MEDA 124R: Medical Office Practice II**

The second of two Medical Office Practice courses, this course continues to offer students the opportunity to explore, study, and practice numerous administrative responsibilities associated with work in a medical office. The course focuses on career opportunities, professionalism, appointment scheduling, letter composition relevant to the medical office, telephone techniques, records management, banking duties, and the maintenance of a recordkeeping system. The major insurance carriers are reviewed as well as such programs as Worker's Compensation, Medicare, Medicaid, CHAMPUS/CHAMPVA. Accuracy in procedural and diagnostic coding will be stressed as a way to maximize reimbursement. Accuracy in procedural and ICD current diagnostic coding will be stressed as a way to maximize reimbursement. Students will use computerized patient and insurance billing software to produce insurance claims and patient invoices efficiently.

**Credits:** 3

**Lab Hours:** 3

**Lecture Hours:** 2

**Prerequisites:**

MEDA 121R

HLTH 102R

**MEDA 130R: Medical Assistant Clinical Procedures I**

The first of a two-course sequence designed as an introduction to the essential knowledge and clinical skill required by the medical assistant. Instruction in this course stresses theory, principles and skills related to medical asepsis and infection control; treatment protocols and drug and diet therapies involved in the various systems of the human body, taking medical history; vital signs and anthropometric measurements; patient preparation and assisting in physical examinations; instrumentation, sanitation, disinfection and sterilization of instruments and equipment; assisting with minor surgical procedures; administration of EKGs; preparation, storage, and administration of medication; diagnostic imaging; and review of medical office emergencies including CPR and airway obstruction.

**Credits:** 5

**Lab Hours:** 2

**Lecture Hours:** 3

**Prerequisites:**

HLTH 102R, MEDA 121R, MEDA 110R, BIOL 103R or BIOL 201R and Matriculation in the Medical Assistant Program (or corequisite)

**MEDA 135R: Medical Assistant Clinical Procedures II**

This second of a two-course sequence is designed as a co-requisite course for the medical assistant student attending MA Practicum. Skills and competencies learned in Clinical Procedures I will be reinforced in order for the student to gain a higher level of proficiency and confidence in their abilities as medical assistants. Theory content will cover anatomy and physiology, and place emphasis on specific organs and body systems and their associated illnesses and disease entities. In addition, the physiological aspects of working with special populations will be considered. This course stresses the disease processes, diagnostic studies, treatment protocols, and drug and diet therapies involved in the various systems of the human body.

**Credits:** 3

**Lecture Hours:** 3

**Prerequisites:**

HLTH 102R, MEDA 110R, MEDA 130R, BIOL 103R or MEDA 121R, MEDA 124R; Matriculation in the Medical Assistant Program (or corequisite)

**MEDA 190R: Medical Assistant Practicum**

The student performs administrative and clinical skills, under the supervision of qualified staff members, in a physician's office and in a clinical laboratory as available. During the affiliation, the student adheres to the working hours and policies of the assigned agency. The student is not paid for the 160 hour practicum.

**Credits:** 3

**Prerequisites:**

MEDA 110R

HLTH 126R

MEDA 130R

MEDA 135R

MEDA 124R

(or corequisite)

**MEDA 192R: Medical Assistant Senior Seminar**

Senior seminar is offered in the final semester of the Medical Assistant Program. This capstone course will provide the students an overview of the complete medical assisting curriculum. Classroom meetings provide the opportunity to explore and discuss their program experiences while integrating the theoretical concepts with their practicum experiences. Emphasis is placed on all facets of medical assisting pertinent to administrative, laboratory, and clinical procedures performed in the medical environment. Upon completion, students should be able to demonstrate competence in the areas covered on the national certification examination for medical assistant. Activities will include; applying and preparing for the CMA (AAMA) Certification Exam, updating resumes, cover letters, applying for jobs, interviewing techniques and successful employment strategies.

**Credits:** 1

**Prerequisites:**

MEDA 190R-enrolled or completion of all other MA programs

## Medical Laboratory Technician

**MLTC 111R: Urinalysis**

This course introduces the study of the physical, chemical and microscopic tests performed as part of a routine urinalysis. A review of the structure and function of the urinary system is followed by the concepts of urine analysis relating to the identification of normal states and metabolic and genetic disorders. Laboratory analysis of body fluids are introduced including cerebral spinal fluid, serous, synovial, and amniotic fluids, as well as fecal and semen analysis. For all areas presented, clinical aspects of related diseases are incorporated into lecture and laboratory sessions.

**Credits:** 2

**Lab Hours:** 2

**Lecture Hours:** 1

**Prerequisites:**

HLTH 126R

**MLTC 112R: Immunology**

An introduction to basic serologic concepts, this course will cover immunity and associated laboratory applications. Discussions will include non-specific and specific immunity, antigen/antibody structure, function, classification and serologic reactions, biological immunologic responses and disease states representing classical immunologic concepts.

**Credits:** 2

**Lab Hours:** 3

**Lecture Hours:** 1

**Prerequisites:**

BIOL 103R or BIOL 201R and BIOL 202R; HLTH 126R

**MLTC 113R: Clinical Chemistry**

The investigation into the human physiology of enzymes, carbohydrates, lipids, proteins, electrolytes and hormones are an important function in a clinical laboratory in regards to the diagnosis and monitoring of disease states. Clinical Chemistry reviews the function of these chemicals and introduces clinical chemistry tests and instrumentation used for their identification and quantitation. Conditions and disease states associated with abnormal findings of these elements are also discussed in limited detail. Laboratory sessions support information provided in lecture as well as emphasizing the importance of accuracy and precision in testing.

**Credits:** 4

**Lab Hours:** 3

**Lecture Hours:** 3

**Prerequisites:**

HLTH 126R

CHEM 140R

**Co-Requisites:**

HLTH 126R

CHEM 140R



**MLTC 201R: Hematology**

Hematology is the study of blood and its components. This course is an overview of blood cell production, identification, function and changes seen in disease states. Included in this course is a hemostasis component that evaluates the human bodies mechanism to control bleeding and the factors involved. Diseases and conditions associated with abnormal blood pictures and coagulation disorders are also presented. This course will also introduce the morphology and significance of cells found in various body fluids as they relate to pathogenic states. Lectures and laboratories incorporate discussions and practices of common hematologic procedures.

**Credits:** 4

**Lab Hours:** 3

**Lecture Hours:** 3

**Prerequisites:**

HLTH 126R MLTC 112R or Permission of Instructor

**MLTC 202R: Blood Banking**

Blood Banking, also known as Immunohematology is an in-depth study of the collection and storage of blood components, identification of blood group antigens and antibodies, hemolytic disease of the newborn, compatibility testing, component therapy, transfusion reaction investigation, quality control and problem solving. Tests used to accomplish the above tasks are discussed in lecture and practiced in laboratory sessions of this course.

**Credits:** 4

**Lab Hours:** 3

**Lecture Hours:** 3

**Prerequisites:**

HLTH 126R or ALHT 127R & PHBC 110R; MLTC 112R

**MLTC 204R: Pathogenic Microbiology**

A pathogen is an organism or substance capable of producing disease. This course discusses the characteristics of common pathogenic microorganisms with emphasis placed on bacteria. Pathogenic parasites and fungal elements will be introduced. Methods of isolation from clinical specimens, recognition of pathogens, microscopic morphology, anti-microbial susceptibility testing, and standard reporting practices in a clinical laboratory will be presented. Laboratory sessions will support lecture materials as they focus on safety measures in the microbiology laboratory and the importance of high quality technical skills.

**Credits:** 4

**Lab Hours:** 3

**Lecture Hours:** 3

**Prerequisites:**

BIOL 205R; HLTH 126R or ALHT 127R & PHBC 110R

**MLTC 220R: MLT Senior Seminar**

This capstone seminar will present the students with opportunities to explore and discuss their program experiences while integrating the theoretical concepts with their clinical experiences. This course will include guest speakers from laboratory related fields, development and evaluation of case studies, practice of mock certification examinations, resume preparation, and information on job searches and the employment interview process. This course is geared to transition the student from the educational setting to the workforce.

**Credits:** 2

**Lecture Hours:** 2

**Prerequisites:**

Completion of all MLTC courses

**Co-Requisites:**

Completion of all MLTC courses

**MLTC 290R: MLT Clinical Practicum**

This practicum course will provide clinical experience in the laboratory sections of Hematology, Urinalysis, Clinical Chemistry, Blood Banking and Microbiology. This allows students to apply the knowledge and skills obtained in the didactic component of the curriculum to experiences in a clinical laboratory. The clinical environment will also provide the opportunity to practice skills of a phlebotomist while under the supervision of qualified personnel in an accredited clinical laboratory. The student must demonstrate minimum competency in each area as determined by the established objectives to successfully pass this course. Affiliation packets are used in each department to assess acquired laboratory competencies. Clinical practice takes place in an approved facility under the direction and supervision of laboratory educators employed by the facility. RVCC faculty provide support and oversight throughout the practicum as necessary. Students will perform routine analytical procedures, continue to develop their laboratory skills and apply knowledge gained during classroom learning.

**Credits:** 12

**Prerequisites:**

HLTH 126R & PHBC 110R, and a grade of C or better in all MLTC courses.

**Co-Requisites:**

HLTH 126R & PHBC 110R, and a grade of C or better in all MLTC courses.

## Nursing: Associate of Science Degree in Nursing

**ADNR 105R: Nursing Seminar I**

The Nursing Seminar course facilitates students' success in the nursing program and the nursing profession by introducing concepts basic to nursing practice. Learning activities help students develop study skills, test-taking skills, and time management skills. Students learn about the history of the nursing profession and issues facing nurses in today's healthcare. Discussions focus on the different levels of nursing education. The course introduces students to the five-step nursing process as a framework for critical thinking and problem solving, as well as theories and conceptual frameworks used to support nursing practice. Students examine the New Hampshire Nurse Practice Acts and discuss legal and ethical issues in nursing practice. The course introduces students to the National Council Licensing Exam (NCLEX) for registered nurses test plan in reference to the program of study at River Valley Community College's nursing program. Students talk about using nursing research as evidence for nursing practice. (Admission to ASN Program, ADNR 116R)

**Credits:** 1

**Lecture Hours:** 1

**ADNR 116R: Nursing Care I**

This course focuses on fundamental concepts of nursing practice such as nursing process, health and wellness, therapeutic communication, teaching learning, and ethical-legal principles which provide the foundation for safe and effective nursing practice. Theoretical concepts of person, health, nursing, and environment are integrated with intellectual, interpersonal, and psychomotor competencies to form an understanding of the roles of a nurse as provider and manager of care and member of a profession. The roles of the nurse are developed through simulation and clinical practice using QSEN competencies and Benner's model of skill attainment. Culture, spirituality, and alternative therapies prepare for care of a diverse healthcare population. Pharmacological principles and common medications are introduced with a focus on safe medication administration principles. The focus of this course is nursing management of adults with common or chronic health disorders.

**HOURS: 2 lab, 10 clinical****Credits: 7****Lab Hours: 2****Lecture Hours: 3****Prerequisites:**

PSYC 101R, BIOL 201R, ENGL 102R, ADNR 105R with grade of "C" or better, BLS Certification, liability and medical insurance, active NH Nurse Assistant Licensure (or corequisite)

**ADNR 117R: Nursing Care II**

This course expands on concepts of nursing practice introduced in the fundamentals course. Concepts of nursing process, therapeutic communication, and teaching-learning, and ethical-legal principles are integrated with knowledge, skills, and attitudes reflected in QSEN competencies, best practice models, and licensing and accrediting bodies. Concepts related to health and wellness are expanded to include acute health disorders of adults in a medical-surgical setting. Medical, nursing, and pharmacological management of health disorders is acquired through intellectual, interpersonal, and psychomotor competencies at the advanced beginner level in Benner's model of skill acquisition. Critical thinking, decision making, and problem solving skills are developed in simulation and clinical practice. Mental health concepts are introduced across the lifespan and explored in a variety of teaching environments. Pharmacology and safe medication administration correlates to health disorders in this course and is expanded to include intravenous medications.

**HOURS: 2 lab, 13 clinical****Credits: 9****Lab Hours: 2****Lecture Hours: 4****Prerequisites:**

ADNR 105R and ADNR 116R with a grade of "B-" or higher; Math Elective, PSYC 114R, BIOL 201R and 202R with grade of "C" or higher, BLS Certification, liability and medical insurance, active NH Nurse Assistant Licensure (or corequisite)

**ADNR 220R: Nursing Care III**

This course expands on concepts of previous nursing courses with the addition of nursing care to the childbearing family, including parents, infants, and children. Lifespan development and health disorders of infant and pediatric populations are introduced, providing insight into nursing in a specialty area. Nursing care of the adult expands to include complex acute health disorders requiring a higher level of critical thinking and nursing skills. The simulation lab and clinical practice provide opportunities to develop these skills which are based on Benner's model of skill attainment, the Creighton competency evaluation instrument, and deliberate practice for skill proficiency. Concepts of health promotion and prevention, patient education, therapeutic nutrition, and legal-ethical principles are integrated throughout the course. Clinical learning experiences in community health settings as well as acute care facilities provide opportunities to integrate theory with clinical practice as well as introduce students to specialized nursing care.

**HOURS: 2 lab, 13 clinical****Credits: 9****Lab Hours: 2****Lecture Hours: 4****Prerequisites:**

English composition, BIOL 201R and 202R, PSYC 101R and 114R with grade of "C" or higher

**Co-Requisites:**

English composition, BIOL 201R and 202R, PSYC 101R and 114R with grade of "C" or higher

**ADNR 230R: Nursing Care IV**

This course is designed to provide students with the opportunity to comprehensively apply and integrate synthesized theoretical and clinical experiences from previous nursing courses. Upon completion, students should be able to demonstrate the knowledge, skills, and attitudes necessary to provide quality, individualized, entry level nursing care. The focus of this course is nursing care of the patient across the lifespan with complex health disorders. Intellectual, interpersonal, and psychomotor competencies are developed through simulation and clinical practice and based on Benner's model of skill attainment, the Creighton competency evaluation instrument, and the AACN synergy model for patient care. Nursing care is holistic and includes integration of health promotion and prevention, patient education, therapeutic nutrition, and legal-ethical principles with safe and effective, culturally sensitive patient centered care. The role of nurse as a manager of care is a focus of this course with opportunities for delegation, supervision, collaboration, and team communication skills provided in simulation and clinical settings. This course is designed to prepare graduates for entry level nursing practice.

**HOURS: 2 lab, 16 clinical****Credits: 10****Lab Hours: 2****Lecture Hours: 4****Prerequisites:**

ADNR 220R with grade of "B-" or higher

**Co-Requisites:**

ADNR 220R with grade of "B-" or higher

**ADNR 235R: Nursing Seminar II**

This nursing seminar course is designed to prepare nursing students to enter the workforce by focusing on essential skills of communication, leadership, management, and conflict resolution. Learning activities provide opportunities for students to use communication and critical thinking skills to implement change and effectively deal with conflict in the healthcare setting. Students examine the importance of quality and safety measures as they relate to the nurse, patient, family structure, organization, and healthcare system. The nursing role in delegation, documentation, and professional behaviors are viewed from both legal and ethical standpoints. Preparation for the National Council Licensure (NCLEX) RN licensing exam and future employment are discussed and considered in order to facilitate student success as new graduate nurses.

**Credits:** 1

**Lecture Hours:** 1

**BIOL xxxR: Microbiology Elective**

Take either RVCC's Micro class (BIOL 205R) or transfer in an equivalent Micro for Healthcare class.

**Credits:** 4

## Occupational Therapy Assistant

**OCTA 110R: Fundamentals in Occupational Therapy**

This course is designed to give the student an overview of the Occupational/ Physical Therapy programs and professions. The history and development of the professions, scope of practice and roles of the health care personnel are discussed. Also reviewed will be professional competencies, role delineations of the PT, OT, PTA and OTA, review of case studies and practice models, medical abbreviations, safety issues, current issues and trends, and ethical and legal practice. This introductory level course is offered in the first semester of the first year and is designed to improve and enhance an understanding of the field of OT and PT. It is a foundation course for OCTA 110 Fundamentals of OT.

**Credits:** 1

**Lab Hours:** 2

**OCTA 125R: Therapeutic Principles**

This lab skills course is designed to ground the student in the basic principles and foundations of practice in Occupational Therapy. The course is designed to reinforce concepts in the theory and practice of OT. This course builds upon concepts and the competencies achieved in AHLT 135R, OCTA 110R and AHLT 104R. Principles of motion and kinesiology will be reviewed, as well as the foundation in therapeutic activity, activity analysis, group dynamics, and the introduction to therapeutic use of self.

**Credits:** 3

**Lab Hours:** 4

**Lecture Hours:** 1

**Prerequisites:**

AHLT 135R

AHLT 104R

BIOL 201R

OCTA 110R

(or corequisite)

**OCTA 190R: OTA Level I Fieldwork Experience**

This clinical experience is designed to introduce the student to a variety of professional behaviors in the field which include how to collect useful and accurate data from observation and/or available written resources, use of effective communication with written and verbal skills, and appropriate screening and assessment techniques. This course is conducted at the end of the first year after the completion of all of the first-year courses. It is designed to solidify the principles of theory and practice that have been introduced to the students in the first year. This particular. Fieldwork has a focus on psychological and social factors that influence engagement in occupation. The student will be introduced and have a chance to experience and interact in a variety of psychosocial and behavioral situations that are integrated with developmental, physical and emotional deficits. The Level I field work experience allows the student an opportunity to be involved in basic treatment planning including; setting goals, developing intervention strategies and demonstrating proper techniques in ADL and some I-ADL interventions while maintaining effective relationships with client, family and staff and utilizing the occupational therapy practice framework. Upon completion of Level I experience the student will have demonstrated a sense of professional values, ethics, and responsibilities.

**Credits: 4**

**Prerequisites:**

All First Year AHLT and OLTA courses, BIOL 201R, BIOL 202R, PSYC 101R

**OCTA 191R: OTA Level I Fieldwork Seminar**

This course provides a seminar for guided student exchange on trends and issues of Occupational Therapy related to the Level I Fieldwork Experiences. The rationale for this course is to further enhance the student in making the transition from student to professional by discussing topics relevant to our field of practice. This course builds upon clinical and theoretical foundations through discussion and application activities. The courses in which information is directly drawn upon are OCTA 212R, AHLT 104R, AHLT 135R, OCTA 110R, OCTA 125R. Additionally, this course will further prepare our students for the national board exam and licensure where applicable.

**Credits: 2**

**Lecture Hours: 2**

**Co-Requisites:**

MTTN 101R

**OCTA 212R: Developmental Disabilities in Occupational Therapy**

This course includes Occupational Therapy theories and treatments for individuals with a variety of developmental disabilities. Utilizing the standard therapeutic process, the student will apply theory and technique in screening and evaluation, treatment planning, service provision, documentation, and program evaluation. This course builds upon principles of theory and practice presented and applied in AHLT 112R, PSYC 101R, PSYC 114R, OCTA 110R, OCTA 125R. The various roles and responsibilities of the COTA in the work sites for the person with a developmental disability will be examined.

**Credits: 2**

**Lab Hours: 3**

**Lecture Hours: 1**

**Prerequisites:**

PSYC 101R, AHLT 112R, AHLT 114R, OCTA 110R, OCTA 125R (or corequisite)

**OCTA 213R: Psychosocial Disabilities in Occupational Therapy**

Occupational therapy treatment of common psychosocial behavior problems of the individual is discussed. Client assessment, group process and therapeutic communication are included. The focus and direction of this course builds upon the strong emphasis on psychosocial disabilities. This course is designed to assist the student in developing knowledge of theory, models of practice, etiology and occupational therapy treatment techniques essential to enable the occupational therapy assistant to effectively serve clients in the mental health field. This course builds upon the foundation of OCTA 125R Therapeutic Principles and OCTA 213R Developmental Disabilities as it further engages students in theory and practice of OT with a multitude of diagnoses through the lifespan

**Credits: 3**

**Lab Hours: 2**

**Lecture Hours: 2**

**Prerequisites:**

OCTA 190R  
(or corequisite)

**OCTA 214R: Physical Disabilities in Occupational Therapy**

This practice oriented course provides the student with basic skills in assessment, treatment planning, treatment techniques and documentation as related to physical dysfunction. Included are biomechanical, neurodevelopmental and sensory integrative treatment techniques, splinting, casting and the use of adaptive devices. Occupational therapy is based on the belief that occupation/purposeful activity may be used to prevent and mediate dysfunction. The occupational therapy assistant, to contribute to this prevention and mediation in physical disabilities, must understand the occupational therapy process and display competency in assessment, problem identification, treatment planning and implementation. This course incorporates theory and practice concepts from OCTA 110, 125, and 212. Through the dovetailing of courses offered in the first and second semesters of the curriculum, the OTA student can further expand their knowledge effective OT Practice with individuals with physical disabilities. This course is offered in the first semester of the senior year. Level I FW OCTA 190 also contributes to the foundation of this course as students apply assessment skills, physical, emotional, psychosocial and cognitive intervention techniques in simulation and classroom practice

**Credits: 2****Lab Hours: 3****Lecture Hours: 1****Prerequisites:**

OCTA 190R

(or corequisite)

**OCTA 220R: Seminar in Occupational Therapy**

This course provides a seminar for guided student exchange on trends and issues of Occupational Therapy related to the Level II Fieldwork Experiences. The rationale for this course is to further enhance the student in making the transition from student to professional by discussing topics relevant to our field of practice and to further prepare our students for the national board exam and licensure where applicable. This culmination course includes topics from OCTA 125, 212, 214, 213, 290 and 291. This course is designed to assist students in examining the overarching integration of theory and practice of OT including integration of didactic training.

**Credits: 1****Lecture Hours: 1****Prerequisites:**

OCTA 290R, OCTA 291R (or corequisite)

**OCTA 290R: OTA Level IIa Fieldwork Experience**

Psychosocial service agencies, hospitals, rehabilitation centers, nursing homes, community health care agencies, school systems and other human service facilities provide affiliating experiences for students enrolled in the Occupational Therapy Assistant program. This practicum will enable the student to successfully integrate classroom learned material into the clinical area of practice. It is designed to assist the student in successfully developing the role of a therapist among clients as well as colleagues. It incorporates all OCTA first and second year courses as well as AHLC courses into practice. This is a course that is conducted in the field as a practicum.

**Credits: 6****Prerequisites:**

All required AHLT and OCTA courses

**OCTA 291R: OTA Level IIb Fieldwork Experience**

Psychosocial service agencies, hospitals, rehabilitation centers, nursing homes, community health care agencies, school systems and other human service facilities provide affiliating experiences for students enrolled in the Occupational Therapy Assistant program. This practicum will enable the student to successfully integrate classroom learned material into the clinical area of practice. It is designed to assist the student in successfully developing the role of a therapist among clients as well as colleagues. As it incorporates all aspects of didactic training from OCTA and AHLT courses, it is an advanced practice course follow Level IIA OCTA 290R. It is expected that by the end of this fieldwork (practicum) experience that all students are executing themselves at entry level practice and prepared to sit for the national examination.

**Credits: 6****Prerequisites:**

All required AHLT and OCTA courses

## Phlebotomy

### **PHBC 110R: Phlebotomy**

This course is designed to provide the student with theoretical and introductory technical skills of a phlebotomist. This course covers topics of anatomy and physiology of the circulatory system, medical terminology, structures of the health care system and laboratory, safety, types of laboratory analyses, equipment, sources of error and medico-legal issues surrounding the practice of phlebotomy. Specimen collection techniques focusing on safe and accurate skill development will be emphasized.

**Credits:** 3

**Lab Hours:** 2

**Lecture Hours:** 2

**Prerequisites:**

Matriculation in Phlebotomy Program or  
Permission of Instructor

### **PHBC 190R: Phlebotomy Internship**

After completion of Phlebotomy (PHBC 110R) the student will spend no fewer than 100 hours and no greater than 120 hours in a clinical environment becoming proficient with the responsibilities and skills of a phlebotomist while under the supervision of qualified personnel in an accredited clinical laboratory.

**Credits:** 3

**Lab Hours:** 3

**Prerequisites:**

PHBC 110R and matriculation in the Phlebotomy Program

## Physical Therapist Assistant

### **PTAC 112R: Physical Therapy Procedures I**

This course involves both lecture and laboratory teaching in the area of physical agents used in Physical Therapy. These agents include heat, cold, light, sound waves, electricity and traction. Documentation and preparation of self, the patient, equipment and space will also be emphasized.

**Credits:** 3

**Lab Hours:** 3

**Lecture Hours:** 2

**Prerequisites:**

Matriculation into PTA program or Permission of Instructor.

### **PTAC 115R: Therapeutic Exercise**

Students will focus on therapeutic exercise rationale, indications, contraindications. Specific equipment, techniques and procedures of therapeutic exercise will be introduced. Students will have opportunity in lab sessions to practice these exercise techniques.

**Credits:** 3

**Lab Hours:** 3

**Lecture Hours:** 2

**Prerequisites:**

AHLT 123R  
(or corequisite)

### **PTAC 122R: Physical Therapy Procedures II**

This course continues the series aimed at providing the Physical Therapist Assistant student with basic skills in procedures commonly used in Physical Therapy. This course integrates both lecture and laboratory learning in the areas of data collection (goniometry, manual muscle testing, length, girth, volume and body composition) therapeutic massage, gait training and treatment following reconstructive surgery of the extremities. This course will also cover theory and basic techniques for peripheral joint mobilization, and an introduction to patient education and community service. There will continue an emphasis on professionalism in behavior, appearance and rapport.

**Credits:** 3

**Lab Hours:** 3

**Lecture Hours:** 2

**Prerequisites:**

PTAC 112R  
AHLT 123R

### **PTAC 190R: PTA Clinical Education Practicum I**

Clinical education provides students with the opportunity to perform their responsibilities under appropriate physical therapist or physical therapist assistant supervision and with positive role modeling. The experience provides exposure to a variety of patients and learning activities. The clinical education is an organized sequence of learning activities integrated within the curriculum. It includes full time assignments, and follows the completion of relevant didactic instruction. Clinical education is provided in a variety of practice and health care settings and ensures participation in direct patient care. (304 hrs in 8 wks – usually 40 hr/wk x 8 wks minus 2 days for seminar course)

**Credits:** 6

**Prerequisites:**

All PTAC and AHLT courses from first year schedule (or corequisite)



**PTAC 192R: PTA Clinical Education Practicum I Seminar**

This seminar course provides students with an opportunity for reflective learning that focuses on their current clinical education experience. Students will return to campus for two days during their clinical assignments. (2 full days – 16 hrs total)

**Credits:** 1

**Lecture Hours:** 1

**Prerequisites:**

PTAC 190R

**PTAC 201R: Introduction to Personal Training and Fitness**

This occasionally-offered course is designed to introduce the student to the fitness industry and the profession of personal training. Topics of discussion will include current trends and the personal trainer's role, employment opportunities and personal trainer certification options. The foundational knowledge and skills needed for an entry level personal training certificate will also be covered which includes health screening, physical fitness and body composition assessments and fitness program design. Course competencies will be based on current research and industry standards.

**Credits:** 1

**Lecture Hours:** 2

**Prerequisites:**

PTA Program matriculation, A&P I, Kinesiology, Therapeutic Exercise, or permission from instructor.

**PTAC 211R: Physical Therapy Procedures III**

This course completes the series aimed at providing the Physical Therapist Assistant student with basic skills in procedures commonly used in Physical Therapy. This course integrates both lecture and laboratory learning, and off site clinical practice in the areas of advanced therapeutic interventions: facilitation techniques and motor control, orthotics, prosthetics, cardiac rehabilitation, chest physical therapy, wound care, psychological issues and management of patients using teaching strategies and cultural sensitivity.

**Credits:** 3

**Lab Hours:** 3

**Lecture Hours:** 2

**Co-Requisites:**

MTTN 101R

**PTAC 250R: PTA Clinical Education Senior Seminar**

This course provides an opportunity to wrap up loose ends regarding licensure, preparation for the licensing exam, the State Practice Act, legal/ethical issues, and topics current to profession. It provides opportunity for students to further the transition to professional attitudes, behaviors and awareness. (2 full day a week for the last 4 weeks of spring semester)

**Credits:** 4

**Lecture Hours:** 32

**Prerequisites:**

PTAC 292R

**PTAC 292R: PTA Clinical Education Practicum II**

Clinical education provides students with the opportunity to perform their responsibilities under appropriate physical therapist or physical therapist assistant supervision and with positive role modeling. The experience provides exposure to a variety of patients and learning activities. The clinical education is an organized sequence of learning activities integrated within the curriculum. It includes full time assignments, and follows the completion of relevant didactic instruction. (400 hrs over 8 wks, usually 8 hrs day x 10 wks)

**Credits:** 8

**Prerequisites:**

All PTAC and AHLT courses except PTAC 250R

# Physics

## **PHYS 105R: Investigations in Natural Science**

PHYS 105R Investigations in Natural Science SO Nov 2017: Investigations in Natural Science is a hands-on, constructivist, inquiry-based exploration of physical, chemical and biological principles that underlie our daily observations and experiences. Students will work in small groups primarily using basic and common supplies and equipment. Lectures will be integrated with laboratory activities. Activities will focus on developing and using models, planning and conducting investigations, identifying unknown substances, analyzing and interpreting data, using mathematical and computational thinking, and constructing explanations to demonstrate understanding of scientific and engineering practices. The student journal is the most important document of student work and serves as a reference document to student understanding; a limited number of formal reports will also be required. (Pre/Co-req: )

**Credits:** 4

**Lab Hours:** 3

**Lecture Hours:** 3

**Prerequisites:**

Permission of the Instructor. (or corequisite)

## **PHYS 115R: Astronomy**

This course is an introductory Astronomy course offered in an experiential mode. The course will consider theories of the origin of the universe, our galaxy, as well as the structure and mechanics of our solar system. Stars, including our sun, nebula and galaxies will be investigated. Comets and asteroids will be included. Navigation on the celestial sphere as well as basic spectroscopic skills will be explored. Naked eye observations, binocular use as well as some telescope work will be integrated into this experience.

**Credits:** 4

**Lab Hours:** 3

**Lecture Hours:** 3

## **PHYS 130R: Physics I**

A study of elementary classical physics with emphasis on the application of physical principles to problem solving. Topics include linear and projectile motion, Newton's laws translational and rotational equilibrium, work and energy, momentum, circular and rotational motion, and mechanical properties of matter.

**Credits:** 4

**Lab Hours:** 3

**Lecture Hours:** 3

**Prerequisites:**

MATH 110R

## **PHYS 131R: Physics II**

A continuation of the study of elementary classical physics with emphasis on the application of physical principles to problem solving. Topics include simple harmonic motion, waves, thermodynamics, electricity and magnetism and geometrical optics. If time permits, some modern physics topics may be discussed .

**Credits:** 4

**Lab Hours:** 3

**Lecture Hours:** 3

**Prerequisites:**

PHYS 130R

## **PHYS 231R: University Physics I**

Lecture and laboratory experiences will provide a study of classical physics using calculus. Topics include linear and projectile motion, Newton's laws, translational and rotational equilibrium, work and energy, momentum, rotational motion, mechanical properties of matter and oscillations.

**Credits:** 4

**Lab Hours:** 3

**Lecture Hours:** 3

**Prerequisites:**

MATH 210R

## **PHYS 232R: University Physics II**

Lecture and laboratory in University Physics II continue the introduction to classical physics started in University Physics I. Topics include thermodynamics, electricity and magnetism, optics and selected topics from electromagnetic waves and modern physics when time permits.

**Credits:** 4

**Lab Hours:** 3

**Lecture Hours:** 3

**Prerequisites:**

PHYS 231R

## Political Science

### **POLS 102R: Survey of American Government**

This course is an introduction to the basic structures of the political process in the United States; it combines attention to political activity at the national (Federal), State and local levels. Topics covered include analysis of Federal and State constitutions, the American political economy, Federal/State relationships, the workings of and interactions between the Executive, Legislative and Judicial Branches of government, the elective process, activities of public and private interest groups, and how the government handles the country's tax dollars.

**Credits:** 3

**Lecture Hours:** 3

## Psychology

### **PSYC 101R: Introduction to Psychology**

Introduction to Psychology is an introductory college course in psychology which focuses on the fundamental facts and principles of psychology within the broader context of contemporary personal and social concerns. Topics may include the historical development of the discipline, scientific methodology, human development, motivational theory, consciousness, sensation and perception, learning, thinking, memory, emotions, biological basis of behavior, personality theory, psychopathology, sexuality, and measurements and statistics.

**Credits:** 3

**Lecture Hours:** 3

### **PSYC 114R: Human Development**

The course in normal human development shall take a look at developmental life sequences of humans from an historical and contemporary view of theories of development and learning. Emphasis will be on the interaction and adaptation in the process of human maturation in growth, movement, perception, cognition, communication, social interaction, and activities of daily living.

**Credits:** 3

**Lecture Hours:** 3

### **PSYC 200R: Educational Psychology**

Educational Psychology is designed to cover five broad topics: development, learning, lesson and classroom management, assessment and characteristics of learners. The development component focuses on developmental theories of cognition and affect as they relate to education. The learning component presents behavioral and cognitive perspectives on learning, problem solving, critical-thinking and reasoning. The classroom management component focuses on the evaluation of learner characteristics to include those with exceptionalities and ethnically diverse learners. Topics may include the definition of a reflective teacher; cognitive, personal, gender, social, and moral development; individual and group differences; behavioral and cognitive approaches to learning and thinking; motivation and instruction; and assessment. This course provides basic knowledge from the discipline of psychology as related to the field of education and application of this basic knowledge to improve the quality and outcome of the educational process.

**Credits:** 3

**Lecture Hours:** 3

**Prerequisites:**

PSYC 101R

### **PSYC 210R: Abnormal Psychology**

This course explores the diagnosis, treatment and care of the symptoms associated with abnormal behavior. The theoretical causes of various types of psychological disorder – particularly the neurotic, psychotic, and mood disorders will be presented as will a historical perspective regarding treatment. The history surrounding the treatment of mental illness will be discussed. The psychodynamic, cognitive behavioral and medical model approaches to treatment will be emphasized

**Credits:** 3

**Lecture Hours:** 3

**Prerequisites:**

PSYC 101R

**PSYC 211R: Social Psychology**

This course surveys the major areas of social psychology - the science of individual human behavior in social situations. The course emphasizes an understanding of the important methods, terms, theories, and findings in the field of social psychology. By understanding social psychology we can become more aware of others and ourselves. It is required that you have passed an Introductory Psychology course before taking this class. The course employs primarily a lecture format, although your comments, questions, and discussion are strongly encouraged.

**Credits:** 3

**Lecture Hours:** 3

**Prerequisites:**

PSYC 101R

**PSYC 212R: Forensic Psychology**

This course examines the interface of psychology and the law with a specific focus on forensic psychology. Contemporary issues including child victims and witnesses, competence, insanity, risk assessment, violent juvenile offenders, psychopathy, and the death penalty as well as the roles and responsibilities of a forensic psychologist and forensic psychiatrist, juries, expert testimony, assessment and treatment within the legal system are addressed.

**Credits:** 3

**Lecture Hours:** 3

**Prerequisites:**

PSYC 101R, or CRMJ 205R, or permission of Department Chair

**PSYC 214R: Counseling Theories and Techniques**

Counseling Theories and Techniques is a course designed to provide students with a foundation in the theoretical concepts of the major theories of counseling and interviewing skills. Students will examine the theories and research as it applies to counseling and psychotherapy. Specific emphasis will be given to interviewing techniques and preliminary counseling skills necessary for effective interaction with clients. Topics also include basic assessment, ethics, diversity, and self-awareness.

**Credits:** 3

**Lecture Hours:** 3

## Radiologic Technology

**RADT 101R: Introduction to Radiologic Technology & Clinical Simulated Lab Practicum**

This is an introductory course which presents Radiologic Technology as a science and other aspects related to this profession. During the first half of the semester the focus will be on introductory concepts in Radiologic Technology. The second half of the semester will focus on engaging in simulated activities. Students will gain an understanding of the practical applications of patient care, exposure factors, protection and mandatory requirements for clinical practicums.

**Credits:** 2

**Lab Hours:** 2

**Lecture Hours:** 1

**Prerequisites:**

Matriculation in the RVCC Radiologic Technology Program

**RADT 110R: Patient Care & Medical Terminology**

This course introduces the Radiologic Technology student to their responsibilities when working with patients. This course will discuss patient education, safety and comfort. An emphasis will be made on how to react to medical emergencies within the department and the legal responsibilities of the radiologic professional. The course will address infection control, handling of hazardous materials, isolation precautions, and patient monitoring. The student will learn about human diversity, ethnic and cultural values and how to integrate these concepts into professional practice. Medical terminology related to imaging sciences will be discussed, developing a basic understanding of the medical language employed in the health care professions and Imaging department.

**Credits:** 2

**Lab Hours:** 2

**Lecture Hours:** 1

**Co-Requisites:**

MTTN 101R

**RADT 115R: Radiographic Positioning & Procedures I**

This course is a study of the radiographic procedures as they relate to the skeletal system. Topics include positioning, exposure factors, film evaluation and related anatomy of chest, abdomen, superior and inferior extremities, and shoulder and pelvic girdle. There are positioning practical workshop components.

**Credits:** 3

**Lab Hours:** 2

**Lecture Hours:** 2

**Co-Requisites:**

MTTN 101R

**RADT 120R: Radiation Physics & Imaging Equipment**

This course explores and defines the fundamental principles of physics and electronics involved in the production, use and control of the various electromagnetic energies used in medical and diagnostic applications. Topics include electromagnetic waves, electricity and magnetism, electrical energy, power and circuits as they relate to radiography. It will discuss the components of radiographic equipment and how its work in the production of x rays. Upon completion, students should be able to demonstrate an understanding of basic principles of physics as they relate to the operation of radiographic equipment.

**Credits:** 2

**Lecture Hours:** 2

**Prerequisites:**

MATH 110R, RADT 101R, RADT 132R

**RADT 121R: Radiologic Technology Clinical Practicum I**

This course is competency-based clinical experience that develops the cognitive, affective, and psychomotor skill level of students will assist and perform basic radiographic procedures. During the clinical rotation, students will assist and perform basic radiographic procedures of the chest, abdomen, upper and lower extremities. Must complete 180 clinical hours and pass co-requisite/pre-requisite courses.

**Credits:** 4

**Prerequisites:**

RADT 101, RADT 110R, RADT 115R, RADT 132R

**RADT 122R: Radiologic Technology Clinical Practicum II**

A competency-based clinical experience that intensifies the cognitive, affective and psychomotor skill level of students in the realization of special radiographic procedures. Students will assist the radiologist in fluoroscopic exam procedures. This clinical experience provides learning opportunities in radiographic critique and quality assurance. The student will acquire proficiency in the realization of radiographic position and procedures of body trunk, spine, and fluoroscopic procedures, preparation of contrast media and patient care. Mastery of knowledge from previous clinical practicum with a focus on outcomes assessment. This is an 8 weeks assignment. Students must complete 180 clinical hours and pass successfully the pre-requisites courses to continue into the next level.

**Credits:** 4

**Prerequisites:**

RADT 121R, RADT 215R

**RADT 132R: Principles of Radiographic Exposure, Image Acquisition & Processing**

This course comprises the study of all concepts associated with the nature, production and exposure of x-rays, image acquisition and processing. It will present CR/DR image acquisition. DICOM standards will be discussed. PACS system of storage and transfer will be presented. Manipulation of various exposure factors and choices of equipment uses will be explored. The student will develop knowledge and skills necessary to recognize and evaluate quantitative and qualitative factors in clinical radiographs.

**Credits:** 3

**Lecture Hours:** 3

**Co-Requisites:**

MTTN 101R

**RADT 214R: Radiologic Pathology & Imaging Critique**

This course is a study of the most common conditions and lesions affecting the human being and its relation to the changes observed in the radiographic image. Evaluation and analysis of radiographs pertaining to the anatomical region are studied. Evaluation of the quality on the radiographic image is also studied.

**Credits:** 2

**Lecture Hours:** 2

**Prerequisites:**

SCI 201R, SCI 202R, RADT 115R, RADT 215R, RADT 218R

**RADT 215R: Radiographic Positioning/Procedures II and Contrast Media**

This course is a study of the body trunk, vertebral spine, and radiographic special procedures including fluoroscopy and the use of contrast media. It includes discussion of correct factors exposure, positioning skills, medical indication and contra-indications for special studies pertaining to the anatomical region of study. Positioning practical workshops will be included. Students should pass successfully the pre-requisites courses to continue into the next level.

**Credits:** 3

**Lab Hours:** 2

**Lecture Hours:** 2

**Prerequisites:**

RADT 115R

RADT 110R

**Co-Requisites:**

RADT 115R

RADT 110R

**RADT 218R: Radiographic Positioning & Procedures III**

This course entails the study of the radiographic procedures related to cranial structures, facial bones and neck. It includes, discussion of exposure techniques, positioning skills, medical indications for special and optional projections; that may be performed on traumatized patients and special studies pertaining to this anatomical region.

**Credits:** 2

**Lab Hours:** 2

**Lecture Hours:** 1

**Prerequisites:**

RADT 115R

RADT 215R

**RADT 223R: Radiologic Technology Clinical Practicum III**

This course is a competency-based clinical experience that intensifies the cognitive, affective and psychomotor skill level of students performing radiographic procedures of the skull. This clinical experience provides learning opportunities in mobile, trauma and surgical radiographic procedures. Mastery of knowledge from previous clinical practicum with a focus on outcomes assessment will occur. Must complete 225 clinical hours and pass successfully the pre-requisites courses to continue into the next level.

**Credits:** 5

**Prerequisites:**

RADT 115R

RADT 121R

RADT 122R

RADT 215R

RADT 218R

**RADT 224R: Radiologic Technology Clinical Practicum IV**

Students participate and develop skills in radiographic critique and quality assurance. The students acquire proficiency in the application of all radiographic procedures under indirect supervision. Students are exposed to new imaging modalities. Mastery of knowledge from previous clinical practicum with a focus on outcomes assessment will occur. Must complete 225 clinical hours and pass successfully the pre-requisites courses to complete the program requirements.

**Credits:** 5

**Prerequisites:**

RADT 223R

**RADT 228R: Radiation Biology & Protection**

This course introduces the student to the possible negative effects of diagnostic medical radiation on the human body. Specifically, the student will study how the quality and quantity of x-ray radiation can damage cellular structure and the different ways to minimize this potential danger. This course also discusses rules and regulations related to radiation safety surrounding the radiographer and their role in exposing and protecting the public to diagnostic medical radiation. The students should pass successfully the prerequisites courses to continue into the next level.

**Credits:** 2

**Lecture Hours:** 2

**Prerequisites:**

RADT 101R

RADT 120R

RADT 132R

**RADT 229R: Cross Sectional Anatomy**

This course will focus on the study of cross-sectional anatomy for imaging professionals. The course is designed to provide the student with an overview of human anatomy, viewed in body sections, as it relates to the imaging professional. Course is complemented with laboratory experiences.

**Credits:** 2

**Lab Hours:** 2

**Lecture Hours:** 1

**Prerequisites:**

SCI 201R; SCI 202R, Matriculation in the RVCC Radiologic Technology Program

**RADT 235R: Quality Assurance, Ethical and Legal Issues**

This course will offer students basic knowledge on the importance and implementation of a quality assurance program in a radiological facility. Emphasis will be given to the quality control tests performed on radiographic exposure and imaging acquisition and processing. Medical-legal considerations of the health profession with emphasis on the radiologic technologist. Comprises current aspects on ethics, responsibilities, obligations and rights of the health professionals relative to patients and colleagues, including case presentation and discussion.

**Credits:** 2

**Lecture Hours:** 2

**Prerequisites:**

RADT 110R

RADT 120R

RADT 132R

(or corequisite)

**RADT 240R: Introduction to Imaging Modalities**

This course introduces students to new modalities of medical diagnostic imaging. Course includes basic concepts of principles and operational procedures of lineal tomography, digital and computerized radiology, computed tomography, interventional, magnetic resonance, nuclear medicine, radiotherapy, mammography, sonography and bone density.

**Credits:** 2

**Lecture Hours:** 2

**Co-Requisites:**

MTTN 101R

## Respiratory Therapy

**RSPT 110R: Respiratory Care I**

This course emphasizes specific respiratory care therapeutic areas. The topics for discussion are principles of infection prevention and control in the healthcare setting, physical principles of respiratory care, medical gases and their delivery systems, medical gas therapy, humidity therapy, aerosol therapy, storage and the uses of medical gas therapy. The course has simulation activities to enhance learning for the student to achieve specific course competencies.

**Credits:** 4

**Lab Hours:** 2

**Lecture Hours:** 3

**RSPT 115R: Microbiology for Respiratory Care**

This course will introduce the respiratory student to basic microbiology concepts and common laboratory practices involved with the diagnosis of infectious diseases of the respiratory tract. Students will learn about normal flora and common pathogens of the respiratory tract.

**Credits:** 2

**Lecture Hours:** 2

**Prerequisites:**

RSPT 121R, BIOL 201R (or corequisite)

**RSPT 121R: Respiratory Physiology**

This course is an extensive investigation into the anatomy and physiology of the entire respiratory system. Topics include gross anatomy and histology, internal and external respiration, pulmonary blood flow, the matching of ventilation to perfusion, and the role of the central nervous system in controlling ventilation.

**Credits:** 4

**Lecture Hours:** 4

**Prerequisites:**

RSPT 110R

(or corequisite)

**RSPT 122R: Respiratory Care II**

This course is an extension of Respiratory Care I. Topics includes: oxygen and carbon dioxide transport, airway management, acid-base balance, arterial blood gas puncture and analysis, suctioning, manual resuscitation, and an introduction to respiratory failure and the need for ventilatory support.

**Credits:** 3

**Lab Hours:** 2

**Lecture Hours:** 2

**Prerequisites:**

BIOL 201R, RSPT 110R, RSPT 121R, RSPT 132R

(or corequisite)

**RSPT 132R: Pulmonary Evaluation**

This course emphasizes the clinical evaluation of the pulmonary patient. Assessments such as vital sign monitoring, chest auscultation, visual inspection, palpation, and percussion are introduced to the first year student. Simulation and role playing of various clinical situations in our lab will enhance the classroom experience. Assessment of pulmonary function tests, precise document charting, as well as performing chest physiotherapy will be taught. A history of the Respiratory Therapy Profession will also be covered.

**Credits:** 3

**Lab Hours:** 2

**Lecture Hours:** 2

**Prerequisites:**

RSPT 110R

RSPT 121R

(or corequisite)

**RSPT 140R: Respiratory Care Pharmacology I**

This course is to enhance the respiratory student's learning of basic pharmacologic terminology as related to the field of respiratory care. The course concentrates on the pharmacology used to treat the respiratory system, some drugs used in critical care and those agents associated with the cardiovascular system. Student will learn key terms pertaining to drug dosages, calculate drug doses using proportions and percentage-strength solutions. Adverse effects of these agents will be addressed.

**Credits:** 3

**Lecture Hours:** 3

**Prerequisites:**

BIOL 201R

RSPT 110R

RSPT 121R

RSPT 132R

(or corequisite)

**RSPT 191R: Respiratory Practicum I**

During this practicum, clinical, bedside, and laboratory application of respiratory care is presented, utilizing the facilities of affiliated clinical sites under the supervision of hospital Respiratory Care Practitioners. Clinical affiliations are designed to expose students to an environment in which they can develop their skills providing direct patient care.

**Credits:** 4

**Prerequisites:**

RSPT 122R

RSPT 132R

(or corequisite)

**RSPT 211R: Critical Care Respiratory Therapy**

This course will prepare the students to work in the ICU. This course covers material on how mechanical ventilators work, physiology of ventilatory support, initiating and adjusting invasive and non-invasive ventilation, hemodynamic monitoring of the patient in the ICU, and weaning and discontinuing ventilatory support from the patient.

**Credits:** 3

**Lab Hours:** 2

**Lecture Hours:** 2

**Prerequisites:**

RSPT 191R

(or corequisite)



**RSPT 213R: Neonatal & Pediatric Respiratory Care**

This course provides the students a fundamental background in the principles and concepts of neonatal and pediatric respiratory therapy. Specific topics that will be discussed will include: growth and development of the fetus, the perinatal period, changes that occur at birth, respiratory and cardiovascular abnormalities, and the respiratory therapy equipment used to treat such conditions.

**Credits:** 3

**Lab Hours:** 2

**Lecture Hours:** 2

**Prerequisites:**

RSPT 211R

(or corequisite)

**RSPT 219R: Advanced Care Seminar**

This course provides a seminar for guided student exchange on trends and issues of Respiratory Therapy related to the practicum and didactic experience. The rationale for this course is to further enhance the student in making the transition from student to professional by discussing topics relevant to the field of Respiratory Therapy, and further prepare our students for successful completion of the NBRC test.

**Credits:** 1

**Lecture Hours:** 1

**Prerequisites:**

RSPT 211R

(or corequisite)

**RSPT 228R: Cardiopulmonary Disease I**

This course concentrates on pathological conditions of the pulmonary system. Topics discussed cover body defense mechanisms, examination and evaluation of the chest, the etiology, pathophysiology, clinical manifestations, laboratory data, treatment, and prognosis of a variety of cardiopulmonary diseases.

**Credits:** 4

**Lab Hours:** 2

**Lecture Hours:** 3

**Prerequisites:**

RSPT 110R

RSPT 121R

(or corequisite)

**RSPT 229R: Cardiopulmonary Disease II**

This course concentrates on pathological conditions of the pulmonary system. Topics discussed cover body defense mechanisms, examination and evaluation of the chest, the etiology, pathophysiology, clinical manifestations, laboratory data, treatment, and prognosis of a variety of cardiopulmonary diseases.

**Credits:** 4

**Lab Hours:** 2

**Lecture Hours:** 3

**Prerequisites:**

RSPT 228R

(or corequisite)

**RSPT 240R: Advanced EKGs for Healthcare Providers**

This course covers the concepts and applications of the art of EKG interpretation. It is designed for beginners, intermediate and advanced healthcare providers desiring a more robust knowledge of the cardiovascular system, cardiac rhythms, electrocardiograms and cardiac drugs used in critical care.

**Credits:** 3

**Lecture Hours:** 3

**Prerequisites:**

permission of instructor (or corequisite)

**RSPT 281R: Respiratory Practicum II**

During this practicum, clinical, bedside, and laboratory application of respiratory care is presented, utilizing the facilities of affiliated clinical sites under the supervision of hospital Respiratory Care Practitioners. Clinical affiliations are designed to expose students to an environment in which they can develop their skills providing direct patient care.

**Credits:** 4

**Prerequisites:**

RSPT 191R

RSPT 211R

(or corequisite)

**RSPT 282R: Respiratory Practicum III**

During this practicum, clinical, bedside, and laboratory application of respiratory care is presented, utilizing the facilities of affiliated clinical sites under the supervision of hospital Respiratory Care Practitioners. Clinical affiliations are designed to expose students to an environment in which they can develop their skills providing direct patient care.

**Credits:** 4

**Prerequisites:**

RSPT 281R

(or corequisite)

## Service Learning

### **INSV 110R: Service Learning Experience I**

This course will engage students in service experiences within the community. Service Learning is the integration of service and learning where each is valued as necessary for the other. It is a way of learning that takes place through and within the performance of meaningful community service. The focus of the service projects will be to facilitate and enhance academic learning. Students will commit to a sustained community service project with the approval of faculty for a minimum of 16 hours in the semester. A variety of teaching methodologies will be used to facilitate expression of new learning. A summative portfolio will be used to provide evidence of project success and learning.

**Credits:** 1

**Lecture Hours:** 1

### **INSV 111R: Service Learning Experience II**

This course will be a continuation of the Service Learning experience for students who have successfully completed INSV 110R. This course will allow students to continue to support an established service project and or mentor beginning Service Learning students. The student will commit to a sustained community service or mentoring objective for a minimum of 12 hours over the course of one semester. A variety of teaching methodologies will be used to facilitate expression of new learning. A summative portfolio will be used to provide evidence of project success, learning and or leadership experiences.

**Credits:** 1

**Lecture Hours:** 1

**Prerequisites:**

INSV 110R or Permission of Instructor

### **INSV 112R: Service Learning Experience III**

This course will be a continuation of the Service Learning experience for students who have successfully completed INSV 110R and 111R. This course will allow students to continue to support an established service project or mentor new Service Learning students in organizing and implementing Service Learning experiences. The student will commit to a sustained community service or mentoring objective for a minimum of 16 hours over the course of one semester. Students will participate in reflection seminars that will take place throughout the semester. A variety of teaching methodologies will be used to facilitate expression of new learning. A summative portfolio will be used to provide evidence of project success, learning and or leadership experiences. \*Credits do not count toward graduation requirements.

**Credits:** 1

**Lecture Hours:** 1

**Prerequisites:**

INSV 110R, INSV 111R or Permission of Instructor

## Social Services

### **HSV 110R: Introduction to Social Services**

This course will provide an introduction to the field of social services. An overview of the historical and philosophical roots of the profession, including information from psychology and sociology, will be presented. The course examines the range and diversity of service delivery models, program settings, and populations served. Current issues and trends along with challenges and opportunities within the field are highlighted. The roles and responsibilities of the social services worker and career and professional development planning will be emphasized.

**Credits:** 3

**Lecture Hours:** 3

### **HSV 123R: Supportive Communication Skills**

This course introduces the theories and concepts of interpersonal communication. The process and practice of supportive communication skills will be emphasized. Issues impacting effective communication and common challenges will be examined. Students will develop skills that can be utilized to supportively communicate with a variety of people in a range of environments.

**Credits:** 3

**Lecture Hours:** 3

**HSV 125R: Service Coordination**

This course is an introduction to service coordination. The emphasis will be on recognizing and enhancing human potential through the utilization of a strength-based approach. The three major phases of service coordination – assessment, planning, and implementation – will be explored. Topics covered include professional roles and responsibilities, legal and ethical issues, historical perspectives, and current models.

**Credits:** 3

**Lecture Hours:** 3

**Prerequisites:**

HSV 110R

(or corequisite)

**HSV 126R: Issues in Mental Health and Developmental Disabilities**

This course explores many common disabilities, diagnoses, issues, and treatment options related to mental illness and developmental disabilities. The psychological and social impact of having a developmental disability or mental illness is emphasized.

**Credits:** 3

**Lecture Hours:** 3

**Prerequisites:**

HSV 110R

(or corequisite)

**HSV 270R: Social Services Fieldwork**

This course, coupled with its co-requisite, Social Services Seminar, provides the student with a comprehensive capstone experience. The student will apply knowledge, skills, and dispositions developed in previous course work. The student will be placed at a community program/agency. Under the guidance of the site supervisor, the student will engage in observations, educational activities, and direct services and other professional tasks. A minimum of 135 hours will be completed at the fieldwork site.

**Credits:** 3

**Prerequisites:**

HSV 110R, HSV 123R, HSV 125R, HSV 126R, HSV 271R (or corequisite)

**HSV 271R: Social Services Seminar**

This course, coupled with its co-requisite, Social Services Fieldwork, provides the student with a comprehensive capstone experience. The student will revise their personal philosophy statement and update their career and professional development plan. In addition, the student will engage in collaborative and collegial exchanges with other seminar participants. Finally, the student will complete a degree portfolio.

**Credits:** 1

**Lecture Hours:** 1

**Prerequisites:**

HSV 110R

HSV 123R

HSV 125R

HSV 126R

HSV 270R

(or corequisite)

## Sociology

**SOSC 101R: Introduction to Sociology**

The course provides an introductory study of sociology using the principles and methods of social sciences and the scientific method. Sociological principles, sociological perspectives, and the relationship of the individual to society groups will be emphasized. Culture and the elements influencing society today are major themes of the course. Other topics that will be examined include socialization, social structure, stratification, race, class, family, education, population, economics, religion, gender, age, and social change. Sociological research and the role of sociologists in the modern world are discussed. Students learn to think critically about the nature of society and social institutions.

**Credits:** 3

**Lecture Hours:** 3

**SOSC 110R: Cultural Anthropology**

An exploration of Homo sapien's origins and the development of cultural differences and similarities. An examination of what the similarities and differences mean and why they are valuable.

**Credits:** 3

**Lecture Hours:** 3

**SOSC 201R: Contemporary Social Problems**

Contemporary Social Problems and Issues will be studied, including such topics as deviance and crime, sex and gender, culture, poverty, aging, the family, population (rural and urban issues), the media, education and the economy, health and medicine. Sociological principles, sociological perspectives, and the relationship of the individual to society and groups will be emphasized. Students learn to think critically about the nature of society and social institutions.

**Credits:** 3

**Lecture Hours:** 3

**Prerequisites:**

Any 100 level Social Science

## World Language

**LANG 105R: Spanish I**

An introductory course for the first year language study that takes a communicative, functional approach to teaching and learning Spanish at the college level. The course includes grammar, conversation, culture, and readings. At the end of the course the student will be able to speak and write basic Spanish.

**Credits:** 3

**Lecture Hours:** 3

**LANG 106R: Spanish II**

Spanish II initially reviews, then builds on the simple sentence structures and vocabulary learned in Spanish I. Students will understand and converse in day-to-day Spanish and know basic aspects of various Hispanic cultures. Students will also read authentic materials and basic literature, and will write letters and short essays. Course activities accommodate all learning styles and are both innovative and relevant to student experiences. Video materials bring Spanish to life for students by illustrating in context the grammar and vocabulary students are learning.

**Credits:** 3

**Lecture Hours:** 3

**Prerequisites:**

LANG 105R

**LANG 120R: Sign Language I**

This course will assist the student in developing basic conversational skills in American Sign Language (ASL). Included in the course will be a study of basic grammatical structures, non-verbal grammatical signals, sign vocabulary, and conversation regulators. Cultural aspects of the Deaf Community will also be discussed. Emphasis will be placed on using American Sign Language (ASL) in one-to-one or small group conversations.

**Credits:** 3

**Lecture Hours:** 3

**LANG 121R: Sign Language II**

This course will assist the student in developing the ability to use and understand sign language at the beginning level. Classes will include readiness exercises, skills development, direct interaction activities and sign vocabulary building.

**Credits:** 3

**Lecture Hours:** 3

**Prerequisites:**

LANG 120R