

Choose More. Choose Community.



RIVER VALLEY

Community College

2024 - 2025 College Catalog



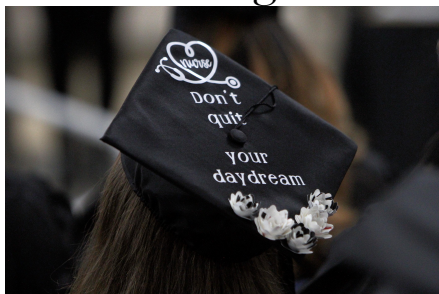
Claremont - Keene - Lebanon - Online

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River Valley Community College



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.

| CLAREMONT | KEENE | LEBANON |
|---|---|---|
| 1 College Place Claremont, New Hampshire 03743 (603) 542-7744 1-800-837-0658 FAX (603) 543-1844 email: rivervalley@ccsnh.edu | 88 Winchester Street Keene, NH 03431 (603) 357-2142 FAX (603) 543-4419 | 15 Hanover Street Lebanon, NH 03766 (603) 443-4200 |

ADMISSIONS:
rvccadmissions@ccsnh.edu

College Overview

River Valley Community College

River Valley Community College

College Catalog
2024-2025

MAIN CAMPUS

1 College Place
Claremont, New Hampshire 03743

(603) 542-7744 • 1-800-837-0658 • FAX (603) 543-1844
email: rivervalley@ccsnh.edu

KEENE

88 Winchester Street
Keene, NH 03431
(603) 357-2142

LEBANON

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



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.

Educational 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

RVCC College Outcomes

RVCC is an active community partner and provides programs and activities which expand access to higher education.

RVCC provides holistic student support services and prepares students to be life-long learners.

RVCC supports local economic development by educating a skilled workforce to meet the needs of business, industry, and government.

RVCC Student Learning Outcomes

RVCC students should be able to communicate effectively, both verbally and via the current technology in their chosen field of study.

RVCC students should be able to use critical reasoning to solve problems.

RVCC students should be able to perform competently at the entry level in their chosen career path or transfer successfully to the next level of education.

RVCC students should be able to critically analyze contemporary issues in their communities and participate in productive citizenship by engaging in service learning and volunteerism.

RVCC students should be able to demonstrate commitment to diversity, equity, and social responsibility as life-long learners.

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 of Arts degree, Associate of Science degrees, or Certificates and proceed to the workforce. The Associate degrees can also provide the first two years of a four-year Bachelor's 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 88 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 Higher Education (NECHE).

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
301 Edgewater Place, Suite 210
Wakefield, MA 01880
781-425-7785
e-mail: info@neche.org

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

- 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 Commission for Education in Nursing (ACEN)
- Joint Review Committee on Education in Radiologic Technology

Admissions Procedures

Application Materials for Admissions

River Valley Community College is committed to an open access to education philosophy. While certain high demand programs are competitive, the College has worked to streamline the admission process.

Applications for admission are available on the College's website (www.rivervalley.edu/).

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
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 for listing) insuring the authenticity of the educational credentials.

4. 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.

5. Notify the College of eligibility for Veterans Administration Benefits and/or 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 ensuring 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

The only programs which require placement testing at RVCC are the RN and LPN programs. They require the Test of Essential Academic Skills (TEAS) Assessment. Please contact the nursing department at 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 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.

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. Inactivity is determined by not receiving a grade for a credit course at the college for three consecutive semesters, including summer.

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

2024-2025 Tuition and Fees

TUITION

| Student Type | |
|---|----------------|
| New Hampshire Resident | \$215 / credit |
| New England Regional Student (CT, MA, ME, RI, VT) | \$323 / credit |
| Out of State | \$490 / credit |

NERSP Policy: All matriculated New England students will be charged the New England Regional Student tuition rate for day courses. Students living within a 50-mile radius of RVCC will be charged in-state tuition rates for day courses. Out-of-state students will pay out-of-state rates for day courses. ALL students will be charged in-state tuition rates for evening, weekend, and online courses.

Tuition Payment

Tuition is due two weeks prior to the start of the semester and can be paid in the Business Office, by mail, or online through the Student Information System (SIS) at www.rivervalley.edu.

When tuition is not fully covered by financial aid and/or a payment plan, it is the student's responsibility to pay the difference two weeks prior to the start of classes.

Students who have not accepted their financial aid, established a payment plan, or paid in full two weeks prior to the start of classes could be in jeopardy of being deregistered from classes.

Students will not receive bills in the mail; all billing statements will be viewable in the Student Information System (SIS). Students will receive an e-mail notification (sent to their @students.ccsnh.edu e-mail address) advising them that their current billing statement is available for viewing on the SIS. The statements can be printed or downloaded to PDF format. After viewing their statements online; students may choose to pay online, via phone 603.542.7744 ext. 5302 or by visiting the Business Office. If the student would like someone else to receive or pay the bill, the student must designate this person as an "Authorized Payer".

FEES (Required)

| Item | Cost |
|---------------------------|------------------|
| Academic Instruction Fee* | \$110 / lab hour |
| Comprehensive Fee** | \$9 / credit |

*An Academic Instruction Fee will be charged for all Laboratory or other similar experiences. This fee will be calculated by subtracting the number of lecture hours from the number of credit hours and multiplying the remainder by \$110 for each course. This will be added to the normal tuition charge for that course.

Example: BIOL202R Microbiology
Credits: 4 Lab Hours: 3 Lecture Hours: 3

| Credits | Lecture Hours | Lab |
|---------|---------------|-----------|
| 4 | 3 | 1 X \$110 |

**Supports Student Life and the Student Government Association.

Individual course fees for the following programs:

| Item | Cost |
|---|------------------|
| Technology Fee | |
| Nursing, OTA, PTA Practicum Clinical Surcharge | \$150/ course |

| | |
|--|--------------------|
| Nursing ATI Live Review (ADNR116R, ADNR117R, ADNR220R, ADNR230R) | \$500/ semester |
| Nursing, Practical Nursing Lab Bag Fee | \$343/ course |
| | \$125 |

OTHER FEES

| Item | Cost | |
|--|-----------|-------------|
| Diploma Replacement | \$20 | |
| Diploma Cover Replacement | \$20 | |
| Liability Insurance (following programs) | \$25/year | |
| <ul style="list-style-type: none"> • Criminal Justice • Early Childhood Education • Early Childhood Education Level 2 • Massage Therapy • Medical Laboratory Technician • Nursing • Occupational Therapy Assistant • Phlebotomy • Physical Therapist Assistant • Practical Nursing • Radiologic Technology • Respiratory Therapy | | |
| Non-refundable Tuition Deposit*** | | \$100 |
| Returned Check Fee | | \$35 |
| Smoking Fine | | \$25-\$50 |
| Student ID Replacement | | \$15 |
| Credit by Exam | | \$25/credit |
| | | |
| | | |
| | | |

***A non-refundable tuition deposit of \$100 will be required from all students matriculated in RN, LPN, Rad Tech, Respiratory, OTA, or PTA. A matriculated student is defined as one who has been formally accepted into a degree or certificate program. The President or his/her designee reserves the right to waive the fee in circumstances where the collection of the deposit is not feasible (e.g., late admits, financial hardship, obstacle to disbursing financial aid). The deposit will be applied to the tuition for the semester immediately following the student's matriculation and will not be refunded even if the student withdraws during the designated full refund period or if the student fails to attend. The tuition deposit is not transferable to another semester unless an exception is made by the President or his/her designee.

Some programs at RVCC require the use of equipment and supplies which must be purchased by the student. These materials are necessary for career entry upon graduation and are important for the student to receive a high quality, hands on college education.

For information regarding estimated costs and requirements, please refer to the desired degree program within this publication.

Clinical Fee

All RN, LPN, OTA and PTA students taking clinical courses will be charged a nursing clinical surcharge of \$500 per semester. This surcharge is designed to assist in covering the increased expenses associated with clinical classes. This fee is in addition to the academic instruction fee and comprehensive fee.

Monthly Payment Plan

To assist students with tuition charges, the College offers an interest-free monthly payment plan administered by Nelnet Business Solutions. The plan allows students to fulfill their financial obligation to the College by automatic electronic processing of installment payments. There is a per semester enrollment fee for this program. More information can be obtained from the Business Office or on our website by accessing the "Pay for College" tab.

Delinquent Account Collection Process

The following collection clause will be listed on all forms requiring the 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 collection 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 maximum 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."

Refund Policy

Students who officially withdraw from the College or an individual course by the end of the fourteenth (14th) calendar day of the semester will receive a 100% refund of tuition, less non-refundable fees. Classes that meet in a shorter format than the traditional semester will have 7 calendar days from the designated start of the alternative semester 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 holiday or weekend. 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. All refunds require that students complete an official withdrawal form.

Students registered for non-credit workshops must withdraw in writing at least three days prior to the first workshop session 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 credits to students on a case-by-case basis. Tuition credit on a student account must be used within one calendar year from the date of authorization.

In accordance with Federal regulations, refunds for an amount less than \$1 (\$0.99 or less) will be forfeited.

Employee Reimbursement

Where the employer, the Veterans Administration, or other agency is guaranteeing both tuition and fees, such guarantee must be in writing and signed by an authorized representative of the company or agency.

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 [Change of Residency Form](#) to Admissions, 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 System Policy see [740.01 Domicile and Tuition Rate](#).

Tuition and Fees Due

Tuition is due two weeks prior to the start of the semester and can be paid in the Business Office, by mail, or online through the Student Information System (SIS) at www.rivervalley.edu.

When tuition is not fully covered by financial aid and/or a payment plan, it is the student's responsibility to pay the difference two weeks prior to the start of classes.

Students who have not accepted their financial aid, established a payment plan, or paid in full two weeks prior to the start of classes could be in jeopardy of being deregistered from classes.

Students will not receive bills in the mail; all billing statements will be viewable in the Student Information System (SIS). Students will receive an e-mail notification (sent to their @students.ccsnh.edu e-mail address) advising them that their current billing statement is available for viewing on the SIS. The statements can be printed or downloaded to PDF format. After viewing their statements online; students may choose to pay online, via phone 603.542.7744 ext. 5302 or by visiting the Business Office. If the student would like someone else to receive or pay the bill, the student must designate this person as an "Authorized Payer".

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 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

To assist students with tuition charges, the College offers an interest-free monthly payment plan administered by Nelnet Business Solutions. The plan allows students to fulfill their financial obligation to the College by automatic electronic processing of installment payments. There is a per semester enrollment fee for this program. More information can be obtained from the Business Office or on our website by accessing the "Pay for College" tab.

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

Students who officially withdraw from the College or an individual course by the end of the fourteenth (14th) calendar day of the semester will receive a 100% refund of tuition, less non-refundable fees. Classes that meet in a shorter format than the traditional semester will have 7 calendar days from the designated start of the alternative semester 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 holiday or weekend. 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. All refunds require that students complete an official withdrawal form.

Students registered for non-credit workshops must withdraw in writing at least three days prior to the first workshop session 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 credits to students on a case-by-case basis. Tuition credit on a student account must be used within one calendar year from the date of authorization.

In accordance with Federal regulations, refunds for an amount less than \$1 (\$0.99 or less) will be forfeited.

Collection Clause

The following collection clause applies to all financial transactions made by the student:

I understand that I must fulfill my financial obligation two weeks before the first day of the semester, or my registration may be voided and my classes deleted. 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 collection 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 maximum 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.

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.gov/h/apply-for-aid/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
- 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.

Satisfactory Academic Progress (SAP):

Financial aid recipients must maintain satisfactory academic progress (SAP) in their current eligible program in order to retain their financial aid eligibility. Satisfactory academic progress for financial aid recipients is measured by both qualitative and quantitative standards and is an assessment of a student’s cumulative academic record while in attendance at the institution.

| | |
|---|--|
| Qualitative - Cumulative GPA (CGPA) Component | Must have earned the required CGPA at the published intervals |
| Quantitative - Pace (Completion Rate) Component | Must complete at least 67% of the credits attempted, rounded to the nearest percent. |
| Quantitative - Maximum Time Frame Component | Must complete the program of study within 150% of the time frame allowed |

Satisfactory academic progress (SAP) is reviewed at the conclusion of each semester. 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.

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.

More information on satisfactory academic progress (SAP) is included in the [Student Financial Aid Handbook](#).

For more information on financial aid at RVCC, go to <https://www.rivervalley.edu/paying-for-rvcc/financialaid/>.

Sources of Financial Aid

Pell Grants

Pell Grants are federal grants awarded to students who demonstrate exceptional financial need and do not need to be paid back.

The Pell Grant is prorated per semester based on a student’s enrollment. Pell Grants are limited to a maximum of 12 full-time semesters, or the equivalent regardless of the colleges the student attends. In certain situations, an eligible student can receive up to 150 percent of his or her scheduled Pell Grant for an aid year.

Federal Supplemental Educational Opportunity Grant (SEOG)

The Supplemental Educational Opportunity Grant (SEOG) is available to students with significant financial need and who meet all other eligibility requirements. Availability is dependent on limited federal funding to the Colleges. SEOG is offered to students enrolled at least half-time (6 or more credits in one or more semesters) who meet all other eligibility requirements, until funds are exhausted.

Federal Work-Study

Federal Work-Study (FWS) provides part-time jobs for undergraduate and graduate students with financial need, allowing a student to earn money to help pay education expenses. The program encourages community service work and work related to the student’s course of study. FWS Program eligibility is available to students enrolled at least half-time (6 or more credits in one or more semesters) who meet all other eligibility requirements. Funds available are based on limited annual federal funding.

Federal Direct Loan Programs

All students are considered for the Federal Direct Student Loan Program. Direct Student Loans are available to students enrolled at least half-time (6 or more credits per semester) who meet all other eligibility requirements. These are loan funds that must be paid back.

Direct Subsidized Loans are loans made to eligible undergraduate students who demonstrate financial need to help cover the costs of higher education at a college or career school.

Direct Unsubsidized Loans are loans made to eligible undergraduate students. The student does not have to demonstrate financial need to be eligible for the loan.

The maximum Direct Student Loan eligibility for first-year students (30 or fewer credits earned) is \$5,500 for dependent students and \$9,500 for independent students. As noted above, for students demonstrating financial need on the FAFSA, up to \$3,500 of this total may be Subsidized Direct Student Loan; the balance will be Unsubsidized Direct Student Loan.

The maximum Direct Student Loan eligibility for second-year students (31 or more credits earned) is \$6,500 for dependent students and \$10,500 for independent students. As noted above, for students demonstrating financial need on the FAFSA, up to \$4,500 of this total may be Subsidized Direct Student Loan; the balance will be Unsubsidized Direct Student Loan.

Students who accept loans must complete loan counseling (Entrance Counseling) and sign a Master Promissory Note (MPN) online at <https://studentaid.gov/>.

Federal Parent Loan for Undergraduate Students (PLUS)

Parent Loans for Undergraduate Students (PLUS) are loans made to parents of dependent undergraduate students to help pay for education expenses not covered by other financial aid. Additional information is available through the Financial Aid Office or at <https://studentaid.gov/>.

Alternative Loans for Parents and Students

These loans are offered by various lenders to assist parents and students with meeting their educational expenses. Such funds may assist families that do not qualify for or need together to supplement other forms of financial aid. Information is available at <https://www.elmselect.com/v4/>.

Scholarships

Scholarships are typically based on factors unique to each award. These may include residency, degree program or major, academic achievement, extracurricular activities, and in some cases, financial need. Scholarships, unlike grants, are competitive, meaning that eligible applicants compete for a limited number of awards.

Scholarship Sources:

- AwardSpring: <https://ccsnh.awardspring.com/>
- New Hampshire Charitable Foundation: <https://www.nhcf.org/>

Free Scholarship Web Searches:

- FastWeb: <https://www.fastweb.com/>
- Scholarships.com: <https://www.scholarships.com/>

Important Financial Aid Policies

Treatment of Title IV Aid When a Student Withdraws:

The law specifies how your school must determine the amount of Title IV program assistance that you earn if you withdraw from school. The Title IV programs that are covered by this law are Federal Pell Grants, Iraq and Afghanistan Service Grants, Direct Loans, Direct PLUS Loans, and Federal Supplemental Educational Opportunity Grants (SEOG).

Though your aid is posted to your account at the start of each period, you earn the funds as you complete the period. If you withdraw during your payment period or period of enrollment (your school can define these for you and tell you which one applies to you), the amount of Title IV program assistance that you have earned up to that point is determined by a specific formula. If you received (or your school or parent received on your behalf) less assistance than the amount that you earned, you may be able to receive those additional funds. If you received more assistance than you earned, the excess funds must be returned by the school. There may also be a required return by you. 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 Student Financial Aid Handbook.

Courses Covered:

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

Repeating Courses:

For one time only, financial aid will cover a repeated course that has been previously passed (and paid for with financial aid funds). For this purpose, passed means any grade higher than an "F," regardless of any program requirement of a higher qualitative grade.

Financial aid funds may be used repeatedly to pay for a course if the student failed/withdrew. However, if a student passed a course once, and uses financial aid funds for retaking it and fails, that failure counts as their paid retake. The student may not be paid for retaking the course a third time.

Credit for a course can only be earned one time. Only the most recent attempt of the repeated course is counted in the cumulative GPA and the quantitative earned credits. Attempted credits are always part of the quantitative calculation.

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 at RVCCRegistrar@ccsnh.edu for information on how to apply for VA education benefits.

VA Contact Information:

Website: 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 has passed.

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 at RVCCRegistrar@ccsnh.edu 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 contact the School Certifying Official at RVCCRegistrar@ccsnh.edu if you need assistance or have questions.

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

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. Applicants can apply for this and other scholarships on [AwardSpring](#).

Academic Requirements

Associate Degree

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

Additional Associate Degrees

Students may earn additional associate degrees either by concurrent completion of the requirements of the several degrees or by subsequent study after the first degree is received.

The requirements for earning additional degrees are as follows:

1. Complete all requirements of each program of study, including general education requirements not in common with the additional program(s), and
2. Earn a minimum of fifteen (15) additional credits at the college, beyond those required for the first and subsequent degrees, excluding Credit by Examination, Credit for Experiential Learning, College Level Examination Program (CLEP), and Transfer Credit.

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.

Faculty report participation to the Registrar's Office after the last day to drop the course. Students who have

not participated by that date will be dropped from the course and will not be financially responsible for the cost of the course.

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.

For the full CCSNH System Policy see [650.01 Credit Hour Guidelines](#).

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 (cGPA) 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. Full tuition and fees are charged to audit a course. **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".

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

Financial Aid may cover a repeated course only when it is repeated to replace an unacceptable grade as determined by a specific course and/or program of study. Students can speak with staff in the Financial Aid Office to discuss specific situations.

When a student repeats a course at RVCC, 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 cGPA calculation. Repeated courses completed at an institution outside of River Valley Community College and transferred in will not replace a previous grade or be used in the calculation of the cGPA.

A Course Repeat Form (<https://www.rivervalley.edu/current-students/registrars-office/course-repeat-form/>) is required to repeat any courses. Third and subsequent attempts to repeat a course will require the approval of the Vice President of Academic and Student Affairs.

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 not received a grade for a credit bearing course for more than three semesters (including summer) 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

Electronic (or print) transcripts are available through the National Student Clearinghouse. Click here to place an order (<https://www.rivervalley.edu/current-students/registrars-office/transcript-request/>).

Requests will be canceled if there is a hold on the student's account or if the system is unable to locate the student's record. If you have a financial hold on your account, please resolve the hold and request your transcript again. Requests for transcripts from prior to 1993 may take additional time to process.

Note: Each official transcript requested costs \$5.00

For unofficial transcripts, **current** students can login to their Student Information System (SIS) (<http://sis.ccsnh.edu/>) account. Unofficial transcripts are not available for students without an active SIS account and they are advised to request a transcript as instructed above.

Please email RVCCRegistrar@ccsnh.edu with any questions.

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 their Department Chair and 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). 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)

Students may test out of certain courses through the Credit by Examination (CBE) process.

In order to be considered for a CBE, the student must meet the following criteria:

- The student must be matriculated in a program at RVCC.
- The student can demonstrate that by study, training or experience outside RVCC has acquired skill or knowledge equivalent to that acquired by students enrolled in a College course. 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; and / or faculty recommendations.
- The student must have a cGPA of 2.0 or higher.
- Request must be for a regular course listed in the catalog.
- The student has not previously attempted a CBE for this course, be enrolled in the course, previously received a grade for the course at any CCSNH school, has been administratively withdrawn from the course, has dropped the course after the two-week drop/add period or has withdrawn from the course.

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 student must complete the CBE within one month of approval.

Students must earn a C or higher in the exam. 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.

College-Level Examination (CLEP)

Students may test out of certain courses through the College-Level Examination Program (CLEP) administered by the [College Board](http://www.collegeboard.org).

In order for a CLEP to be considered, the student must meet the following criteria:

- The student must be matriculated in a program at RVCC.
- The student can demonstrate that (in addition to achieving the necessary score on the exam), by study, training or experience outside RVCC they have acquired skill or knowledge equivalent to that acquired by students enrolled in a College course. 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; and / or faculty recommendations.
- The student must have a cGPA of 2.0 or higher.
- Request must be for a regular course listed in the catalog or an elective necessary for the student's program.
- The student has not previously attempted this course, be enrolled in the course, previously received a grade for the course at any CCSNH school, has been administratively withdrawn from the course, has dropped the course after the two-week drop/add period or has withdrawn from the course.

The student shall apply to the Vice President of Academic and Student Affairs or authorized person of the College by completing the appropriate Transfer Request Form.

Upon successful completion of the CLEP the student shall request the score be sent directly to the College Admissions Office from the College Board. A passing score for CLEP is 50 or above, depending upon the course. If successful, the appropriate credits earned are applied to the student's program.

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 and documentation can be used to fulfill program requirements (clep.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 and fees 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 form requesting to 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.

Early College Programs

Running Start provides high school students the opportunity to earn RVCC credits for courses taken as part of their regular high school schedule. College credits may be used towards completion of a degree or certificate at RVCC. The credits may also be transferred to other CCSNH 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.) 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 is dual enrollment program that provides high school students (Grades 10-12) the opportunity to take RVCC courses at all three of our locations as well as online. Rising sophomores can begin this program the summer following their freshman year and seniors can continue through the summer following graduation. Tuition and fees are discounted by 50%. In many cases students can 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.

New Hampshire high school students taking courses through Bridge2College and Running Start are allowed two free STEM courses per academic year through the NH Governor's STEM grant.

Academic Standing

Students falling below the following standards will be designated as not meeting satisfactory academic progress. Failure to meet satisfactory progress will result in either Academic Probation or Academic Suspension.

Note: In this policy, 'consecutive' refers to the last three semesters for which the student has received grade(s), regardless of breaks in enrollment.

Academic Probation Definition: A warning which indicates the student may not be on track to graduate because of poor academic performance. The student may remain in the program, but their academic progress will be monitored.

Students not meeting the criteria below will be placed on Academic Probation.

- 0-13 Credits Accumulated (GPA Credit Hours):
below 1.50 CGPA
- 14-27 Credits Accumulated (GPA Credit Hours):
below 1.70 CGPA
- 28-40 Credits Accumulated (GPA Credit Hours):
below 1.80 CGPA
- 41+ Credits Accumulated (GPA Credit Hours):
below 2.00 CGPA

Calculation of Cumulative Grade Point Average (cGPA) will be based on all courses taken at the institution, including developmental or remedial courses.

Academic Suspension Definition: A hold on a student taking further courses as a matriculated student. A student may continue to take courses as a non-matriculated student.

The student will receive written notification of Academic Probation or Suspension by electronic mail to their RVCC email account. A student may appeal probation or suspension by following the process outlined in their notification letter.

A suspended student may take courses at River Valley Community College as a non-matriculated student. Once un-matriculated, a student will not be able to receive Financial Aid and may choose to drop their courses in SIS during the drop period of the semester academic suspension is initiated.

Students not meeting the criteria below will be put on Academic Suspension.

0-13 Credits Accumulated (GPA Credit Hours):
below 0.50 CGPA

14-27 Credits Accumulated (GPA Credit Hours):
below 1.10 CGPA

28-40 Credits Accumulated (GPA Credit Hours):
below 1.25 CGPA

41+ Credits Accumulated (GPA Credit Hours):
below 1.50 CGPA

OR

A student who does not meet satisfactory progress for Academic Probation for three consecutive semesters will be placed on Academic Suspension.

Before re-applying for matriculation into a program of study, the student must successfully complete two three-credit courses with a "C" or better.

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

College Dismissal Definition: Students dismissed from the College are prevented from taking classes or applying to programs. College dismissal may result from academic or other breaches of the Student Code of Conduct.

Academic Warning: A student who is failing or in danger of failing a course may at any time be given an academic warning by the instructor.

Academic Appeal Procedure

A student may appeal any decision regarding their academic status by filing a written appeal with the Vice President of Academic & Student Affairs by following the process outlined in their notification letter. The appeal must include student's name, address, program and the basis for the student's request and will be forwarded to the chair of the Academic Standing Committee for review.

The student will have an opportunity to present their case to the Academic Standing Committee, if desired. A written recommendation of the committee will be sent to the Vice President of Academic & Student Affairs who will send the student the final decision.

Academic Honors

Academic honors are determined each semester (including summer when full time is 6 credits for the purposes of determining academic honors). Students with an incomplete grade are unable to receive academic honors until the incomplete grade is resolved.

President's List

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.

Vice 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. 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.

Academic Standing Committee

The River Valley Community College Academic Standing Committee is charged to review the appeals of the academic status of matriculated students. The Committee reviews all appeals and may recommend any of the following actions to the Vice President of Academic & Student Affairs:

1. academic suspension
2. academic probation
3. academic warning
4. letter of encouragement
5. removal from academic suspension or academic probation

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 in the catalog. 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 (200-level) courses in the student's major.
2. Certificate students must earn 6 credits or 25% of the credits, whichever is higher

Additional Associate Degrees

Students may earn additional associate degrees either by concurrent completion of the requirements of the several degrees or by subsequent study after the first

degree is received.

The requirements for earning additional degrees are as follows:

1. Complete all requirements of each program of study, including general education requirements not in common with the additional program(s), and
2. Earn a minimum of fifteen (15) additional credits at the college, beyond those required for the first and subsequent degrees, excluding Credit by Examination, Credit for Experiential Learning, College Level Examination Program (CLEP), and Transfer Credit.

Academic Honors

Academic honors are determined each semester (including summer when full time is 6 credits for the purposes of determining academic honors). Students with an incomplete grade are unable to receive academic honors until the incomplete grade is resolved.

President's List

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.

Vice 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.

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. **Students applying for medical leave, must drop or withdraw from any applicable courses in SIS.**

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 financial holds, course failures and academic suspension. The student is financially responsible for all tuition and fees if the drop date has passed for any enrolled courses. Any official withdrawal from the College after the last date to withdraw from a full semester course (60%) 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. If [Withdraw Pass/Fails Forms](#) aren't submitted for each course, a final grade will be issued as though the student had completed the entire semester. A note will be added to the student's transcript indicating College withdrawal. 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. Students can ask their academic advisor for additional information.

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

Beyond specific articulation agreements, considering the content and rigor of the coursework, many of the courses at River Valley Community College are equivalent to courses at other colleges and universities in NH and beyond.

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. While not guaranteed, 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. Students in Keene can contact the center director who can arrange a clean, safe place on Keene State's campus. These spaces are 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.

Claremont: food is located outside of the Falcon Room.

Keene: food is located in Room 107.

Lebanon: food is located 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 is an online entity which serves as a center for the purchase of textbooks and equipment necessary for study. The bookstore can ship materials to any street address. Students may also choose to visit the on-ground location located at NHTI in Concord. 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 (PTK)

Phi Theta Kappa (PTK) 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 or Certificate students who have accumulated 6 credits 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.

Student Code of Conduct

730.06 STUDENT CODE OF CONDUCT AND JUDICIAL PROCESS (revised June 2024)

I. Introduction

A. Community Standards Policy Statement

The Community College System of New Hampshire provides educational pathways for learners and community members within the state and beyond. We support individuals through comprehensive degree and certificate programs that focus on academic rigor, teaching excellence and individualized learning. As a community of learners, we aspire to:

- Act with integrity and honesty in accordance with the highest academic, professional, and ethical standards
- Respect and honor the dignity of each person and foster a diverse and inclusive community
- Act responsibly and be accountable for our decisions, actions, and their consequences
- Seek, create and foster creativity and innovation, for the benefit of our communities.
- Strive for excellence in all our endeavors as individuals and an institution.
- Work together for the advancement of our institution and the communities we serve.

The standards and procedures documented here maintain and protect an environment that is conducive to learning and supports the Community College of New Hampshire's educational objectives. Those involved with the conduct process work to uphold community standards through restorative interventions that encourage students to be heard, respected, and treated with dignity. These students, including both residential and commuters, can participate in a fair and impartial resolution process that encourages personal accountability and responsible decision-making; promotes reflection and restoration; and reduces behavior that undermines student success and community safety.

B. Definitions

1. 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).
2. College Official – Refers to the college official(s) appointed by a CCSNH college to coordinate and monitor the judicial process. The College Official's role will include but not be limited to monitoring the judicial decision makers/committees and proceedings; advising judicial decision makers/committees and students on the applicable judicial process; reviewing requests for appeals; and maintaining judicial proceedings records.

3. Judicial Decision Maker/Committee – Refers to any college official or committee authorized to determine whether a student has violated the Community Standards and Student Code of Conduct and to impose outcomes or sanctions.
4. Appeals Committee – Refers to the person or persons appointed by a CCSNH college that is authorized to consider an appeal arising from a judicial decision maker/committee determination that a student has violated the Community Standards and Student Code of Conduct and/or the outcomes or sanctions imposed by such judicial decision maker/committee.
5. 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.
6. Respondent – Refers to a student against whom a report or complaint alleging violation of the Community Standards and Student Code of Conduct has been filed.

II. Student Code of Conduct

A. Scope

1. The Community Standards and Student Code of Conduct prohibits activities that directly and significantly interfere with the colleges’
 - a. educational responsibilities of ensuring the opportunity of all members of the community to attain their educational objectives; or
 - b. 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.

2. The colleges’ jurisdiction and discipline shall be limited to violations of the Community Standards and Student Code of Conduct.
3. The Community Standards and Student Code of Conduct (herein referred to as “the Code”) 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.
4. The Code applies to student organizations including athletic teams.
5. The Code applies to students participating in off-campus college activities such as trips, co-ops, or internships.
6. Students are expected to familiarize themselves with College and CCSNH policies and the Code. Lack of familiarity will not constitute an excuse for failing to meet these expectations.
7. The list of prohibited conduct is not all-inclusive, but is illustrative of conduct that may violate the above expectations, exposing a student or student organization to disciplinary proceedings and sanctions.
8. Residential students are responsible for the activities that occur in their assigned residence hall rooms and their shared living/common spaces. All assigned occupants of a room may be subject to the same sanction as the individuals directly responsible for the violation. Likewise, a student may be held accountable for any violation that is committed by the student’s non-student guest.
9. Students who assist others in violating any provision of the Code may be charged with a Code violation to the same extent as those persons committing the violation.
10. Students who attempt conduct in violation of the Code, even if unsuccessful, may be charged to the same extent as a completed violation.

B. Prohibited Conduct

Individuals who are subject to the Code shall be deemed in violation to the extent that they engage in any of the conduct outlined below:

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.

C. Academic Misconduct

Students are also prohibited from engaging in academic misconduct. Any of the following behavior shall also be a violation of the Code:

1. Acts of dishonesty including but not limited to the following:
 - a. Cheating, which includes, but is not limited to:
 - i. 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;
 - ii. dependence upon the aid of resources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
 - iii. the acquisition, without permission, of tests or other academic material belonging to a member of college faculty, staff, or students; or
 - iv. 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.

D. Disruption of College Operations

Students are expected to comport themselves in a safe manner at all times while on any CCSNH campus. Students are required to consider their behavior not just in relation to themselves, but in relation to others in the school community. Any behavior that is deemed unsafe to the student or others around the student may be considered a disruption of college operations and shall be a violation of the Code. Behavior that may constitute a disruption of college operations includes, but is not limited to:

1. Disorderly conduct, including any behavior that obstructs or disrupts the regular or normal functions of the College or surrounding community, breaches the peace or violates the rights of others.
2. Failure to comply with the directions or interference of college officials, campus security personnel, or public law enforcement officers or emergency response/medical personnel acting in performance of their duties, including failure to identify oneself to these persons when requested to do so;

3. Furnishing false information to any college official, faculty or staff member;
4. Forgery, alteration, or misuse of any college document, record, or instrument of identification;
5. Tampering with the election process or financial management of any college recognized student organization;
6. Disruption or obstruction of any authorized college activity or of any authorized noncollege activity; or unauthorized occupancy of any college facility;
7. 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;
8. 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;
9. 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.
10. Abuse of the Judicial System, including but not limited to:
 - a. Failure to obey the summons of a judicial decision maker/committee;
 - b. Falsification, distortion, or misrepresentation of information before the judicial decision maker/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 the judicial decision maker/committee through threat, intimidation, or bribery prior to and/or during the course of the judicial proceeding;
- f. Failure to comply with the outcomes or sanctions imposed under the Code;
- 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 Code.

11. 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 and Safety Offenses

The following health and safety violations are illustrative of violations of the Code. Student behavior that jeopardizes health and safety shall constitute a violation of the Code, whether specifically listed below or not. Health and safety offenses that violate the Community Standards and Student Code of Conduct include, but are not limited to:

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, including operating a vehicle under the influence of alcohol and/or drugs.

3. Violation of the College Alcohol and Other Drug Policies.
4. Violation of CCSNH Firearms and Weapons on Campus Policy.
5. Violation of local, state, or federal law, or campus policies, related to fires and fire hazards.
6. Violation of the College Social Compact.

F. Offenses Involving Others

Students may not engage in any behavior that limits the rights of others in the school community.

Examples of violations of the Code involving others include, but are not limited to:

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. Intentionally or recklessly causing physical harm or abuse, injury, constraint on another's physical movement or threat of harm (stated or implied) toward another person.
3. 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 to leave no doubt as to the intended target;
4. Acts of intimidation or coercion, whether stated or implied;
5. Offenses of domestic violence, dating violence and sexual assault; which would be referred to the campus Title IX officer.
6. Acts of harassment and/or retaliation, including discriminatory harassment, directed toward any member or guest of the CCSNH community.
 - a. 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 sexual orientation; or because of opposition to discrimination or participation in the discrimination complaint process.

- b. Retaliation is any adverse action related to participation in an education program taken against a person because a person has filed a report or participated in any in the filing of an incident report or complaint, investigation or hearing process related to student conduct;
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:
 - a. Such act is likely or would be perceived by a reasonable person as likely to cause physical or psychological injury to any person; and
 - b. Such act is a condition of initiation into, admission into, continued membership in or association with any organization;" and under this Code 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,
 - c. admission into, affiliation with, or as a condition for continued membership in, a group or organization.

G. Offenses Involving Property

Access to campus facilities is a privilege. Students who engage in conduct that damages campus property, personal property of another, or other public property will be subject to outcomes or sanctions under the Code. Offenses that shall constitute violations of the Community Standards and Student Code of Conduct include, but are not limited to:

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. Use of technological resources for criminal activity;
 - g. Use of technological resources to interfere with operation of the college computing system.

H. Abuse of Judicial System

A fair and impartial judicial system is the cornerstone of CCSNH's conduct process. Therefore, failure to abide by the rules of the judicial system shall constitute independent violations of the Code. Such violations include, but are not limited to:

1. Failure to obey the summons of a campus Official, Investigator, Judicial Decision Maker/ Committee or Appeals Committee;
2. Falsification, distortion, or misrepresentation of information before the judicial decision maker/ committee or appeals committee;
3. Disruption or interference with the orderly conduct of a judicial proceeding;

4. Attempting to discourage an individual's proper participation in or use of the judicial system;
5. Attempting to influence the impartiality of a member of the judicial decision maker/ committee or appeals committee through threat, intimidation, or bribery prior to and/or during the judicial proceeding;
6. Failure to comply with the outcomes or sanctions imposed under the Code, including No-Contact Orders;
7. Influencing or attempting to influence another person to commit an abuse of the judicial system;

III. Violation of Civil/Criminal Law and CCSNH Community Standards and Code of Conduct

- A. If a student is charged with a violation of the Community Standards and 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.
- B. 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 the judicial decision maker/ committee, 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. Violation of Community Standards and Code of Conduct Process

Within the outcomes and sanctions process, CCSNH strives to create a community of individuals who support each other. This is accomplished through an educational restorative process.

A. Outcomes & Sanction Definitions

1. **Warning:** A notice in writing or verbally to the student that they are violating or have violated community standards.
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, 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. **Class/College Suspension:** Separation from class(es) or 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. **Adaptable Resolution Pathway:** Such as an 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, and 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. **Informal Resolution:** The Vice President of Student Affairs (or designee, including senior administrator at another college) may meet with individuals involved in an incident to determine if the alleged violation(s) have merit and/or if they can be resolved through an informal resolution. Informal resolution could include mediation, restorative conference, mutual agreement, negotiated resolution or another form of conflict resolution. During the informal resolution process, parties agree to the violations of the community standards and come to an agreement about the actions necessary due to the violation. Informal resolution outcomes are final and there are no appeal or other proceedings.
13. **Interim Sanctions:** In certain circumstances, the President or Vice Presidents of the college, or a designee, including senior administrator at another college, may impose a sanction prior to the hearing before the judicial decision maker/committee. 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 college official as soon as is practical, as well as to the appropriate Vice President (if the Vice President did not originate the imposition of sanctions).

B. Responding to Reports of Violations of Community Standards

1. Training: All individuals involved in conducting disciplinary proceedings and appeals shall receive annual training on the student code of conduct, investigations, and the hearing process; this shall include training on how to conduct an investigative and hearing process that protects the safety and welfare of complainant and responded and promotes accountability.

2. Filing a Report

- a. Any person who witnesses or learns of a potential violation of the Community Standards and Student Code of Conduct may report the incident to the appropriate Judicial Decision Maker/Committee by filing an incident report.
- b. Incident report forms may be obtained on the college website. Information in the incident report should include but not be limited to the following.
- c. 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);
 - i. Date, time, and location of incident;
 - ii. Person(s) involved in the incident;
 - iii. Victim(s) or damages involved in the incident;
 - iv. Complete narrative description of the incident;
 - v. Name of Witnesses to the incident;
 - vi. Any other information deemed appropriate.

3. Investigation and Resolution of Complaint by Judicial Decision Maker/Committee

In most circumstances, the following procedure shall apply to the Judicial Decision Maker/Committee. In

some circumstances, federal law dictates that a different procedure shall apply, which will be set forth in the appropriate policy and communicated to the relevant parties in a timely fashion.

- a. The fact that a complaint has been filed creates no presumption that the Respondent has committed the alleged offense. The complaint will be referred to the appropriate Judicial Decision Maker/Committee, which will investigate (or request a formal investigation by an impartial investigator) and hear all complaints and may
 - i.) dispose of the complaint as unfounded;
 - ii.) mediate an informal resolution; or
 - iii) issue (or recommend to be issued) sanctions as described in Section IV above.
- b. 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 Decision Maker/Committee.
- c. Within five (5) business days after the Respondent has been notified of the report, the Judicial Maker/Committee shall set a date and time for an initial hearing.
- d. At the initial hearing, the Judicial Decision Maker/Committee may receive evidence from the Complainant and the Respondent regarding any interim sanctions and shall determine whether
 - i. the complaint should be disposed without further investigation and a report

- issued setting forth the findings and the sanctions, if any, to be imposed;
 - ii. mediation is appropriate; or
 - iii. a formal investigation is required. In the event a formal investigation is required, the Judicial Decision Maker/Committee will accept the findings of the investigator(s) and provide a report of the findings to respondent.
- e. If the Respondent is not in attendance at the judiciary hearing, the Judicial Decision Maker/Committee may proceed with what evidence has been submitted.
- f. Whether the investigation is completed by the Judicial Decision Maker/Committee 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.
- g. If the investigator's report contains a finding that the Respondent committed the alleged offense, a time shall be set for an outcome or sanctions hearing before the Judicial Decision Maker/Committee to be held not less than one day nor more than ten days after the investigation report is issued.

C. Judicial or Appeals Committee Process

1. Judicial/Appeals Committee Membership

- a. A designated College Official will be appointed as the Chair of the Judicial or Appeals Committee by the college

- president, vice president or designee, including senior administrator at another college.
- b. When possible, a committee membership will be made up of the suggested members below:
 - i. Two (2) faculty or staff selected based on the specifics of the case being heard
 - ii. Student representation based on the college's practice of appointing or electing student judiciary members.
 - iii. When a case involves residential life there should be a representative from that population on the committee
- c. During the summer or vacations, a meeting may be called and members will be selected as follows:
 - i. Regular members (as determined above) will serve, if available
 - ii. In the event sufficient regular members are not available, the designated College Official will appoint additional members as necessary to reach a quorum and in such a manner as to reflect the original representation of the committee.
- d. The Vice President of Student Affairs has the right to change the number and makeup of the judiciary or appeals committee as required to meet the needs of the campus, schedule availability, or the complaint at hand.
- e. If the complaint has been brought by a member of the Judicial or Appeals Committee or the Vice President of Student Affairs, he/she shall recuse him/herself from the Committee's deliberations and voting.

2. Judicial/Appeals Committee Hearings

- a. The VPSA or designee, including senior administrator at another college may determine if a grievance or appeal should be heard by a Judiciary Decision Maker or a Judiciary Committee.
- b. In the case of a Judiciary Committee, 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 designated College Official pursuant to the methodology set forth in section c below.
- c. The Vice President of Student Affairs has the right to change the number and makeup of the appeals committee as required to meet the needs of the campus, or the complaint at hand.
- d. Hearings shall be conducted by the Judiciary or Appeals Committee according to the following guidelines:
 - i. 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.
 - ii. The Respondent may remain silent or submit only a written statement or response to the complaint.
 - iii. 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 Judiciary or Appeals Committee.
 - iv. 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.
 - v. 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 their own case and, therefore, advocates are not permitted to speak or to participate directly in any hearing before the Judiciary or Appeals Committee.
- vi. The Complainant, the Respondent and the Judiciary or Appeals 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 judiciary or appeals committee. All questioning of the Complainant, the Respondent, and witnesses will be conducted by the judiciary or appeals committee.
- vii. 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 College Official or the impartial investigator will consult with the Judiciary or Appeals Committee to determine the appropriateness of serving in this role.
- viii. All procedural questions are subject to final decision by the chairperson of the Judiciary or Appeals committee.
- ix. After the hearing, the Judiciary or Appeals Committee shall determine based upon the evidence presented at the hearing (by majority vote) whether the Respondent Student has violated the Code. The chairperson will vote only in the event of a tie.
- x. The Judiciary or Appeals Committee 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 Code.

- xi. The Judiciary or Appeals Committee will issue a report of its findings and sanctions to be imposed to the appropriate College Official within three (3) business days of the completion of its hearings on the matter.
- xii. The College Official 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 will be maintained with the college's judicial records.
- e. The Chair of the Judicial or Appeals Committee 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 Judiciary or Appeals Committee. The records 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 appropriate College Official.
- f. Except in the case of a student charged with failing to obey the summons of the Appeals Committee, Judicial Decision Maker/Committee or College Official, no student may be found to have violated the Community Standards and Student Code of Conduct solely because the student failed to appear before the Judicial Decision Maker/Committee or Appeals Committee. In all cases, the evidence in support of the charges shall be presented and considered.
- g. The decision of the Appeals Committee is not subject to further appeal by the student. Any step, sanction, or decision within the judiciary process is open to review by the Vice President or designee, including senior administrator at another college.

D. Student Violation Appeals Process

1. A Respondent may appeal a disciplinary action by filing a written appeal with the College Official/Appeals Committee within five (5) business days of being informed of the outcome or sanction being imposed. The imposed outcome or sanction remains in effect during the appeal process. The written appeal must indicate the grounds for reversing the outcome or sanction. Grounds for appeal shall be limited to:
 - a. The original hearing/investigation was not conducted fairly and in conformity with prescribed procedures (see 3 above);
 - 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 at the time of the original hearing;
 - c. Inappropriate gravity of the sanction in relation to the offense.
2. The College Official/Appeals Committee 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 College Official/Appeals Committee determines that the case does not fall within the grounds allowed for appeal, then the previous adjudication stands. If the College Official/Appeals Committee determines that the case does fall within the grounds allowed for appeal, the College Official/Appeals Committee may:
 - a. Meet with the Judicial Decision Maker/Committee 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 Appeals Committee

- b. Immediately forward the appeal to the Appeals Committee for consideration.
3. All preliminary processing of appeals will be concluded within five (5) business days unless the College Official/Appeals Committee determines that there are specific articulated extenuating circumstances (e.g., absence of key parties) that require an extension.
4. The College Official/Appeals Committee 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.
5. The decision of the Appeals Committee is not subject to further appeal by the student. Any step, sanction or decision within the judiciary process is open to review by the Vice President or designee, including senior administrator at another college.

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. Search and Seizure within the Student Conduct Process: 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 may 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:
 - a. 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.
 - b. 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.

- c. Entries authorized in advance by the President or Vice President of Student Affairs (or designee, including senior administrator at another college) 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).
- d. Entries and searches authorized by law. Entries and searches conducted by duly and authorized law enforcement officials under circumstances authorized by law.
- e. 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.
- f. 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.

VI. Student Rights—Grievance Procedures

All members of the CCSNH community are encouraged to make efforts to resolve conflicts informally before pursuing grievance or complaint procedures whenever appropriate. Students are encouraged to talk with or respond in writing to other

students, faculty, or staff members to seek resolution to their concerns. In some cases, the institution acknowledges that such action may be inappropriate and/or ineffective in situations regarding potential discrimination or when there is the potential of an imbalance of power. In such situations, or if informal resolution is not possible, the student may pursue the complaint procedures described below to resolve concerns involving another student, faculty or staff.

- A. **Student Alleged Discrimination Process:** If a student feels they have been experienced bias or discrimination based on race, creed, color, religion, ancestry or national origin, age, sex, sexual orientation, gender identity and expression, physical or mental disability, genetic information, or law enforcement, military, veteran, or marital status, they should use this process to report. As stated above, a student may elect to resolve a conflict informally first. Please note a student is never required to confront a faculty or staff member in situations regarding discrimination. In any situation regarding discrimination in regards to sex, sexual orientation, gender identity or expression students should contact the Title IX coordinator at their home campus. The Title IX process can be found [here](#).
 1. If the individual elects not to resolve the matter informally a formal grievance in writing must be submitted to:
 - a. The Vice President of Student Affairs for grievances not related to the instructional process or grade dispute.
 - b. Or through the chosen reporting structure set forth at the college.
 2. The grievance should be submitted as soon as the complainant is able to report. A grievance that is submitted past a timely period will

be evaluated to the extent the appropriate College Official is able to investigate. Timely reporting allows the college to follow up with the respondent in an appropriate fashion. The grievance shall specify the discrimination or event that took place and state briefly the underlying facts.

3. The Vice President of Student Affairs (VPSA), or designee, including senior administrator at another college, will meet with the individual alleged to have violated the student's rights. The VPSA, or designee, including senior administrator at another college, may attempt to resolve the issue informally at this stage. If resolution is not possible and the VPSA or designee, including senior administrator at another college 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 College Official who convene the Judicial Committee within two weeks of the receipt of the formal grievance.
4. If the VPSA or designee, including senior administrator at another college determines that the grievance does not state a violation of the student's rights or is untimely, the VPSA or designee, including senior administrator at another college will provide a written explanation to the student and the matter will be considered resolved at that point.

E. General Student Grievance: (Not including Grade Appeal)

1. Students are encouraged to discuss complaints regarding faculty, teaching instruction, or staff interactions with the specific employee involved, e.g., instructor, staff member, or student, to resolve the issue informally.
2. If the issue cannot be resolved by pursuing the process in step 1, or the individual is concerned regarding the outcome of the discussion in step 1, a formal grievance in writing must be submitted to:
 - a. The Vice President of Academic Affairs for grievances related to the instructional process (Refer to CCSNH Academic Affairs Policy 670.04. for separate process for Grade Change/Appeal process), or:
 - b. The Vice President of Student Affairs for grievances not related to the instructional process.
3. The grievance should be submitted as soon as the complainant is able to report. A grievance that is submitted past a timely period will be evaluated to the extent the appropriate College Official is able to investigate. Timely reporting allows the college to follow up with the respondent in an appropriate fashion. The grievance shall specify the discrimination or event that took place and state briefly the underlying facts.
4. The Vice President of Academic Affairs (VPAA) or Student Affairs (VPSA), or designee, including senior administrator at another college, will meet with the individual alleged to have violated the student's rights. The VPAA/VPSA, or designee, including senior administrator at another college, may attempt to resolve the issue informally at this stage. If resolution is not possible and the VPAA/VPSA or designee, including

senior administrator at another college 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 appropriate College Official who will start the process of investigation if necessary. If the VPAA/VPSEA or designee, including senior administrator at another college determines that the grievance does not state a violation of the student's rights or is untimely, the VPAA/VPSEA will provide a written explanation to the student and the matter will be considered resolved at that point.

F. Student Grade Appeal: Refer to CCSNH Academic Affairs Policy 670.04.

Accessibility Services

In compliance with Section 504 of the 1973 Rehabilitation Act and the American Disabilities Act of 1991, RVCC does not discriminate against students with disabilities in terms of program admissions and/or opportunities for academic success.

Full information on Accessibility Services at RVCC can be found here: <https://www.rivervalley.edu/student-support/on-campus-resources/accessibility-disability-services/>

Transportation for Students

Claremont

RVCC is a regular bus stop with SCS with routes available at <http://www.scshehelps.org/transportation.htm>. You can also request a ride or a route deviation by calling 603-542-9609 24 hours in advance. Students who need assistance paying for transportation with SCS should contact Lacy Gross, Student Life Coordinator and Advisor (lgross@ccsnh.edu).

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 City Express Shuttle for \$1 with

their Owl Card and can find more information about transportation here: <https://www.keene.edu/campus/safety/transportation/>

Library Services

The [Charles Puksta Library](#) offers student centered information and research services to support curriculum needs and information literacy. 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.

Advising Center

The Advising Center 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:

- General academic advising
- Peer and master tutoring
- Career services
- Transfer services
- Computers and printer available for student use

The Advising 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 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 Advising 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

In keeping with its mission to provide lifelong learning and access to training and education that allows advancement in a variety of career pathways, River Valley Community College offers open enrollment career training and continuing education programs, as well as customized training solutions for area businesses, non-profit organizations, and government agencies.

Current programming is focused on meeting the workforce needs of the healthcare and manufacturing sectors, building skills and aptitudes needed by entry-level and mid-level professionals in all sectors, and offering training and technical assistance to entrepreneurs and small business owners. In addition, River Valley Community College assists job seekers and career builders through the WorkReadyNH program, a 60-hour soft skills training program offered free to any NH resident.

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.

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

ENGL098R Intro to College Composition
ENGL102R College Composition*
ENGL122R Pro. Writing & Communications*
ENGL206R Creative Writing*
ENGL232R Reading Short Fiction*
ENGL235R Poetry Workshop*
ENGL244R World Literature*
ENGL286R Children's Literature*

FINE ARTS

ARTS101R Intro to Drawing
ARTS102R Introduction to Painting

HUMANITIES

HUMA102R Art Appreciation

HUMA103R Music Appreciation
HUMA107R Understanding World Religions
HUMA109R Introduction to Philosophy
HUMA110R Humanities in Western Culture
HUMA140R Myth in US Culture
HUMA142R Topics US History to 1877
HUMA143R Topics US History: 1877-Present
HUMA210R Filming Vietnam War*

MATHEMATICS

MATH016R Fundamentals of Math Literacy
MATH019R Fund of Math Literacy STEM*
MATH106R Statistics I*
MATH110R Functions & Modeling I*
MATH112R Mathematical Investigations*
MATH114R Mathematics for the Environment*
MATH120R Functions & Modeling II*
MATH210R Calculus I*
MATH211R Calculus II*

SCIENCE

BIOL101R Biology: Chemical and Cellular Basis of Life *
BIOL102R Biology: Adaptation, Evolution and Ecosystems *
BIOL103R Human Biology
BIOL117R Environmental Science
BIOL162R Nutrition: the Science of Sustenance
BIOL201R Anatomy & Physiology I*
BIOL202R Anatomy & Physiology II*
BIOL205R Microbiology*
CHEM030R Introduction to Chemical Principles
CHEM140R Chemistry I*
CHEM141R Chemistry II*
PHYS115R Astronomy

SOCIAL SCIENCE

ECON102R Macroeconomics
PSYC101R Intro to Psychology
PSYC114R Human Development
PSYC210R Abnormal Psychology*
PSYC212R Forensic Psychology*
SOSC101R Introduction to Sociology
SOSC201R Contemporary Social Problems*

WORLD LANGUAGE

LANG120R Sign Language I
LANG121R Sign Language II*

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 (200-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);
- meet all course distribution requirements for the specific type of Associate Degree as described in sections below; and
- meet any additional criteria as required by a student's specific program.

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/World 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/World Language 9 credits

AND EITHER

- Electives in Specialized Major Field 20-24 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

The Community College System of NH does not discriminate in the administration of its admissions and educational programs, activities, or employment practices on the basis of race, creed, color, religion, ancestry or national origin, age, sex, sexual orientation, gender identity and expression, physical or mental disability, genetic information, or law enforcement, military, veteran, or marital status. This statement is a reflection of the mission of the Community College System of NH and refers to, but is not limited to, the provisions of the following laws:

- Title VI and VII of the Civil Rights Act of 1964, as amended
- The Age Discrimination in Employment Act of 1967 (ADEA)
- Title IX of the Education Amendment of 1972
- Section 504 of the Rehabilitation Act of 1973
- The Americans with Disabilities Act of 1990 (ADA)
- Section 402 of the Vietnam Era Veteran's Readjustment Assistance Act of 1974

- NH Law Against Discrimination (RSA 354-A)
- NH Law RSA 188-F:3-a.
- Genetic Information Nondiscrimination Act of 2008

Inquiries regarding discrimination may be directed to Sara A. Sawyer, Director of Human Resources for the Community College System of NH, 26 College Drive, Concord, NH 03301, 603-230-3503. Inquiries may also be directed to the NH Commission for Human Rights, 2 Industrial Park Drive, Concord, NH 03301, 603-271-2767, FAX: 603-271-6339; and/or the Equal Employment Opportunity Commission, JFK Federal Building, 475 Government Center, Boston, MA, 02203, 617-565-3200 or 1-800-669-4000, FAX: 617-565-3196, TTY: 617-565-3204 or 1-800-669-6820.

Personnel

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RVCC Faculty

Kimberly Ambrose
Assistant Professor - Practical Nursing
ADN, New Hampshire Technical Institute
BSN, University of Vermont
MSN, Walden University

Richard Andrusiak
Professor - Mathematics
Department Chair - Mathematics & Computer Technology
BS, Michigan State University
MA, University of Colorado
MAT, Colorado College
EdD, New England College

Kerry L. Belknap Morris
Professor & Program Director - Early Childhood Education & Social Services
BA, Mount Holyoke College
MEd, Plymouth State University

Kim-Laura Boyle
Professor & Program Director - Physical Therapist Assistant
Department Chair - Rehabilitation Services
BA, Colby-Sawyer College
MS, University of North Carolina at Wilmington
DPT, Duke University

Cara Chanoine
Professor & Department Chair - Liberal Arts
BA, Plymouth State University
MFA, Southern New Hampshire University
PhD, Indiana University of Pennsylvania

Vacant
Assistant Professor - Biological Science

Amanda Couitt
Professor & Clinical Coordinator - Physical Therapist Assistant
BA, Mount Holyoke College
DPT, Arcadia University

Vacant
Professor & Clinical Coordinator - Respiratory Therapy

Jillian Davis
Assistant Professor & Program Director - Business & Accounting
BS, Plymouth State University
MBA, Plymouth State University

Nancy Eckert
Professor & Program Director - Medical Laboratory Technician
BS, University of Connecticut
MSc, Northeastern University

Traci Fairbanks
Associate Professor - Nursing
ADN, River Valley Community College
BSN, Franklin Pierce University
MSN, St. Joseph's College

Dolores Gifford
Associate Professor & Program Director - Practical Nursing
ADN, North Shore Community College
MSN, Walden University

Eileen Glover
Professor - Practical Nursing
Department Chair - Allied Health
RN-BC, State of New Hampshire
MSN, Walden University
DNP, American Sentinel University
NEA-BC, ANCC

Kathy Hilliard
Associate Professor & Program Director - Respiratory

Therapy

AS, Manatee Junior College
BS, National Louis University

Jessica Horton

*Associate Professor & Program Director - Radiologic
Technology*

AS, New Hampshire Technical Institute
BS, Keene State College
MS, Granite State College

Michael Jacovina

*Assistant Professor & Program Director - Massage
AOS, LMT, New York College of Health Professions
BFA, New York Institute of Technology*

Aimee Jahn

*Professor & Program Director - Business Management &
Criminal Justice*

Department Chair - Professional Studies

BGS, University of Connecticut
MA, CAGS, American International College

Sonya Kuykendall

Professor - Nursing

BSN, California State University
MSN, Indiana Wesleyan University

Sandra LaPointe

Assistant Professor - Practical Nursing

ADN, Manchester Community College
BSN, Rivier University

Robert Morris

*Associate Professor & Program Director - Computer
Technology & Cybersecurity and Healthcare IT*

AAS, NH Vocational Technical College
BS, Franklin Pierce College
MS, Champlain College

Heather Newfield

Associate Professor - Practical Nursing

ADN, New Hampshire Vocational Technical College
BSN, Chamberlain University
MSN, Chamberlain University

Megan Nichols

*Assistant Professor & Program Director - Occupational
Therapy Assistant*

BS, University of Maine
MOT, University of Maine

Connie Powell

Professor & Program Director - Nursing

ADN, Illinois Central College
BSN, Franklin Pierce University
MSN, Franklin Pierce University

Aime Reed

Professor - Nursing

ADN, River Valley Community College
BSN, Franklin Pierce University
MSN, Franklin Pierce University

Julie Robinson

Professor & Program Director - Biological Science

Department Chair - Biological & Health Science

BA, College of the Holy Cross
DC, Sherman College of Chiropractic

Denise Ruby

Professor & Department Chair - Nursing

RN, NH Technical Institute
BSN, University of New Hampshire
MSN, Norwich University

Cynthia Smith

Associate Professor - Nursing

ADN, NHCTC-Claremont

BSN, Walden University

MSN, Walden University

Michelle Sweeney

*Assistant Professor & Clinical Coordinator, Radiologic
Technology*

BS, Valencia College

Constance White

Assistant Professor - Practical Nursing

AS, Baypath College

ADN, Vermont Technical College

BSN, Western Governors University

Steven Zackowski

*Assistant Professor & Director of Clinical Education -
Respiratory Therapy*

AS, Lakes Region Community College

AS, River Valley Community College

BSRT, Boise State University

RVCC Staff

Jerry Appell

Coordinator of High School Programs

Charlene Ashey

Student Services Assistant and Supervisor of Lebanon
Academic Center

Tammy Carnevale

Assistant Registrar

Kenneth Cornell

Maintenance Assistant

Marie Couitt
Banner Coordinator

Jean Dale
Financial Aid Assistant

Shana Elburn
Library Associate

Theresa D. Fuller
Registrar

Tammy Gero
Senior Accounting Technician/Accounts Payable and
Purchasing

Suzanne Groenewold
Director of Enrollment & Marketing

Lacy Gross
Academic Advisor/Student Life Coordinator

Elizabeth Guimond
Academic Advisor & Transfer Specialist

Laura Hanson
Student Services Assistant and Supervisor of Keene
Academic Center

Judy Hoffman
Enrollment Specialist

Shawna LeBlanc
Technical Support Specialist

Hagen Mendrykowski
Library Supervisor

Nickole Milo
Academic Advisor & Accessibility Coordinator

Diane Nocco
Science Lab Assistant

Dan Osborn
Coordinator of Workforce and Community Education

Morgan Sailer
Perkins Grant Manager & Career Coach

Jason Thornton
Plant Maintenance Engineer

Dixie Vestal
Allied Health Program Assistant

Sarah Williams
Student Success Coach

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

Eclipse Float Center
Claremont, 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 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 & Laconia, NH

Copley Hospital
Morrisville, VT

Cottage Hospital
Woodsville, NH

Dartmouth-Hitchcock Medical Center
Lebanon, NH

Elliot Hospital
Manchester, NH

Grace Cottage Hospital
Townsend, VT

Holy Family Hospital
Methuen, MA

Littleton Regional Healthcare
Littleton, NH

Monadnock Memorial Hospital
Peterborough, NH

Mt. Ascutney
Ascutney, VT

New London Hospital Association
New London, NH

Northeastern Vermont Regional Hospital
St. Johnsbury, VT

Parkland Medical Center
Derry, NH

Porter Medical Center
Middlebury, VT

Rutland Regional Memorial Hospital
Rutland, VT

Speare Memorial Hospital
Plymouth, NH

Springfield Hospital
Springfield, VT

St. Joseph Hospital
Nashua, NH

Valley Regional Hospital
Claremont, NH

VAMC
White River Junction, VT

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 Health
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

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.*

Androscoggin Valley Hospital
Berlin, NH

Cheshire Medical Center
Keene, NH

Concord Hospital
Concord, NH

Cottage Hospital
Woodsville, NH

Dartmouth-Hitchcock Medical Center
Lebanon, NH

Frisbee Memorial Hospital
Rochester, NH

Littleton Regional Healthcare
Littleton, NH

Maplewood Nursing Home
Westmoreland, NH

Northern Vermont Regional Hospital
St. Johnsbury, VT

Parkland Medical Center
Derry, NH

Speare Memorial Hospital
Plymouth, 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

Cottage Hospital
Woodsville, NH

Crotched Mountain Rehab Center
Greenfield, NH

Dartmouth Health
Lebanon, NH

Encompass Health Rehab
Concord, 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

Monadnock Community Hospital
Peterborough, NH

Monarch School of New England
Rochester, NH

New London Hospital
New London, NH

NHC-PHS
Manchester, NH

Pemi-Baker Community Health
Plymouth, NH

Rutland Medical Center
Rutland, VT

Springfield School District
Springfield, VT

St. Johnsbury School
St. Johnsbury, 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

Androscoggin Valley Hospital
Berlin, NH

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

Cedarcrest Center for Children with Disabilities
Keene, NH

Center for Physical Therapy Excellence
Merrimack, NH

Central VT Home Health & Hospice
Barre, VT

Cheshire Medical Center
Keene, NH

Choice PT
Plymouth, NH

Concord Hospital
Concord, NH

Coppola Physical Therapy
Derry, NH

Cottage Hospital
Woodsville, NH

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

Dartmouth-Hitchcock Medical Center
Lebanon, NH

Encompass Health
Concord, NH

Granite VNA
Concord, NH

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

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

Powerback Rehab
Bedford, NH
Concord, NH
Keene, 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

Saco Bay Physical Therapy
Saco, ME

Springfield Hospital
Springfield, VT

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

Access Sports Medicine
Exeter, NH

Alice Peck Day Hospital
Lebanon, NH

Brattleboro Memorial Hospital
Brattleboro, VT

Catholic Medical Center
Manchester, NH

Cheshire Medical Center
Keene, NH

Concord Hospital
Laconia & Franklin, NH

Concord Orthopedics
Concord & New London, NH

Convenient MD
Concord & Keene, NH

Copley Hospital
Morrisville, VT

Cottage Hospital
Woodsville, NH

Dartmouth Health
Lebanon, NH

Grace Cottage Hospital
Townsend, VT

Monadnock Community Hospital
Peterborough, NH

North Country Hospital
Newport, VT

Northeastern VT Regional Hospital
St Johnsbury, VT

Speare Memorial Hospital
Plymouth, NH

Springfield Hospital
Springfield, VT

VA White River Junction Health Care
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 & Laconia, NH

Cottage Hospital
Woodsville, NH

Dartmouth-Hitchcock Medical Center
Lebanon, NH

Elliot Hospital
Manchester, NH

Exeter Hospital
Exeter, NH

Lahey Hospital & Medical Center
Burlington, MA

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

Concord Hospital
Concord & Laconia, NH

Cottage Hospital
Woodsville, 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

2024–2025 Academic Calendar

FALL SEMESTER 2024

August 26: Fall Semester Classes Begin
September 2: Labor Day Holiday – No Classes and RVCC Closed
September 3: Last Day to Add a Course without Instructor Permission
September 9: Last Day to Drop a Full Semester Course with Full Refund
September 13: Last Day to Resolve “I” Grades from Summer 2024
September 16: Week 4 Early Alerts
October 14: Week 8 Early Alerts
October 31: Last Day to Withdraw with “W” Grade from

a Full Semester Course (60% point)
November 11: Veterans’ Day Holiday – No Classes and RVCC Closed
November 28-29: Thanksgiving Holiday – No Classes and RVCC Closed
December 14: Last Day of Classes for Fall Semester
December 16: Grades Due
December 16: Fall 2024 Graduation Date
December 24 – January 1: Holidays and Winter Recess – No Classes and RVCC Closed

SPRING SEMESTER 2025

January 20: Martin Luther King Jr./Civil Rights Day Holiday – No Classes and RVCC Closed
January 21: Spring Semester Classes Begin
January 27: Last Day to Add a Course without Instructor Permission
February 3: Last Day to Drop a Full Semester Course with Full Refund
February 7: Last Day to Resolve “I” Grades from Fall 2024
February 10: Week 4 Early Alerts
February 17: Presidents’ Day Holiday – No Classes and RVCC Closed
March 10: Week 8 Early Alerts
March 17-22: Spring Break – No Classes
March 24, 8am: Registration Opens for Fall 2025, Spring 2026 and Summer 2026 Semesters
March 31: Last Day to Withdraw with “W” Grade from a Full Semester Course (60% point)
May 10: Last Day of Classes for Spring Semester
May 12: Grades Due
May 16: Spring 2025 Graduation Date

SUMMER SEMESTER 2025

May 19: First Day of Summer 2025 Courses
May 27: Last Day to Add a Course without Instructor Permission
May 30: Memorial Day Holiday – No Classes and RVCC Closed
May 31: Last day for a full refund of 8- and 11- week classes
June 10: Last Day to Resolve “I” Grades from Spring 2025
June 19: Juneteenth Day Holiday – No Classes and RVCC Closed
June 23: Last Day to Withdraw from 8-Week Courses with Grade of “W”
July 4: Independence Day Holiday – No Classes and RVCC Closed
July 6: Last Day to Withdraw from 11-Week Courses with Grade of “W”
July 15: Last day for 8-week classes
August 1: Last day for 11-week classes
August 10: Summer 2025 Graduation Date (no ceremony)

* 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

Degree Type

Associate of Science

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.

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.

| | Total Credits | 60-65 |
|--------------------------|---------------|-------|
| Course Sequencing | | |

First Year: Fall Semester

| Item # | Title | Credits |
|----------|--|---------|
| ACCT101R | Accounting I | 3 |
| BCPT101R | Introduction to Computer Applications | 3 |
| BUS101R | Introduction to Business | 3 |
| ENGL102R | College Composition | 4 |
| | Statistics I or Functions & Modeling I | 3-4 |

First Year: Spring Semester

| Item # | Title | Credits |
|----------|---|---------|
| ACCT102R | Accounting II | 3 |
| ACCT105R | Spreadsheets | 3 |
| ECON102R | Macroeconomics | 3 |
| | Science Elective | 3-4 |
| | English/Humanities/Fine Arts/ World Language/Science/ Mathematics or Social Science Elective | 3-4 |

Second Year: Fall Semester

| Item # | Title | Credits |
|----------|--|---------|
| ACCT203R | Accounting III | 3 |
| ACCT204R | Introduction to Finance | 3 |
| ACCT212R | Taxes | 3 |
| ENGL122R | Professional Writing & Communications | 3 |
| | Humanities/Fine Arts/World Language Elective | 3-4 |

Second Year: Spring Semester

| Item # | Title | Credits |
|----------|--|---------|
| BUS110R | Principles of Management | 3 |
| | Business Management/Accounting Elective | 3 |
| ACCT215R | Cost Accounting | 3 |
| BUS240R | Business Law | 3 |
| | English/Humanities/Fine Arts/World Language/Science/Mathematics or Social Science Elective | 3-4 |

Accounting Certificate

Degree Type 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.

| | |
|---------------|-------|
| Total Credits | 18-19 |
|---------------|-------|

Course Sequencing

Fall Semester

| Item # | Title | Credits |
|----------|---------------------------------------|---------|
| ACCT101R | Accounting I | 3 |
| BCPT101R | Introduction to Computer Applications | 3 |
| ENGL122R | Professional Writing & Communications | 3 |

Spring Semester

| Item # | Title | Credits |
|----------|---------------------|---------|
| ACCT102R | Accounting II | 3 |
| ACCT105R | Spreadsheets | 3 |
| | Accounting Elective | 3 |

Advanced Accounting Certificate

Degree Type 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.

| | |
|---------------|-------|
| Total Credits | 30-31 |
|---------------|-------|

Course Sequencing

First Year: Fall Semester

| Item # | Title | Credits |
|----------|---------------------------------------|---------|
| ACCT101R | Accounting I | 3 |
| BCPT101R | Introduction to Computer Applications | 3 |
| ENGL122R | Professional Writing & Communications | 3 |

First Year: Spring Semester

| Item # | Title | Credits |
|----------|---------------|---------|
| ACCT102R | Accounting II | 3 |
| ACCT105R | Spreadsheets | 3 |

Second Year: Fall Semester

| Item # | Title | Credits |
|----------|-------------------------|---------|
| ACCT212R | Taxes | 3 |
| ACCT203R | Accounting III | 3 |
| ACCT204R | Introduction to Finance | 3 |

Second Year: Spring Semester

| Item # | Title | Credits |
|----------|---------------------|---------|
| ACCT215R | Cost Accounting | 3 |
| | Accounting Elective | 3 |

Advanced Machine Tool Technology

Advanced Machine Tool Technology

Degree Type

Certificate

(Minimum enrollment of 8 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 x5347 or dosborn@ccsnh.edu.

| | |
|---------------|----|
| Total Credits | 24 |
|---------------|----|

Course Sequencing

| Item # | Title | Credits |
|----------|------------------------------|---------|
| MTTN101R | CNC I - G&M Code Programming | 3 |
| MTTN102R | Blueprint Reading with GD&T | 3 |
| MTTN104R | Machine Tool Math | 3 |
| MTTN105R | Introduction to Inspection | 3 |
| MTTN106R | Machining Processes I | 4 |
| MTTN201R | CNC II - CNC Operation, CAM | 4 |
| MTTN204R | Machining Processes II | 4 |

Business

Business Management

Degree Type

Associate of Science

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.

BUSINESS MANAGEMENT

Many people currently working in the field of business choose the Business Management degree 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.

| | |
|---------------|-------|
| Total Credits | 60-63 |
|---------------|-------|

Course Sequencing

First Year: Fall Semester

| Item # | Title | Credits |
|----------|---------------------------------------|---------|
| ACCT101R | Accounting I | 3 |
| BCPT101R | Introduction to Computer Applications | 3 |
| BUS101R | Introduction to Business | 3 |
| ENGL102R | College Composition | 4 |
| ENGL122R | Professional Writing & Communications | 3 |

First Year: Spring Semester

| Item # | Title | Credits |
|----------|--------------------------|---------|
| ACCT102R | Accounting II | 3 |
| ACCT105R | Spreadsheets | 3 |
| BUS110R | Principles of Management | 3 |
| | Accounting Elective | 3 |
| | Business Elective | 3 |

Second Year: Fall Semester

| Item # | Title | Credits |
|----------|--|---------|
| ACCT204R | Introduction to Finance | 3 |
| BUS216R | Organizational Behavior | 3 |
| | Accounting/Business Elective | 3 |
| | Humanities/Fine Arts/World Language Elective | 3-4 |
| | Statistics I or Functions & Modeling I | 3-4 |

Second Year: Spring Semester

| Item # | Title | Credits |
|----------|--|---------|
| BUS240R | Business Law | 3 |
| BUS242R | Ethics and Social Responsibility in Business | 3 |
| | Science Elective | 3-4 |
| | Social Science Elective | 3-4 |
| ECON102R | Macroeconomics | 3 |

Business Management Certificate

Degree Type
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.

| | |
|---------------|----|
| Total Credits | 24 |
|---------------|----|

Course Sequencing

First Year: Fall Semester

| Item # | Title | Credits |
|----------|---------------------------------------|---------|
| BCPT101R | Introduction to Computer Applications | 3 |
| BUS101R | 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 |
|---------|------------------------------|---------|
| BUS240R | Business Law | 3 |
| | Accounting/Business Elective | 3 |

Second Year: Fall Semester

| Item # | Title | Credits |
|----------|------------------------------|---------|
| ACCT101R | Accounting I | 3 |
| | Accounting/Business Elective | 3 |

Second Year: Spring Semester

| Item # | Title | Credits |
|----------|--------------------------|---------|
| ACCT102R | Accounting II | 3 |
| BUS110R | Principles of Management | 3 |

Computer Technology

Cybersecurity and Healthcare IT Degree Type

Associate of Science

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.

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

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.

| | |
|---------------|-------|
| Total Credits | 62-66 |
|---------------|-------|

Course Sequencing

First Year: Fall Semester

| Item # | Title | Credits |
|----------|---|---------|
| CSCI101R | Computer Architecture and Operating Systems | 3 |
| CYBS101R | Principles of Information Assurance | 3 |
| CSCI110R | Introduction to Networks | 3 |
| CSCI186R | Introduction to Operating Systems | 3 |
| MATH110R | Functions & Modeling I | 4 |

First Year: Spring Semester

| Item # | Title | Credits |
|----------|--------------------------------|---------|
| CYBS120R | Network Security | 3 |
| CYBS130R | Enterprise Security Management | 3 |
| CYBS140R | Secure Electronic Commerce | 3 |
| CSCI175R | Introduction to C++ | 4 |
| ENGL102R | College Composition | 4 |

Second Year: Fall Semester

| Item # | Title | Credits |
|----------|---|---------|
| CYBS110R | Topics in Healthcare Information Technology | 3 |
| CSCI203R | Introduction to Linux | 3 |
| CYBS250R | Digital Forensics | 3 |
| MATH106R | Statistics I | 4 |
| | English/Humanities/Fine Arts/ World Language/Science/ Mathematics or Social Science Elective | 3-4 |

Second Year: Spring Semester

| Item # | Title | Credits |
|----------|---|---------|
| CYBS200R | Electronic Medical Records Systems & Information Assurance Certification and Accreditation Process (EMRS/IACAP) | 3 |
| CSCI296R | Technology Capstone | 3 |
| | Social Science Elective | 3-4 |
| | Science Elective | 3-4 |
| | Humanities/Fine Arts/World Language Elective | 3-4 |

Information Technology & Network Administration

Degree Type

Associate of Science

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.

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 a networking technology position through an Internship or Capstone course

Total Credits

62-66

Course Sequencing

First Year: Fall Semester

| Item # | Title | Credits |
|----------|---|---------|
| CSCI101R | Computer Architecture and Operating Systems | 3 |
| CSCI110R | Introduction to Networks | 3 |
| CSCI186R | Introduction to Operating Systems | 3 |
| MATH110R | Functions & Modeling I | 4 |
| ENGL102R | College Composition | 4 |

First Year: Spring Semester

| Item # | Title | Credits |
|----------|--|---------|
| CSCI106R | Communication Infrastructure | 3 |
| CSCI121R | Switching & Routing and Wireless Essentials | 3 |
| CSCI175R | Introduction to C++ | 4 |
| MATH120R | Functions & Modeling II | 4 |
| | Humanities/Fine Arts/World Language Elective | 3-4 |

Second Year: Fall Semester

| Item # | Title | Credits |
|----------|---|---------|
| CSCI203R | Introduction to Linux | 3 |
| CSCI204R | Administering Windows Servers | 3 |
| CSCI236R | Enterprise Networking and Security and Automation | 3 |
| MATH106R | Statistics I | 4 |
| | Science Elective | 3-4 |

Second Year: Spring Semester

| Item # | Title | Credits |
|----------|------------------------------|---------|
| CYBS120R | Network Security | 3 |
| CSCI220R | Storage and Virtualization | 3 |
| CSCI296R | Technology Capstone | 3 |
| | Computer Technology Elective | 3 |
| | Social Science Elective | 3-4 |

Cybersecurity and Healthcare IT Certificate

Degree Type 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.

| | |
|---------------|----|
| Total Credits | 18 |
|---------------|----|

Course Sequencing

Fall Semester

| Item # | Title | Credits |
|----------|---|---------|
| CYBS101R | Principles of Information Assurance | 3 |
| CYBS110R | Topics in Healthcare Information Technology | 3 |
| CYBS250R | Digital Forensics | 3 |

Spring Semester

| Item # | Title | Credits |
|----------|--------------------------------|---------|
| CYBS130R | Enterprise Security Management | 3 |
| CYBS140R | Secure Electronic Commerce | 3 |
| CYBS120R | Network Security | 3 |

Information Technology & Network Administration Certificate

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

Ask the Program Director about the Cisco CCNA Certification and how to obtain that industry-recognized credential.

| | |
|---------------|----|
| Total Credits | 18 |
|---------------|----|

Course Sequencing

Fall Semester

| Item # | Title | Credits |
|----------|---|---------|
| CSCI101R | Computer Architecture and Operating Systems | 3 |
| CSCI110R | Introduction to Networks | 3 |
| CSCI204R | Administering Windows Servers | 3 |
| CSCI203R | Introduction to Linux | 3 |

Spring Semester

| Item # | Title | Credits |
|----------|---|---------|
| CSCI121R | Switching & Routing and Wireless Essentials | 3 |
| CYBS120R | Network Security | 3 |

Early Childhood Education

Early Childhood Education

Degree Type
Associate of Science

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, 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.

| | |
|---------------|-------|
| Total Credits | 62-66 |
|---------------|-------|

Course Sequencing

First Year: Fall Semester

| Item # | Title | Credits |
|----------|--|---------|
| ECE101R | Foundations of Early Childhood Education | 3 |
| ECE102R | Child Growth and Development | 3 |
| HSV123R | Supportive Communication Skills | 3 |
| ENGL102R | College Composition | 4 |
| | Mathematics Elective | 3-4 |

First Year: Spring Semester

| Item # | Title | Credits |
|----------|---|---------|
| ECE103R | Health, Safety, and Nutrition for the Young Child | 3 |
| ECE104R | Curriculum for Early Childhood Care and Education | 3 |
| ECE105R | Children with Special Needs and Their Families | 3 |
| PSYC101R | Introduction to Psychology | 3 |
| | Science Elective | 3-4 |

Second Year: Fall Semester

| Item # | Title | Credits |
|---------|--|---------|
| ECE120R | Learning, Behavior & Positive Guidance | 3 |
| ECE203R | Early Language & Literacy Development | 3 |
| | ECE 190R or 191R | 3 |
| | Early Childhood Education 200-level Elective | 3 |
| | Humanities/Fine Arts/World Language Elective | 3-4 |

Second Year: Spring Semester

| Item # | Title | Credits |
|----------|--|---------|
| | ECE 290R or 291R | 3 |
| ECE220R | Early Childhood Practicum Seminar | 2 |
| | Early Childhood Education 200-level Elective | 3 |
| ENGL286R | Children's Literature | 3 |
| PSYC114R | Human Development | 3 |
| | English/Humanities/Fine Arts/World Language/Science/Mathematics or Social Science Elective | 3-4 |

Early Childhood Education Infant and Toddler Certificate

Degree Type 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, 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.

| | |
|---------------|----|
| Total Credits | 18 |
|---------------|----|

Course Sequencing

Fall Semester

| Item # | Title | Credits |
|---------|--|---------|
| ECE101R | Foundations of Early Childhood Education | 3 |
| ECE102R | Child Growth and Development | 3 |
| ECE208R | Introduction to Infant Mental Health | 3 |

Spring Semester

| Item # | Title | Credits |
|---------|---|---------|
| ECE103R | Health, Safety, and Nutrition for the Young Child | 3 |
| ECE105R | Children with Special Needs and Their Families | 3 |
| ECE200R | Developmentally Appropriate Programs for Infants and Toddlers | 3 |

Early Childhood Education Level I Certificate

Degree Type 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, 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.

Total Credits 12

Course Sequencing

Fall Semester

| Item # | Title | Credits |
|---------|--|---------|
| ECE101R | Foundations of Early Childhood Education | 3 |
| ECE102R | Child Growth and Development | 3 |

Spring Semester

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

| Item # | Title | Credits |
|---------|---|---------|
| ECE103R | Health, Safety, and Nutrition for the Young Child | 3 |
| ECE104R | Curriculum for Early Childhood Care and Education | 3 |

Early Childhood Education Level II Certificate

Degree Type 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, 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.

| | |
|---------------|----|
| Total Credits | 24 |
|---------------|----|

Course Sequencing

Fall Semester

| Item # | Title | Credits |
|----------|--|---------|
| ECE101R | Foundations of Early Childhood Education | 3 |
| ECE102R | Child Growth and Development | 3 |
| ECE120R | Learning, Behavior & Positive Guidance | 3 |
| PSYC101R | Introduction to Psychology | 3 |

Spring Semester

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

| Item # | Title | Credits |
|---------|---|---------|
| ECE103R | Health, Safety, and Nutrition for the Young Child | 3 |
| ECE104R | Curriculum for Early Childhood Care and Education | 3 |
| ECE105R | Children with Special Needs and Their Families | 3 |
| ECE190R | Early Childhood Practicum I | 3 |

General Studies

General Studies

Degree Type

Associate of Science

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

* GSTC 102R (Program Design Portfolio) may be required for students who complete the General Studies Associates Degree and must be taken within the first academic year.

| | |
|---------------|-------|
| Total Credits | 60-78 |
|---------------|-------|

Course Sequencing

First Year: Fall Semester

| Item # | Title | Credits |
|----------|---|---------|
| ENGL102R | College Composition | 4 |
| | Degree Major Course | 3-4 |
| | Degree Major Course | 3-4 |
| | English/Humanities/Fine Arts/ World Language/Science/ Mathematics or Social Science Elective | 3-4 |
| | Mathematics Elective | 3-4 |

First Year: Spring Semester

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

Second Year: Fall Semester

| Item # | Title | Credits |
|--------|---|---------|
| | English/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 |
|--------|---------------------|---------|
| | Open Elective | 3-4 |
| | Degree Major Course | 3-4 |
| | Degree Major Course | 3-4 |
| | Degree Major Course | 3-4 |
| | Degree Major Course | 3-4 |

Healthcare

Healthcare Applications Certificate

Degree Type
Certificate

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. Students in this program must achieve a "C" or higher in all courses to graduate.

| | |
|---------------|-------|
| Total Credits | 32-34 |
|---------------|-------|

Course Sequencing

First Year: Fall Semester

For the open elective courses, students should work with their advisor to choose one of the following: <https://catalog.rivervalley.edu/healthcare-applications-open-elective-options>

| Item # | Title | Credits |
|----------|--------------------------|---------|
| ENGL102R | College Composition | 4 |
| | Mathematics Elective | 3-4 |
| BIOL201R | Anatomy and Physiology I | 4 |
| HLTH102R | Medical Terminology | 3 |
| | Open Elective | 3-4 |

First Year: Spring Semester

| Item # | Title | Credits |
|----------|---|---------|
| BIOL202R | Anatomy and Physiology II | 4 |
| | Humanities/Fine Arts/World Language Elective | 3-4 |
| HLTH166R | Legal and Ethical Issues in Health3 Care | |
| | Open Elective | 3-4 |
| | Social Science Elective | 3-4 |

Healthcare Applications Certificate:

Pre-Dental Hygiene

Degree Type
Certificate

This certificate is designed to prepare students to apply to the [Dental Hygiene Program at NHTI](#).

Students in this program must achieve a "C" or higher in all courses to graduate.

| | |
|---------------|-------|
| Total Credits | 32-36 |
|---------------|-------|

Course Sequencing

First Year: Fall Semester

For the open elective courses, students should work with their advisor to choose one of the following: <https://catalog.rivervalley.edu/healthcare-applications-open-elective-options>

Notes: The AS in Dental Hygiene at NHTI does not require College Comp or Med Term to satisfy degree requirements for graduation; however, those courses are required to complete the healthcare applications certificate. For the Mathematics Elective, MATH 120C (Quantitative Reasoning) or higher is required; student will need to check with NHTI Admissions to determine which RVCC math course to take.

| Item # | Title | Credits |
|----------|--------------------------|---------|
| ENGL102R | College Composition | 4 |
| | Mathematics Elective | 3-4 |
| BIOL201R | Anatomy and Physiology I | 4 |
| HLTH102R | Medical Terminology | 3 |
| | Open Elective | 3-4 |

First Year: Spring Semester

Notes: Both Intro to Psychology and Intro to Sociology are required for the Dental Hygiene Program at NHTI. The AS in Dental Hygiene at NHTI does not require Legal & Ethical Issues in Healthcare to satisfy degree requirements for graduation.

Recommended Elective Courses:

- BIOL 205R Microbiology
- ENGL 120C/ ENGL 120MC Communication or Communication: Mindful
- CHEM 125C Intro to General, Organic, and Biochemistry
- SOSC 101R Intro to Sociology

| Item # | Title | Credits |
|----------|--|---------|
| BIOL202R | Anatomy and Physiology II | 4 |
| | Humanities/Fine Arts/World Language Elective | 3-4 |
| HLTH166R | Legal and Ethical Issues in Health3 Care | |
| | Open Elective | 3-4 |
| | Social Science Elective | 3-4 |

Healthcare Applications Certificate:

Pre-LPN

Degree Type
Certificate

This certificate is designed to prepare students to apply to the [Licensed Practical Nursing Program at RVCC](#).

Students in this program must achieve a "C" or higher in all courses to graduate.

| Total Credits | 32-35 |
|--------------------------|-------|
| Course Sequencing | |

First Year: Fall Semester

For the open elective courses, students should work with their advisor to choose one of the following: <https://catalog.rivervalley.edu/healthcare-applications-open-elective-options>

Please note: The LPN certificate does not require College Comp, a Math Elective, or Medical Terminology, although these will be helpful foundations for your coursework. They are required to complete the pre-LPN certificate.

| Item # | Title | Credits |
|----------|--------------------------|---------|
| ENGL102R | College Composition | 4 |
| | Mathematics Elective | 3-4 |
| BIOL201R | Anatomy and Physiology I | 4 |
| HLTH102R | Medical Terminology | 3 |
| PSYC114R | Human Development | 3 |

First Year: Spring Semester

Please note: The LPN certificate does not require a Humanities, Fine Arts, World Language Elective or Legal & Ethical Issues in Healthcare, although these will be helpful foundations for your coursework. They are required to complete the pre-LPN certificate.

| Item # | Title | Credits |
|----------|--|---------|
| BIOL202R | Anatomy and Physiology II | 4 |
| | Humanities/Fine Arts/World Language Elective | 3-4 |
| HLTH166R | Legal and Ethical Issues in Health3 Care | |
| | Open Elective | 3-4 |
| PSYC101R | Introduction to Psychology | 3 |

Healthcare Applications Certificate:

Pre-Medical Lab Tech

Degree Type
Certificate

This certificate is designed to prepare students to apply to the [Medical Laboratory Technician Program at RVCC](#).

Students in this program must achieve a "C" or higher in all courses to graduate.

| Total Credits | 34-36 |
|--------------------------|-------|
| Course Sequencing | |

First Year: Fall Semester

For the open elective courses, students should work with their advisor to choose one of the following:

<https://catalog.rivervalley.edu/healthcare-applications-open-elective-options>

Note: Students may opt to take BIOL103R Human Biology instead of BIOL201R A&P I; however, the HCAP certificate requires BIOL201R and BIOL202R to satisfy requirements for graduation. The AS in Medical Laboratory Technician does not require A&P I or Med Term to satisfy degree requirements for graduation, although they will provide a solid foundation for the MLT courses.

| Item # | Title | Credits |
|----------|--------------------------|---------|
| ENGL102R | College Composition | 4 |
| | Mathematics Elective | 3-4 |
| BIOL201R | Anatomy and Physiology I | 4 |
| HLTH102R | Medical Terminology | 3 |
| CHEM140R | Chemistry I | 4 |

First Year: Spring Semester

Note: The AS in Medical Laboratory Technician degree does not require Legal and Ethical Issues in Healthcare, although this course will provide a good foundation for the MLT program.

MLTC126R Intro to Lab Procedures may be taken in place of BIOL205R or CHEM140R in the HCAP certificate.

| Item # | Title | Credits |
|----------|--|---------|
| BIOL202R | Anatomy and Physiology II | 4 |
| | Humanities/Fine Arts/World Language Elective | 3-4 |
| HLTH166R | Legal and Ethical Issues in Health3 Care | |
| BIOL205R | Microbiology | 4 |
| | Social Science Elective | 3-4 |

Healthcare Applications Certificate:

Pre-OTA

Degree Type Certificate

This certificate is designed to prepare students to apply to the [Occupational Therapy Assistant Program at RVCC](#).

Students in this program must achieve a "C" or higher in all courses to graduate.

Recommended Elective Courses:

AHLT104R Intro to OT/PT (1 credit) **and** OCTA110R Fundamentals of OT (2 credits)
 AHLT112R Clinical Conditions
 AHLT123R Functional Kinesiology
 AHLT135R Foundations in Rehabilitation
 PSYC101R Intro to Psychology
 PSYC114R Human Development

Total Credits 32-36

Course Sequencing

First Year: Fall Semester

Note: The AS in OTA degree does not require Med Term to satisfy degree requirements for graduation; however, it is required for the HCAP certificate.

| Item # | Title | Credits |
|----------|--------------------------|---------|
| ENGL102R | College Composition | 4 |
| | Mathematics Elective | 3-4 |
| BIOL201R | Anatomy and Physiology I | 4 |
| HLTH102R | Medical Terminology | 3 |
| | Open Elective | 3-4 |

First Year: Spring Semester

Note: The AS in OTA degree does not require Legal and Ethical Issues in Healthcare to satisfy degree requirements for graduation, although it is required for the HCAP certificate.

| Item # | Title | Credits |
|----------|--|---------|
| BIOL202R | Anatomy and Physiology II | 4 |
| | Humanities/Fine Arts/World Language Elective | 3-4 |
| HLTH166R | Legal and Ethical Issues in Health3 Care | |
| | Open Elective | 3-4 |
| | Social Science Elective | 3-4 |

Healthcare Applications Certificate:

Pre-PTA

Degree Type Certificate

This certificate is designed to prepare students to apply to the [Physical Therapist Assistant Program at RVCC](#).

Students in this program must achieve a "C" or higher in all courses to graduate.

Total Credits 33-35

Course Sequencing

First Year: Fall Semester

Note: In the fall semester it is recommended that students take AHLT112R Clinical Conditions *and* AHLT104R Intro to OT/PT. The AS in PTA degree does not require Med Term to satisfy degree requirements for graduation; however, it is required for the HCAP certificate.

| Item # | Title | Credits |
|----------|--------------------------|---------|
| ENGL102R | College Composition | 4 |
| MATH106R | Statistics I | 4 |
| BIOL201R | Anatomy and Physiology I | 4 |
| HLTH102R | Medical Terminology | 3 |
| | Open Elective | 3-4 |

First Year: Spring Semester

Note: The AS in PTA degree does not require Legal and Ethical Issues in Healthcare to satisfy degree requirements for graduation; however, it is required for the HCAP certificate.

| Item # | Title | Credits |
|----------|--|---------|
| BIOL202R | Anatomy and Physiology II | 4 |
| | Humanities/Fine Arts/World Language Elective | 3-4 |
| HLTH166R | Legal and Ethical Issues in Health3 Care | |
| PSYC114R | Human Development | 3 |
| PSYC101R | Introduction to Psychology | 3 |

Healthcare Applications Certificate:

Pre-RN

Degree Type
Certificate

This certificate is designed to prepare students to apply to the [Registered Nursing Program at RVCC](#).

Students in this program must achieve a "C" or higher in all courses to graduate.

| | |
|--------------------------|-------|
| Total Credits | 33-35 |
| Course Sequencing | |

First Year: Fall Semester

Note: The ADN degree does not require Med Term to satisfy degree requirements for graduation; however, it is required for the HCAP certificate.

| Item # | Title | Credits |
|----------|----------------------------|---------|
| ENGL102R | College Composition | 4 |
| | Mathematics Elective | 3-4 |
| BIOL201R | Anatomy and Physiology I | 4 |
| HLTH102R | Medical Terminology | 3 |
| PSYC101R | Introduction to Psychology | 3 |

First Year: Spring Semester

Note: The ADN degree does not require Legal & Ethical Issues to satisfy degree requirements for graduation; however, it is required for the HCAP certificate.

| Item # | Title | Credits |
|----------|--|---------|
| BIOL202R | Anatomy and Physiology II | 4 |
| | Humanities/Fine Arts/World Language Elective | 3-4 |
| HLTH166R | Legal and Ethical Issues in Health3 Care | |
| BIOL205R | Microbiology | 4 |
| PSYC114R | Human Development | 3 |

Healthcare Applications Certificate:

Pre-Rad Tech

Degree Type
Certificate

This certificate is designed to prepare students to apply to the [Radiologic Technology Program at RVCC](#).

Students in this program must achieve a "C" or higher in all courses to graduate.

| | |
|--------------------------|-------|
| Total Credits | 33-35 |
| Course Sequencing | |

First Year: Fall Semester

Note: The AS in Rad Tech degree does not require Med Term to satisfy degree requirements for graduation; however, this course is required for the HCAP certificate.

For the open elective courses, students should work with their advisor to choose one of the following:

<https://catalog.rivervalley.edu/healthcare-applications-open-elective-options>

| Item # | Title | Credits |
|----------|--------------------------|---------|
| ENGL102R | College Composition | 4 |
| MATH110R | Functions & Modeling I | 4 |
| BIOL201R | Anatomy and Physiology I | 4 |
| HLTH102R | Medical Terminology | 3 |
| | Open Elective | 3-4 |

First Year: Spring Semester

Note: The AS in Rad Tech degree does not require Legal and Ethical Issues or a second elective course to satisfy degree requirements; however, they are required for the HCAP certificate.

| Item # | Title | Credits |
|----------|--|---------|
| | Computer Technology Elective | 3 |
| | Humanities/Fine Arts/World Language Elective | 3-4 |
| HLTH166R | Legal and Ethical Issues in Health3 Care | |
| BIOL202R | Anatomy and Physiology II | 4 |
| | Social Science Elective | 3-4 |

Healthcare Applications Certificate: Pre-Respiratory Therapy

Degree Type
Certificate

This certificate is designed to prepare students to apply to the [Respiratory Therapy Program](#) at RVCC.

Students in this program must achieve a "C" or higher in all courses to graduate.

| | |
|---------------|-------|
| Total Credits | 32-34 |
|---------------|-------|

Course Sequencing

First Year: Fall Semester

For the open elective courses, students should work with their advisor to choose one of the following:

<https://catalog.rivervalley.edu/healthcare-applications-open-elective-options>

| Item # | Title | Credits |
|----------|--|---------|
| ENGL102R | College Composition | 4 |
| | Statistics I or Functions & Modeling I | 3-4 |
| BIOL201R | Anatomy and Physiology I | 4 |
| HLTH102R | Medical Terminology | 3 |
| | Open Elective | 3-4 |

First Year: Spring Semester

Note: The AS in Respiratory Therapy does not require Legal and Ethical Issues to satisfy degree requirements for graduation; however, it is required for the HCAP certificate.

| Item # | Title | Credits |
|----------|--|---------|
| BIOL202R | Anatomy and Physiology II | 4 |
| | Humanities/Fine Arts/World Language Elective | 3-4 |
| HLTH166R | Legal and Ethical Issues in Health3 Care | |
| BIOL205R | Microbiology | 4 |
| | Social Science Elective | 3-4 |

Liberal Arts

Liberal Arts – English Concentration

Degree Type
Associate of 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.

The AA in Liberal Arts English Concentration offers the opportunity to explore a wide variety of writing genres and techniques, communication approaches across multiple modalities, and interpretive analysis as applied to literature and beyond. This flexible degree option can lead to a wide variety of transfer opportunities and career pathways. Four-year transfer options include programs in English/Language Arts Education, Journalism, Literature and Theory, Creative Writing, Film Studies, Communications, and more! Career pathways include, but are not limited to: social media management, human resources, content and technical writing, teaching and tutoring, public relations, publishing, and brand management. In fact, a CNN report stated that those with English-related degrees “are employable anywhere in the economy where there is thinking to be done.”

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
- Natural or Physical Sciences: 7-8 credits
- Social Sciences: 9 credits
- Liberal Arts Electives 12-15 credits
- Open Electives 9 credits

NOTE: If you have transferred in 3-credit classes, you may need to take an additional course in order to satisfy the 60-credit degree minimum. Please consult with your advisor.

| | |
|---------------|-------|
| Total Credits | 60-76 |
|---------------|-------|

Course Sequencing

First Year: Fall Semester

| Item # | Title | Credits |
|----------|--|---------|
| ENGL102R | College Composition | 4 |
| | Social Science Elective | 3-4 |
| | Humanities/Fine Arts/World Language Elective | 3-4 |
| | Humanities/Fine Arts/World Language Elective | 3-4 |
| | Mathematics Elective | 3-4 |

First Year: Spring Semester

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

Second Year: Fall Semester

| Item # | Title | Credits |
|--------|--|---------|
| | Humanities/Fine Arts/World Language Elective | 3-4 |
| | Social Science Elective | 3-4 |
| | English Elective | 3-4 |
| | English Elective | 3-4 |
| | Lab Science Elective | 4 |

Second Year: Spring Semester

| Item # | Title | Credits |
|--------|-----------------------|---------|
| | English Elective | 3-4 |
| | English Elective | 3-4 |
| | Liberal Arts Elective | 3-4 |
| | Lab Science Elective | 4 |

Liberal Arts – Mathematics Concentration Degree Type

Associate of 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.

The AA in Liberal Arts Mathematics Concentration provides students with opportunities to analyze contemporary issues in mathematics and science as students learn to read, interpret, critique, and respond to mathematical and scientific literature while exploring projects connected to their passions, talents, and interests. The mathematics concentration is sufficiently flexible to prepare students to transfer into four-year mathematical science majors or to explore a variety of mathematics courses while meeting students at different entry points. Students receive personalized learning experiences with small affordable classes taught by accomplished faculty who utilize technology and active learning strategies.

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
- Natural or Physical Sciences: 7-8 credits
- Social Sciences: 9 credits
- Liberal Arts Electives 12-15 credits
- Open Electives 9 credits

NOTE: If you have transferred in 3-credit classes, you may need to take an additional course in order to satisfy the 60-credit degree minimum. Please consult with your advisor.

| Total Credits | 60-76 |
|--------------------------|-------|
| Course Sequencing | |

First Year: Fall Semester

| Item # | Title | Credits |
|----------|--|---------|
| ENGL102R | College Composition | 4 |
| | Social Science Elective | 3-4 |
| | Humanities/Fine Arts/World Language Elective | 3-4 |
| | Humanities/Fine Arts/World Language Elective | 3-4 |
| | Mathematics Elective | 3-4 |

First Year: Spring Semester

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

Second Year: Fall Semester

| Item # | Title | Credits |
|--------|--|---------|
| | Humanities/Fine Arts/World Language Elective | 3-4 |
| | Social Science Elective | 3-4 |
| | Open Elective | 3-4 |
| | Mathematics Elective | 3-4 |
| | Lab Science Elective | 4 |

Second Year: Spring Semester

| Item # | Title | Credits |
|--------|-----------------------|---------|
| | Mathematics Elective | 3-4 |
| | Mathematics Elective | 3-4 |
| | Liberal Arts Elective | 3-4 |
| | Lab Science Elective | 4 |

Liberal Arts – Open Pathway

Degree Type

Associate of 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
- Natural or Physical Sciences: 7-8 credits
- Social Sciences: 9 credits
- Liberal Arts Electives 12-15 credits
- Open Electives 9 credits

NOTE: If you have transferred in 3-credit classes, you may need to take an additional course in order to satisfy the 60-credit degree minimum. Please consult with your advisor.

Total Credits

60-76

Course Sequencing

First Year: Fall Semester

| Item # | Title | Credits |
|----------|--|---------|
| ENGL102R | College Composition | 4 |
| | Social Science Elective | 3-4 |
| | Humanities/Fine Arts/World Language Elective | 3-4 |
| | Humanities/Fine Arts/World Language Elective | 3-4 |
| | Mathematics Elective | 3-4 |

First Year: Spring Semester

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

Second Year: Fall Semester

| Item # | Title | Credits |
|--------|--|---------|
| | Humanities/Fine Arts/World Language Elective | 3-4 |
| | Social Science Elective | 3-4 |
| | Open Elective | 3-4 |
| | Liberal Arts Elective | 3-4 |
| | Lab Science Elective | 4 |

Second Year: Spring Semester

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

Liberal Arts – Open Pathway Online Accelerated

Degree Type

Associate of 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.

The Open Pathway Online Accelerated Program allows students to complete their Liberal Arts Degree in less than 18 months with a fully virtual experience. Course

options include Zoom classes and asynchronous online classes. Please see the program map for the accelerated degree timeline.

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
- Natural or Physical Sciences: 7-8 credits
- Social Sciences: 9 credits
- Liberal Arts Electives 12-15 credits
- Open Electives 9 credits

NOTE: If you have transferred in 3-credit classes, you may need to take an additional course in order to satisfy the 60-credit degree minimum. Please consult with your advisor.

| | |
|---------------|-------|
| Total Credits | 60-71 |
|---------------|-------|

Course Sequencing

First Year: Fall Semester

| Item # | Title | Credits |
|----------|--|---------|
| ENGL102R | College Composition | 4 |
| PSYC101R | Introduction to Psychology | 3 |
| | Humanities/Fine Arts/World Language Elective | 3-4 |
| | Humanities/Fine Arts/World Language Elective | 3-4 |
| | Statistics I or Functions & Modeling I | 3-4 |

First Year: Spring Semester

| Item # | Title | Credits |
|----------|--|---------|
| | Humanities/Fine Arts/World Language Elective | 3-4 |
| | Social Science Elective | 3-4 |
| | Open Elective | 3-4 |
| | Liberal Arts Elective | 3-4 |
| BIOL103R | Human Biology | 4 |

First Year: Summer Semester

| Item # | Title | Credits |
|----------|-----------------------|---------|
| | Liberal Arts Elective | 3-4 |
| | Open Elective | 3-4 |
| | Liberal Arts Elective | 3-4 |
| PHYS115R | Astronomy | 4 |

Second Year: Fall Semester

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

Liberal Arts – Psychology Concentration

Degree Type

Associate of 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
- Natural or Physical Sciences: 7-8 credits
- Social Sciences: 9 credits
- Liberal Arts Electives 12-15 credits
- Open Electives 9 credits

NOTE: If you have transferred in 3-credit classes, you may need to take an additional course in order to satisfy the 60-credit degree minimum. Please consult with your advisor.

| | |
|--------------------------|-------|
| Total Credits | 60-76 |
| Course Sequencing | |

First Year: Fall Semester

| Item # | Title | Credits |
|----------|--|---------|
| ENGL102R | College Composition | 4 |
| | Psychology Elective | 3-4 |
| | Humanities/Fine Arts/World Language Elective | 3-4 |
| | Humanities/Fine Arts/World Language Elective | 3-4 |
| | Mathematics Elective | 3-4 |

First Year: Spring Semester

| Item # | Title | Credits |
|--------|----------------------------|---------|
| | 200-Level English Elective | 3-4 |
| | Psychology Elective | 3-4 |
| | Psychology Elective | 3-4 |
| | Open Elective | 3-4 |
| | Mathematics Elective | 3-4 |

Second Year: Fall Semester

| Item # | Title | Credits |
|--------|--|---------|
| | Humanities/Fine Arts/World Language Elective | 3-4 |
| | Psychology Elective | 3-4 |
| | Open Elective | 3-4 |
| | Psychology Elective | 3-4 |
| | Lab Science Elective | 4 |

Second Year: Spring Semester

| Item # | Title | Credits |
|--------|----------------------|---------|
| | Open Elective | 3-4 |
| | Psychology Elective | 3-4 |
| | Psychology Elective | 3-4 |
| | Lab Science Elective | 4 |

Liberal Arts - Science Concentration

Degree Type

Associate of 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.

The AA in Liberal Arts-Science Concentration provides students with opportunities to explore the sciences along with other academic fields that are inherently integrated with science. Students who are interested in transferring to BA/BS programs in biology or health science will be advised to take the traditional sequence of science and math courses complimented by study in the gamut of other liberal arts courses. Students who are interested in science but unsure of the specific sub-discipline in which they might want to work or pursue further study will work with an advisor to choose courses that allow them to explore their interests in the sciences as well as other areas in the liberal arts.

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.

If students are transferring to a four-year program focusing on Biology or Chemistry fields:

Lab Science Electives: students are advised to take BIOL101R (bio1), BIOL102R (bio2), CHEM140R (chem 1), and CHEM141R (chem 2) for their first 4 lab science electives and either BIOL205R (micro)/BIOL201R (A&P1)/BIOL202R (A&P2) for their 5th lab science course. Any additional lab science courses could be taken using the two "open elective" course requirements.

Mathematics Electives: students are advised to take either MATH110R (functions and modeling 1), MATH120R (functions and modeling 2), MATH210R (calc1), MATH 211R (calc2) or MATH106R (stats1) for their three math elective courses, depending on what field they want to study after transferring to a four year degree program. Any additional math courses could be taken using the two "open elective" course requirements.

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
- Natural or Physical Sciences: 7-8 credits
- Social Sciences: 9 credits
- Liberal Arts Electives 12-15 credits
- Open Electives 9 credits

NOTE: If you have transferred in 3-credit classes, you may need to take an additional course in order to satisfy the 60-credit degree minimum. Please consult with your advisor.

| | |
|---------------|-------|
| Total Credits | 63-76 |
|---------------|-------|

First Year: Fall Semester

| Item # | Title | Credits |
|----------|--|---------|
| ENGL102R | College Composition | 4 |
| | Social Science Elective | 3-4 |
| | Humanities/Fine Arts/World Language Elective | 3-4 |
| | Lab Science Elective | 4 |
| | Mathematics Elective | 3-4 |

First Year: Spring Semester

| Item # | Title | Credits |
|--------|----------------------------|---------|
| | 200-Level English Elective | 3-4 |
| | Social Science Elective | 3-4 |
| | Lab Science Elective | 4 |
| | Open Elective | 3-4 |
| | Mathematics Elective | 3-4 |

Second Year: Fall Semester

| Item # | Title | Credits |
|--------|--|---------|
| | Humanities/Fine Arts/World Language Elective | 3-4 |
| | Social Science Elective | 3-4 |
| | Open Elective | 3-4 |
| | Mathematics Elective | 3-4 |
| | Lab Science Elective | 4 |

Second Year: Spring Semester

| Item # | Title | Credits |
|--------|--|---------|
| | Liberal Arts Elective | 3-4 |
| | Humanities/Fine Arts/World Language Elective | 3-4 |
| | Lab Science Elective | 4 |
| | Lab Science Elective | 4 |

Massage Therapy

Massage Therapy

Degree Type

Certificate

Program offered in Lebanon & Keene

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% 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. 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 Occupational Therapy Assistant or Physical Therapist 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.

| | |
|---------------|----|
| Total Credits | 36 |
|---------------|----|

Course Sequencing

Fall Semester – Full-Time Student

| Item # | Title | Credits |
|----------|---|---------|
| MASS101R | Basic Massage Theory and Application | 3 |
| MASS102R | Human Body I | 3 |
| MASS105R | Massage Essentials | 2 |
| MASS110R | Introduction to Eastern Massage Therapy | 1 |
| MASS112R | Massage Modality Course | 1 |
| MASS112R | Massage Modality Course | 1 |
| MASS126R | Massage Rules and Ethics | 1 |

Spring Semester – Full-Time Student

| Item # | Title | Credits |
|----------|---|---------|
| MASS103R | Human Body II | 3 |
| MASS111R | Introduction to Spa Techniques | 1 |
| MASS112R | Massage Modality Course | 1 |
| MASS112R | Massage Modality Course | 1 |
| MASS117R | Massage Business Practices I | 1 |
| MASS121R | Intermediate Massage Theory and Application | 3 |
| MASS192R | Massage Professional Experience | 2 |

Summer Semester – Full-Time Student

| Item # | Title | Credits |
|----------|---|---------|
| MASS104R | Human Body III | 3 |
| MASS118R | Massage Business Practices II | 2 |
| MASS130R | Advanced Massage Theory and Application | 3 |
| MASS140R | Massage Capstone | 3 |
| MASS195R | Massage Practicum | 1 |

Fall Semester #1 – Part-Time Student

| Item # | Title | Credits |
|----------|--------------------------------------|---------|
| MASS101R | Basic Massage Theory and Application | 3 |
| MASS102R | Human Body I | 3 |
| MASS126R | Massage Rules and Ethics | 1 |

Spring Semester #1 – Part-time Student

| Item # | Title | Credits |
|----------|---|---------|
| MASS103R | Human Body II | 3 |
| MASS121R | Intermediate Massage Theory and Application | 3 |

Summer Semester #1 - Part-Time Student

| Item # | Title | Credits |
|----------|---|---------|
| MASS104R | Human Body III | 3 |
| MASS130R | Advanced Massage Theory and Application | 3 |

Fall Semester #2 - Part-Time Student

| Item # | Title | Credits |
|----------|---|---------|
| MASS105R | Massage Essentials | 2 |
| MASS110R | Introduction to Eastern Massage Therapy | 1 |
| MASS112R | Massage Modality Course | 1 |
| MASS112R | Massage Modality Course | 1 |

Spring Semester #2 - Part-Time Student

| Item # | Title | Credits |
|----------|---------------------------------|---------|
| MASS111R | Introduction to Spa Techniques | 1 |
| MASS112R | Massage Modality Course | 1 |
| MASS112R | Massage Modality Course | 1 |
| MASS117R | Massage Business Practices I | 1 |
| MASS192R | Massage Professional Experience | 2 |

Summer Semester #2 - Part-time student

| Item # | Title | Credits |
|----------|-------------------------------|---------|
| MASS140R | Massage Capstone | 3 |
| MASS195R | Massage Practicum | 1 |
| MASS118R | Massage Business Practices II | 2 |

Medical Laboratory Technician

Medical Laboratory Technician

Degree Type

Associate of Science

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 met grade requirements listed below. 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 any national MLT certification, including 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 both UNH's Medical Laboratory Science Bachelor's Degree and and Colby Sawyer's Health Science Bachelor's Degree programs. 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.naacls.org; (773) 714-8880

NOTES

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

* 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 program completion. All courses without an MLTC prefix must be passed with a "C" or better.

Total Credits 60-66

Course Sequencing

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 |
|----------|---------------------------------------|---------|
| MLTC126R | Introduction to Laboratory Procedures | 3 |
| CHEM140R | Chemistry I | 4 |
| ENGL102R | College Composition | 4 |
| | BIOL 103R or BIOL 201R | 4 |

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)

| Item # | Title | Credits |
|----------|---------------------------|---------|
| MLTC112R | Immunology | 2 |
| MLTC113R | Clinical Chemistry | 4 |
| BIOL202R | Anatomy and Physiology II | 4 |
| | Mathematics Elective | 3-4 |
| | Social Science Elective | 3-4 |

First Year: Summer Semester

| Item # | Title | Credits |
|----------|--------------------------|---------|
| MLTC111R | Urinalysis & Body Fluids | 2 |
| BIOL205R | Microbiology | 4 |

Second Year: Fall Semester

| Item # | Title | Credits |
|----------|--|---------|
| MLTC201R | Hematology | 4 |
| MLTC202R | Blood Banking | 4 |
| MLTC204R | Pathogenic Microbiology | 4 |
| | Humanities/Fine Arts/World Language Elective | 3-4 |

Second Year: Spring Semester

| Item # | Title | Credits |
|----------|--------------------|---------|
| MLTC220R | Senior Seminar | 1 |
| MLTC290R | Clinical Practicum | 12 |

Occupational Therapy Assistant

Occupational Therapy Assistant

Degree Type

Associate of Science

Occupational therapy is the profession for individuals who enjoy solving challenging problems that 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, disabilities, and functional challenges.

American Occupational Therapy Association Vision 2025

As an inclusive profession, occupational therapy maximizes health, well-being, and quality of life for all people, populations, and communities through effective solutions that facilitate participation in everyday living. (AOTA, 2017)

[<https://www.aota.org/about/mission-vision>]

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/wp-content/uploads/2024/06/OTA-Program-Admissions-2024.pdf>):

- Demonstration of knowledge of the field of occupational therapy through flexible pathways (more information available in the OTA Application packet)
- Signed Essential Skills Agreement
- Signed Licensure/Liability Agreement
- A pre-admissions advising appointment 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 individualized 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.

Criminal Background History: Consideration for Applicants

OTA Students with Criminal Backgrounds Students are asked about their criminal background on their Lackawanna College application. Background checks are required for all OTA students and are completed in the first semester of the program. If a student has answered the application question dishonestly he/she will be investigated by the director of public safety and will be dismissed from the OTA program and/or Lackawanna College. However, if a student with a criminal background answers the question honestly, a criminal background check will be conducted upon admission and the director of public safety will determine the student’s fitness for the college. If the student is determined to be of low risk to the college, his/her criminal background will not interfere with his/her acceptance to the college. A student, with a criminal background, accepted into the OTA program may have difficulty being placed for Level II Fieldwork. Some fieldwork sites have policies forbidding the placing of students with certain criminal backgrounds in their settings. It is important for the OTA academic fieldwork coordinator to be aware of any student with a criminal background so efforts may be made, sooner than later, to establish for him or her, a fieldwork site.

OTA Students Previously Convicted of a Felony or Other Serious Crime Taking and passing the national certification exam is mandatory for practicing occupational therapy in the United States. States require OT practitioners to be licensed. A passing score on the certification exam is typically a requirement to secure an OT/OTA state license. Prospective students who have been convicted of felonies and/or other serious crimes (as defined by NBCOT) may not be eligible to take the national certification exam to become an Occupational Therapy Practitioner.

As of January 1, 2019, the NBCOT will implement its Policy for Presumptive Denial. Exam candidates who do not meet NBCOT eligibility requirements have the right to appeal any decision made by the NBCOT.

NBCOT Presumptive Denial Policy URL:
https://www.nbcot.org/-/media/NBCOT/PDFs/Presumptive_Denial_Policy.ashx NBCOT Early Determination Review Any potential or current OTA student concerned about his/her future eligibility to take

the certification exam, as it relates to his or her criminal background may participate in NBCOT's Early Determination Review. NBCOT Early Determination Review Payment Form URL: <https://www.nbcot.org/-/media/NBCOT/PDFs/early-determination-review-paymentform.ashx?la=en>

Program Accreditation

The associate-degree-level occupational therapy assistant program has applied for Re-Activation of Accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA).

7501 Wisconsin Avenue
Suite 510E
Bethesda, MD 20814

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.

Total Credits 69-71

Course Sequencing

First Year: Fall Semester

| Item # | Title | Credits |
|----------|---|---------|
| AHLT104R | Introduction to Occupational Therapy/Physical Therapy | 1 |
| OCTA110R | Fundamentals of Occupational Therapy | 2 |
| AHLT112R | Clinical Conditions for Occupational/Physical Therapy | 3 |
| AHLT135R | Foundations of Rehabilitation | 3 |
| BIOL201R | Anatomy and Physiology I | 4 |
| PSYC101R | Introduction to Psychology | 3 |

First Year: Spring Semester

| Item # | Title | Credits |
|----------|---|---------|
| AHLT123R | Functional Kinesiology | 3 |
| OCTA213R | Psychosocial Function in Occupational Therapy | 3 |
| OCTA214R | Physical Function in Occupational Therapy | 3 |
| OCTA120R | Foundations of Professional Practice | 2 |
| OCTA190R | OTA Level IA Fieldwork | 1 |
| BIOL202R | Anatomy and Physiology II | 4 |

First Year: Summer Semester

| Item # | Title | Credits |
|----------|---------------------|---------|
| PSYC114R | Human Development | 3 |
| ENGL102R | College Composition | 4 |

Second Year: Fall Semester

| Item # | Title | Credits |
|----------|--|---------|
| AHLT210R | Physical Therapy/Occupational Therapy Management | 2 |
| AHLT220R | Clinical Neurology | 2 |
| OCTA221R | Clinical Neurology Lab for OTA | 1 |
| OCTA212R | Occupational Therapy in Pediatrics | 3 |
| OCTA230R | Advanced Concepts in Professional Practice | 1 |
| OCTA215R | Occupational Therapy for Aging Populations | 1 |
| OCTA192R | OTA Level IB Fieldwork | 1 |
| | Mathematics Elective | 3-4 |
| | Humanities/Fine Arts/World Language Elective | 3-4 |

Second Year: Spring Semester

| Item # | Title | Credits |
|----------|------------------------------------|---------|
| OCTA290R | OTA Level IIa Fieldwork Experience | 6 |
| OCTA291R | OTA Level IIb Fieldwork Experience | 6 |
| OCTA220R | Seminar in Occupational Therapy | 2 |

Phlebotomy

Phlebotomy

Degree Type
Certificate

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 courses 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.

| | |
|---------------|---|
| Total Credits | 6 |
|---------------|---|

Course Sequencing

Fall Semester

| Item # | Title | Credits |
|----------|------------|---------|
| PHBC110R | Phlebotomy | 3 |

Spring Semester

| Item # | Title | Credits |
|----------|-----------------------|---------|
| PHBC190R | Phlebotomy Internship | 3 |

Physical Therapist Assistant

Physical Therapist Assistant

Degree Type

Associate of Science

This Physical Therapist Assistant (PTA) program at River Valley Community College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: www.capteonline.org. If needing to contact the program/institution directly, please call 603-542-7744 x5434; kboyle@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. 100% of 2022 RVCC PTA program graduates successfully passed the national licensing exam on their first try compared to the nationwide average of 80%.

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 Director 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 many 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.

| Total Credits | | 67-69 |
|----------------------------------|---|---------|
| Course Sequencing | | |
| First Year: Fall Semester | | |
| Item # | Title | Credits |
| ENGL102R | College Composition | 4 |
| BIOL201R | Anatomy and Physiology I | 4 |
| AHLT104R | Introduction to Occupational Therapy/Physical Therapy | 1 |
| AHLT112R | Clinical Conditions for Occupational/Physical Therapy | 3 |
| PTAC112R | Physical Therapy Procedures I | 3 |
| AHLT135R | Foundations of Rehabilitation | 3 |

First Year: Spring Semester

| Item # | Title | Credits |
|----------|--------------------------------|---------|
| MATH106R | Statistics I | 4 |
| BIOL202R | Anatomy and Physiology II | 4 |
| AHLT123R | Functional Kinesiology | 3 |
| PTAC115R | Therapeutic Exercise | 3 |
| PTAC122R | Physical Therapy Procedures II | 3 |

First Year: Summer Semester

| Item # | Title | Credits |
|----------|----------------------------------|---------|
| PTAC190R | PTA Clinical Practicum I | 6 |
| PTAC192R | PTA Clinical Practicum I Seminar | 1 |

Second Year: Fall Semester

| Item # | Title | Credits |
|----------|--|---------|
| | Humanities/Fine Arts/World Language Elective | 3-4 |
| PSYC101R | Introduction to Psychology | 3 |
| PSYC114R | Human Development | 3 |
| AHLT210R | Physical Therapy/Occupational Therapy Management | 2 |
| AHLT220R | Clinical Neurology | 2 |
| PTAC221R | Clinical Neurology Lab for PTA | 1 |
| PTAC211R | Physical Therapy Procedures III | 3 |

Second Year: Spring Semester

| Item # | Title | Credits |
|----------|--|---------|
| PTAC250R | PTA Clinical Practicum II Senior Seminar | 2 |
| PTAC292R | PTA Clinical Practicum II | 8 |

Radiologic Technology

Radiologic Technology

Degree Type

Associate of Science

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 with the knowledge, skills, and values necessary to excel in the field of medical imaging by providing high image quality and patient care. We instill in our students a strong sense of ethical responsibility, person centered- care, and continuous professional development.

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). The Radiologic Technology Program was accredited in 2021 and awarded a 5 year accreditation. In 2024, the program's accreditation was updated to reflect compliance with all relevant Standards; therefore, the JRCERT awarded a maximum 8-year accreditation. The next site visit is scheduled for the fourth quarter of 2029.

Admission Requirements

Priority deadline to submit the following items is December 31st each year. Rolling admissions will continue after the priority deadline until the program is at full capacity.

All new applicants must:

1. Submit a completed admission application
2. Order a copy of your transcripts (High school/GED or HiSet and college transcript(s)). Have them sent directly to RVCC either electronically to rvccadmissions@ccsnh.edu, or mailed to:
River Valley Community College
1 College Pl
Claremont, NH 03743
3. Attend a Radiologic Technology Information Session. Dates TBD.
4. Fieldwork Observation requirement. Download the [Fieldwork Observation Form](#). Attend an 8 hour observation, fill out the form and have it signed, submit the completed form in the [application portal](#) or by emailing dvestal@ccsnh.edu. See our [current list of area healthcare facilities](#) where observations can be done, or choose a location near you.
5. Complete the [Rad Tech Essential Skills Packet](#).

Acceptance to the program is based on the [Rad Tech Admissions Rubric](#).

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.

Note:

- 1) Anatomy and Physiology I and II courses with a "C" or higher grade are highly recommended prior to applying to program.
- 2) Students with a C- in any Liberal Arts Core courses will need to repeat the course and will have only (2) two chances to pass with a "C" or higher.
- 3) In the case of a "F" or failure grade, students will have one chance to pass with a "C" or better in order to be eligible for the program.
- 4) **Meeting minimal requirements does not guarantee acceptance.**

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 established 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 Clinical Practicums with a "B" or higher; all other RADT courses with a "C+" or higher; and all Core Liberal Arts courses with "C" or higher. All Radiologic Technology Program courses are based on a 10-points scale. Upon successful completion of the program students will receive an Associate in Science degree in Radiologic Technology from the College.

Curriculum Flexibility

The curriculum may be completed in two to three years. Each curriculum plan is individualize 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.

Requirements for Graduation

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

- Successfully complete both the didactic and all clinical competencies with three years;
- Achieve a cumulative grade point average (cGPA) of 2.0 or higher in all courses taken at RVCC (including remedial/developmental credits taken);
- Complete the [Intent to Graduate](#).

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.

| | |
|---------------|-------|
| Total Credits | 69-70 |
|---------------|-------|

Course Sequencing

First Year: Fall Semester

| Item # | Title | Credits |
|----------|--|---------|
| RADT101R | Introduction to Radiologic Technology & Clinical Simulated Lab Practicum | 2 |
| RADT110R | Patient Care & Medical Terminology | 2 |
| RADT115R | Radiographic Positioning & Procedures I | 3 |
| BIOL201R | Anatomy and Physiology I | 4 |
| RADT132R | Principles of Radiographic Exposure, Image Acquisition & Processing | 3 |
| MATH110R | Functions & Modeling I | 4 |

First Year: Spring Semester

| Item # | Title | Credits |
|----------|---|---------|
| RADT120R | Radiation Physics & Imaging Equipment | 2 |
| RADT121R | Radiologic Technology Clinical Practicum I | 4 |
| RADT215R | Radiographic Positioning/Procedures II and Contrast Media | 3 |
| BIOL202R | Anatomy and Physiology II | 4 |
| ENGL102R | College Composition | 4 |

First Year: Summer Semester

| Item # | Title | Credits |
|----------|---|---------|
| RADT122R | Radiologic Technology Clinical Practicum II | 4 |
| RADT218R | Radiographic Positioning & Procedures III | 2 |

Second Year: Fall Semester

| Item # | Title | Credits |
|----------|--|---------|
| RADT223R | Radiologic Technology Clinical Practicum III | 5 |
| RADT228R | Radiation Biology & Protection | 2 |
| RADT229R | Cross Sectional Anatomy | 2 |
| | Social Science Elective | 3-4 |
| | Computer Technology Elective | 3 |

Second Year: Spring Semester

| Item # | Title | Credits |
|----------|--|---------|
| RADT214R | Radiologic Pathology & Imaging Critique | 2 |
| RADT224R | Radiologic Technology Clinical Practicum IV | 5 |
| RADT235R | Quality Assurance, Ethical and Legal Issues | 2 |
| RADT240R | Introduction to Imaging Modalities | 1 |
| RADT245R | Radiologic Technology Registry Review | 1 |
| | Humanities/Fine Arts/World Language Elective | 3-4 |

Respiratory Therapy

Respiratory Therapy

Degree Type

Associate of Science

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;
- Complete the Respiratory Program Application packet;
- Interview with the Respiratory Therapy Program Director.

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, liability and health insurance, and a Criminal/Sexual Offender Records Information (CORI/SORI) check.

Students must also:

- 1) Pass all Liberal Arts Core courses with a “C” (73 grade) or higher.
- 2) Pass all Respiratory Therapy courses with a “B- (80 grade) or higher.
- 3) Pass all Respiratory Therapy Clinical Practicum courses with a “B” (83 grade) or higher.

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

| | |
|---------------|-------|
| Total Credits | 69-71 |
|---------------|-------|

Course Sequencing

First Year: Summer Semester

| Item # | Title | Credits |
|----------|--|---------|
| ENGL102R | College Composition | 4 |
| BIOL201R | Anatomy and Physiology I | 4 |
| | Statistics I or Functions & Modeling I | 3-4 |

First Year: Fall Semester

| Item # | Title | Credits |
|----------|------------------------------------|---------|
| RSPT151R | Fundamentals of Respiratory Care I | 10 |
| BIOL202R | Anatomy and Physiology II | 4 |

First Year: Spring Semester

| Item # | Title | Credits |
|----------|--|---------|
| RSPT152R | Fundamentals of Respiratory Care II | 10 |
| | Microbiology (BIOL205R) or Microbiology Elective | 4 |

Second Year: Summer Semester

| Item # | Title | Credits |
|----------|--|---------|
| | Social Science Elective | 3-4 |
| | Humanities/Fine Arts/World Language Elective | 3-4 |
| RSPT191R | Respiratory Practicum I | 3 |

Second Year: Fall Semester

| Item # | Title | Credits |
|----------|--------------------------------------|---------|
| RSPT253R | Fundamentals of Respiratory Care III | 8 |
| RSPT281R | Respiratory Practicum II | 4 |

Second Year: Spring Semester

| Item # | Title | Credits |
|----------|-------------------------------------|---------|
| RSPT254R | Fundamentals of Respiratory Care IV | 5 |
| RSPT282R | Respiratory Practicum III | 5 |

Social Services

Social Services

Degree Type

Associate of Science

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.

NOTES

* ENGL 102R, MATH 106R, HSV 125R, HSV 126R, HSV 270R, HSV 271R, and PSYC 210R have co/prerequisites. See course descriptions for requirements.

****If you have transferred in 3-credit classes, you may need to take an additional course in order to satisfy the 60-credit degree minimum. Please consult with your advisor.**

| | |
|---------------|-------|
| Total Credits | 60-61 |
|---------------|-------|

Course Sequencing

First Year: Fall Semester

| Item # | Title | Credits |
|----------|---------------------------------|---------|
| HSV110R | Introduction to Social Services | 3 |
| ECE102R | Child Growth and Development | 3 |
| PSYC101R | Introduction to Psychology | 3 |
| ENGL102R | College Composition | 4 |
| MATH106R | Statistics I | 4 |

First Year: Spring Semester

| Item # | Title | Credits |
|----------|--|---------|
| HSV125R | Service Coordination | 3 |
| HSV126R | Issues in Mental Health and Developmental Disabilities | 3 |
| SOSC101R | Introduction to Sociology | 3 |
| PSYC114R | Human Development | 3 |
| | Science Elective | 3-4 |

Second Year: Fall Semester

| Item # | Title | Credits |
|---------|--|---------|
| HSV123R | Supportive Communication Skills | 3 |
| | Program Elective | 3 |
| | Program Elective | 3 |
| | Humanities/Fine Arts/World Language Elective | 3-4 |
| | English/Humanities/Fine Arts/World Language/Science/Mathematics or Social Science Elective | 3-4 |

Second Year: Spring Semester

| Item # | Title | Credits |
|----------|----------------------------|---------|
| HSV270R | Social Services Fieldwork | 3 |
| HSV271R | Social Services Seminar | 1 |
| PSYC210R | Abnormal Psychology | 3 |
| | Program Elective 200-level | 3 |
| | Program Elective 200-level | 3 |

Social Services Certificate

Degree Type 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.

| | |
|---------------|----|
| Total Credits | 18 |
|---------------|----|

Course Sequencing

Fall Semester

| Item # | Title | Credits |
|---------|---------------------------------|---------|
| ECE102R | Child Growth and Development | 3 |
| HSV110R | Introduction to Social Services | 3 |
| HSV123R | Supportive Communication Skills | 3 |

Spring Semester

HSV 125R and 126R have co/prerequisites. See course descriptions for requirements.

| Item # | Title | Credits |
|----------|--|---------|
| HSV125R | Service Coordination | 3 |
| HSV126R | Issues in Mental Health and Developmental Disabilities | 3 |
| PSYC114R | Human Development | 3 |

Registered Nursing

Claremont, Keene

Nursing (LPN to RN - Direct Entry)

Degree Type Associate of Science

Students who complete the RVCC Licensed Practical Nursing (LPN) Program may wish to apply for direct entry to the ASN-RN (Associate of Science Degree in Nursing) Program. There are limited spaces available and selection is based on:

- Successful completion of the RVCC LPN Program within the past two (2) years
- Current PN license
- Entry into the program is very competitive. Grade point average (GPA) for nursing courses will be considered during the admissions process.

Direct Entry Prerequisite Courses

| Item # | Title | Credits |
|--------------|------------------------------------|---------|
| NURS105R | Professional Concepts in Nursing I | 1 |
| NURS110R | LPN Nursing Care I | 7 |
| NURS120R | LPN Nursing Care II | 7 |
| NURS230R | LPN Nursing Care III | 7 |
| BIOL201R | Anatomy and Physiology I | 4 |
| BIOL202R | Anatomy and Physiology II | 4 |
| PSYC101R | Introduction to Psychology | 3 |
| PSYC114R | Human Development | 3 |
| ENGL102R | College Composition | 4 |
| MathElective | Math Elective | 3-4 |

ASN - RN Third Semester

| Item # | Title | Credits |
|----------|---|---------|
| ADNR220R | Nursing Care III | 9 |
| | Microbiology (BIOL205R) or Microbiology Elective | 4 |

ASN -RN Fourth Semester

| Item # | Title | Credits |
|----------|---|---------|
| ADNR230R | Nursing Care IV | 10 |
| ADNR235R | Nursing Seminar II | 1 |
| | Humanities/Fine Arts/World Language Elective | 3-4 |
| | Total Credits | 70-72 |

Nursing (LPN to RN - Direct Entry) - Accelerated

Degree Type

Associate of Science

Students who complete the RVCC Licensed Practical Nursing (LPN) Program may wish to apply for direct entry to the ASN-RN (Associate of Science Degree in Nursing) Program. There are limited spaces available and selection is based on:

- Successful completion of the RVCC LPN Program within the past two (2) years
- Current PN license
- Entry into the program is very competitive. Grade point average (GPA) for nursing courses will be considered during the admissions process.

Direct Entry Prerequisite Courses

| Item # | Title | Credits |
|----------|------------------------------------|---------|
| NURS105R | Professional Concepts in Nursing I | 1 |
| NURS110R | LPN Nursing Care I | 7 |
| NURS120R | LPN Nursing Care II | 7 |
| NURS230R | LPN Nursing Care III | 7 |
| BIOL201R | Anatomy and Physiology I | 4 |
| BIOL202R | Anatomy and Physiology II | 4 |
| PSYC101R | Introduction to Psychology | 3 |
| PSYC114R | Human Development | 3 |
| ENGL102R | College Composition | 4 |
| | Mathematics Elective | 3-4 |

Semester 1: Spring

| Item # | Title | Credits |
|----------|----------------------|---------|
| ENGL102R | College Composition | 4 |
| | Mathematics Elective | 3-4 |

Semester 2: Summer

| Item # | Title | Credits |
|----------|---|---------|
| ADNR220R | Nursing Care III | 9 |
| | Microbiology (BIOL205R) or Microbiology Elective | 4 |

Semester 3: Fall

| Item # | Title | Credits |
|----------|---|---------|
| ADNR230R | Nursing Care IV | 10 |
| ADNR235R | Nursing Seminar II | 1 |
| | Humanities/Fine Arts/World Language Elective | 3-4 |
| | Total Credits | 77-80 |

Nursing (LPN to RN - Program Bridge)

Degree Type

Associate of Science

The LPN to RN program bridge is designed to expand upon the previous education of the Licensed Practical Nurse. After successfully completing the 4-credit ADNR 197R-LPN to RN Program Bridge with a B- or greater, students enter the Registered Nurse program in the second year at the senior level. Students that complete the final two semesters with a grade of B- or greater graduate with an Associate of Science Degree in Nursing. They can then apply to sit for the NCLEX-RN Licensure exam.

Admission to the Program Bridge:

Prospective students must attend an LPN to RN Nursing Information Session in order for their application to be considered. Applicants who have attended an info session within the last two years are responsible for meeting the following admission requirements:

- Hold a current, unencumbered Practical Nursing License in New Hampshire or New England region.
- Successfully complete the NLN Nursing Acceleration Challenge Exam (NACE) I: Foundations of Nursing with a required overall percent correct score of 68% or better. Test scores are valid for a period of 12 months prior to application deadline.
- Complete all core liberal arts prerequisites with a “C” or better.
- Submit an application for the LPN to RN Bridge.

Because of the limited number of spaces, the program is very competitive. To be considered for the summer semester Program Bridge, applications and completed requirements must be received in the Office of Admissions by November 30th. Students will be notified of acceptance by March 1st. Upon acceptance to the Nursing Program, other requirements include:

- A physical exam within 12 months
- Immunization verification for TDaP, MMR, Varicella, and Hepatitis B (or waiver)
- AHA BLS for Healthcare Providers
- Two-step TB test
- Verification of health insurance

Students must have completed the following in order to be admitted to the Program Bridge

| Item # | Title | Credits |
|----------|------------------------------------|---------|
| NURS105R | Professional Concepts in Nursing I | 1 |
| NURS110R | LPN Nursing Care I | 7 |
| NURS120R | LPN Nursing Care II | 7 |
| NURS230R | LPN Nursing Care III | 7 |
| BIOL201R | Anatomy and Physiology I | 4 |
| BIOL202R | Anatomy and Physiology II | 4 |
| PSYC101R | Introduction to Psychology | 3 |
| PSYC114R | Human Development | 3 |
| ENGL102R | College Composition | 4 |
| | Mathematics Elective | 3-4 |

ASN–RN Program Bridge

| Item # | Title | Credits |
|--------------|---------------------|---------|
| ADNR197R | LPN to RN Bridge | 4 |
| ENGL102R | College Composition | 4 |
| MathElective | Math Elective | 3-4 |

ASN – RN Third Semester

| Item # | Title | Credits |
|----------|---|---------|
| ADNR220R | Nursing Care III | 9 |
| | Microbiology (BIOL205R) or Microbiology Elective | 4 |

ASN – RN Fourth Semester

| Item # | Title | Credits |
|----------|---|---------|
| ADNR230R | Nursing Care IV | 10 |
| ADNR235R | Nursing Seminar II | 1 |
| | Humanities/Fine Arts/World Language Elective | 3-4 |
| | Total Credits | 81-84 |

Nursing (Registered / RN)

Degree Type

Associate of Science

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

To facilitate students’ achievement of personal and professional goals and assist them in becoming responsible and contributing members of the nursing profession and their communities.

Nursing Program Outcomes

- The first-time pass rate for RVCC nursing graduates is equivalent to, or exceeds the 80% pass rate for first-time test takers who are graduates of associate degree nursing programs.
- Seventy-five (75%) of students will graduate from the RVCC Nursing Program within 2 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.

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 three years of entrance into the program for

students on the traditional pathway and within two years of entrance into the program for accelerated or advanced practice students. 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 Core Liberal Arts Courses must be achieved with a grade of "C" or higher. All science classes that are transferred into the program should be less than 10 years old. Transfer of science coursework older than ten years will be at the discretion of the Nursing Department Chair.

ASSOCIATE OF SCIENCE IN NURSING – PROGRAM OF STUDY

Program Prerequisite Requirements: Current licensure as a Nursing Assistant in the State of NH (or signed waiver if currently working in a medical discipline); Current certification in American Heart Association Basic Life Support (BLS) for Health Care Providers; Chemistry, Human Biology, or A&P Prep Course (as a prerequisite for Anatomy & Physiology I).

Admission Process

Applicants interested in the Nursing Program should contact the Nursing Department at rvccnursing@ccsnh.edu. To contact admissions please email admissions at 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 established deadlines 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 should 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 Chemistry, Human Biology, or RVCC A&P 1 Prep Course.
- Achieve a composite score of 66 on the ATI Test of Essential Academic Skills (TEAS) assessment.

Additional Requirements

- **Licensure** – current NH licensure as a Nurse Assistant or Practical Nurse (or signed waiver if currently working in a medical discipline).
- **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.

The clinical portion of the degree program is offered at area health care facilities ("clinical sites"). Clinical sites establish their own requirements for persons entering their facilities for educational purposes. Clinical sites may have established vaccination requirements, including vaccination for COVID-19. As with all clinical program requirements, the clinical site reserves the right to deny participation to any student who does not meet required clinical criteria and do not follow clinical site policies. Individual programs of study do not have the authority to secure clinical experience(s) for students who do not meet eligibility criteria. Students participating in clinicals must adhere to the sites' requirements. While these are not college requirements, failure to adhere to the clinical site requirements will result in ineligibility to complete the Nursing program.

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/>

| | |
|--------------------------|-------|
| Total Credits | 64-66 |
| Course Sequencing | |

First Year: Fall Semester

* ENGL 102R has a co/prerequisite. See course description for requirements.

| Item # | Title | Credits |
|----------|----------------------------|---------|
| ADNR105R | Nursing Seminar I | 1 |
| ADNR116R | Nursing Care I | 7 |
| BIOL201R | Anatomy and Physiology I | 4 |
| PSYC101R | Introduction to Psychology | 3 |
| ENGL102R | College Composition | 4 |

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 |
|----------|---------------------------|---------|
| ADNR117R | Nursing Care II | 9 |
| PSYC114R | Human Development | 3 |
| BIOL202R | Anatomy and Physiology II | 4 |
| | Mathematics Elective | 3-4 |

Second Year: Fall Semester

| Item # | Title | Credits |
|----------|---|---------|
| ADNR220R | Nursing Care III | 9 |
| | Microbiology (BIOL205R) or Microbiology Elective | 4 |

Second Year: Spring Semester

| Item # | Title | Credits |
|----------|---|---------|
| ADNR230R | Nursing Care IV | 10 |
| ADNR235R | Nursing Seminar II | 1 |
| | Humanities/Fine Arts/World Language Elective | 3-4 |

Nursing (Registered / RN) - Accelerated Degree Type

Associate of Science

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

To facilitate students' achievement of personal and professional goals and assist them in becoming responsible and contributing members of the nursing profession and their communities.

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.

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 three 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 Core Liberal Arts 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. To contact admissions please email admissions at 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 established deadlines 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.

The clinical portion of the degree program is offered at area health care facilities (“clinical sites”). Clinical sites establish their own requirements for persons entering their facilities for educational purposes. Clinical sites may have established vaccination requirements, including vaccination for COVID-19. As with all clinical program requirements, the clinical site reserves the right to deny participation to any student who does not meet required clinical criteria and do not follow clinical site policies. Individual programs of study do not have the authority to secure clinical experience(s) for students who do not meet eligibility criteria. Students participating in clinicals must adhere to the sites’ requirements. While these are not college requirements, failure to adhere to the clinical site requirements will result in ineligibility to complete the Nursing program.

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 ones 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/>

| | |
|---------------|-------|
| Total Credits | 64-66 |
|---------------|-------|

Course Sequencing

First Year: Fall Semester

* ENGL 102R has a co/prerequisite. See course description for requirements.

| Item # | Title | Credits |
|----------|----------------------------|---------|
| ADNR105R | Nursing Seminar I | 1 |
| ADNR116R | Nursing Care I | 7 |
| BIOL201R | Anatomy and Physiology I | 4 |
| PSYC101R | Introduction to Psychology | 3 |
| ENGL102R | College Composition | 4 |

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 |
|----------|---------------------------|---------|
| ADNR117R | Nursing Care II | 9 |
| PSYC114R | Human Development | 3 |
| BIOL202R | Anatomy and Physiology II | 4 |
| | Mathematics Elective | 3-4 |

Second Year: Summer Semester

| Item # | Title | Credits |
|----------|---|---------|
| ADNR220R | Nursing Care III | 9 |
| | Microbiology (BIOL205R) or Microbiology Elective | 4 |

Second Year: Fall Semester

| Item # | Title | Credits |
|----------|--|---------|
| ADNR230R | Nursing Care IV | 10 |
| ADNR235R | Nursing Seminar II | 1 |
| | Humanities/Fine Arts/World Language Elective | 3-4 |

Practical Nursing

Keene, Lebanon, Laconia

Nursing (Practical / LPN)

Degree Type
Certificate

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

Learning experiences may vary in time, location, and may include days, evenings, and/or weekends. Students admitted into the Practical 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 Core Liberal Arts 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.

The clinical portion of the degree program is offered at area health care facilities ("clinical sites"). Clinical sites establish their own requirements for persons entering their facilities for educational purposes. Clinical sites may have established vaccination requirements, including vaccination for COVID-19. As with all clinical program requirements, the clinical site reserves the right to deny participation to any student who does not meet required clinical criteria and do not follow clinical site policies. Individual programs of study do not have the authority to secure clinical experience(s) for students who do not meet eligibility criteria. Students participating in clinicals must adhere to the sites' requirements. While these are not college requirements, failure to adhere to the clinical site requirements will result in ineligibility to complete the Nursing program.

Total Credits

36

Course Sequencing

First Semester

| Item # | Title | Credits |
|----------|------------------------------------|---------|
| BIOL201R | Anatomy and Physiology I | 4 |
| NURS110R | LPN Nursing Care I | 7 |
| NURS105R | Professional Concepts in Nursing I | |

Second Semester

| Item # | Title | Credits |
|----------|----------------------------|---------|
| PSYC101R | Introduction to Psychology | 3 |
| BIOL202R | Anatomy and Physiology II | 4 |
| NURS120R | LPN Nursing Care II | 7 |

Third Semester

| Item # | Title | Credits |
|----------|----------------------|---------|
| PSYC114R | Human Development | 3 |
| NURS230R | LPN Nursing Care III | 7 |

Course Descriptions

Accounting

ACCT101R : Accounting I

This introductory level financial accounting course is designed to teach students about the basics of accounting for external users. Students will gain a fundamental understanding of generally accepted accounting principles. Students will learn how to create, interpret, and use financial statements. The course also covers the accounting cycle, internal controls, debits and credits, assets, liabilities, equity, simple accounting transactions, accrual accounting, and payroll.

Credits 3

Lecture Hours 3

ACCT102R : Accounting II

This introductory level managerial accounting course is designed to take student's knowledge further by teaching how accounting information is used by internal managers for decision-making, planning, controlling, and evaluating performance. The course covers cost-volume-profit analysis, job order costing, cost definition and cost behavior, variance analysis, budgeting, and performance evaluation. Advanced topics in managerial accounting such as contingent liabilities, special purpose cash funds, accounting for fixed assets, and classification of receivables are also covered.

Credits 3

Lecture Hours 3

Prerequisite Courses

ACCT101R

ACCT105R : Spreadsheets

This course develops student skills in creating and maintaining business-oriented spreadsheets. Advanced topics include formulas, functions, graphics, database manipulation, and report generation. Keyboard macros and other productivity enhancements are also presented.

Credits 3

Lab Hours 3

Lecture Hours 2

Prerequisite Courses

BCPT101R

ACCT200R : Intermediate Accounting

This course will cover financial statement analysis, current and plant assets, and other assets. It will also cover current, long-term, and contingent liabilities, paid-in capital, retained earnings and the cash flows statement.

Credits 3

Lecture Hours 3

Prerequisite Courses

ACCT203R

ACCT203R : 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

Prerequisite Courses

ACCT102R

Prerequisites

Must have a "C" or higher in Accounting II to progress to Accounting III.

ACCT204R : 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

Prerequisite Courses

ACCT102R

MATH106R

Prerequisites

(one class or the other)

ACCT207R : Personal Financial Management

This course is designed to provide an overview of all aspects of personal financial management, including budgeting, tax planning, retirement planning and personal investments.

Credits 3

Lab Hours 0

Lecture Hours 3

ACCT212R : 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

ACCT215R : Cost Accounting

This course provides students with a comprehensive understanding of the principles, techniques, and applications of cost accounting within various organizational contexts. Students will investigate cost measurements, analysis, planning, reporting, and control, essential for effective decision-making and performance evaluation in business settings. Covered concepts include materials control, labor costs, cost estimation and behavior, cost-volume-profit analysis, differential analysis, standard costing, variance analysis, and budgeting.

Credits 3

Lecture Hours 3

Prerequisite Courses

ACCT102R

Prerequisites

Must have a "C" or better in ACCT 102R Accounting II to progress to ACCT 215R Cost Accounting.

ACCT216R : 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

Prerequisite Courses

ACCT101R

BCPT101R

Advanced Machine Tool Technology

MTTN101R : 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 EMCO CNC turning and milling centers. Students will also use simulation software for the mill and lathe.

Credits 3

Lab Hours 3

Lecture Hours 2

MTTN102R : 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

MTTN104R : Machine Tool Math

This specialty class highlights the math in "everyday use" in manufacturing and seeks to develop competencies in applied machine tool mathematics. 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 emphasize 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

MTTN105R : 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

MTTN106R : 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

MTTN201R : CNC II – CNC Operation, CAM

G&M Code Programming is the study of the alpha-numeric language executed by Computer Numerically Controlled (CNC) machines. The fundamentals continued in this course will include the format of CNC programs, common G-Codes, M-Codes, as well as materials and speeds & feeds with more focus on the Lathe. This course will also introduce applicable machine shop related math. The lab is furnished with EMCO CNC turning and milling centers. Students will also use simulation software for the mill and lathe. Additionally, the student will be introduced to Solidworks 3D solid modeling software, Mastercam programming software and 3D solid model printing.

Credits 4

Lab Hours 2

Lecture Hours 3

Prerequisite Courses

MTTN101R

MTTN204R : 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 set-ups, 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

Prerequisite Courses

MTTN106R

Allied Health Core Courses

AHLT104R : 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. For students in the PTA and OTA programs: this course is a first year, second semester course.

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

AHLT112R : 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. For students in the PTA and OTA programs, this is a first year, first semester course.

Credits 3

Lecture Hours 3

Prerequisites

BIOL 201R (or corequisite)

AHLT123R : 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 with a focus on lever systems in the body are also included. This course follows the successful completion of Anatomy & Physiology I. For students in the PTA and OTA programs: this course is a first year, second semester course.

Credits 3

Lab Hours 3

Lecture Hours 2

Prerequisite Courses

BIOL201R

AHLT135R : Foundations of Rehabilitation

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. This course is offered early in the curriculum to introduce and focus on the individual with disabilities in society and in relation to practice. This course provides an opportunity for both OTA and PTA students to begin integrating team collaboration

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.

Credits 3

Lab Hours 3

Lecture Hours 2

Prerequisite Courses

AHLT104R

Prerequisites

(or corequisite)

AHLT210R : Physical Therapy/Occupational Therapy Management

This course is held in the first semester of the senior year and draws upon introductory concepts as presented in AHLT 104R Introduction to OT/PT, OCTA 125R, 212R, 213R, 214R and OCTA 190R Level I Fieldwork as concepts of management and intervention in the field of OT is discussed and explored. Students will explore the management process, management and leadership skills, and how it relates to physical therapy and occupational therapy practice, employment acquisition, ethics, liability and reimbursement.

Credits 2

Lecture Hours 2

Prerequisite Courses

OCTA190R

PTAC190R

Prerequisites

(one or the other)

AHLT220R : Clinical Neurology

This lecture-based course is offered in the second year, fall semester, and focuses on neuroanatomy and function of the central, peripheral, and autonomic nervous systems. Clinical neuropathology of common deficits related to brain and spinal cord injury including cognitive, behavioral, visual, and physical impairments, introduction of motor control theory, motor learning, screening of the nervous system, and neurorehabilitation approaches to patient care are included.

This course draws upon concepts learned in AHLT 112R Clinical Conditions, AHLT 123R Clinical Kinesiology, AHLT135R Foundations of Rehabilitation, OCTA 214R Physical Function in Occupational Therapy, and PTAC115R Therapeutic Exercise, as these courses introduced typical and atypical conditions that affect the nervous system of the human body.

Credits 2

Lab Hours 0

Lecture Hours 2

Prerequisites

PTAC115R or OCTA214R

Corequisites

PTACXXXR (PTA Lab) OR OTACXXXR (OTA Lab)

Beginner Computer Technology

BCPT101R : 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, PowerPoint), and the Internet.

Credits 3

Lab Hours 3

Lecture Hours 2

Biology

BIOL101R : 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

Prerequisites

SAT EBRW Score of 500 or higher; **OR**
Minimum grade of C in ENGL 011R, ENGL 102R, ENGL201R, ENGL203R, ENGL232R, ENGL244R, ENGL286R; **OR**
TEAS Reading Score of 69 or higher; **OR**
Concurrently enrolled in ENGL102R; **OR**
A waiver may be provided based on the following criteria: Minimum of previous Associate's degree.

BIOL102R : 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

Prerequisites

SAT EBRW Score of 500 or higher; **OR**
Minimum grade of C in ENGL 011R, ENGL 102R, ENGL201R, ENGL203R, ENGL232R, ENGL244R, ENGL286R; **OR**
TEAS Reading Score of 69 or higher; **OR**
Concurrently enrolled in ENGL102R; **OR**
A waiver may be provided based on the following criteria: Minimum of previous Associate's degree.

BIOL103R : 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

Prerequisites

None; high school Biology or Chemistry recommended.

BIOL116R : 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

BIOL117R : 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

Prerequisites

None; high school Biology or Chemistry recommended.

BIOL162R : 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

Prerequisites

None; high school Biology or Chemistry recommended.

BIOL201R : 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

RVCC Anatomy & Physiology 1 Preparatory Course, with grades of 80% or better*; **OR**

High school chemistry within 10 years, with a grade of D-, its equivalent, or better; **OR**

College chemistry, with a grade of D- or higher; **OR**

Passing grade (D- or higher) in a Human Biology course; **OR**

Passing grade (D- or higher) in an A&P 1 or 2 course

*A&P1 Prep course must be SoftChalk version; older Canvas versions of this course are no longer accepted as a prerequisite.

BIOL202R : 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 with a grade of "C" or higher OR
Permission of Department Designee

BIOL205R : 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 with a grade of "C" or higher
OR
Matriculation in the MLT program OR
Permission of Department Designee

BIOL210R : 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 201R, BIOL 202R, BIOL 205R or permission of instructor.

BIOL212R : Topics in Biology

This course will provide opportunities to investigate current topics in the broader field of biology. The specific content of this course will vary each semester. Students will be expected to effectively read, comprehend, and articulate contemporary issues in biology and associated STEM fields, such as environmental science, ecology, biomedical and global health studies, chemistry, physics, mathematics, and computer applications in the science. Throughout the course, students will also develop scientific literacy skills, explore sociological, ethical, and financial issues related to the field of study, and critique media representations of science.

Laboratory work will provide additional opportunities to enhance students' understanding of lecture topics and may include microscopy, dissection of appropriate laboratory specimens, work with live specimens, field work, experimental design procedures, as well as qualitative and quantitative experimentation.

Laboratory exercises are outcome-driven and require cognitive skills, psychomotor skills, and application of technical laboratory skills.

Course faculty, in consultation with the Program Director or Department Chair, will provide a more specific description in the syllabus.

Credits 4

Lab Hours 3

Lecture Hours 3

Prerequisites

Recommended: Successful completion of 1 previous laboratory science course.

BIOL220R : Biology Capstone: Introduction to Biological Research

Biology Capstone: Introduction to Biological Research 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

Prerequisite Courses

BIOL101R

BIOL102R

BIOL162R

BIOL201R

BIOL202R

BIOL205R

BIOL210R

Prerequisites

Any two (2) of these courses.

Business

BUS101R : Introduction to Business

This is a foundational course designed to provide students with a comprehensive overview of the fundamental concepts, principles, and practices essential for understanding the world of business. Through a multidisciplinary approach, students will explore various facets of business including management, marketing, finance, operations, entrepreneurship, and ethics, to develop a holistic understanding of the dynamic business environment. Emphasis will be placed on critical thinking, problem-solving, ethical decision making, and effective communication skills necessary for success in the diverse field of business.

Credits 3

Lecture Hours 3

BUS110R : 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 nonprofit environments.

Credits 3

Lecture Hours 3

Prerequisite Courses

BUS101R

BUS201R : Human Resources Management

This course is designed to provide students with a comprehensive understanding of the principles, practices, and challenges inherent in managing capital with organizations. Students will explore various aspects of Human Resources Management (HRM), including recruitment, selection, training, performance management, compensation, employee relations, and legal compliance. Emphasis will be placed on critical thinking, problem-solving, the promotion of equal employment opportunities, and ethical leadership in managing human resources effectively.

Credits 3

Lecture Hours 3

BUS204R : Small Business Management

This course gives students comprehensive knowledge in the development and management of small businesses. Topics covered from the point of view of the small business entrepreneur or manager include sales, production, personnel management, financial management, human resources, purchasing, marketing, taxation, risk management, and control procedures. Students are required to develop a comprehensive business plan for a new venture of their choosing presented as an oral and written proposal.

Credits 3

Lecture Hours 3

Prerequisite Courses

BUS101R

BUS110R

BUS205R : 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

Prerequisite Courses

BUS101R

ENGL102R

BUS216R : Organizational Behavior

This course is designed to provide students with an in-depth understanding of individual, group, and organizational dynamics within the workplace. Students will examine theories of motivation, communication, leadership, power, ethics, diversity, and change with practical relation to contemporary issues related to the behavior of people in organizations. This is a writing intensive course.

Credits 3

Lecture Hours 3

Prerequisite Courses

BUS101R

ENGL102R

BUS240R : 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

Prerequisite Courses

BUS101R

ENGL102R

Prerequisites

Take Intro to Business or College Comp

BUS242R : Ethics and Social Responsibility in Business

This course offers a critical examination of the evolving landscape of business ethics and social responsibility, focusing on ethical leadership and the intricate balance between business principles and ethical behavior. Students will examine the moral principles guiding business decisions and explore strategies for fostering ethical leadership and corporate citizenship. Students will develop critical thinking skills and ethical awareness necessary for navigating complex ethical dilemmas in business. By the end of the course, students will emerge with a heightened understanding of the importance of ethical behavior and social responsibility in business, equipped to contribute positively to ethical decision-making and organizational integrity in their future careers.

Credits 3

Lecture Hours 3

Prerequisite Courses

BUS101R

ENGL102R

BUS260R : Principles of Marketing

The course introduces students to the fundamental principles and concepts of marketing. It covers key marketing elements such as product development, pricing, promotion, and distribution. Emphasis is placed on understanding consumer behavior, market research, strategic planning in marketing, use of the continuously evolving modern marketing channels and the role of marketing in an organization. The exploration of ethical considerations is integrated throughout the course. Considering the diverse audiences and the societal impact of marketing decisions, this course examines marketing concepts and applications through a lens of inclusion.

Credits 3

Lecture Hours 3

Prerequisite Courses

BUS101R

Chemistry

CHEM030R : 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

CHEM140R : 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 **OR**

Corequisite: MATH 110R or higher **OR**

A waiver may be provided based on the following criteria: Successful completion of challenge exam.

Corequisites

See Above

CHEM141R : Chemistry II

Topics include intermolecular forces, chemical equilibrium, phase diagrams and spectrometry, acid-base concepts, thermodynamics, kinetics, electrochemistry, nuclear chemistry, and an introduction to organic chemistry. The laboratory includes experiments supporting theoretical principles presented.

Credits 4

Lab Hours 3

Lecture Hours 3

Prerequisite Courses

CHEM140R

Computer Technology

CSCI101R : 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

CSCI103R : 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

CSCI106R : 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

CSCI110R : 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

Prerequisite Courses

CSCI101R

Prerequisites

(or corequisite)

CSCI121R : 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

Prerequisite Courses

CSCI110R

Prerequisites

(or corequisite)

CSCI125R : 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 stand-alone 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 2

Lecture Hours 2

Prerequisite Courses

BCPT101R

CSCI150R : 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

Prerequisite Courses

CSCI125R

CSCI175R : 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 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. Students will also be exposed to the C programming language, which is a subset of the C++. The students will learn bit manipulations.

Credits 4

Lab Hours 2

Lecture Hours 3

CSCI176R : Introduction to Python

This course is structured to introduce students to basic programming concepts and integral features of the Python language. 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. Python is used in everything from IT tasks, programming client and server-side programs, to performing in-depth digital forensics.

Credits 4

Lab Hours 2

Lecture Hours 3

CSCI185R : Introduction to Java

The Java programming language opens the doors to a cross platform Web-based 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

Prerequisite Courses

CSCI175R

Prerequisites

(or corequisite)

CSCI86R : 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

CSCI97R : 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

CSCI203R : 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

CSCI204R : 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

Prerequisite Courses

CSCI110R

CSCI212R : 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

Prerequisite Courses

CSCI121R

CSCI213R : 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

CSCI217R : 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

Prerequisite Courses

CSCI103R

CSCI175R

CSCI220R : 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

Prerequisite Courses

CSCI204R

Prerequisites

(or corequisite)

CSCI223R : 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 4

Lab Hours 2

Lecture Hours 3

Prerequisite Courses

CSCI175R

CSCI236R : 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

Prerequisite Courses

CSCI121R

CSCI296R : 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 pre-approved 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

Lecture Hours 3

Prerequisites

Degree Specific: Completion or enrollment in all other required technology courses. (or corequisite)

CSC1orCYBS : 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

CRMJ101R : 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

CRMJ102R : Criminal Procedure

An examination of criminal procedure law through the study of U.S. Supreme Court cases and Federal and NH state statutes with their respective application to investigation, arrest, pre-trial hearings, plea bargaining, trial, sentencing, appeals, other post-conviction remedies, and wrongful convictions.

Credits 3

Lecture Hours 3

CRMJ111R : Criminal Law

An examination of the historical development and philosophy of law and punishment with an emphasis on the nature and extent of crime, public policy, definitions, classification, and defenses to crimes against persons, property, and the community applying Federal and NH State statutes and cases.

Credits 3

Lecture Hours 3

CRMJ112R : 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

CRMJ201R : 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

CRMJ204R : 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

CRMJ210R : Drugs and the Law

This class will explore the evolving use of the major drug groups (legal and illegal), and the public policy interface with the criminal justice system response to illegal involvement with drugs. Treatment, prevention, and harm reduction alternatives will also be examined.

Credits 3

Lecture Hours 3

CRMJ211R : 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

CRMJ212R : 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

CRMJ290R : Criminal Justice Internship

The student will spend 135 hours of individual instruction and guidance at an approved internship site in addition to lectures within the classroom setting.

Other/Internship Hours: 9 (135 total clock hours)

Credits 3

Prerequisites

Completion or enrollment in all other CJ courses. (or corequisite)

CRMJ291R : 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

CYBS101R : 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)

CYBS110R : 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 (EHR). 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

CYBS120R : 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

Prerequisite Courses

CSCI110R

Prerequisites

(or corequisite)

CYBS130R : 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

Prerequisite Courses

CYBS120R

Prerequisites

(or corequisite)

CYBS140R : 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

Prerequisite Courses

CYBS130R

Prerequisites

(or corequisite)

CYBS200R : 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

Prerequisite Courses

CYBS110R

Prerequisites

(or corequisite)

CYBS250R : 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

Prerequisite Courses

CYBS140R

Early Childhood Education

ECE101R : 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

ECE102R : 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

ECE103R : 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

ECE104R : 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

Prerequisite Courses

ECE101R

ECE102R

ECE105R : 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 childcare setting. It will provide an overview of the most common exceptionalities and the standard interventions related to them. Emphasis will be on observation, screening, assessment, family-centered early supports and services, natural environments, individualized education plans, inclusive education, community resources, and family issues.

Credits 3

Lecture Hours 3

Prerequisite Courses

ECE102R

ECE120R : 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

ECE190R : 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

ECE200R : 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

Prerequisite Courses

ECE102R

ECE201R : 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

ECE203R : 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.

ECE204R : Status of Childhood in America

What is the 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

Prerequisite Courses

ECE101R

ECE102R

ECE2o6R : Introduction to Afterschool Programming

High-quality afterschool programs improve a range of academic and social outcomes for children and youth.

This course introduces the knowledge, skills, and dispositions of effective afterschool professionals.

Major course topics are learning environments, curriculum, and health promotion, including evidence-based practices. Core knowledge areas identified by the National Afterschool Association and the NH Afterschool Professional Development System are also covered.

Credits 3

Lecture Hours 3

ECE2o7R : 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

ECE2o8R : 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)

ECE2o9R : Trauma-Informed Early Childhood Services

We cannot discuss trauma without also discussing resiliency. In this course, students explore the complexities of trauma and the opportunities to promote healing. A range of evidence-based practices and the principles of a trauma-informed approach will be examined. By the end of the course, students will be prepared to advocate for trauma-informed services for children and their families and trauma-focused professional development opportunities for early childhood and other professionals.

Credits 3

Lecture Hours 3

Prerequisite Courses

ECE102R

PSYC114R

Prerequisites

Student must have taken *either* ECE 102R *or* PSYC 114R

ECE22oR : 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)

ECE29oR : 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

Corequisites

ECE 190R or ECE 191R Work Experience Practicum I minimum grade of C

Economics

ECON102R : 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

English

ENGL102R : College Composition

In this course, students learn to write clearly and effectively for defined audiences through a variety of writing strategies, behaviors, habits, and attitudes.

Emphasis is on the writing process from prewriting through drafting, revising, and editing. Students gain confidence through learning basic writing principles of effective expository composition and the application of these principles in writing essays and documented papers. Resources for this class may include texts, library and electronic resources, and personal experiences.

Course Workshop Description:

All students will be required to register for a 50-minute workshop session alongside College Composition. Each College Composition course has a workshop directly preceding or following its meeting times. Asynchronous sections of College Composition cover the workshop through 50-minute Zoom meetings. In the workshop, students will receive individualized, assignment-based support, and targeted, review-based instruction. The workshop is designed to serve as a reinforcement of the College Composition curriculum.

Students may “test out” of the workshop after the first paper if they meet the following conditions:

- Their paper average is a B or higher
- Their overall average is a B or higher

Credits 4

Lecture Hours 4

ENGL113R : 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

Prerequisite Courses

ENGL102R

Prerequisites

(or corequisite)

ENGL122R : 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 to include resumes, memos, instructions, reports, and proposals as well as create visual presentations using appropriate software applications.

Special attention will be given to design, layout, audience, and purpose for both oral and written assignments. Students will also practice interviewing and engaging in peer conferencing and feedback for the purpose of constructive improvement and revision.

This course will provide a co-requisite writer’s workshop for students who place below the cut-off for college level writing.

Credits 3

Lecture Hours 3

Prerequisites

- 1.) SAT evidence-based reading/writing score ≥ 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.

ENGL135 : Introduction to Media Studies

Introduction to Media Studies focuses on the historical and contemporary contexts of mass media. It may include study of the structure, function, audiences and effects of the news and entertainment industries, as well as the nature, development, and effects of various media in relation to culture and society. Topics covered include print and electronic media. In addition, topics may include public relations, advertising, and media ethics.

*****This is a CCSNH Access course and will display on transcripts, count as credits attempted, and count towards the cumulative grade point average for all seven colleges: Great Bay, Lakes Region, Manchester, Nashua, NHTI, River Valley, and White Mountains. Students cannot receive credit for more than one of the CCSNH Access courses or equivalents and the most recent course on the college transcript will be used in the cumulative grade point average (CGPA) calculation. For graduation residency purposes, only Access courses owned by the campus where the student is matriculated will be used to meet the requirements.***

Credits 3

Lecture Hours 3

ENGL201R : The Research Essay

The Research Essay builds directly on the skills and attitudes developed in College Composition. 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 to combine insight and evidence.

Credits 3

Lecture Hours 3

Prerequisite Courses

ENGL102R

ENGL203R : 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 readings 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 a history's literature allows for a perspective on its humanity.

Credits 3

Lecture Hours 3

Prerequisite Courses

ENGL102R

ENGL206R : 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

Prerequisite Courses

ENGL102R

ENGL232R : 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.

Credits 3

Lecture Hours 3

Prerequisite Courses

ENGL102R

ENGL235R : Poetry Workshop

Building on writing principles and critiquing abilities learned in College Composition I, 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 poetic craft techniques. Through peer feedback workshops, students will learn what does, and what does not, work in their own poems.

Credits 3

Lecture Hours 3

Prerequisite Courses

ENGL102R

ENGL236R : Fiction Writing Workshop

Building on writing principles and critiquing abilities learned in College Composition I, 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 participating 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.

Credits 3

Lecture Hours 3

Prerequisite Courses

ENGL102R

ENGL243R : Comics and Graphic Novels

Do you think that comic books count as literature? This course is designed to illustrate many of the reasons why you should. Graphic novels and, more broadly, comics comprise a branch of literature that consistently challenges our ideas about reading and writing. Students will explore the defining features of graphic novels and/or comics and situate this genre within the larger category of literature. Through interpretive analysis, students will be encouraged to consider connections between literature and history, identity, politics, culture, and other aspects of society.

Credits 3

Lecture Hours 3

Prerequisite Courses

ENGL102R

ENGL244R : World Literature

The purpose of this course is to introduce students to World Literature through reading and responding to geographically and historically diverse texts. Texts will be analyzed and interpreted through a wide variety of lenses, with emphasis on historical, cultural, and biographical contexts, as appropriate. Students will demonstrate deeper understanding of how literature reflects, responds to, and shapes the human experience.

Credits 3

Lecture Hours 3

Prerequisite Courses

ENGL102R

ENGL248 : British Literature, Middle Ages to 1800

British Literature, Middle Ages to 1800 surveys the major works of British literature from its Anglo-Saxon origins to 1800, including poetry, fiction, essays, and drama. By reading closely and analyzing critically, students explore these texts in relation to their cultural, social, historical, political, and literary contexts.

*****This is a CCSNH Access course and will display on transcripts, count as credits attempted, and count towards the cumulative grade point average for all seven colleges: Great Bay, Lakes Region, Manchester, Nashua, NHTI, River Valley, and White Mountains. Students cannot receive credit for more than one of the CCSNH Access courses or equivalents and the most recent course on the college transcript will be used in the cumulative grade point average (CGPA) calculation. For graduation residency purposes, only Access courses owned by the campus where the student is matriculated will be used to meet the requirements.***

Credits 3

Lecture Hours 3

Prerequisite Courses

ENGL102R

ENGL286R : 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 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

Prerequisite Courses

ENGL102R

ENGL288R : Shakespeare

Shakespeare exposes students to the works of the playwright, with emphasis on his plays. Students study the major genres (tragedy, comedy, history, and romance), which give them ways to analyze and interpret drama and its elements. The course introduces students to the social and cultural characteristics of the Early Modern Period and to the biography of the author. No previous knowledge of Shakespeare is assumed.

****This is a CCSNH Access course and will display on transcripts, count as credits attempted, and count towards the cumulative grade point average for all seven colleges: Great Bay, Lakes Region, Manchester, Nashua, NHTI, River Valley, and White Mountains. Students cannot receive credit for more than one of the CCSNH Access courses or equivalents and the most recent course on the college transcript will be used in the cumulative grade point average (CGPA) calculation. For graduation residency purposes, only Access courses owned by the campus where the student is matriculated will be used to meet the requirements.**

Credits 3

Lecture Hours 3

Prerequisite Courses

ENGL102R

Fine Arts

ARTS101R : 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. A few supplies are needed, and available for purchase at the bookstore.

Credits 3

Lab Hours 0

Lecture Hours 3

ARTS102R : Introduction to Painting: Thematic Development

This course introduces students to 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, and photographs. Students will create several original works of art and compile a portfolio of their artwork. No experience is necessary.

Credits 3

Lecture Hours 3

ARTS103R : 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

FYE101R : Purpose, People, and Career

This course will help first year students in an academic focus area understand the type of work, career options, and preparation they will need to find success in their chosen field. Students will be exposed to the purpose and the need of the field they are considering or pursuing. Students will learn how to communicate effectively and work efficiently within a diverse work environment. Additionally, the course will address career readiness and soft skills competencies. Students will have the opportunity to explore various careers within their selected field.

Course may be offered as 1-3 credits (1-3 lecture hours).

Credits 1

GSTC102R : 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

Healthcare

CHEM125C : Intro to General, Organic, and Biochemistry (NHTI-specific course)

This course is only offered at NHTI and is to be take by students in the RVCC Pre-Dental Program.

Credits 4

Lab Hours 2

Lecture Hours 3

Prerequisites

High school Chemistry with lab or permission of the Department Chair

HLTH102R : 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

HLTH166R : 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 practitioner's 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 understanding 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

MLTC126R : 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 interprofessional collaboration, 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 or permission of instructor.

Humanities

HUMA102R : 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

HUMA103R : Music Appreciation

In this course, students will develop the skill of perceptive listening and an understanding of the elements, forms, and styles of several music periods. The course offers discussion of the musical style along with societal and historical significance of the period. Students will also learn to critically perceive musical selections. Field trips may be part of this curriculum and will incur nominal fees, usually no more than \$25 per semester.

Credits 3

Lecture Hours 3

HUMA107R : 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

HUMA109R : 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

HUMA110R : 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. 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 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, identification with God, identification with the natural world, and relationship with society.

Credits 3

Lecture Hours 3

HUMA140R : Myth in Us Culture (20th Century)

This interdisciplinary course utilizes both the social sciences 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?

Credits 3

Lecture Hours 3

HUMA142R : 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

HUMA143R : Topics in United States History: 1877 – Present

This is 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

HUMA201R : Making of the Modern World

An interdisciplinary approach to the major themes which have shaped Western Civilization since the 1800's. Topics include the scientific revolution, classical liberalism, fascism, and war. The course incorporates the use of film and multi-media as a way of focusing on themes and issues.

Credits 3

Lecture Hours 3

Prerequisite Courses

HUMA110R

HUMA204R : 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-style class will explore world culture from a broad perspective that includes art, literature, architecture, music, and philosophy.

Credits 3

Lecture Hours 3

Prerequisites

100-Level Humanities Course

HUMA210R : Filming the Vietnam War: the Hollywood Chronicles

The purpose of this course is to critically view these Vietnam War films 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, 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

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 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!

Liberal Arts

ARTS111R : Photography and Digital Imaging

This course covers the technical and artistic aspects of photography and digital imaging. Topics include camera operation, exposure, composition, and lighting with emphasis on the technical and artistic sides of photography. Through assignments in photographing nature, scenery, people, sports, and existing light and through the study of the styles of many renowned photographers, students will begin to develop their artistic sense and photographic vision. Students will use photo editing software to manipulate and composite images.

****Students must have access to a camera with adjustable apertures and shutter speeds.**

The rationale of this course is to teach the students the fundamental elements, technical knowledge, and the creative inspiration to understand and produce images that are interesting, informative, and attractive to a wider range of viewers. Photography is very useful as a visual communication tool in everything from articulating personal stories to illustrating commercial messages and research as well as many other professional and non-professional uses.

Credits 3

Lecture Hours 3

Massage Therapy

MASS101R : 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 Therapy Program

Corequisite Courses

MASS102R

MASS102R : 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

Corequisite Courses

MASS101R

MASS103R : 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

Lecture Hours 3

Prerequisite Courses

MASS102R

Corequisite Courses

MASS121R

MASS104R : 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

Prerequisite Courses

MASS103R

Prerequisites

(or corequisite)

Matriculation in the Massage Therapy Program

MASS105R : 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 2

Lab Hours 0

Lecture Hours 2

Prerequisites

Matriculation in the Massage Therapy Program

MASS110R : Introduction to Eastern Massage Therapy

Introduction to Eastern Massage Therapy familiarizes the student with fundamental concepts and a variety of techniques used in Eastern Massage Modalities. The student will study key concepts of Eastern Massage Theory and learn various techniques and patterns it practices.

Note: This is a 5-week course comprised of 1 lab hour and .667 lecture hours.

Credits 1

Lab Hours 1

Lecture Hours 1

Prerequisites

Matriculation in the Massage Therapy Program

MASS101R pre/co-requisite

MASS111R : Introduction to Spa Techniques

This course will familiarize the student with spa treatments and the various types of spa facilities that offer them. The student will study and practice the basics elements of four spa treatments.

Note: This is a 5-week course comprised of 1 lab hour and .667 lecture hours.

Credits 1

Lab Hours 1

Lecture Hours 1

Prerequisite Courses

MASS101R

MASS112R : Massage Modality Course

Massage Modality courses offer students an opportunity to explore a variety of massage techniques of their choice. Each course will cover basic theory, application and safety techniques of that modality. Students are required to take 4 sections of MASS112R during completion of the massage certificate.

Note: This is a 5-week course comprised of 1 lab hour and .667 lecture hours.

Credits 1

Lab Hours 1

Lecture Hours 1

Prerequisite Courses

MASS101R

MASS117R : 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

Prerequisite Courses

MASS101R

MASS118R : 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

Prerequisite Courses

MASS117R

MASS121R : 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

Prerequisite Courses

MASS101R

MASS102R

MASS126R : 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

Prerequisite Courses

MASS105R

MASS130R : 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

Prerequisite Courses

MASS103R

MASS121R

Corequisite Courses

MASS104R

MASS140R : 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

Corequisite Courses

MASS104R

MASS130R

MASS192R : Massage Professional Experience

This course provides 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 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

Lab Hours 6

Prerequisite Courses

MASS121R

Prerequisites

(or corequisite)

MASS195R : 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.

Other/Practicum Hours: 3 (45 total clock hours)

Credits 1

Prerequisite Courses

MASS192R

Corequisite Courses

MASS130R

Mathematics

MATH016R : Fundamentals of Mathematical Literacy*

Fundamentals of Mathematical Literacy is a course that develops students' problem-solving and logical reasoning skills to prepare them for college level 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

MATH019R : 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 college-level 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 (college-algebra 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 ≥ 450 OR (2) Successful completion (with a grade of "C" or better) of Fundamentals of Mathematical Literacy OR (3) written permission of mathematics advisor.

MATH06R : 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

Lab Hours 3

Lecture Hours 3

MATH107R : 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

Prerequisite Courses

MATH106R

Prerequisites

(or equivalent)

MATH110R : 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

Lab Hours 3

Lecture Hours 3

MATH112R : 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 activity-based instruction that integrates technology.

*****This is a CCSNH Access course and will display on transcripts, count as credits attempted, and count towards the cumulative grade point average for all seven colleges: Great Bay, Lakes Region, Manchester, Nashua, NHTI, River Valley, and White Mountains. Students cannot receive credit for more than one of the CCSNH Access courses or equivalents and the most recent course on the college transcript will be used in the cumulative grade point average (CGPA) calculation. For graduation residency purposes, only Access courses owned by the campus where the student is matriculated will be used to meet the requirements.***

Credits 4

Lab Hours 3

Lecture Hours 3

Prerequisites

Placement into college-level mathematics

MATH114R : 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

Lab Hours 3

Lecture Hours 3

MATH115R : Finite Mathematics

This course will cover linear models, matrix theory, linear programming, combinations, and math of finance.

Credits 4

Lecture Hours 4

Prerequisites

(1) SAT Mathematics Score ≥ 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.

MATH120R : 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

MATH210R : 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

MATH211R : 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

Prerequisite Courses

MATH210R

MATH212R : 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

Prerequisite Courses

MATH210R

MATH215R : Linear Algebra

This course contains both 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

Prerequisite Courses

MATH211R

MATH216R : Mathematical Proof

An introduction to mathematical language through reading and writing mathematical proofs with a focus on set theory and logic. This is a writing intensive course with topics selected from various branches of mathematics such as discrete, number theory, modern algebra, linear algebra, and real analysis.

*****This is a CCSNH Access course and will display on transcripts, count as credits attempted, and count towards the cumulative grade point average for all seven colleges: Great Bay, Lakes Region, Manchester, Nashua, NHTI, River Valley, and White Mountains. Students cannot receive credit for more than one of the CCSNH Access courses or equivalents and the most recent course on the college transcript will be used in the cumulative grade point average (CGPA) calculation. For graduation residency purposes, only Access courses owned by the campus where the student is matriculated will be used to meet the requirements.***

Credits 4

Lecture Hours 4

Prerequisite Courses

MATH210R

MATH217R : 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 show correlations.

Credits 4

Lecture Hours 4

Prerequisite Courses

MATH210R

MATH211R

MATH221R : 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 activity-based instruction that integrates technology and emphasizes the conceptual understanding of the concepts studied.

Credits 4

Lecture Hours 4

Prerequisite Courses

MATH211R

Medical Assistant

MEDA110R : 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)

MEDA130R : 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 4

Lecture Hours 3

Prerequisites

HLTH 102R, MEDA 121R, MEDA 110R, BIOL 103R or BIOL 201R and Matriculation in the Medical Assistant Program (or corequisite)

MEDA135R : 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 clinical affiliation. Skills and competencies learned in Clinical Procedures I will be reinforced 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

Prerequisite Courses

BIOL103R

BIOL201R

Prerequisites

(Note: Human Biology BIOL 103R or A&P I and co-req of A&P II (if A&P I was already taken).)

Matriculation in the Medical Assistant Program

MEDA190R : 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 externship.

Other/Practicum Hours: 9 (135 clock hours)

Credits 3

Prerequisite Courses

MEDA110R

MLTC126R

MEDA130R

MEDA135R

MEDA124R

Prerequisites

(or corequisite)

MEDA192R : 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 assistants. Activities will include applying and preparing for the CMA (AAMA) Certification Exam, updating résumés, cover letters, applying for jobs, interviewing techniques, and successful employment strategies.

Credits 1

Corequisite Courses

MEDA190R

Corequisites

Enrolled or completion of all other MA programs

Medical Laboratory Technician

MLTC111R : Urinalysis & Body Fluids

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

Prerequisite Courses

MLTC126R

MLTC112R : 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

Prerequisite Courses

MLTC126R

Prerequisites

BIOL 103R or BIOL 201R

MLTC113R : 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

Prerequisite Courses

MLTC126R

CHEM140R

Corequisite Courses

MathElective

MLTC201R : 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

Prerequisite Courses

MLTC126R

MLTC112R

MLTC202R : 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, identification of 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

Prerequisite Courses

MLTC126R

MLTC112R

MLTC204R : 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

Prerequisite Courses

MLTC126R

BIOL205R

MLTC220R : 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, interprofessional educational activities, 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 1

Lecture Hours 1

Prerequisites

Must have completed all MLT courses except MLTC290R

Corequisite Courses

MLTC290R

MLTC290R : 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.

Other/Practicum Hours: 36 (540 total clock hours)

Fieldwork is 37.5 - 40 hours/week for 14 weeks

Credits 12

Prerequisites

Must have completed all other MLT courses except

MLTC220R

Corequisite Courses

MLTC220R

Occupational Therapy Assistant

OCTA110R : Fundamentals of Occupational Therapy

This course is an introductory course designed to provide a theoretical foundation through instruction on occupation-based models and frames of reference used in the profession of occupational therapy. Students will apply basic occupational therapy concepts such as activity analysis, gradation, and adaptation through the lens of foundational professional documents to understand concepts participation in occupation and the occupational therapy process.

Credits 2

Lab Hours 0

Lecture Hours 2

Prerequisite Courses

AHLT104R

OCTA120R : Foundations of Professional Practice

This course will prepare students with the foundational skills required for the professional aspects of practice. Students will acquire basic knowledge related to evidence-based practice and occupational science. Students will also examine reimbursement systems, socioeconomic and sociopolitical systems, and professional organizations that impact the provision of occupational therapy services. Students will develop the essential communication skills required to effectively communicate with clients and caregivers, document occupational therapy services, and communicate inter- and intra-professionally.

Credits 2

Lab Hours 0

Lecture Hours 2

Prerequisite Courses

OCTA110R

Prerequisites

(or corequisite)

OCTA190R : OTA Level IA Fieldwork

The Level Ia fieldwork is the first of two level I fieldwork experiences designed to expose students to the practice of occupational therapy in a clinical setting and prepare for level II fieldwork experiences. Students will gain experience with the intervention planning, intervention implementation, and review of performance and outcomes aspects of the occupational therapy process. The intent of this experience is to build professional reasoning skills and develop beginning clinical and client interaction skills. Students will connect learning from didactic coursework with clinical situations and client interactions. Through this experience, students will gain knowledge and skills for success in future level I and level II fieldwork experiences. This fieldwork experience is taken in conjunction with the Psychosocial Function in Occupational Therapy course and targets the psychosocial/behavioral health fieldwork experience.

(Practicum)

Credits 1

Corequisite Courses

OCTA213R

OCTA192R : OTA Level IB Fieldwork

The Level Ib fieldwork is the first of two level I fieldwork experiences designed to expose students to the practice of occupational therapy in a clinical setting and prepare for level II fieldwork experiences. Students will gain experience with the intervention planning, intervention implementation, and review of performance and outcomes aspects of the occupational therapy process. The intent of this experience is to build professional reasoning skills and develop beginning clinical and client interaction skills. Students will connect learning from didactic coursework with clinical situations and client interactions. Through this experience, students will gain knowledge and skills for success in future level I and level II fieldwork experiences. This fieldwork experience is taken in conjunction with the Psychosocial Function in Occupational Therapy course and targets the psychosocial/behavioral health fieldwork experience.

(Practicum)

Credits 1

Prerequisite Courses

OCTA190R

Corequisite Courses

OCTA212R

OCTA212R : Occupational Therapy in Pediatrics

This lecture/lab course includes theories, occupation-based models, and frames of reference associated with the provision of occupational therapy for pediatric and adolescent populations. Students will explore the occupational therapy process and approaches from a pediatric practitioner perspective, including assessment and interventions. This course is designed to allow students opportunities to apply skills in screening and evaluation processes, develop treatment plans, explore service provision, practice documentation, and analyze treatment effectiveness. The various settings, as well as roles and responsibilities of the COTA working with pediatric and adolescent populations will be examined.

Credits 3

Lab Hours 3

Lecture Hours 2

Prerequisite Courses

PSYC114R

OCTA190R

Prerequisites

(or corequisite)

OCTA213R : Psychosocial Function in Occupational Therapy

This lecture/lab course includes occupational therapy theories, occupational performance impacts, common assessments, and intervention approaches for psychosocial disorders/dysfunction. Students will learn about processes for working with individuals, groups and populations by designing interventions to address occupational performance. This course is taken in conjunction with, and integrates learning from, the Level Ia fieldwork experience designed to immerse students in clinical approaches that address psychosocial function.

Credits 3

Lab Hours 3

Lecture Hours 2

Prerequisite Courses

OCTA110R

PSYC101R

Corequisite Courses

OCTA190R

OCTA214R : Physical Function in Occupational Therapy

This lecture/lab course includes occupational therapy theories, assessment, and interventions commonly used in occupational therapy settings associated with physical rehabilitation. Skills from this course can be applied to individuals, groups, and/or populations with diseases and disorders impacting the physical body. This course is designed to allow students opportunities to develop professional reasoning skills and engage in the application of screening and evaluation, develop treatment plans, and explore service provision for clients with a variety of conditions impacting the biomechanical systems. This course also explores concepts in and the role of the occupational therapy assistant in health promotion and prevention.

Credits 3

Lab Hours 3

Lecture Hours 2

Prerequisite Courses

OCTA110R

AHLT135R

BIOL201R

OCTA215R : Occupational Therapy for Aging Populations

This course is designed to promote deeper understanding of the occupational performance deficits that affect the older adult and geriatric population. This lab course will emphasize assessment, intervention, as well as remediation and compensation strategies for individuals, groups, and populations. Additionally, this course will focus on the need and the skills required for environmental modification as a part of the OT intervention process.

Credits 1

Lab Hours 3

Lecture Hours 0

Prerequisite Courses

OCTA190R

OCTA214R

OCTA220R : 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 course is designed to assist students in examining the overarching integration of theory, practice, reflection, and professional reasoning required of an entry level OT practitioner.

Credits 2

Lecture Hours 2

Corequisite Courses

OCTA290R

OCTA291R

OCTA221R : Clinical Neurology Lab for OTA

This laboratory course is offered in the second year, fall semester, and focuses on hands on application of concepts learned in AHLT220R with a focus on the approach taken in physical therapy. Clinical neuropathology, introduction and application of motor control theory, motor learning, screening of the nervous system, and neurorehabilitation approaches to patient care are included.

This course draws upon concepts learned in AHLT 112R Clinical Conditions, AHLT 123R Clinical Kinesiology, AHLT135R Foundations in Rehabilitation, and OCTA 212R Physical Function in Occupational Therapy, as these courses introduced typical and atypical conditions that affect the nervous system of the human body.

Credits 1

Lab Hours 3

Lecture Hours 0

Prerequisite Courses

OCTA190R

Corequisite Courses

AHLT220R

OCTA230R : Advanced Concepts in Professional Practice

This course is designed to build on and apply concepts from OCTA xxxR, Foundations for Professional Practice. Students will revisit skills to apply and disseminate findings from evidence-based practice literature syntheses. Students will utilize resources to apply principles from the AOTA Code of Ethics. Students will synthesize information from the first year of the OTA program and educate various relevant parties about the field of occupational therapy.

Credits 1

Lecture Hours 1

OCTA290R : 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.

Other Hours/Practicum: 18 (270 total clock hour fieldwork)

Credits 6

Prerequisites

All required AHLT and OCTA courses

OCTA291R : 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.

Other Hours/Practicum: 18 (270 total clock hour fieldwork)

Credits 6

Prerequisites

All required AHLT and OCTA courses

Phlebotomy

PHBC110R : 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

PHBC190R : Phlebotomy Internship

After completion of PHBC 110R, the student will spend 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. Fifteen additional hours will be spent in online work and formal ASCP examination review.

Other/Internship Hours: 120 total internship hours

Credits 3

Prerequisite Courses

PHBC110R

Prerequisites

Matriculation in Phlebotomy Program

PHBC 110R with C within past 3 semesters or better. Students that do not take this course in the semester immediately after successful completion of PHBC110R will need to demonstrate safe venipuncture skills prior to assignment to a clinical site.

Physical Therapist Assistant

PTAC112R : Physical Therapy Procedures I

This course is offered in the first year, first semester. The This course involves both lecture and laboratory teaching in the area of biophysical agents used in Physical Therapy. These agents include superficial and deep heat, cold, light, sound waves, electricity, biofeedback, hydrotherapy, compression therapies 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.

PTAC115R : Therapeutic Exercise

This course is offered in the first year, second semester. Students will focus on therapeutic exercise rationale, indications, and contraindications. Specific equipment, techniques and procedures of therapeutic exercise will be introduced. Students will have opportunity in lab sessions to practice these techniques.

Credits 3

Lab Hours 3

Lecture Hours 2

Prerequisite Courses

AHLT123R

PTAC122R

Prerequisites

(PTAC122R may be a pre- or corequisite)

PTAC122R : Physical Therapy Procedures II

This first year, second semester course continues the PT Procedures course 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, body composition, balance, and measures of self-report), therapeutic massage, gait training and treatment following reconstructive surgery of the extremities. The course will also cover special orthopedic tests, 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

Prerequisite Courses

PTAC112R

Corequisite Courses

AHLT123R

PTAC190R : PTA Clinical Practicum I

Students shall progress to this first clinical experience during the summer after completion of all first-year courses and successful completion of a comprehensive practical exam. Clinical education is an organized sequence of learning activities integrated within the curriculum.

Clinical education provides students with the opportunity to perform their responsibilities under appropriate physical therapist or physical therapist assistant supervision and positive role modeling. The experience provides exposure to a variety of patients and learning activities. Clinical education is provided in a variety of practice and health care settings and ensures participation in direct patient care.

Other/Practicum Hours: 3 (270 clock hours total)

Credits 6

Prerequisites

Successful completion of all first year AHLT and PTAC courses

PTAC192R : PTA Clinical Practicum I Seminar

This seminar course is offered during the Summer semester after students complete the first year of professional course. The course provides students with an opportunity for reflective learning that focuses on the formative clinical education experience.

Credits 1

Lecture Hours 1

Corequisite Courses

PTAC190R

PTAC211R : Physical Therapy Procedures III

This course is offered in the second year, fall semester. This course completes the series aimed at providing the PTA student with basic skills in procedures commonly used in Physical Therapy. It integrates both lecture and laboratory learning and may include off site learning opportunities in the areas of advanced therapeutic interventions such as: orthotics, prosthetics, cardiac rehabilitation, chest physical therapy, wound care, amputations, pelvic health, vestibular issues, psychological issues, and management of patients using teaching strategies and cultural sensitivity. Students will also expand their knowledge of therapeutic exercise and manual therapy techniques, building on content learned in previous courses.

Credits 3

Lab Hours 3

Lecture Hours 2

Prerequisite Courses

PTAC122R

PTAC221R : Clinical Neurology Lab for PTA

This laboratory course is offered in the second year, fall semester, and focuses on hands on application of concepts learned in AHLT220R with a focus on the approach taken in physical therapy. Clinical neuropathology, introduction and application of motor control theory, motor learning, screening of the nervous system, and neurorehabilitation approaches to patient care are included.

This course draws upon concepts learned in AHLT 112R Clinical Conditions, AHLT 123R Clinical Kinesiology, AHLT135R Foundations in Rehabilitation, and PTAC115R Therapeutic Exercise, as these courses introduced typical and atypical conditions that affect the nervous system of the human body.

Credits 1

Lab Hours 3

Prerequisite Courses

PTAC115R

Corequisite Courses

AHLT220R

PTAC250R : PTA Clinical Practicum II Senior Seminar

This course is offered after the student completes the summative clinical practicum. The course provides an opportunity to share newly learned clinical skills with classmates; participate in cross-professional collaboration; focus on preparing for the licensing exam and the process for obtaining and retaining licensure; and review State Practice Acts, legal/ethical issues, and topics current to the profession as they impact job searching and license retention. It provides opportunity for students to further the transition to professional attitudes, behaviors and awareness.

Credits 2

Lecture Hours 2

Corequisite Courses

PTAC292R

PTAC292R : PTA Clinical Practicum II

Students progress to this summative clinical experience after completion of all professional courses and successful completion of a comprehensive practical exam. 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 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. Clinical education is provided in a variety of practice and health care settings and ensures participation in direct patient care.

Other/Practicum Hours: 24 contact hours (360 clock hours total) (typically done over 8-10 weeks)

Credits 8

Prerequisites

Successful completion of all first and second year PTAC and AHLT courses except PTAC 250R

Corequisite Courses

PTAC250R

Physics

PHYS115R : 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

PHYS130R : 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

Prerequisite Courses

MATH110R

PHYS131R : 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

Prerequisite Courses

PHYS130R

Political Science

POLS102R : 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

PSYC101R : 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

PSYC114R : 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

PSYC200R : 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. 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

Prerequisite Courses

PSYC101R

PSYC210R : 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 disorders – 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

Prerequisite Courses

PSYC101R

PSYC211R : 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

Prerequisite Courses

PSYC101R

PSYC212R : 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

PSYC214R : 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

Prerequisite Courses

PSYC101R

Radiologic Technology

RADT101R : 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

RADT110R : 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

Prerequisite Courses

RADT101R

RADT115R

Prerequisites

Courses can be pre- or co- requisite.

RADT115R : 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

Prerequisite Courses

BIOL201R

RADT110R

RADT132R

Prerequisites

Courses can be pre- or co- requisite.

RADT120R : 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

Prerequisite Courses

MATH110R

RADT101R

RADT132R

RADT121R : Radiologic Technology Clinical Practicum I

This course is a competency-based clinical experience that develops the cognitive, affective, and psychomotor skill level of students who 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. Students must complete 180 clinical practicum hours.

Other/Practicum Hours: 12 (180 total clock hours)

Credits 4

Prerequisite Courses

RADT101R

RADT110R

RADT115R

RADT132R

RADT122R : 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, fluoroscopic procedures, preparation of contrast media, and patient care. Mastery of knowledge from previous clinical practicum shall be recalled with a focus on outcomes assessment. This is an 8-week assignment. Students must complete 180 clinical hours and pass successfully to continue into the next level.

Other/Practicum Hours: 12 (180 total clock hours)

Credits 4

Prerequisite Courses

RADT121R

RADT215R

RADT132R : 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

Prerequisite Courses

MATH110R

RADT101R

Prerequisites

Courses can be pre- or co- requisite.

RADT214R : 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 of the radiographic image is also studied.

Credits 2

Lecture Hours 2

Prerequisite Courses

BIOL202R

RADT115R

RADT215R

RADT218R

RADT215R : 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.

Credits 3

Lab Hours 2

Lecture Hours 2

Prerequisite Courses

RADT110R

RADT115R

Corequisite Courses

RADT121R

RADT218R : Radiographic Positioning & Procedures III

This course entails the study of the radiographic procedures related to cranial structures, facial bones, and the 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

Prerequisite Courses

RADT115R

RADT215R

RADT223R : 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 successfully pass the pre-requisites courses to continue into the next level.

Other/Practicum Hours: 15 contact hours (225 fieldwork clock hours)

Credits 5

Prerequisite Courses

RADT115R

RADT121R

RADT122R

RADT215R

RADT218R

RADT224R : Radiologic Technology Clinical Practicum IV

Students will participate and develop skills in radiographic critique and quality assurance. The students will 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 practicums with a focus on outcomes assessment will occur. Must complete 225 clinical hours to complete the program requirements.

Other/Practicum Hours: 15 (225 total clock hours)

Credits 5

Prerequisite Courses

RADT223R

RADT228R : 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

Prerequisite Courses

RADT101R

RADT120R

RADT132R

RADT229R : 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

Prerequisite Courses

BIOL202R

Prerequisites

Matriculation in the RVCC Radiologic Technology Program

RADT235R : 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

Prerequisite Courses

RADT110R

RADT120R

RADT132R

Prerequisites

(or corequisite)

RADT240R : 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 1

Lecture Hours 1

Prerequisite Courses

RADT224R

RADT245R : Radiologic Technology Registry Review

This course provides an opportunity for students to prepare to take the American Registry of Radiologic Technologists (ARRT) registry board examination upon graduation. This course also allows students to participate in practice quizzes, mock registry exams, apply for the ARRT exam, and for state licensure.

Credits 1

Lab Hours 0

Lecture Hours 1

Corequisite Courses

RADT224R

Respiratory Therapy

RSPT151R : Fundamentals of Respiratory Care I

Introduction to basic science, theories, and technologies in respiratory care. Instruction emphasizes the esoteric knowledge required to perform respiratory care. This course includes the fundamentals of respiratory care such as patient assessment, medical terminology, physical respiratory principles/physiology, medical gases delivery systems and therapies, humidity and aerosol therapies/diagnostics, airway clearance, and lung expansion, pulmonary function testing, chest physiotherapy, arterial blood gas, oxygen transport, and chest x-ray. The basic components will be incorporated into the discussions regard an extensive investigation in cardiopulmonary anatomy and physiology.

Credits 10

Lab Hours 4

Lecture Hours 8

Prerequisite Courses

BIOL201R

RSPT152R : Fundamentals of Respiratory Care II

This course presents further instruction in the basic science, theories and technologies in respiratory care profession. Units of instruction will include, arterial blood gases puncture and analysis, sleep medicine and, airway management, pharmacology, cardiopulmonary diseases, and introduction to mechanical ventilation.

Credits 10

Lab Hours 4

Lecture Hours 8

Prerequisite Courses

RSPT151R

BIOL202R

RSPT191R : 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 by providing direct patient care.

Other/Practicum Hours: 9 (144 total clock hours)

Credits 3

Prerequisite Courses

RSPT151R

RSPT253R : Fundamentals of Respiratory Care III

This course will prepare students to work in critical care and obtain knowledge of Pulmonary Rehabilitation programs. This course covers material on how mechanical ventilators work, physiology of ventilator support, initiating and adjusting invasive and non-invasive ventilation, hemodynamic monitoring of the patient in the ICU, and weaning and discontinuing ventilator support from the patient. In addition, students will receive instruction on Bronchoscopies, nutrition, and pulmonary rehabilitation programs. Instruction and certification in Advance Cardiac Life Support will be obtained.

Credits 8

Lab Hours 4

Lecture Hours 6

Prerequisite Courses

RSPT152R

RSPT254R : Fundamentals of Respiratory Care IV

This course provides students with a fundamental background in the principles and concepts of neonatal and pediatric respiratory therapy. Specific topics that will be discussed include growth and development of the fetus, the perinatal period changes that occur at birth, respiratory and cardiovascular abnormalities, neonatal and pediatric diseases, pharmacology, and the respiratory therapy equipment used to treat such conditions. Students will obtain Pediatric Advanced Life Support (PALS) certification and Neonatal Resuscitation Program (NRP) certification. In addition, the student will be instructed on S.T.A.B.L.E. Program concepts.

The second session of this course will be an overview of Respiratory Care in Alternative Settings and Ethics, and End of Life.

The third session of this course will focus on an intensive preparation for the student to transition to obtain licensure by successfully passing the NRBC CRT and RRT boards. The Kettering review program will be utilized for student success. In addition, interviewing and resume skills will be presented.

Credits 5

Lab Hours 3

Lecture Hours 4

Prerequisite Courses

RSPT253R

RSPT281R : 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 by providing direct patient care.

Other/Practicum Hours: 12 (180 total clock hours)

Credits 4

Prerequisite Courses

RSPT191R

RSPT152R

RSPT282R : 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 by providing direct patient care.

Other/Practicum Hours: 15 (225 total clock hours)

Credits 5

Prerequisite Courses

RSPT281R

RSPT253R

Social Services

HSV110R : 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

HSV123R : 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

HSV125R : 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****Prerequisite Courses**

HSV110R

Prerequisites

(or corequisite)

HSV126R : 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****Prerequisite Courses**

HSV110R

Prerequisites

(or corequisite)

HSV270R : 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)**HSV271R : 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****Prerequisite Courses**

HSV110R

HSV123R

HSV125R

HSV126R

HSV270R

Prerequisites

(or corequisite)

Sociology

SOSC101R : 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**

SOSC110R : 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.

Effective Fall 2023: this is a CCSNH Access course and will display on transcripts, count as credits attempted, and count towards the cumulative grade point average for all seven colleges: Great Bay, Lakes Region, Manchester, Nashua, NHTI, River Valley, and White Mountains. Students cannot receive credit for more than one of the CCSNH Access courses or equivalents and the most recent course on the college transcript will be used in the cumulative grade point average (CGPA) calculation. For graduation residency purposes, only Access courses owned by the campus where the student is matriculated will be used to meet the requirements.

- GBCC's ANTH101GA (ANTH101G, AN101)
- LRCC's HUMA131LA (HUMA131L, HUMA1310L, LHUM1310)
- MCC's ANTH101MA (ANTH101M, AN101)
- NCC's ANTH110NA (ANTH110N, SOCN110)
- NHTI's ANTH101CA (ANTH101C, AN101)
- RVCC's SOSC110RA (SOSC110R, SOCK110, SOCC110)
- WMCC's ANTH101WA (ANTH101W, BANT101)

Credits 3

Lecture Hours 3

SOSC201R : 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

100-level Social Science Course

SOSC222R : Murder in the 603

This course will take a deep dive into some of the true crimes that have taken place in the state of New Hampshire. Through the lens of various sociological and psychological theories and perspectives, students will conduct research and examine the elements of specific cases as well as the characteristics of the victims and murders. Topics related to the crime of murder, including laws and sentencing will be studied.

Credits 3

Lecture Hours 3

Prerequisites

100-level Social Science Course

World Language

LANG105R : 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.

Effective Fall 2023: this is a CCSNH Access course and will display on transcripts, count as credits attempted, and count towards the cumulative grade point average for all seven colleges: Great Bay, Lakes Region, Manchester, Nashua, NHTI, River Valley, and White Mountains. Students cannot receive credit for more than one of the CCSNH Access courses or equivalents and the most recent course on the college transcript will be used in the cumulative grade point average (CGPA) calculation. For graduation residency purposes, only Access courses owned by the campus where the student is matriculated will be used to meet the requirements.

- GBCC's SPAN110GA (SPAN110G)
- LRCC's SPAN120LA (SPAN120L, SPAN1200L, LSPA1200, LHUM1810)
- MCC's SPAN110MA (SPAN110M, SPAN110)
- NCC's SPAN105NA (SPAN105N, LNGN105)
- NHTI's SPAN111CA (SPAN111C, FL120, FL111)
- RVCC's LANG105RA (LANG105R, LNGK105, LNGC105)
- WMCC's LANG181WA (LANG181W, HUMA181W)

Credits 3

Lecture Hours 3

LANG106R : Spanish II

Spanish 2 initially reviews, then builds on the simple sentence structures and vocabulary learned in Spanish 1. 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

Prerequisite Courses

LANG105R

LANG120R : 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

LANG121R : 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

Prerequisite Courses

LANG120R

Registered Nursing

ADNR105R : Nursing Seminar I

The nursing seminar course facilitates student 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 21st 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 to discuss scope of practice and appropriate delegation. Legal and ethical issues in nursing practice are discussed using historical and current events. Students access professional nursing research articles and discuss the importance of using evidence to support nursing practice.

Credits 1

Lecture Hours 1

Corequisite Courses

ADNR116R

ADNR116R : Nursing Care I

This course introduces students to the roles of the registered nurse as a provider of care, manager of care and member of the discipline of nursing. Theoretical concepts of person, health, nursing, and environment are integrated with intellectual, interpersonal, and psychomotor competencies.

Students develop introductory knowledge, skills, and attitudes within the framework of QSEN competencies in order provide safe, effective nursing care to a diverse population of adult and geriatric patients with actual or possible health problems. Students learn the importance of respect for the patient and family as central members of the health care team and develop commitment to advocacy, and provision of safe, high quality, holistic, and evidenced-based practice. Nursing concepts are taught in a variety of learning environments including the classroom, nursing skills/procedure lab, and healthcare facilities. Students learn and practice health assessment, medication administration, and basic nursing skills and procedures.

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)

ADNR117R : Nursing Care II

This course expands on concepts of nursing practice introduced in the fundamentals course to include more complex nursing skills, procedures, and health disorders. Nursing concepts learned in the classroom and nursing skills laboratory are then applied in the simulation lab and clinical practice settings. Students use knowledge, skills, and attitudes within the framework of QSEN competencies to provide and manage patient-centered care using evidence-based practice within nursing process for patients and families with various physical and mental health disorders. Students begin the process of critical thinking by analyzing data and connecting it to healthcare disorders. Clinical 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. Concepts of pharmacology and safe medication administration are 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)

ADNR197R : LPN to RN Bridge

This transition course expands upon knowledge and skills learned in a practical nursing education program. Emphasis is on differentiating the scope of practice for the associate degree nurse; nursing process related to chronic disease, mental health, medication administration, and associated clinical skills; delegation; treatment plan development; enhancing critical thinking skills; and reviewing legal and ethical issues in nursing practice.

Credits 4

Lab Hours 2

Lecture Hours 3

Prerequisite Courses

BIOL201R

BIOL202R

PSYC101R

PSYC114R

ENGL102R

Prerequisites

Math Elective

(or corequisite)

Graduation from a LPN program & licensure as a Practical Nurse.

ADNR220R : 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 and deliberate practice for skill proficiency. Concepts of health promotion and prevention through patient and family education are a focus when providing holistic, patient-centered, inclusive nursing care. 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: 4 lecture, 2 lab, 13 clinical

Credits 9

Lab Hours 2

Lecture Hours 4

Prerequisite Courses

ADNR117R

Corequisite Courses

BIOL205R

BIOLXXR

Corequisites

(one or the other, pre- or co- requisite)

ADNR230R : 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. Intellectual competencies are developed in the classroom through case studies and virtual simulation, while interpersonal, and psychomotor competencies are developed through simulation and clinical practice. 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 practice settings. In the acute care setting, students demonstrate time management skills while providing and safe, effective nursing care for multiple patients with complex health problems. Clinical experiences within the community are also a focus in order to introduce students to the depth and breadth of nursing practice. Upon completion, students are able to demonstrate the knowledge, skills, and attitudes within the QSEN framework in order to safely and effectively care for individuals and their families at an entry-level as a new graduate nurse.

HOURS: 4 lecture, 2 lab, 16 clinical

Credits 10

Lab Hours 2

Lecture Hours 4

Prerequisite Courses

ADNR220R

Corequisite Courses

ADNR235R

ADNR235R : 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

Prerequisite Courses

ADNR220R

Corequisite Courses

ADNR230R

BIOLXXXXR : Microbiology Elective

Transfer in a Microbiology for Healthcare type course in lieu of BIOL205R Microbiology.

Credits 4

MathElective : Math Elective

Take one 3 or 4-credit math course of your choice.

Credits 3

-4

Practical Nursing

NURS105R : 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 21st 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

Corequisite Courses

BIOL201R

NURS110R

NURS110R : 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.

**Semester Hours: Lecture: 3 Lab: 2
Other: 10 (Clinical)**

Credits 7

Lab Hours 2

Lecture Hours 3

Corequisite Courses

BIOL201R

NURS105R

NURS120R : 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.

**Semester Hours: Lecture: 3 Lab: 2
Other: 10 (Clinical)**

Credits 7

Lab Hours 2

Lecture Hours 3

Prerequisite Courses

NURS110R

Corequisite Courses

BIOL202R

PSYC101R

Corequisites

(Courses can be pre- or co- requisite)

NURS230R : 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.

**Semester Hours: Lecture: 3 Lab: 2
Other: 10 (Clinical)**

Credits 7

Lab Hours 2

Lecture Hours 3

Prerequisite Courses

NURS120R

Corequisite Courses

PSYC101R

PSYC114R

BIOL202R

Corequisites

(Courses can be pre- or co- requisite)