



Course Catalog

and

Student Handbook

Revised January 2023

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Letter from the President

Welcome to Eastern Virginia Career College!

We are committed to providing the men and women of our community with a focused, student-centered, education to “Start Learning and Start Earning.” This is not just a slogan, but also a commitment from EVCC to enable you, our student, to attain the knowledge and skills necessary to become a professional and compete in today’s job market. These are careers that can take you anywhere across this wonderful country of ours, and professions that will last you a lifetime.

Eastern Virginia Career College is the alternative to the traditional two and four-year colleges and universities. We are successful educators who help develop professional skills in students for the Nursing and Allied Health professions, as well as the Wellness and Spa Industry in a time frame from 2 to 12 months, depending on your program.

At EVCC you will be part of a 20-year history that is growing and expanding. We are the premiere career college serving Fredericksburg, King George, Orange, Spotsylvania and Stafford counties.

Come join the many successful graduates who have gained their education and their new careers here at Eastern Virginia Career College.

We are your answer: The education you need to succeed!

I look forward to meeting you on campus!

Sincerely,

A handwritten signature in black ink, appearing to read "Krishna", with a horizontal line underneath it.

Krishna Maddipatla
President

PART I – GENERAL INFORMATION

History of Eastern Virginia Career College

Eastern Virginia Career College is a private college located in Fredericksburg, Virginia. It was originally acquired as an unaccredited Health and Beauty Academy in 2000, and developed into Career Training Solutions, a postsecondary institution nationally accredited by the Council on Occupational Education (COE) in 2002. The school's first Associate degree program, Nursing (Degree) Associate of Applied Science, was introduced in 2008. In August, 2015, the State Council of Higher Education for Virginia approved Career Training Solutions as a "degree granting" institution once a second Associate of Applied Science degree program, Occupational Therapy Assistant (Degree), was added to its educational offerings. This new status inspired the name change to Eastern Virginia Career College.

In 2021 Eastern Virginia Career College's leadership and management changed to a new owner who will be leading, managing and directing the daily operations and strategic focus for the future.

Today, Eastern Virginia Career College is the region's first career college dedicated to adult career education. Located in a contemporary office park, EVCC provides students with a clean, safe, and well-maintained environment that includes up-to-date labs with equipment that meets or exceeds industry standards, digital technology, and high speed internet access to facilitate modern learning and career training. EVCC has also established its distance education presence through increasing online participation at the course level. The development of programs designed expressly for distance delivery is well underway.

EVCC focuses exclusively on instruction in career education and offers degrees for Nursing (Degree) Associate of Applied Science and Occupational Therapy Assistant (Degree) Associate of Applied Science, as well as diploma programs in Practical Nurse Education, Medical Assistant education, Massage Therapy, and Esthetics. Certificate programs include Wax Technician and Phlebotomy. In addition, students in degree programs can complete their prerequisite college courses at EVCC.

The college's strategic plan includes focused, student-centered education and providing service/learning experiences in our community. For 20 years, Career Training Solutions, now EVCC, has achieved its fundamental mission to educate and train students to be professionals in career fields that employers regionally and nationally are demanding for their workforce.

Main Campus Address
Eastern Virginia Career College
10304 Spotsylvania Avenue, Suite 400
Fredericksburg, Virginia 22408
(540) 373-2200 Fax: (540) 373-4465
Web: www.evcc.edu
Email: info@evcc.edu

Important notice: EVCC reserves the right to revise class schedules, programs of study, course curricula, class hours, faculty and administrative staff schedules, tuition and fees, and any other material listed in this catalog when such revisions are necessary. Catalog addenda will be published and distributed to all students electronically, in paper form, or both, when significant changes are made. The most current catalog will always be available for downloading from our web site. Please contact the Admissions Office with any questions.

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EVCC is certified to operate by the State Council of Higher Education for Virginia

Our Mission

The mission of Eastern Virginia Career College is to provide exceptional learning opportunities to a diverse student community through student-focused instruction in the classroom, online, and through labs, clinics, and work-based experience. This collaborative educational process prepares caring, reflective, and skilled professionals who act with ethical regard and informed awareness as they enter their chosen profession.

Our Vision

EVCC strives to provide excellent instruction and training in educational programs that enhance the health and well-being of our community. Our vision encompasses student achievement of their educational goals as well as participation in roles that influence the social and cultural landscape of our community.

Our Objectives

Specific objectives for each program offered at EVCC are stated in the Program Curricula section of the catalog. All programs are designed to provide very specific training within a well-defined workforce job classification. The overall objectives of EVCC are:

- To provide students with exceptional learning opportunities that contribute to their achievement of educational goals;
- To contribute to student success through student services that are appropriate for a diverse population of students;
- To encourage and empower students to become community leaders and advocates of societal progress through knowledge and education.

Occupational Education and the Community

Eastern Virginia Career College regularly works with local employers to evaluate the quality of instruction provided to ensure that an EVCC education meets the region's needs for caring, reflective, and skilled entry level professionals.

Hours of Operation

EVCC's campus is open Mon.-Fri. 7:30 a.m. to 10 p.m. Some classes may be scheduled on Saturday and Sunday. Weekend students should confirm specific hours and dates with the course instructor.

Notices to all Students

EVCC reserves the right to revise class schedules, programs of study, course curricula, class hours, faculty and administrative staff schedules, tuition and fees, and any other material listed in this catalog when such revisions are deemed necessary. Catalog addenda will be published and distributed to all interested students when significant changes occur.

Institutional and Programmatic Policies are reviewed periodically and as needed. The policies may be revised based on the findings of the periodic reviews. In the event a policy is added, deleted, or revised the responsible party (Institution or Program) will notify all affected/interested parties within 7 business days via announcement on the college website, Moodle, and/or email.

Institutional policies stated herein apply equally to all students.

For information regarding EVCC's Annual Security Report and the Drug-Free Campus Policy visit the EVCC website at <http://www.evcc.edu>.

Approvals, Memberships, and Professional Affiliations

Accredited by the Commission of the Council on Occupational Education (COE)
7840 Roswell Road, Building 300, Suite 325
Atlanta, GA 30350
www.council.org

Authorized by the Virginia Department of Health Professions, Virginia Board of Nursing to conduct nurse education programs.
9960 Maryland Drive, Suite 300
Henrico, VA 23233
www.dhp.state.va.gov/nursing

Granted Continuing Accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE), accrediting body for Occupational Therapy education.
American Occupational Therapy Association
6116 Executive Boulevard, Suite 200
North Bethesda, MD 20852-4929
www.acoteonline.org

Participant in the National Council for State Authorization Reciprocity Agreements (NC-SARA) for providing Distance Education.
3005 Center Green Drive, Suite 130
Boulder, CO 80301
www.nc-sara.org

Certificate to Operate issued by the State Council of Higher Education for Virginia (SCHEV).
101 N. 14th Street, 10th Floor, James Monroe Building
Richmond, VA 23219
www.schev.edu

Licensed by the Virginia Department of Professional and Occupational Regulation, Board for Barbers and Cosmetology (DPOR).
9960 Maryland Drive, Suite 400
Richmond, VA 23233
www.dpor.virginia.gov/dporweb

Authorized by the U.S. Department of Education (USDOE) to participate in Title IV programs.
400 Maryland Avenue, SW
Washington, DC 20202
www.ed.gov

Eligible institution for NCMIS – Marine Corps Tuition Assistance Program (4036A).
Building 3088, Roan Street
Quantico, VA 22134
www.quantico.usmc-mccs.org

Eligible institution for the training of eligible veterans by the Virginia State Approving Agency, Virginia Department of Veterans Services.
101 North 14th Street, 17th Floor, James Monroe Building
Richmond, VA 23219
www.dvs.virginia.gov

Eligible institution for Vocational Rehabilitation training by the Virginia Department for Aging and Rehabilitative Services.

8004 Franklin Farms Drive
Henrico, VA 23229-5019
www.vadrs.org

American Massage Therapy Association (AMTA)

500 Davis Street, Suite 900
Evanston, IL 60201
www.amtamassage.org

Exam Site for the National HealthCareer Association

11161 Overbrook Road
Leawood, KS 66211
www.nhanow.com

Official College Level Examination Program (CLEP®) Test Center

250 Vesey Street
New York, NY 10281
clep.collegeboard.org

Member of the Fredericksburg, VA, Chamber of Commerce

2300 Fall Hill Avenue, Suite 240,
Fredericksburg, VA 22401
www.fredericksburgchamber.org

Approved Training Provider, Bay Consortium Workforce Development Board

P.O. Box 1117,
Warsaw, VA 22572
www.baywib.org

Member of Alpha Omega Tau, Honor Society for OTA

Sponsored by the Occupational Therapy Leaders and Legacies Foundation
918 Frazier Road
Rydal, Pennsylvania 19046
www.otahonorsociety.org

PART IIA – ADMISSIONS, TECHNICAL REQUIREMENTS AND ACADEMIC POLICIES

General Admissions Policies, Requirements, and Procedures

All degree and non-degree seeking applicants are required to complete the application form, pay a non-refundable application fee, and must provide all appropriate documents listed below. An interview with an authorized college official will be scheduled. An applicant under the age of 18 must bring a parent or guardian to the personal interview. Spouses are also encouraged to visit EVCC with prospective students, tour the facility, and discuss career opportunities with staff personnel.

To qualify for acceptance, each applicant must meet the following requirements:

1. Complete and submit an application for admission.
2. Submit a high school diploma and an official high school transcript, or a GED certificate.
3. Submit official transcripts from all secondary and postsecondary schools attended.
4. Submit a copy of their driver's license and social security card.
5. Be a U.S. citizen or be a legal permanent resident of the United States.
6. Successfully complete an entrance examination as required for the applicant's chosen academic program.
7. Pay a non-refundable application fee.
8. For required health records, criminal background check records, and other required compliance documentation, EVCC uses a service called CastleBranch. An applicant will access this service through the CastleBranch website; the Admissions Office can provide the applicant with details. Please also see the admissions requirements for each program in this catalog for the CastleBranch website address for that program.
9. Complete and sign an enrollment agreement (which must be co-signed by a parent or guardian if the applicant is under 18 years of age).
10. Complete and submit all pertinent forms and supporting documentation to determine eligibility if financial assistance is desired.
11. Set up a payment plan with the business office.
12. Complete the Attestation of Any and All Current and Previous Professional Licensure form.

Registration dates for all programs will be published in the catalog and on the website. EVCC reserves the right to change registration dates as necessary without advance notice.

Official High School Transcripts

All official high school transcripts should be forwarded to the Admissions Department. The official high school transcript will be assessed to determine if the school qualifies for confirmation of the ability to award diplomas.

Eastern Virginia Career College adheres to federal and state policies/directives regarding the validation of high school diplomas. The following criteria are examined to determine school validity:

- Is the high school recognized by an established accrediting body (this is not the only determinant factor)
- Are the students only required to take a test or pay fees for the issuance of a diploma (this may not be an acceptable practice for high school validity)

- Are teachers certified and/or have appropriate academic background/credentials.
- Does the high school deliver instruction, either online or in person.
- Is the high school able to provide a list of courses and a description of such courses, grading scale, master schedule, and academic calendar year? Are they able to describe, communicate and provide validation of the educational product?

To be eligible to receive Title IV, Higher Education Act aid current § 668.32(e) (student eligibility), a student must have a high school diploma or its recognized equivalent, have completed secondary school in a home school setting, or pass an independently administered examination approved by the Secretary of the U.S. Department of Education.

Under proposed § 668.16(p), an institution would be required to develop and follow procedures to evaluate the validity of a student's high school completion if there is reason to believe that the high school diploma is not valid or was not obtained from an entity that provides secondary school education.

Note: A student or institution may appeal this decision through the Admissions Department. However, should the institution's educational program's quality not meet requirements, the College reserves the right to not accept the high school diploma.

[Admissions Requirements for Students with International Transcripts](#)

For degree and non-degree programs: Applicants who earned their high school diploma or equivalent outside of the United States must have their foreign transcripts translated (as necessary), reviewed, and certified by a credential evaluation and certification service (which must be a member of the National Association of Credential Evaluation Services, or NACES) prior to submission to EVCC. The translated transcript must include the wording that the transcript is "Equivalent to a U.S. High School Diploma." The cost of using such a service is paid by the applicant.

[Entrance re-examinations](#)

Applicants for most programs may re-take an admissions or entrance examination up to three times a year, per program. Applicants to the Nursing (Degree) Associate of Applied Science and the Practical Nurse Education programs may only take two admissions or entrance examinations per year. Applicants are responsible for asking the Admissions Department about the schedule for re-examinations.

[General Education Requirements for Associate of Applied Science Degree Programs](#)

Students seeking admission to the Associate of Applied Science (AAS) programs, Nursing (Degree) and Occupational Therapy Assistant (Degree), are required to successfully complete specific General Education courses. General Education courses are designed to teach students to think critically, express their thinking clearly, gain a solid background in humanities and social sciences, and to acquire competence in basic college-level mathematics and english. Anatomy and Physiology courses, with labs, round out these fundamental skills, providing a solid foundation for healthcare and allied health degree programs.

Applicants for AAS programs will find information on the General Education requirements for their programs in the sections of this catalog specific to those programs. Each student is responsible for full tuition payments, textbook fees, and other fees upon enrollment for General Education courses.

[Transfer of Credits](#)

Enrollment is available for students wishing to transfer to the college after they have withdrawn from other schools both in and out of state. The college does not recruit students already attending or admitted to another school offering similar programs of study. All requests for exemption or transfer

credit for prior education must be submitted prior to enrollment. All applicants may request exemption from a course based on postsecondary education or training. Transfer credit may be given for related courses with an earned grade of “C” or above.

An applicant who has previously been awarded college credit for General Education courses from an institution accredited by an agency recognized by the U.S. Department of Education may have those credits considered for acceptance by EVCC. EVCC will confirm the accreditation status of each issuing institution at the time that the credits were conferred.

Applicants must have their official transcripts sent from the issuing institution directly to EVCC for evaluation. Evaluation of credits and grades will be made on an individual basis. Although EVCC reserves the right not to accept undergraduate liberal arts and behavioral science credits that are more than five years old, a comparison of the course descriptions and number of credits with satisfactory grades of at least a “C” and an honorable dismissal or withdrawal from the issuing institution is required before approval can be granted. NOTE: Anatomy & Physiology and College Mathematics credits that are over five years old will not be accepted.

Applicants must submit the official course descriptions from each course for which they seek transfer credit*. Each course will be evaluated for transfer through review of the course description. The Registrar will make the assessment and award transfer credits at the Registrar’s discretion. In most cases, comparable credits awarded by the Virginia Community College System (VCCS) or any of the Virginia public colleges and universities will be honored.

Students must take a minimum of 70% of their course work at EVCC to qualify for graduation.

**Applicants to the Occupational Therapy Assistant (Degree) Associate of Applied Science program must provide evidence that they were enrolled in a liberal arts or science course that included a focus on issues related to diversity. This requirement may be satisfied through a review of the course description(s) or syllabi from those course(s) that provide evidence of such a focus.*

Transfer of EVCC Credits to Other Schools

Associate of Applied Science Degree programs are considered terminal occupational/technical programs and credits earned in these programs are generally not applicable to other degrees. For all programs, it is at the sole discretion of the receiving institution to accept the credits granted at EVCC. EVCC makes no claims that credits earned will transfer to any other institution.

Credit by Standard Exam

CLEP® exams are standardized tests developed by The College Board. EVCC accepts CLEP® results for credit granting purposes for the Associate of Applied Science Degree Programs. A CLEP® exam may not be taken for any course that has previously been taken for which a poor or failing grade was received. A maximum of two prerequisite courses may be fulfilled by a CLEP® exam. . Credit given for CLEP® exam will be recorded as Transfer credit, with no grade.

To register for a CLEP® exam visit The College Board website at <https://clep.collegeboard.org/>. Exam fees and instruction on how to register will be provided through the website. Applicants can also visit the CLEP® page on the EVCC website (evcc.edu), or contact the Admissions Office for more information.

Admissions Requirements & General Program Information for Nursing (Degree) Associate of Applied Science and Practical Nurse Education Department

Notice

All applicants must have the ability to bring a technologically-compliant laptop computer to class on a daily basis. Applicants may bring their laptops to campus for compatibility testing prior to acceptance

into the program. Applicants found to have non-compliant laptops will not be permitted to enroll into the program.

[Progression in the Nursing \(Degree\) Associate of Applied Science and Practical Nurse Education Programs](#)

Nurse education programs at EVCC are accelerated programs, therefore the curricula are designed so that each course builds on the course taught before it. All courses in each of the nurse education programs must be completed in the sequence offered for each cohort. It is expected that nurse education students will complete each program within the time frame as published in the Course Catalog and Student Handbook.

The time frames in which each of the nurse education programs are expected to be completed are detailed below:

| Program | Time to Complete |
|--------------------------------|------------------|
| AAS RN Program | 46 weeks* |
| Practical Nurse Education, Day | 45 weeks |

*Core program exclusive of General Education prerequisites.

Dismissal

- Nursing (Degree) students with final course grades below 80% or below 78% for Practical Nurse Education (below a “B”) students will be considered to have failed the course. Failing a course may require that a student withdraw (drop), or be dismissed from the program for academic failure. Students who wish to complete a program after being dropped from a program for academic failure must seek readmission to the program according to the requirements for readmission to nurse education programs.
- Students who violate the EVCC Honor Code or other policies will be disciplined up to and including dismissal from EVCC, at the discretion of the Program Director/Chief Academic Nurse Administrator. Students who dispute such discipline or dismissal may submit a formal grievance, which will result in a hearing of the Academic Review Committee.

[Requirements for Readmission to Nursing \(Degree\) Associate of Applied Science and Practical Nurse Education Programs](#)

An individual with an outstanding balance from a previous enrollment must pay the balance in full before he or she will be allowed to re-enroll.

1. Nurse education students seeking readmission to a nurse education program after leaving for personal or academic reasons may re-apply for admission to the program, if the student has been absent from the program no longer than a year.
2. Students seeking readmission must obtain written approval from the Program Director/Chief Academic Nurse Administrator.
3. Students who seek readmission after failing or withdrawing from a course in a nurse education program must retake and successfully pass the course, or its equivalent, again before being allowed to progress in the program. Please note that in cases of significant program curriculum change, students seeking readmission may be required to begin the program again without additional credit for repeated courses.
4. Students seeking readmission must have current CPR (Cardiopulmonary Resuscitation) for Basic Life Support (BLS) for Healthcare Providers certification from the American Heart Association.

5. Students seeking readmission must undergo both another background check and drug screen at their own expense, if their new graduation date extends past the 18 month window covered by their original background check and drug screen.
6. Students seeking to re-enroll within six months of leaving the program may be permitted to join another program cohort at the point at which the student left the program, or its equivalent. The Program Director/Chief Academic Nurse Administrator will determine which courses, if any, must be retaken. This determination will be made based on the student's previous satisfactory academic performance and the current curriculum offered.
7. Students seeking readmission after an absence of more than six months but less than one year must re-apply through the Admissions Office and meet all current requirements for admission into the program. Such students may be permitted to join another program cohort at the point at which the student left the program, or its equivalent. The Program Director/Chief Academic Nurse Administrator will determine which courses, if any, must be retaken by the student. This determination will be made based on the student's previous satisfactory academic performance.
8. Students seeking readmission after a period of one year or more will be required to begin the program again, at the discretion of the Program Director/Chief Academic Nurse Administrator, if meeting all other admissions requirements.
9. Depending on how far the student had progressed through the program before leaving and the amount of time since the student had been actively enrolled in the program, the Program Director/Chief Academic Nurse Administrator may require a student to retake all or part of Fundamentals of Nursing, Transitional Nursing, or Nursing Skills (as appropriate to the program) prior to being allowed to enroll in a clinical course. The Program Director/Chief Academic Nurse Administrator may waive this requirement if the student can demonstrate clinical competence in a skills assessment.
10. Students may only be re-admitted into the program twice. Students who have left the program three times will not be re-admitted. However, students may only repeat a course once. A second failure of the same course will result in program dismissal.

[Graduation Requirements for Nursing \(Degree\) Associate of Applied Science and Practical Nurse Education Programs](#)

Students who have successfully completed all courses within a nurse education program in accordance with all academic, curricular, admissions/readmissions, and Virginia Board of Nursing requirements will be considered graduates of that program. Students must also clear all financial responsibilities and obligations with the college.

[Special notice regarding criminal background checks for all Nursing \(Degree\) Associate of Applied Science and Practical Nurse Education program applicants:](#)

The Virginia Board of Nursing (VBON), along with other state boards, may refuse licensure for certain causes including the conviction of any felony or any misdemeanor involving moral turpitude (lying, cheating, stealing, etc.), convictions that indicate a possible impairment or pattern of impairment (DUI, drug possession, etc.), and/or convictions not disclosed on previous applications. According to Virginia Code § 54.1 - 3005.1, The VBON shall require each applicant for licensure as a practical nurse or registered nurse to submit fingerprints and provide personal descriptive information to be forwarded along with his/her fingerprints through the Central Criminal Records Exchange to the Federal Bureau of Investigation for the purpose of obtaining criminal history record information. The VBON reviews the results to determine whether there are:

- Any convictions;

- Convictions that meet the criteria under Virginia Code § 54.1-3007 for referral to the Board for action;
 - Whether any results are disclosed on previous applications.
- Please note that the VBON may deny graduates the ability to be licensed based on the findings of the FBI. Challenges to the accuracy of FBI findings may be made in writing directly to the VBON.*

Virginia Board of Nursing
9960 Maryland Ave., Suite 300
Henrico, VA 23233

Additional Admissions Requirements for Practical Nurse Education Program

1. EVCC will not accept nursing education credits from another institution for the Practical Nurse Education program.
2. Applicants must complete HESI Admission Assessment Exams with a 65% or higher score in each of the reading, writing, and math sections.
3. Applicants must submit an original essay regarding nurse education (minimum 500 words). The essay topic should be:

Why are you interested in an accelerated nurse education program, and how do you think this type of program will fit into your life? How will you adapt your life to be successful in this program?
4. Applicants must interview with the nurse education Admissions Board.
5. Applicants must undergo a criminal background check, drug screen, and submit immunization and other required documents such as proof of current CPR certification, through CastleBranch Corporation, a secure online compliance tracker service.
6. CastleBranch provides full instructions for PN students on their website at <https://portal.castlebranch.com/EH73/spif/EQ63/EQ63>. The fees for the admissions documents for the PN program are about \$134. There may also be additional fees for documents required by clinical sites. All fees are payable through the CastleBranch compliance tracking portal.
7. Students who have the results of their criminal background check submitted after the program has begun should be aware that any felonies or drug charges appearing on the background check will be grounds for immediate dismissal from the program without a refund or the ability to re-enroll at a later date.
8. Applicants should be aware that their background check and drug screen results are good for 18 months only. Students who take a Leave of Absence or withdraw with the intent to re-enroll into the program must undergo both the background check and drug screen again if their enrollment will extend past the original 18 month window.
9. Applicants must have current CPR (Cardiopulmonary Resuscitation) for Basic Life Support (BLS) for Healthcare Providers certification from the American Heart Association.
10. MALPRACTICE POLICY: must be an LPN/LVN student policy. For more information: www.nso.com Tel. (800) 247-1500
11. COVID-19 Vaccination: Students must have proof of a completed vaccination series of COVID-19 before enrollment. All clinical sites used for mandated Virginia Board of Nursing clinical hours require a completed COVID-19 Vaccine series. **There are no exceptions, religious or otherwise to the COVID-19 vaccination requirement (per clinical site policies).**

Nursing (Degree), Associate of Applied Science Admissions Procedures and Requirements,
 General Education Prerequisites:

| Degree Requirements | | Credits |
|-----------------------------|--|---------|
| Student Development | (Must be taken at EVCC) | 1 |
| Anatomy & Physiology I & II | (Each must include a minimum of 1 credit of lab) | 8 |
| English I & II | College Composition | 6 |
| Humanities | HUM, PHIL, or REL | 3 |
| Behavioral Science | Psychology or Sociology | 3 |
| Mathematics | College Level | 3 |

Additional Admissions Requirements for Nursing (Degree) program

1. EVCC will not accept nursing education credits from another institution for the Nursing (Degree) program, except for LPN transfer students as specified below.
2. Applicants must have completed one unit of high school biology with lab, one unit of high school chemistry, and one unit of high school algebra, or college-level equivalent of these courses, and have earned a “C” or better in each of these courses.
3. Applicants are required to take the HESI Admission Assessment Exam and must earn a minimum score of 70% in each of the reading, writing, and math sections. Applicants with a cumulative score above 77% will receive priority consideration in the application process.
4. Applicants must have earned a grade of “C” or better in each General Education prerequisite course.
5. Applicants with previous postsecondary General Education credits who wish to have those credits considered for transfer into an EVCC degree program must submit official course descriptions from the originating institution for those courses.
6. Each course will be evaluated for transfer through review of the course descriptions. The Registrar will make the assessment and award transfer credits at the Registrar’s discretion. In most cases, comparable credits awarded by the Virginia Community College System (VCCS) will be honored. The acceptance of transfer credits cannot be guaranteed and each request is assessed on a case by case basis.
7. Applicants must submit an original essay regarding nurse education (minimum 500 words). The essay topic should be:

Why are you interested in an accelerated nurse education program, and how do you think this type of program will fit into your life? How will you adapt your life to be successful in this program?
8. Applicants must interview with the nurse education Admissions Board.
9. Through CastleBranch’s secure online compliance tracker service, applicants must:
 - a. Undergo a criminal background check
 - b. Undergo a drug screen,
 - c. Submit immunization records
 - d. Submit other required documents such as proof of current CPR (Cardiopulmonary Resuscitation) for Basic Life Support (BLS) for Healthcare Providers certification from the American Heart Association.
 - e. COVID-19 Vaccination: Students must have proof of a completed vaccination series of COVID-19 before enrollment. All clinical sites used for mandated Virginia Board of Nursing

clinical hours require a completed COVID-19 Vaccine series. **There are no exceptions, religious or otherwise to the COVID-19 vaccination requirement (per clinical site policies).**

10. CastleBranch provides full instructions for Nursing (Degree) AAS students on their website at <https://portal.castlebranch.com/EH73/spif/EH75/EH75>. The fees for the admissions documents for the Nursing (Degree) program are about \$134. There may also be additional fees for documents required by clinical sites. All fees are payable through the CastleBranch compliance tracking portal.
11. Students who have the results of their criminal background check submitted after the program has begun should be aware that any felonies or drug charges appearing on the background check will be grounds for immediate dismissal from the program without a refund or the ability to re-enroll at a later date.
12. Applicants should be aware that their background check and drug screen results are good for 18 months only. Students who take a Leave of Absence or withdraw with the intent to re-enroll into the program must undergo both the background check and drug screen again if their enrollment will extend past the original 18 month window.

LPNs as Transfer students into Nursing (Degree) Program

In addition to the admissions and prerequisite requirements stated above, the following requirements for LPNs to transfer into the Nursing (Degree) program must be met:

1. LPNs that did not complete their Practical Nurse studies at EVCC will be required to validate comparable PN program requirements through submission of the course descriptions from their PN studies along with the official transcripts from all previous postsecondary education. The acceptance of transfer credits cannot be guaranteed and each request is assessed on a case by case basis.
2. Applicants must provide proof of an active, unencumbered LPN license from any state within the United States. NOTE: Applicants from states other than Virginia must submit an official transcript from the school from which they received their PN training, demonstrating that the program provided a minimum of 400 clinical hours.
3. Applicants with an LPN license must take the appropriate LPN entrance admission exam with a minimum score of 800; this exam may only be taken twice per year.
4. To show readiness to enter 2nd semester AAS courses; applicants with an LPN licensure shall sit for the Fundamentals HESI exam; a score of 900 or higher is considered acceptable. Students may sit this exam no more than twice in a rolling calendar year.
 - Applicants will receive a T/Transfer credit for NSG 130 Fundamentals of Nursing for completion of the Fundamentals HESI Exam (900 score) taken as an LPN upon entering the program.
 - Applicants with an LPN license will be awarded 130 clinical hours and credit for NSG 138 Fundamentals of Nursing Clinical as a T/Transfer credit.
 - Applicants will be given credit per transfer policy for all 1st semester courses in which they earned credit with a B or higher as a T/Transfer credit during their Practical Nursing program.
 - Applicants will be given the option to complete the Transitional Nursing course (NSG 142) offered at EVCC as a prerequisite to enrolling into the Nursing (Degree) Program. NSG 142 is not eligible for financial aid and the tuition must be paid in advance of starting the course.
5. Applicants must have a cumulative GPA of 2.5 in previous Practical Nurse studies.
6. LPN to RN transfer students who wish to re-enroll in the AAS program after a previous AAS enrollment may use their earned credits from a previous enrollment under the following conditions:
 - Credits must be no greater than 2 years old.
 - Students must demonstrate competency for each course they completed during a previous enrollment. An acceptable score is 900 or 80% conversion on the corresponding Final/HESI exam.
 - All clinical courses must have been fully satisfied with all clinical hours completed within the previous 2 years

Transfer chart for Nursing (Degree) first semester courses

| Course Number | Nursing (Degree) Course Title | Transfer Accepted | Credit Hours |
|---------------|----------------------------------|---------------------------------|--------------|
| NSG 115 | Introduction to Nursing | Per transfer policy | 2 |
| NSG 125 | Principles of Nutrition | Per transfer policy | 3 |
| NSG 135 | Fundamentals of Nursing | Per transfer policy | 7 |
| NSG 138 | Fundamentals of Nursing Clinical | *LPN licensure awards 130 hours | 2 |

Occupational Therapy Assistant (Degree) Associate of Applied Science Admissions Procedures and Requirements, General Education Prerequisites

| Degree Requirements | | Credits |
|-----------------------------|--|---------|
| Anatomy & Physiology I & II | (Each must include a minimum of 1 credit of lab) | 8 |
| English | College Composition | 3 |
| Humanities | HUM, PHIL, or REL | 3 |
| Behavioral Science | Psychology or Sociology | 3 |
| Mathematics | College Level | 3 |

Additional Admissions Requirements for the Occupational Therapy Assistant (Degree) Associate of Applied Science program

1. Through CastleBranch Corporation’s secure online compliance tracker service, applicants must:
 - a. Undergo a criminal background check
 - b. Undergo a drug screen,
 - c. Submit immunization records
 - d. Submit other required documents such as proof of current CPR (Cardiopulmonary Resuscitation) for Basic Life Support (BLS) for Healthcare Providers certification from the American Heart Association
 - e. Prior to 1st class/ LAB on campus, submit proof of negative COVID test or proof of COVID- 19 vaccination card.
2. CastleBranch provides full instructions for Occupational Therapy Assistant (Degree) Associate of Applied Science program students on their website at <https://portal.castlebranch.com/EH73/spif/EH74/EH74>.
3. Students who have the results of their criminal background check submitted after the program has begun should be aware that any felonies or drug charges appearing on the background check will be grounds for immediate dismissal from the program without a refund or the ability to re-enroll at a later date.
4. Applicants should be aware that their background check and drug screen results are good for 18 months only. Students who take a Leave of Absence or withdraw with the intent to re-enroll into the program must undergo both the background check and drug screen again if their enrollment will extend past the original 18- monthwindow.
5. Applicants must either enroll in the General Education prerequisite requirements courses offered at EVCC or have met the General Education prerequisite requirements of the Occupational Therapy Assistant (Degree) Associate of Applied Science program.
6. Applicants must have earned a grade of “C” or better in each General Education prerequisite course.
7. Applicants with previous postsecondary General Education credits who wish to have those credits considered for transfer* into an EVCC degree program must have taken those courses at an institution accredited by a national or regional agency recognized by the U.S. Department of Education.

8. Applicants to the Occupational Therapy Assistant (Degree) Associate of Applied Science program must provide evidence that they were enrolled in a liberal arts or science course that included a focus on issues related to diversity. This requirement may be satisfied through a review of the course description(s) or syllabi from those course(s) that provide evidence of such a focus.
9. Applicants with previous postsecondary General Education credits who wish to have those credits considered for transfer into an EVCC degree program must submit official course descriptions from the originating institution for those courses. Each course will be evaluated for transfer through review of the course descriptions. The Registrar will make the assessment and award transfer credits at his or her discretion. In most cases, comparable credits awarded by the Virginia Community College System (VCCS) will be honored. The acceptance of transfer credits cannot be guaranteed, and each request is assessed on a case by case basis.
10. Credits from accredited institutions of postsecondary education will be evaluated for transfer through review of the course descriptions. A comparison of course requirements and objectives from the originating institution to comparable courses at EVCC will be made. Credits earned with a grade below "C" will not be accepted. The Registrar will make the assessment and award transfer credits at the Registrar's discretion. In most cases, comparable credits awarded by the Virginia Community College System (VCCS) with a final grade of "C" or better will be honored. The acceptance of transfer credits cannot be guaranteed, and each request is assessed on a case by case basis. Transfer students must complete at least 70% of their coursework at EVCC.
11. Applicants must interview with the Occupational Therapy Assistant (Degree) Associate of Applied Science program admissions panel.
12. Applicants must complete a minimum of 16 hours of observation with an Occupational Therapist (OTR) or an Occupational Therapy Assistant (COTA) in a traditional practice setting. Additional hours are recommended. Observation hours must be thoroughly documented using the EVCC-approved form.
13. Applicants must submit a 200-500-word essay on the following topic:

"Why I am interested in Occupational Therapy, and why OTA at EVCC."

Special notice regarding criminal background checks for Occupational Therapy Assistant (Degree) Associate of Applied Science program applicants:

A felony conviction may affect a graduate's ability to sit for the National Board for Certification on Occupational Therapy (NBCOT) certification examination or attain state licensure. For further information visit the NBCOT Character Review page at <http://www.nbcot.org/character-review-process> or contact the NBCOT at: National Board for Certification in Occupational Therapy, Inc., 12 South Summit Ave., Suite 100, Gaithersburg, MD 20877

Massage Therapy Program Admissions Procedures and Requirements

Applicants must undergo a criminal background check through CastleBranch Corporation, a secure online compliance tracker service.

CastleBranch provides full instructions for Massage Therapy students on their website at <https://portal.castlebranch.com/EH73/spif/EQ90/EQ90>.

Students who have left the Massage Therapy program for 18 months or more will be required to undergo another criminal background check before being allowed to re-enroll. Students who have the results of their criminal background check submitted after the program has begun should be aware that any felonies appearing on the background check will be grounds for immediate dismissal from the program without a refund or the ability to re-enroll at a later date.

In addition to the General Admissions Procedures and Requirements, Massage Therapy applicants must be aware of this special notice regarding criminal background checks for Massage Therapy program applicants:

[Special notice regarding criminal background checks for Massage Therapy program applicants:](#)

The Virginia Board of Nursing (VBON), the Virginia state professional licensing body for massage therapists, along with other state boards, may refuse licensure for certain causes including the conviction of any felony or any misdemeanor involving moral turpitude (lying, cheating, stealing, etc.), convictions that indicate a possible impairment or pattern of impairment (DUI, drug possession, etc.), and/or convictions not disclosed on previous applications. According to Virginia Code § 54.1 - 3005.1, the VBON shall require each applicant for licensure as a massage therapist to submit fingerprints and provide personal descriptive information to be forwarded along with his/her fingerprints through the Central Criminal Records Exchange to the Federal Bureau of Investigation for the purpose of obtaining criminal history record information. The VBON reviews the results to determine whether there are:

- Any convictions;
- Convictions that meet the criteria under Virginia Code § 54.1-3007 for referral to the Board for action;
- Whether any results are disclosed on previous applications.

Please note that the VBON may deny graduates the ability to be licensed based on the findings of the FBI. Challenges to the accuracy of FBI findings may be made in writing directly to the VBON.

Virginia Board of Nursing
9960 Mayland Ave., Suite 300
Henrico, VA 23233

[Medical Assistant Program Admissions Procedures and Requirements](#)

In addition to the General Admissions Procedures and Requirements, applicants must submit the following through CastleBranch Corporation, a secure online compliance tracker service:

- a. Undergo a criminal background check
- b. Undergo a drug screen

CastleBranch provides full instructions for Medical Assistant students on their website at <https://portal.castlebranch.com/EH73/spif/EQ89bgdt/EQ89bgdt>.

[Phlebotomy Technician Program Admissions Procedures and Requirements](#)

In addition to the General Admissions Procedures and Requirements, applicants must submit the following through Sure Screen Labs:

- a. Undergo a criminal background check
- b. Undergo a drug screen

Admissions Representatives can provide full instructions for Phlebotomy Technician students on Sure Screen Labs submissions.

Esthetics and Master Esthetics Program Admissions Procedures and Requirements

In addition to the General Admissions Procedures and Requirements, applicants must undergo a criminal background check through CastleBranch Corporation, a secure online compliance tracker service.

CastleBranch provides full instructions for Esthetics and Master Esthetics students on their website at <https://portal.castlebranch.com/EH73/spif/EQ98/EQ98>.

Acceptance Notification for All Students

After all general admissions requirements and any program-specific requirements have been met, the appropriate administrator will review the complete application and acceptance will be determined. Applicants will then be notified by their admissions representative if they have been accepted. Applicants who have been accepted will receive a letter of congratulations and an orientation notice in the mail.

Technical Requirements, Computer System, and Browser

The Course Management System used at EVCC is Moodle which is web-based. Most programs also use web-based publisher sites for textbooks and coursework. Some sites require supporting software be installed on the computer, o Chromebooks and tablets are not suitable.

Students in all programs must provide their own laptop or notebook computer with Wi-Fi and browser while on campus for in-class test-taking, quizzes, and other in-class coursework. The student will also need internet access when not on campus to complete homework, assignments, and other off-campus coursework. An applicant's Admissions Representative can advise applicants as to the technical requirements for a laptop or notebook computer.

Laptop computer/notebook operating system requirements:

- PCs: Windows 10 operating system or higher
- Macs: OS X or higher

All laptop/notebook computers specifications:

- Should be less than 5 years old;
- Must be Wi-Fi enabled;
- Must have a color monitor/display;
- Must have a webcam;
- Must have a sound card with speakers or headphones;
- Must have 1 GB of free disk space;
- Must have broadband Internet connection (DSL or cable recommended) while off-campus;
- Must have the latest version of a web browser, such as Chrome, Edge, Firefox, or Safari;
- Must have cookies enabled;
- Must have JavaScript enabled;
- Must have pop-up blocker turned off;

Software and Peripherals Recommendations

- Web browser (at least one):
 - Chrome www.google.com
 - Mozilla Firefox www.mozilla.org
 - Safari <https://support.apple.com/>
 - Microsoft Edge www.microsoft.com
- Adobe Acrobat Reader <https://get.adobe.com/reader/>
- 2 button mouse
- Printer

Technical Support

Support for technology such as Moodle and Office 365 is available Monday through Friday from 9 am to 5 pm. Support requests received after hours and on weekends will receive a response on the first business day following the request. Technical support requests can be submitted to the Student Help Desk at <https://evcc.edu/student-services/>.

Browser, Software, and Hardware Troubleshooting

Due to the wide range of possible issues related to software, browsers, or hardware, EVCC is unable to advise students regarding troubleshooting. Students are encouraged to visit the respective browser or software websites, or contact the hardware manufacturer, for informed and up-to-date solutions and support.

ACADEMIC POLICIES

Program types

Traditional Program

A program that requires all instructional hours to be completed face-to-face with the instructor, usually on campus or at a practical experience site (clinical, field work, or externship).

Hybrid Program

A program that makes available a significant portion of its required instructional hours via distance education. Most of its required instructional hours will be via traditional education.

Distance Education Program

A program that makes available most of its required instructional hours via distance education.

Distance Education Delivery Method

Education that uses one or more technologies to deliver instruction to students who are separated from the instructor and support regular and substantive instruction between students and the instructor, synchronously or asynchronously. Technologies used may include the internet, print-based media, email, one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed.

Attendance, Absences, and Tardiness

In an effort to develop an appropriate work ethic and ensure successful learning outcomes, EVCC students are expected to attend all class sessions. Students are responsible for determining what was taught on the day of their absence and for completing any coursework to be turned in or assigned on the day of the absence. An excused absence does not excuse the student from the responsibility of having to make up any clinical/fieldwork hours or other coursework missed. Students will be expected to meet the objectives and standards of performance for all courses, regardless of any absences. Make up work must be pre-approved by the instructor. It should be turned in or performed to meet the objectives for that assignment or work, and will be graded by the same standards as applied to other students in the course. Excessive missed time may exceed allowable margins identified by Department of Education and result in loss of Financial Aid or other sanctions specified below.

IMPORTANT NOTE REGARDING HOURS MISSED

Programs at EVCC lead to professional licensure or certification. The numbers of hours of instruction are often mandated by professional oversight bodies, such as the Virginia Board of Nursing, the Virginia Department of Professional and Occupational Regulation (DPOR), or other national professional organizations. In cases of mandated hours of instruction, all hours of time missed must be made up or the student will not be able to graduate and will not be eligible to test for licensure or certification. Students who must make up time missed are responsible for making arrangements with their instructor or Program Director to make up the missed hours.

Limited absences for the following reasons may be excused, provided the student provides written, verifiable documentation of the need for the absence. However, EVCC makes no guarantee that an absence will be excused.

- Illness;
- Serious emergencies;
- Military obligation;
- Inclement weather;
- Religious holiday;
- Court-imposed legal obligation;
- Approved accommodations for previously documented disability;
- Necessary absences due to pregnancy or childbirth;
- Bereavement for member of immediate family (including grandparent or step-family member) or immediate in-law;
- Other verifiable, documentable absences approved by the program director on a case by case basis.

Applicable faculty members and program directors must be notified in writing in advance of all known upcoming absences. It is the responsibility of the student to ensure that all missed coursework is made up to the satisfaction of the instructor. Coursework for known upcoming absences must be completed prior to the planned absence whenever possible and approved for submission by the faculty member. Absences which have not been excused may result in a lowered achievement rating and an undesirable record. All attendance and absences from scheduled courses are recorded on a daily basis.

Absences from a course in excess of ten percent (10%) may be deemed excessive and may result in the following actions:

1. Verbal and/or written warning
2. Retention advising
3. Student performance probation, suspension or dismissal
4. Lower final course grade
5. Having to make up time/work
6. Financial Aid Warning, and/or Probation

IMPORTANT NOTE: A cumulative rate of absence of 20% or greater throughout a program is grounds for academic dismissal or may make a student ineligible for financial assistance.

IMPORTANT NOTE: If a student is absent for five consecutive instructional days or 14 consecutive calendar days, including weekends and holidays, without notification or approved Leave of Absence, the student will automatically be withdrawn from the program and any grade the student may have in his or her currently enrolled course automatically becomes an "F" or failing grade. Students dismissed under such circumstances will be allowed to return under the same requirements for readmission to a program after withdrawal or suspension.

LATE ARRIVAL: All students are expected to arrive to class on time. Tardiness to class is calculated in aggregate over the course of a semester. Tardiness that totals more than 10% of a specific course or module may result in any or all of the actions specified above. Faculty members may refer students to the program director for advising regarding attendance at any time. Students should be aware that some licensing boards and agencies will not allow students who are missing time from clinical/fieldwork/externship/work-based activities to sit for certification or licensure exams.

Attendance for Distance Education or Hybrid Courses

Distance education hours are held to the same standards as traditional face-to-face hours. All students are expected to maintain 90% attendance in all courses, whether distance education, hybrid or face-to-face.

Each week of distance education coursework requires participation in a certain number of hours of learning activity, as assigned by the instructor. For each distance education week, attendance is assessed based on *completion* of assigned work and discussion board participation.

It is not enough to be logged into the system to earn attendance. Students must complete work tasks and assignments as assigned by their instructor within or by the due date window in order to earn attendance. *Attendance is tied to participation in required discussion boards and assignments submitted within the attendance period.*

The percentage of distance education work completed will be applied to the hours for the week, rounded up to the quarter hour. Failure to complete the minimum total hours of participation in distance education learning activities for the course, as defined by the instructor, will result in receiving a failing grade for not meeting course attendance requirements.

Example:

A student completes only 90% of the work assigned for the week, including discussion board participation. Three (3) required hours X 90% completion = 2.7 hours of attendance.

The instructor will inform students when they are nearing the attendance threshold and counsel a student upon reaching the threshold but the student is still responsible for managing their attendance and completing the required hours and work.

Students who exceed a 10% absence rate at any point during the course may be dismissed from the course. Departmental policies regarding special circumstances for absences and make-up work may apply.

Leave of Absence (LOA)

In cases of prolonged illness or accident or other special circumstances that may make attendance impossible or impractical, a leave of absence may be granted to a student.

A Leave of Absence (LOA) may be requested in writing from the college only after 30 days from the student's program start date and must be approved by the program director. The reason for a student's leave request is to be included in the student's application for an LOA. EVCC may grant multiple LOAs within a 12-month period as long as the total number of days for all LOAs does not exceed 180 days within a 12-month period. Students on approved leaves of absence remain enrolled in their program of study. No absences are accrued and no additional charges are incurred. If a student does not return when scheduled, he or she may be terminated and their last day of actual attendance will be used for refund purposes.

Upon returning from an approved leave of absence, a student returns to classes with the same status of academic progress as when the leave began. There shall be no restart of the period for demonstrating satisfactory academic progress. When the approved leave expires, a student must

return to classes. A student who does not return from an approved leave of absence will be withdrawn from enrollment as of his or her last date of attendance.

If a student receiving Title IV funds fails to return from an approved LOA on the date indicated then according to the U.S. Department of Education regulations the Grace Period for repayment of the student's Direct Loans will begin on the day after their Last Date of Attendance (LDA) before going on the Leave of Absence. This could result in the repayment of the student's loan becoming due much sooner than it would be if they return to college and graduate from the program.

Withdrawal

Students who are scheduled for an academic course may withdraw from that course during the first week of class and receive a grade of "W".

After the first week of class, no academic course may be dropped without penalty. A grade of "F" will be assigned to those who stop attending class after the first week. All final course grades of "F" will be used in calculating the final grade point average. Withdrawal may affect current and/or future financial aid eligibility.

Withdrawal grades will be posted to the student's official transcript and will be used for calculation of the final grade point average as credits attempted.

Requirements for Readmission to Program after Withdrawal or Suspension

An individual with an outstanding balance from a previous enrollment must pay the balance in full before he or she will be allowed to re-enroll.

1. Students seeking readmission to a program from which he or she has withdrawn or has been suspended (dropped) for personal or academic reasons may re-apply for admission to the program, if the student has been absent from the program no longer than a year.
2. Students seeking readmission must obtain written approval from the Program Director.
3. Students seeking readmission within six months of leaving their program must undergo a new background check and drug screen at the student's expense.
4. Returning nurse education students must undergo a criminal background check no more than 90 days before the anticipated date of first clinical attendance. The Admissions Office or Program Director can provide the clinical attendance schedule.
5. Returning nurse education students seeking to re-enroll within six months of leaving the program may be permitted to join another program cohort at the point at which the student left the program, or its equivalent. The Director of nurse education programs/Chief Academic Nurse Administrator will determine which courses, if any, must be retaken. This determination will be made based on the student's previous satisfactory academic performance and the current curriculum offered.
6. Students seeking to re-enroll within six months of leaving their program may be permitted to join another program cohort at the point at which the student left the program. The director of the program will determine which courses, if any, must be retaken. This determination will be made based on the student's previous satisfactory academic performance and the current curriculum offered.
7. Students seeking readmission after an absence of more than six months but less than one year must re-apply through the Admissions Office and meet all current requirements for admission into the program. Such students may be permitted to join another cohort at the point at which the student left the program, or its equivalent. This determination will be made based on the student's previous satisfactory academic performance.
8. Students seeking readmission after an absence of no longer than one year must re-apply through the Admissions Office and meet all current requirements for admission into the program. Such students

may be permitted to join another program cohort at the point at which the student left the program. The Academic Coordinator or director of that program will determine which courses, if any, must be retaken by the student. This determination will be made based on the student's previous satisfactory academic performance.

9. Students seeking readmission after a period of one year or more will be required to begin the program again, at the discretion of the director of that program, if meeting all other admissions requirements.
10. Students seeking readmission to a nurse education program after a period of one year or more will be required to begin the program again, at the discretion of the Program Director/Chief Academic Nurse Administrator, if meeting all other admissions requirements.
11. Students who seek readmission after failing or withdrawing from a course must retake and successfully pass the course, or its equivalent, before being allowed to graduate. Please note that in cases of significant program curriculum change, students seeking readmission may be required to begin the program again without additional credit for repeated courses.
12. Students who have left the an EVCC program for 12 months or more will be required to undergo another criminal background check and/or drug screening before being allowed to re-enroll. Students who have the results of their criminal background check submitted after the program has begun should be aware that any felonies appearing on the background check will be grounds for immediate dismissal from the program without a refund or the ability to re-enroll at a later date.
13. Students may only be re-admitted into the program twice. Students who have left the program three times will not be re-admitted.
14. General Education students who have withdrawn prior to a course completion or academic failure may re-enroll whenever the course is offered again. Tuition and fees are due upon re-enrollment. Textbook fees will be waived if the student is re-enrolling into the semester immediately following, providing the required textbook(s) have not changed in any way.

VA Benefit Students

- a. General Provision: A student is entitled to reinstatement without having to re-qualify for admission if:
 - the student returns to the same institution after a cumulative absence of not more than five years, and
 - the student provides notice of intent to return to the institution not later than three years after the completion of the period of service.
 - EVCC shall defer to the provisions of the Higher Education Opportunity Act for application of relevant exceptions to these time periods.
- b. Reinstatement into Specific Program of Study: Students shall be provided academic counsel to determine the impact of absence from the program on the ability to resume study and to advise the student of his or her options when a program is no longer available or suitable.
- c. Deferral of Enrollment: A student who was admitted to a program but does not begin attendance because of military service may be allowed to defer his or her enrollment in the program.

Make-Up Policy

Class assignments are due on the date designated by the instructor. If the student contacts the instructor directly, the instructor at his or her option may receive overdue daily assignments. In addition, if a student has an excused absence on exam day, he or she may make up an alternate test version once. The make-up test must be given within three class days of the original test.

Incomplete Policy

If, due to unusual circumstances, a student has not completed the required course work by the end of the grading period, a grade of "I" (Incomplete) may be issued with approval from the program director.

The course work must be completed within a two week period or the Incomplete (I) will become a failing grade (F).

Grades

All students have access to their programs and courses 24 hours a day through EVCC’s online course management platform, Moodle. Grades for each course are posted in the Moodle section for that course, and can be accessed at any time during that semester. Students may also access their grades for completed courses through EVCC’s Student Information System (SIS) Diamond SIS. Students wishing to learn their current GPA or obtain an unofficial transcript may visit or call the Registrar’s Office Monday through Friday, from 9 am to 5 pm.

Grading System

Letter grades used at EVCC for all academic courses are based on the following scale:

| Letter Grade | | General Programs | Practical Nurse Ed. Program | Nursing (Degree) Program |
|--------------|-------------------|------------------|-----------------------------|--------------------------|
| A | (Excellent) | 4.0 | 90-100% | 90-100% |
| B | (Good) | 3.0 | 80-89% | 78-90% |
| C | (Average) | 2.0 | 70-79% | --- |
| F | (Failing) | 0.0 | Below 70% | Below 78% |
| I | (Incomplete) | 0.0 | | |
| TC | (Transfer Credit) | 0.0 | | |
| EX | (Exemption) | 0.0 | | |
| W | (Withdrawal) | 0.0 | | |

A student who receives a grade below "C" is required to repeat that course. It is expected that students will aspire to a minimum grade of "B" in all courses. Specific programs may have different requirements.

Grade Point Average (GPA)

A student's cumulative grade point average is computed by dividing the total number of points earned by the total number of credit hours attempted. Grades of "I", "TC", "EX" are not included in any calculation of GPA. Grades of "W" are included in the calculation of GPA as credits attempted.

Clock Hour/Credit Hour Conversion Formula

EVCC measures its semester programs in clock hours/credit hours. The college uses the following clock hour/credit hour definitions and conversion formula.

A clock hour is a period of sixty (60) minutes with a minimum of fifty (50) minutes of instruction. A credit hour is one semester credit that is awarded for each fifteen (15) clock hours of lecture, thirty (30) clock hours of laboratory, and forty-five (45) clock hours of externship/clinical/fieldwork.

Transfer of Students from One Program to another Program

EVCC allows students to transfer to other programs within the college. The grades received in the first program of study will remain part of the complete student transcript. Students must consult with their program directors who will advise them on the necessary procedures to transfer to another program. A student may be enrolled in only one program of study at a time.

Nursing (Degree) Associate of Applied Science program students may transfer the following courses into the Practical Nurse Education program.

| Nursing (Degree) AAS Program | | | Practical Nurse Education Program | | |
|------------------------------|---------------------------|---|-----------------------------------|-------|-------------------------|
| NSG115 | Introduction To Nursing | Transfers equally | → | PN105 | Trends in Nursing |
| | | RN transfer students do not need to take* | | PN115 | Anatomy and Physiology |
| NSG125 | Principles Of Nutrition | Transfers equally | → | PN125 | Nutrition |
| NSG135 | Fundamentals Of Nursing | After passing assessment, transfers equally | → | PN135 | Nursing Skills Theory |
| NSG138 | Fund. Of Nursing Clinical | Transfers equally | → | PN139 | Nursing Skills Clinical |
| NSG155 | Pharmacology | After passing assessment, transfers equally | → | PN167 | Pharmacology |
| NSG162 | Adult Nursing I | After passing assessment, transfers equally | → | PN175 | Med-Surg Theory I |
| NSG163 | Adult Nursing I Clinical | Transfers equally | → | PN179 | Med-Surg Clinical I |

*Nursing (Degree) AAS students transferring into the Practical Nurse Education program will receive credits and grade from their prerequisite Anat. & Phys. II prerequisite course.

Nursing (Degree) to Practical Nurse Education transfer students are required to take the following courses:

- a. Maternity Nursing theory and clinical;
- b. Pediatric Nursing theory and clinical;
- c. Psychiatric Nursing theory and clinical;
- d. Medical Surgical Theory II;
- e. Medical Surgical Clinical II

Graduation Requirements

Students must take a minimum of seventy (70) percent of their course work at EVCC to qualify for graduation. To meet graduation requirements, students must be making satisfactory progress and be in compliance with academic standards by maintaining a cumulative GPA of 2.0 or greater; pass each subject; meet program coursework and attendance requirements; earn required hours; achieve all applicable skill proficiencies; be in compliance with financial terms of enrollment; and have no outstanding obligations including both account balance and library materials.

NOTE: A student who completes a program but exceeds 1.5 times the number of clock hours required to complete that program is not eligible to receive a degree, diploma, or certificate, but he/she may receive a letter of completion.

Graduation Ceremony

EVCC conducts one formal graduation ceremony each year. Graduates who have met all graduation requirements must pay any outstanding balance on their account and complete an application for graduation. Students graduating with a GPA of 3.5 or higher will graduate with honors. There is a fee for the purchase of the cap and gown.

Short-Term Course Offerings

EVCC provides some short-term program offerings based on the clock hour system. A certificate of completion is awarded upon successful completion of these programs.

Career Services

Career counseling is available to all students at EVCC. The Director of Career Services maintains an "Open Door" policy for the purposes of advising and assisting students in career planning, resume and cover letter writing, interviewing skills, and professional development. A current and up to date job board is prominently displayed in the student lounge, for students to review at all times.

The Career Services Director also assists graduates in finding job openings in the region. Every effort is made to help each graduate secure a position suitable to that graduate's interests and abilities in his or her chosen field, however EVCC cannot promise or guarantee employment to anyone.

EVCC maintains a list of employers who have previously hired our graduates, and we will continue to seek individuals and businesses that may be potential employers. In order to be eligible for career placement assistance, a graduate must meet all stated graduation requirements and complete all placement assistance forms.

Faculty Accessibility

Faculty is always available to students. Program directors keep regular office hours and maintain an open door policy to all program students. Most classes are held Monday through Thursday. Qualified instructors are present during class, laboratory, and clinical hours in addition to maintaining their own office hours. In addition, faculty and program directors are available for advising, tutoring, or counseling. Study groups are also encouraged.

Class Schedule

EVCC operates on the semester system, with a semester averaging 15 weeks. Students attend classes throughout the year. Individual program beginning and end dates can vary, depending on the nature of the coursework. Please inquire about the specific dates for each program.

Day and evening classes are scheduled Monday through Saturday between 8:00 a.m. and 10:00 p.m.

Facilities – Main Campus

The campus is located in a modern office building and has ample, well-lighted parking at no charge to the students. The campus is fully climate controlled. All equipment is modern, attractive, and specifically designed for the comfort and progress of the student. Class sizes average between 10 and 25 students.

In an effort to provide a healthy learning environment for all students, EVCC maintains a non-smoking policy throughout its facilities. EVCC does not provide housing or transportation for students

Counseling Services

Members of the staff and faculty take individual interest in each student and are very willing to be of assistance. Students are urged to consult their instructor for additional help with assignments if needed. Students who are in need of individual counseling are encouraged to talk with the program director who may refer them to the appropriate community resources. If you or someone you know is considering harming themselves, please call:

National Suicide Prevention Lifeline: 1-800-273-TALK (8255)

Appearance and Dress Code

It is expected that a student's attire, hairstyle, and personal grooming will reflect a professional manner, self-respect, respect for classmates, and respect for the EVCC community. Most programs require a uniform; students will be informed of the specific requirements regarding uniforms before the start of class.

Unprofessional attire is not permitted including, but not limited to, short-shorts, bare feet, strapless or halter-tops, or lack of a shirt.

Social Media Policy

EVCC does not monitor student social media accounts. However, if it is brought to the attention of EVCC that a student is violating EVCC policies while on campus or at an externship, clinical, or fieldwork site, the students involved will be subject to disciplinary measures. Such measures will be equally applied to the students committing the policy violations as well as those recording or uploading the incident to social media sites using any audio and/or visual media. Students involved in such matters will be disciplined to the same extent and in the same manner as would be the case had the students been observed by EVCC students or staff directly.

Standards of Conduct

Conduct which is disruptive to classes or academic processes, including wrongly taking credit for work or possessing unauthorized materials during tests or examinations; discourteous or disrespectful behavior toward staff, faculty or fellow students; willfully damaging EVCC property or equipment; possession of weapons; violations of the Honor Code; or other behavior detrimental to the facility, staff, faculty, or student body may result in disciplinary sanctions and may be cause for immediate termination. Students terminated (dismissed) for unacceptable conduct may not re-enroll at any time after termination.

Disciplinary Sanctions

EVCC will impose disciplinary sanctions on employees and students consistent with local, state, and federal laws, up to and including expulsion and referral for prosecution, for violation of the Standards of Conduct, Honor Code, Programmatic codes, and all other policies in place.

Honor Code

The Honor Code at EVCC is based on individual integrity. This system assumes that every student accepts his or her role in the academic community with self-respect and a sense of duty. Each student attending EVCC is requested to sign the honor code pledge. It follows, therefore, that all work submitted by a student is his or her own work. Suspected violations of the honor code should be reported to the appropriate program director. Violations of the Honor Code will result in disciplinary actions.

Eastern Virginia Career College Honor Code



Eastern Virginia Career College operates its classes on the honor code system. It presupposes each student is honorable and pursues his/her education with integrity. EVCC has no tolerance for the following student actions or behaviors:

Cheating

- Copying anyone else's writing, test, exam, project, paper, or electronic submission;
- Submitting work previously submitted in another course;
- Interfering with grading in any way;
- Using or consulting sources, electronic or otherwise, during tests, exams, or other course activities unless expressly approved by the instructor.

Plagiarism

- Misrepresentation of the work of others as one's own;
- Insufficient or undocumented sources, including Internet/web sources.

Other types of academic dishonesty

- Knowingly allowing others to copy from or use your work;
- Permitting or allowing another person to submit work in your name or participate in online academic activities using your identity;
- Stealing tests.

Students who are aware of other students engaging in any of the above behaviors are expected to bring the dishonest actions to the attention of the instructor or Program Director. Students who are discovered to have known of the academic dishonesty of other students without reporting such behavior will be regarded as complicit in the academic dishonesty.

Any student who is reported cheating will meet with the Program Director or Academic Coordinator and be subject to disciplinary sanctions. Documentation of the incident, with the student's signature, if possible, will be maintained in the student's official file. Students may engage in Student Grievance using the Academic Review Committee (ARC), which will review the cheating allegations, determine credibility of allegations, and recommend consequences, as deemed appropriate by the committee, up to and including dismissal from Eastern Virginia Career College.

Mobile Phones and Pagers

Mobile phones and pagers are allowed on the premises but must be muted or turned off in the hallways and during class time. Mobile phone use is allowed only in the Student Lounge and in the designated areas outside the building.

Property Responsibility

EVCC is not responsible for the loss of personal property. The front desk maintains a Lost and Found. Any property turned in will be kept for a maximum of thirty (30) days.

Learning Resource Center

EVCC maintains up-to-date periodicals, books, DVDs, and other educational materials. The materials may be checked out at the front desk. In addition to the LRC, the college subscribes to an on-line reference library known as ProQuest. Instructions for student login and passwords are provided in the LRC. Students are strongly encouraged to use these resources.

Weather Information, Cancellations, and Delays

Classes will be delayed or cancelled when the administration of EVCC believes conditions are such that travel may be hazardous. Announcements will be made through the following:

- Text message through EVCC's SMS messaging system
- EVCC website at www.evcc.edu
- EVCC Facebook page at www.facebook.com/evcc.edu
- Free Lance Star at www.fredericksburg.com

IMPORTANT NOTE REGARDING INCLEMENT WEATHER AND CLINICALS, FIELDWORK, or EXTERNSHIPS

In inclement weather, students should assume that they must report to their clinical, fieldwork, or externship sites as scheduled unless explicitly informed otherwise through Moodle. Although the campus may be closed or have a delayed opening, it does not mean that clinical, fieldwork, or externship requirements are also delayed or cancelled. Students are responsible for checking their course through Moodle to see if weather delays or cancellations affect their required attendance.

Coursework missed due to delayed campus opening or campus closure because of inclement weather will be made up on the dates and times determined by the program director.

Holidays and Vacation Breaks

Observed holidays and college breaks are listed in Section VII of this catalog. Students should consult their program schedule for more specific and detailed information.

Notice to all Students Regarding Revision of Schedules, Programs, and Hours

EVCC reserves the right to revise class schedules, programs of study, course curricula, class hours, faculty and administrative staff schedules, tuition and fees, and any other material listed in this catalog when such revisions are deemed necessary. Catalog addenda will be published and distributed to all students when significant changes occur.

PART IIB – FINANCIAL AID, STUDENT RECORDS

Financial Aid Information

EVCC offers a federal financial aid program to provide assistance to students in our degree and our diploma programs that would not be able to attend college without such aid.

Financial need is one of the most important requirements for the student who seeks federal student aid. Need is defined as the difference between a student's cost of attendance (COA), such as tuition, books, supplies, and student fees, and the amount the student and student's family can reasonably afford to pay (expected family contribution). The expected family contribution (EFC) is a standard formula established by Congress and is determined by evaluating the information the applicant provides on the Free Application for Federal Student Aid (FAFSA). Factors such as income, assets, family size, and number of family members in college are taken into consideration.

Eastern Virginia Career College supports, and is in full compliance with, U.S. Department of Education regulations published in the Federal Register on October 29, 2010 requiring institutions to report certain information about students who enrolled in Title IV eligible educational programs that lead to gainful employment in a recognized occupation (GE programs). Those regulations also provide that institutions must disclose to prospective students certain information about the institution's GE Programs. This information, along with a Net Price Calculator, is available from the Financial Aid page of the college's website (evcc.edu).

Prospective students are encouraged to contact the Financial Aid Department for detailed information about available student financial aid programs. EVCC awards federal student aid to those students who meet all federal eligibility requirements, and follows all policies and regulations to manage Title IV (financial aid) funding. EVCC certificate programs are not eligible for Federal Student Aid.

Financial Aid Application Process

Students are encouraged to apply for financial assistance early because some types of aid have limited funding. The documents listed below help ensure proper completion of the application process:

- The student's and/or spouse's and/or parents' federal income tax transcript;
- W2s and other records of money earned by student and/or spouse and/or parents;
- The student's and/or spouse's and/or parent's untaxed income records;
- Student's Social Security card;
- Student's driver's license or state picture ID;
- U.S Passport or Card;
- Certificate of Citizenship;
- Certificate of Naturalization;
- Permanent Resident Card;
- Other documents as requested.

Students are responsible for payment of their tuition and fees even if an application for financial aid has been made. Any EVCC refund of tuition and fees due will be refunded to the financial aid program from which it came according to the EVCC refund policy and applicable federal financial aid regulations.

Any financial aid commitment involving the use of federal funds is tentative, determined by federal guidelines and conditioned upon subsequent Congressional appropriation, actual receipt of the funds

by EVCC, and completion of the necessary forms by the student as requested by the financial aid department.

The financial aid office reserves the right to review, rearrange, cancel, and/or revise the award at any time due to changes in the student's financial or academic status.

Funding from federal aid programs is not automatically continued from one year to the next; therefore students must reapply for each award year and may be asked to provide the financial aid department a copy of the previous year's federal income tax return and other such appropriate paperwork.

Financial Aid Eligibility Requirements

In order for EVCC to award any federal student aid program, an individual must:

1. Be a U.S. citizen, national or permanent resident of the United States, or eligible non-citizen;
2. Be enrolled as a full-time and, in some cases, as a part-time student;
3. Be enrolled in an eligible program of study;
4. Not be in default on any loan under the Federal Perkins Loan Program (including NDSL), the Federal Stafford Loan Program, the Federal SLS Loan Program, Federal PLUS Program, ICL or Federal Consolidation Loan, or have made satisfactory arrangements to repay any defaulted loan;
5. Certify that he or she does not owe a repayment on a Federal Pell Grant or the Federal Supplemental Education Opportunity Grant or a State Student Incentive Grant for attendance at any school;
6. Sign a statement of educational purpose;
7. Determine his or her eligibility for the Federal Pell Grant;
8. Be registered with Selective Service, if required;
9. Demonstrate financial need, except for some loan programs;
10. Be eligible to enroll in postsecondary education by providing a high school diploma or a General Education Development (GED) Certificate (the college registrar will provide more information about other types of acceptable documents);
11. Maintain satisfactory academic progress.

Students who have attended any postsecondary school within the past 60 days will have a Financial Aid Transcript (FAT) on file from each institution attended. This is a requirement even if you have not received financial aid. Students must provide any documentation, verification, corrections, and/or new information requested by the financial aid office or the agency to which the application was submitted.

Federal Financial Aid Programs

EVCC will award financial aid to eligible students. The eligibility will depend not only on the EFC but also on the cost of attendance, whether the student is a full-time or part-time student, and whether the student attends school for a full academic year or less.

Pell Grant

This program provides grants to students based upon a federal analysis of family financial status. A grant does not have to be repaid. To be eligible for the grants, a student must be enrolled in a Pell eligible program and show financial need by means of the Free Application for Federal Student Aid (FAFSA). The student may not have previously received a bachelor's graduate degree from another institution. The student can receive only one Pell grant per academic year and for no more than one school at a time.

The amount of Pell Grant funds you may receive over your lifetime is limited to the equivalent of six years of Pell Grant funding. Since the maximum amount of Pell Grant funding you can receive each year is equal to 100%, the six-year equivalent is 600%.

Go to “FAFSA4caster” - (fafsa.ed.gov/FAFSA), which will provide you with an EFC (Expected Family Contribution). This is the index that colleges use to determine what type of aid you may receive. Use your EFC “FAFSA4caster” to determine what types of federal grants & loans you may qualify for, and to give you an estimated award amount for each. EVCC is required to comply with any changes to standards of student eligibility for the Pell Grant, as determined by the U.S. Department of Education. Please note that the FAFSA4caster is not the same as the FAFSA application. To find your eligibility, you must submit your FAFSA application and speak with the Financial Aid Office.

Direct Loans

The William D. Ford Federal Direct Loans (Direct Loans) are a low-interest education loan which offers a grace period for repayment after graduation (or last day of attendance) plus offers deferment, forbearance, and several types of repayment plans. The funds for these loans are provided by the Federal government and must be repaid to the federal government. The student and/or parent can apply for the following types of Direct Loans:

- *Direct Subsidized Stafford Loans* are awarded on basis of financial need. The student will not be charged interest while in school. The federal government subsidizes the interest during this time. The student may be responsible for interest that accrues while the loan is in the grace period, during repayment and authorized deferment periods.
- *Direct Unsubsidized Stafford Loans* are not awarded on the basis of need. The student will be charged interest from the time the loan is disbursed until the loan is paid in full.
- *Direct PLUS loans* are loans that the student’s parents or adoptive parents can obtain to pay for education expenses if the student is a dependent undergraduate student enrolled at least half time. The student’s parents must have an acceptable credit history.

First time borrowers on or after July 1, 2013, are subject to the following SULA provision:

- Calculating a first-time borrower’s maximum eligibility period; Maximum Eligibility Period - 150% of the published length of the educational program in which borrower is currently enrolled.
- Calculating a first-time borrower’s subsidized usage periods; Subsidized Usage Period – Period of time for which a borrower received a Direct Subsidized Loan.
- Determining whether a first-time borrower has any remaining eligibility period, and if so, how much; Remaining Eligibility Period – Difference between the Maximum Eligibility Period and the total of all Subsidized Usage Periods.
- Determining whether a first-time borrower loses interest subsidy on his or her Direct Subsidized Loans as a result of the 150 percent limit.

Note: For more information about Federal Student Aid, please contact the Financial Aid Office.

Other Financial Assistance Programs

Veterans Benefits

This institution is approved to offer GI Bill® educational benefits by the Virginia State Approving Agency.

Programs of study are approved for eligible veterans seeking Veterans Educational Benefits. EVCC will make every effort to assist our veterans and their dependents. Students can pick up application forms from the Financial Aid office or by accessing the Veterans Affairs web site at www.gibill.va.gov.

[Military Tuition Assistance](#)

Programs of study are approved for active duty military personnel. Tuition assistance varies depending on the branch of service. Funding eligibility and requirements vary; students should contact their education office for more information. We participate in MYCAA - Military One Source.

[Vocational Rehabilitation](#)

State agencies provide this service to eligible individuals who wish to prepare for and/or return to the workforce. For further information, please contact the local office of the State Vocational Rehabilitation Services.

[VA Delays in Disbursement of Payments](#)

Students covered under Chapter 31 & 33 of educational assistance from the Department of Veterans affairs shall not be restricted from attending classes at EVCC for reasons relating to delays in fund disbursement from the Department once a certificate of eligibility has been established. A "Statement of Benefits" from the Department of Veterans Affairs website – eBenefits, or a VAF 28-1905 form for Chapter 31 authorization may also be used as a certificate of eligibility for this purpose.

Further, during any period covered under a student's certificate of eligibility where delays in fund disbursement from the Department occur, EVCC shall not assess upon the covered student any additional fees, penalties, or require the student to obtain alternate funding as a result disbursement delays under either Chapter 31 or Chapter 33.

This policy does not relieve the student of their financial obligation to EVCC should the amount of funding provided under the certificate of eligibility not cover all of the costs associated with the covered student's enrollment as listed on the student's enrollment agreement.

[Other Tuition Assistance](#)

A student whose tuition, book, and/or other fees are paid by another institution or sponsor must present a letter to EVCC indicating that the funds will be paid directly to the college regardless of whether the student completes the course and regardless of grade obtained. A student is responsible for all tuition, books, and fees if the institution or sponsor does not pay for any reason.

[Payment Plans](#)

Eastern Virginia Career College has tuition plans available for students who may opt to pay cash for their program. A plan tailored to meet individual needs can be arranged with the Bursar's Office. The Financial Aid office determines cash payments with EVCC In-House Financing Agreement.

Students who are making payments of cash/cash equivalent (non Financial Aid or other outside funding) may elect to choose an installment payment plan. The total amount of these plans are equal to any cost not covered by outside funding for tuition, student fees, textbooks, or other direct costs, and will be no higher than the amount listed on the student Enrollment Agreement.

In-House Financing payment plans do not charge interest or late payment fees; however, unpaid installments may result in the academic dismissal of the student for non-payment at the discretion of the Business Office.

In-House Financing Plans are created with the Financial Aid Office, and are implemented and enforced by the Bursar's Office. Students are offered flexibility with payment plans and are encouraged to speak with the Bursar's Office for adjustments to payment schedules, for ACH payment options, or to inform the Bursar of special circumstances. Each student is informed and signs paperwork acknowledging that all costs for the attended program must be satisfied by the graduation date to receive a certificate, diploma, degree, and all other academic documentation.

Private Student Loans

Students may seek funding through private sources such as student loan companies, banks, or credit unions. Eligibility for private loans will be based on the eligibility requirements of those institutions.

EVCC makes no guarantee that funds will be made available through these private institutions. For information on private funding sources, please contact the Financial Aid Office.

Defaulting on Payment Plans

Failure to repay outstanding loans or other financial obligations according to the terms of the promissory note or other financial agreement will result in the account being in default. Defaulting on your financial agreement has a major negative impact on future credit ratings. In the event that an account reaches default status, Eastern Virginia Career College will contract with a third party collection firm to make every attempt to collect these funds. All fees accrued for the process of collection will be the responsibility of the account holder in default.

Tuition and Fees

Application Fee

A non-refundable application fee must accompany all applications for admission. The application fee for degree and diploma programs is \$100. The application fee for EVCC Certificate programs is \$50.

Exemption Fee

A fee is charged for taking a test with the intent of earning general education college-level credits in that subject, for transfer into an Associate of Applied Science degree program. This fee varies on the test attempted and is charged to the student whether or not the student is successful in passing the test.

Transcript Fee

Students may request an unofficial copy of their transcript at no charge while enrolled and are provided with a copy of their official transcript when they graduate.

Former students may obtain their official transcript by submitting a transcript request through Parchment. The fee for an official transcript through Parchment is \$10.00. Former students may obtain their unofficial transcripts by contacting the Registrar's Office and completing the Transcript Release Request form. There is no fee for unofficial transcripts.

IMPORTANT NOTE: Students who have an outstanding obligation on their account balance are ineligible to receive a transcript.

Tuition

Individual program tuition costs are listed in Part III of this catalog. This information may also be found in the Gainful Employment Disclosures on the web site. Students who interrupt training (other than for an approved leave of absence) and re-enter at a later date will pay tuition based on the current rate at the time of re-entry.

Graduation Fee

Students who have fulfilled all requirements for graduation and wish to participate in the formal graduation ceremony are charged a fee for the purchase of their cap and gown.

Returned Check Fee

Checks that are presented to EVCC and are returned for insufficient funds will result in the student being charged a \$100 reprocessing fee.

Books and Supplies

Required books and materials are supplied at the campus. Student costs may vary each semester depending on courses scheduled, textbooks received, and supplier prices in effect on the date of purchase. Total estimated costs for books and supplies are evenly divided between semesters; students are responsible for costs of all textbooks received and used during each semester enrolled.

Institutional Refund Policy

EVCC plans expenses, engages faculty, selects students, and bases its budgets upon collection of tuition from all accepted students. Refunds or adjustments for withdrawals, dismissals, or academic failure are made according to the Institutional Refund Policy.

Application Fee

All students will be charged a non-refundable application fee, plus the cost of textbooks, materials, and supplies received, in addition to tuition charges as specified below.

Cancellation

A student may cancel enrollment without financial obligation within three business days (weekends and holidays excluded) of the beginning of enrollment, other than the non-refundable application fee.

Textbooks fees may be refunded if textbooks are returned to EVCC in an as-new condition without marks, writing, or any visible damage, as determined by the Bursar. Cancellation must be made in writing and sent to the Admissions Office, Eastern Virginia Career College, 10304 Spotsylvania Ave., Suite 400, Fredericksburg, VA 22408.

When students begin but do not complete their term or program (depending on the program of study), the portion of the term or program completed will be determined by the student's last day of attendance. Any portion of a week's attendance will be considered a full week's attendance for the purpose of the refund calculation. Retention of tuition and fees collected in advance for a student who does not commence class does not exceed \$100.

Institutional Refunds

Refunds, when due, will be made without requiring a request from the student. When a student provides a written statement of withdrawal, refunds will be made within 14 days of the last day of attendance.

When a student is terminated for reasons of non-attendance, refunds will be made within 14 days of the student's date of determination of withdrawal.

The requirements for the Title IV, HEA program funds when you withdraw are separate from any refund policy that EVCC may have to return to you due to a cash credit balance. Therefore, you may still owe funds to the college to cover unpaid institutional charges. EVCC may also charge you for any Title IV, HEA program funds that we were required to return on your behalf.

Institutional refunds will be calculated as follows for those Title IV programs:

- After the first day of class and during the first 10% of the period of financial obligation, 90% of the tuition will be refunded.
- After the first 10% of the period of financial obligation and until the first 25% of the period of financial obligation, at least 50% of the tuition will be refunded.
- After the first 25% of the period of financial obligation and until the first 50% of the period of obligation, at least 25% of the tuition will be refunded.
- After the first 50% of the period of financial obligation, no refunds will be made.

Return of Title IV Funds Policy

This policy is separate and independent from the Institutional Refund Policy, above.

If you are considering dropping or withdrawing from enrollment, please contact the Financial Aid Office immediately regarding possible adjustments to your financial aid.

The Financial Aid Office is required by the Higher Education Act of 1965, as amended in 1998, to determine the amount of financial aid that a student "earned" for the period the student attended class. When the "earned" aid is less than the disbursed aid, the institution and student are responsible for returning the "unearned" disbursed funds to the appropriate agency.

A statutory refund schedule established by the Higher Education Act is used to determine the amount of Title IV funds a student has "earned" as of the last date of attendance. The amount of Title IV funds "earned" is based on the amount of time the student spent in academic attendance; it has no relationship to the student's incurred institutional charges.

Title IV Funds Return Policy for Credit Hour Programs

Students who complete over 60% of the semester are considered to have "earned" 100% of their financial aid. No funds can be returned.

Up through 60% in each payment period or period of enrollment, the following refund schedule is used:

The percentage of Title IV aid to be returned is equal to the number of calendar days remaining in the student's period of enrollment within the term (including weekends) divided by the number of total calendar days in the term. Scheduled breaks of five or more consecutive days are excluded. This determines the percentage of the term that the student is considered to have attended school.

This percentage is multiplied by total amount of Title IV funds for which the student is eligible; the resulting figure will be the amount of funds "earned."

From this amount, the college multiplies the total institutional charges by the percentage of "unearned" funds to determine the amount that must be returned. It makes no difference which type of resource actually paid the college bill; the law assumes that Title IV funds go first to pay institutional charges.

Title IV Funds Return Policy for Clock Hour Programs

Returns for clock hour programs are calculated by dividing the number of clock hours scheduled to be completed (from the first day of class until the last date of attendance) in the payment period as of the last date of attendance in the payment period by the total clock hours in the payment period. This is your "percent earned" rounded to one significant decimal point. If this percentage is greater than 60% then the student is considered to have earned 100% of their financial aid. No funds can be returned.

If this percentage is less than or equal to 60% then the percentage earned is multiplied by the total aid disbursed to calculate the amount the student has earned. Subtract this earned amount from the total aid disbursed to calculate the amount of Title IV aid to be returned.

It makes no difference which type of resource actually paid the college bill; the law assumes that Title IV funds go first to pay institutional charges.

Return of Unearned Title IV Funds

The college must return the “unearned” funds, up to the maximum received, to each of the Title IV programs, in the following order:

1. Unsubsidized Direct Stafford Loans
2. Subsidized Direct Stafford Loans
3. Federal Direct PLUS Loans
4. Federal Pell Grants for which a return of funds is required
5. Other assistance under Title IV funds for which a return of funds is required
6. Other Federal, State, private, or institutional aid.

The college then calculates the amount for which the student is responsible by subtracting the funds returned by the college from the total amount of “unearned” funds. The remaining amount is the student’s responsibility, which must be returned according to the same order of assistance types listed above.

Once the college determines dollar amounts and which assistance programs must be repaid, the student will be notified of any amounts he or she will owe.

Unpaid balances due Eastern Virginia Career College that result from funds returned to Title IV programs and other sources of financial aid will be charged back to the student.

If you have any questions regarding financial aid, please visit or contact the Financial Aid Office, which will be glad to help you.

Refund vs. Return to Title IV

The requirements for the Title IV HEA program funds when you withdraw are separate from any refund policy that the college may have to return to you due to a cash credit balance. Therefore, you may still owe funds to EVCC to cover unpaid institutional charges. The college may also charge you for any Title IV HEA program funds that they were required to return on your behalf.

Post-Withdrawal Disbursement

If you did not receive all of the funds you earned, you may be due a post-withdrawal disbursement (PWD). If the post-withdrawal disbursement includes loan funds, EVCC must get your permission before it can disburse them. You may choose to decline some or all of the loan funds so that you do not incur additional debt. EVCC may automatically use all or a portion of the post-withdrawal disbursement of grant funds for tuition and fees. EVCC needs your permission to use the post-withdrawal grant disbursement for all other school charges. If you do not give permission, you will be offered the funds. However, it may be in your best interest to allow the school to keep the funds to reduce your debt at the school.

Refund Policy for Certificate Programs

The refund policy for Certificate programs requiring prepayment will be calculated as follows:

- A student who enters EVCC but withdraws or is terminated during the first quartile (25%) of the program shall be entitled to a minimum refund amounting to 75% of the cost of the program.
- A student who withdraws or is terminated during the second quartile (more than 25% but less than 50%) of the program shall be entitled to a minimum refund amounting to 50% of the cost of the program.

- A student who withdraws or is terminated during the third quartile (more than 50% but less than 75%) of the program shall be entitled to a minimum refund amounting to 25% of the cost of the program.
- A student who withdraws after completing more than three quartiles (75%) of the program shall not be entitled to a refund.

Leave of Absence (LOA)

In cases of prolonged illness or accident or other special circumstances that may make attendance impossible or impractical, a leave of absence may be granted to a student.

The request for a leave of absence must be made in writing and must be approved by the program director. The maximum amount of time permitted for a leave of absence is 180 days in a twelve-month period. EVCC may grant multiple LOAs within a 12-month period as long as the total number of days for all LOAs does not exceed 180 days within a 12-month period. Students on approved leaves of absence remain enrolled in their program of study. No absences are accrued and no additional charges are incurred. If a student does not return when scheduled, he or she may be terminated and their last day of actual attendance will be used for refund purposes.

Upon returning from an approved leave of absence, a student returns to classes with the same status of academic progress as when the leave began. There shall be no restart of the period for demonstrating satisfactory academic progress. When the approved leave expires, a student must return to classes. A student who does not return from an approved leave of absence will be withdrawn from enrollment as of his or her last date of attendance.

If a student receiving Title IV funds fails to return from an approved LOA on the date indicated then according to the U.S. Department of Education regulations the Grace Period for repayment of the student's Direct Loans will begin on the day after their Last Date of Attendance (LDA) before going on the Leave of Absence. This could result in the repayment of the student's loan becoming due much sooner than it would be if they return to college and graduate from the program.

Standards of Satisfactory Academic Progress (SAP)

Note: Standards of Satisfactory Academic Progress apply to all students

Satisfactory Academic Progress (SAP) standards are published and are reasonably applied for measuring whether an otherwise eligible student is making SAP in a program of study. In order to maintain eligibility for financial aid, students must make adequate academic progress toward his/her degree, diploma, or certificate.

SAP Process Overview

Federal regulations require all schools participating in state and federal financial aid, Title IV, and HEA programs to monitor SAP. These standards are applicable to all students enrolled in the Professional Program and are used to measure their satisfactory progress toward graduation. The policy is provided to all students prior to the first class session and is consistently applied to all applicable students.

Evaluations are maintained in students' files.

New SAP definitions went into effect on July 1, 2011. Eastern Virginia Career College developed policies to determine the academic standards that students must meet and constructed a means and a schedule of measuring the achievement of Pace, Quantitative, and Qualitative standards. If students achieve acceptable Pace and Quantitative progress for that particular payment period, then EVCC reviews the 150% of the maximum allowable time frame criterion to measure students' SAP.

SAP standards are established by the faculty in consultation with the Program Director and Academic Coordinator. Students must maintain SAP according to the following standards in order to continue enrollment. SAP is measured at the end of each payment period and will be checked prior to disbursement of aid.

Same as, or Stricter Than

The SAP policy for Title IV, HEA students is identical to the college standards for students enrolled in the same educational programs who are not receiving Title IV aid.

The Financial Aid Administrator reviews the Title IV SAP policy to ensure it meets all federal requirements. The President notifies the Financial Aid Office if the college changes academic policies.

Evaluations Period

Formal evaluations for SAP are after each payment period. Evaluations determine if students have met the minimum requirements for SAP. The frequency of evaluations ensures that students have ample opportunity to meet both the attendance and SAP requirements by the end of each of the payment periods in the course.

Academic Year Definition

900 Clock Hours and 26 Weeks or 24 Credit Hours and 30 Weeks.

Quantitative Measure

To be considered making SAP, Students are required to attend a minimum of 80% of his/her educational program in no longer than 150% of the published length of the program as measured in clock hours as determined by the program. Evaluations are conducted at the end of each payment period to determine if students have met the minimum requirements and are based on the cumulative attendance percentage as of the last day of the evaluation period. The attendance percentage is determined by dividing the total hours accrued by the total number of hours scheduled. At the end of each evaluation period, the college determines if students have maintained at least 80% cumulative attendance since the beginning of the semester. This indicates that, given the same attendance rate, the student will graduate within the maximum time frame allowed.

Quantitative Pace Measure and Maximum Time Frame

SAP policies contain a Pace measure. Students must progress through the Program at a sufficient pace to ensure completion within the maximum timeframe of 150% of the published length of cumulative clock hours.

Example: The maximum time for students to complete the Program is as follows:

| Normal Clock Hours | Normal Timeframe | Maximum Clock Hours | Maximum Timeframe |
|--------------------|------------------|---------------------|-------------------|
| 900 | 26 weeks | 1350 | 37 weeks |

Qualitative Measure

The qualitative measure is used to determine SAP is based on grades. Students must maintain a cumulative grade point average of at least 2.0 at the end of each semester.

Students must make up failed or missed evaluations and assignments. Students receive a letter grade as indicated on the chart below which is based on the end-of-semester evaluation. Mid-semester evaluations are for informational purposes and therefore students do not receive a letter grade.

Students receive a letter grade as indicated on the chart below and is based on the end-of-semester evaluations. Students who receive an “F” course grade will be required to repeat that course.

| Grade | Points | Description |
|-------|--------|---|
| A | 4.00 | Superior mastery of subject matter |
| B | 3.00 | Above average mastery of subject matter |
| C | 2.00 | Average mastery of subject matter |
| F | 0.00 | Failure: Deficiency in subject matter |

Students who fail to meet the Qualitative standards are placed on Financial Aid Warning. If there is no improvement by the end of the next payment period, students could be placed on Financial Aid Probation. Students have the option to appeal the decision. The Financial Aid Administrator and Program Director monitor qualitative progress.

Financial Aid Warning

EVCC evaluates SAP at the end of each payment period. Students who do not meet SAP measures described above will be put on Financial Aid Warning for one payment period. Students who are put on a Financial Aid Warning continue to receive Title IV aid for the next payment periods after they receive the warning status. The status will be conferred automatically without the student appealing the SAP status.

If a student falls below a 2.0 GPA, or if the student is not completing the required amount of clock hours to keep Pace with the requirements for graduation within the 150% time frame, will result in the student being placed on Financial Aid Warning for one payment period. A student who is put on a Financial Aid Warning can continue to receive Title IV, HEA funding for the next payment period after they receive the warning status.

If the student is not meeting Satisfactory Academic Progress at the end of the Financial Aid Warning Period, the student will be placed on Academic development Status, with a loss of Title IV, HEA funding and will be required to meet specific criteria of an improvement plan to assist them in regaining SAP and Title IV, HEA eligibility. During this period the students will not be eligible to receive Title IV, HEA funds but he/she may continue on a cash pay basis with an approved payment plan. Arrangements for payment must be approved within 10 school days of notification of development status.

If a student is making SAP at the end of the Financial Aid Warning, they shall be returned to normal SAP status with no loss of Title IV eligibility.

Satisfactory Academic Progress Appeal Process

Students who do not make SAP at the end of the Financial Aid Warning period lose their Title IV financial aid eligibility and will be placed on Academic Development Status, with a loss of Title IV, HEA funding, with the right to appeal. The student may have the opportunity to have their Title IV, HEA financial aid eligibility reinstated by appealing the Academic development Status, with a loss of Title IV, HEA funding decision and placed on Financial Aid Probation if the appeal is granted.

Students may have the opportunity to have their financial aid eligibility reinstated by appealing the decision and being placed on Financial Aid Probation. Students have five (5) business days after being notified to institute an appeal. The appeal must be in writing and given to the Financial Aid Administrator, who will meet with the Financial Aid Academic Appeals Committee to make a decision on the appeal.

The bases on which a student may file an appeal are injury or illness; death of a relative; or other special circumstance. Students must provide supporting documents and describe in writing any unusual circumstances that warrant special consideration. Students must provide information as to why they did not make SAP and what has changed that will allow them to make SAP by the next evaluation point. The Financial Aid Administrator will provide a decision in writing within ten (10) business days.

Financial Aid Probation

If Probation Status is granted, students regain Title IV, HEA eligibility for the next eligible payment period only. Students must be making SAP at the end of the payment period to regain Title IV, HEA funding for the next payment period.

Students who regain SAP at the next reporting period regain full eligibility for Title IV, HEA funding. Students not making SAP continue to be ineligible to receive Title IV funds without the option to appeal.

Reinstatement of Title IV HEA Aid

Reinstatement of aid is limited to the period under evaluation. Students making SAP by the conclusion of the Warning or Probation period will be removed from the warning/probation status and will regain eligibility for Title IV, HEA funding.

A former student requesting to be reinstated as an active student should do so in writing. Supportive documentation and/or information concerning any mitigating circumstances should be noted in the request. The requesting prior student shall be notified of the Reinstatement Review within five (5) business days following the decision of the Financial Aid Academic Appeals Committee.

Leave of Absence, Interruptions, Course Incompletes, Withdrawals, and Transfer Credits

If enrollment is temporarily interrupted for a Leave of Absence (LOA), students return to school in the same SAP status prior to the leave of absence. Clock hours that have elapsed during a leave of absence will extend students' contract period by the same number of clock hours and days taken in the leave of absence and will not be included in the cumulative attendance percentage calculation. Students who do not return from a Leave of Absence will be officially withdrawn from the college on the date after they were supposed to return from the Leave of Absence (especially if the student failed to contact the school on their pending return) and will have their last date of attendance as the last day they attended before the start of the leave.

Students who withdraw prior to completion of the course and wish to re-enroll within 180 days of the original official withdrawal date will return in the same SAP status as at the time of withdrawal.

Course incompletes, repetitions and non-credit remedial courses do not apply. Therefore, EVCC does not issue incompletes or offer non-credit remedial courses. All hours attended are considered attempted.

Students are not permitted to withdraw from individual subjects. Students withdrawing from school will receive credit for all work successfully completed up to the point of withdrawal.

Official Withdrawal from School

In the event a student must withdraw, he/she must consult with the Program Director and notify in writing of his/her official last day.

Unofficial Withdrawal from School

If Eastern Virginia Career College unofficially withdraws a student from the school, the Program Director will record the circumstances and last day in writing and include the information in the student's official file.

Transfer Students and Satisfactory Academic Progress (SAP)

The school will count all transfer hours that apply toward the student's current program in determining SAP. All transfer hours will be counted as both hours attempted and hours completed.

Enrollment is available for students wishing to transfer to the school after they have withdrawn from other schools both in and out of state. The college does not recruit students already attending or admitted to another school offering similar programs of study. All requests for exemption or credit for prior education must be submitted prior to enrollment. All applicants may request exemption from a course based on postsecondary education or training. Only transcripts from national or regionally accredited colleges and universities may be submitted for credit. Credit may be given for related courses with an earned grade of "C" or above.

Note: All hours attempted will count toward the Title IV, HEA funding 150% quantitative requirements not just the hours that were accepted as transfer hours.

Example: If a student transfers into EVCC with 200 clock hours already attempted then all 200 clock hours would count toward the 150% quantitative requirements. If after the evaluation of your hours by the program director, we only accept 100 of the clock hours attempted then you only have 540 clock hours remaining in the Medical Assistant program (640 total hours). However, all 200 clock hours attempted must count toward the 960 max clock hours under the 150% quantitative requirements.

Re-entry Students/interruptions

Students who have been terminated or withdrew from Eastern Virginia Career College may re-enroll (if determined eligible) within 180 days and will not incur additional charges, however these students will be responsible to pay any remaining balance from the previous enrollment that cannot be covered with reinstated federal funds. Students who have been terminated or withdrew from school and re-enroll (if determined eligible), after more than 180 days will pay a \$100 application fee and will be charged for contracted hours at the current tuition rate. All re-enrolling students will be provided the college's re-enrollment policy and will be evaluated by the program director for placement in the curriculum and kit needs. Re-enrolling students may be required to purchase the current school kit. Students applying for re-entry or transfer-in from other schools will be required, as a condition of enrollment, to bring delinquent prior student loans to a current status.

A determination of SAP will be made and documented at the time of withdrawal or beginning of a LOA. That determination of status will apply to students at the time they return to school. The student may appeal a negative Satisfactory Progress determination according to the appeal policy. Elapsed time during Students re-entering after exiting the school will not be evaluated as new students and consideration will be given to the student's progress status at the time of previous withdrawal. Re-enrollment is at the discretion of the college administration.

Program Discontinuances

In the unlikely event that EVCC cannot deliver the instruction for which students have enrolled, the college commits to one or more of the following courses of action, depending on each individual student's needs:

- Providing a reasonable alternative for delivering instruction and/or services for which students have paid
- Providing reasonable financial refund for the education students did not receive
- Providing assistance for transferring earned credits to other institutions

EVCC students will be notified in person by college administration and then counseled about their options by their advisors. In accordance with institutional accreditation requirements, a teach-out plan will be submitted to the SCHEV & COE prior to its implementation.

Student Records

EVCC is responsible for maintaining academic records on each student according to the provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA), Public Law 93380 as amended. The law provides that the institution will maintain the confidentiality of each student's educational records. Written consent is required before education records may be disclosed to third parties, with the exception of accrediting commissions or governmental agencies authorized by law.

Record Retention

All student records, including academic transcripts, are stored electronically and in locked fireproof file cabinets. Access to student records is restricted to management and instructors on a "need-to-know" basis. The electronic records are maintained indefinitely off-site on a managed Database-as-a-Service (DBaaS) platform, and physical student records are maintained for five years.

Student Access to Academic and Financial Records

For further information on FERPA, see the catalog section regarding your FERPA rights as a student.

Transcripts and Academic Records

Students may request an unofficial copy of their transcript at no charge while enrolled and are provided with a copy of their official transcript when they graduate.

Former students may obtain their official transcript by submitting a transcript request through Parchment. The fee for an official transcript through Parchment is \$10.00. Former students may obtain their unofficial transcripts by contacting the Registrar's Office and completing the Transcript Release Request form. There is no fee for unofficial transcripts.

IMPORTANT NOTE: Students who have an outstanding obligation on their account balance are ineligible to receive a transcript.

Financial Records

Ledgers of student accounts are mailed monthly to all current students and all former students with a balance on their accounts. Students who would like copies of any of their financial records can stop by the Bursar's and Financial Aid Offices to request them at any time. Students and former students wishing to have their financial records released to another party will be required to complete and sign a Family Educational Rights and Privacy Act (FERPA) release to that effect.

Student Rights under the Family Educational Rights and Privacy Act (FERPA)

If you are over 18 years of age OR are a student in a postsecondary educational institution (such as EVCC), you have certain rights regarding your student records.

You have the right to inspect and review your student records within 45 days of submitting a request for access to your records.

- Your request must be made in writing. You can get the FERPA Consent Form from your program director or the Registrar. The completed and signed form should be submitted to your program director or to the Registrar. The Registrar will inform you when and where you may review your records.

You have the right to request an amendment to your student records if you believe a record to be inaccurate, misleading, or otherwise in violation of your privacy rights under FERPA.

- Your request for an amendment should be made in writing to the Registrar. It should clearly identify the specific record you want changed, and why you want it changed.
- EVCC will fairly consider your request but is under no obligation to amend records if the college determines that the facts do not support an amendment.
 - Individuals may request the use of an Academic Review Committee (ARC) if their request to amend was denied.
 - FERPA requirements do not apply to grades, opinion, or substantive educational decisions personnel make.

You have the right to decide who reviews your student records, with some exceptions.

- College officials, such as instructors, administrators, clerical staff, or other parties to whom EVCC has outsourced institutional services or functions, may review your records at any time, for record-keeping, academic, financial, disciplinary, or other reasons related to academic interests or college operations.
- Academic records may be forwarded to other academic institutions upon request of the institution, without notifying you.
- Accrediting and other auditing agencies are permitted access to student records in order to carry out their accrediting and/or auditing functions.
- Student records will be released to governmental agencies as required by law.
- Students under the age of 21 may have disciplinary records released to their parents if the student has violated federal, state, or local law regarding alcohol or controlled substances.
- Students under 21 may also have personally identifiable information released to their parents in health or safety emergencies.

You have the right to review all requests for your information from agencies or persons outside of the college. To release your student records to other people, you must complete and sign the FERPA

Consent Form and submit it to your program director or the Registrar. You may decline a previously made consent at any time, in writing.

You have the right to file a complaint with the U.S. Department of Education concerning alleged failures by EVCC to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

PART IIC – DISCIPLINARY PROCEDURES AND CAMPUS SECURITY

Academic Review Committees

Academic Review Committees (ARC) are a category of procedures utilized to address a diverse array of administrative procedures at EVCC, to ensure uniformity of process with flexibility of application. Each type of Committee utilizes similar procedures and format while addressing the individual needs of each situation. Several types of ARC have been created to address the diverse needs of EVCC and its students. These include Student allegations for discrimination and Student disputes over disciplinary actions. The terms Academic Review Committees (ARC) or Grievance Review Committee may be utilized to represent any of these specific ARC types for ease of communication.

ARC: Interdisciplinary Review Committee

Interdisciplinary Review Committee (IRC) is activated only by the Administration of the College, concerning the actions of a student. It is most often utilized by Program Directors choosing to forego their executive authority to peruse a more binding resolution to a situation concerning student behavior, actions, or other violation. The Program Director often provides a desired action or penalty if the student is determined to have been in violation, but potential decisions by the Committee can include any appropriate response within the bounds of EVCC policy, up to and including dismissal from the school without the ability to reapply.

ARC: Student Grievance Committee

Student Grievance Committee (SGC) is designated to intervene when student expresses concern about potential issues of programmatic actions, perceived ill treatment, disability discrimination, concerns about accommodations, or similar issues that occur. Students must attempt informal means of addressing the concern prior to initiating a Grievance process. If an informal resolution is not possible, students may initiate the SGC to seek a resolution.

If a student wishes to submit a grievance against their program director for any reason except sexual misconduct, the student may contact any staff member regarding the grievance and the staff member will forward the grievance to the appropriate office. Complaints regarding sexual misconduct should be reported to the Title IX Coordinator, who will take a detailed report and initiate an investigation of the alleged incident and determine proper action to take.

Students who believe that they are the possible target or victim of discrimination or harassment based on disability, race, color, national or ethnic origin, religion, sex, sexual orientation, gender, gender orientation, age, or any other potential discrimination should notify the Academic Coordinator at the earliest possible opportunity. The Academic Coordinator will advise the student on how to submit a formal grievance on grounds of discrimination.

ARC: Program Discipline Review Committee

Program Discipline Review Committees (PDRC) may be requested by students who wish to appeal disciplinary actions by the Program. The reason and rationale for the disciplinary action is examined and the student is able to provide their explanation for the situation. At the end, the Committee may choose to reverse, modify, or uphold the decision made by the program.

Academic Review Committee initiation

EVCC encourages students to resolve academic grievances informally when possible. Students should report grievances to their program director, who will work informally with the student to resolve the complaint. Informal methods should be exhausted before an Academic Review Committee (ARC) is requested.

In the event that a satisfactory resolution cannot be found with the program director, an Academic Review Committee (ARC) may be asked to take up the matter. The ARC shall endeavor to reach a resolution acceptable to both the student and the college's administration, following EVCC policy to make the determination.

If the complaint cannot be resolved informally the student may file a formal, written grievance. The student must submit their written Grievance within ten (10) business days after the event. Only written Grievances will be accepted. It is preferable to use the online student grievance form that may be found on the EVCC website at <https://evcc.edu/student-grievance-form-for-academic-accommodations/>. Students may also submit a written Grievance to the program director. Any necessary documentation must accompany the written grievance. Students will not be subject to unfair action or treatment as the result of the initiation of filing a grievance.

Students may choose to submit a formal, written request or utilize the online form <https://evcc.edu/student-grievance-form-for-academic-accommodations/>. Formal Student Grievance forms may be obtained from any administration staff member, upon request and is preferred to other written formats to ensure that required information is included and easily identifiable.

When submitting a formal, written academic grievance, a student must attest that:

- They are a current or former student at Eastern Virginia Career College;
- The student has exhausted all internal complaint or grievance options without acceptable outcome;
- All information provided in the grievance is complete, true, and correct to the best of the student's knowledge;
- The student will, upon request, provide additional information and supporting documentation to assist in the review and processing of the grievance;
- The student grants permission and authorization to EVCC and its agents to disclose any relevant educational records or information to the reviewing panels to process this complaint, including educational records or information that is protected under federal or state privacy laws; and
- When applicable, the issue, dispute, or incident involves a distance education program offered by EVCC and occurred within two (2) calendar years from the date of the alleged violation(s).

In addition, the formal, written grievance must include the following required information:

- The approximate date and/or timeframe of the incident(s) and the actions or events which led to the grievance;
- A specific statement/summary of the grievance;
- The student's desired resolution of the grievance.

Academic Review Committee Procedures

An ARC of any type shall follow the same format, with variations as necessary based on the nature of the ARC empaneled. The standardization of the process is intended to allow for ease of operation and uniform decision making. Variations may include, but are not limited to, inclusion of ADA, Title IX, or other figures as deemed necessary for optimal decision making. ARCs are not legal trials and do not

hold themselves to be such, they are Administrative operations evaluating the presented situation based on EVCC Policy and Requirements the College must uphold.

1. Academic Review Committees may be requested, following proper procedures, after all informal means of resolution have been exhausted. Requests must be made in writing, with all required and pertinent information. Interdisciplinary reviews may be initiated by Program Directors when they feel the need to move beyond the bounds of their executive authority.
2. The Academic Coordinator will facilitate communications with the initiator of the process, work to empanel an applicable committee, and schedule a time for the committee proceedings. The timing of the ARC will be scheduled as soon as possible, with due allowance for the coordination of multiple schedules (students, program staff, and Committee members).
3. The Committee shall be made up of at least 3 members of Staff and/or Faculty, from outside of the Program from which the ARC request initiates.
4. Both sides of an ARC may present documentation, written statements, and any other materials that might be considered evidence for their argument. This is requested to be done before the ARC proceedings to ensure proper time for review by the members.
5. The Proceedings will include:
 - a. Within ten (10) business days of receipt of a student Grievance, an ARC will be appointed by the appropriate Coordinator
 - b. General presentation of situation as provided in the documents and statements; neither party will be present. Procedure and policy will be presented and any questions will be addressed.
 - c. Program Presentation: Applicable instructors, if available, will provide an explanation of the situation and answer any questions the Committee may have. Student will not be present.
 - d. Student Presentation: Student, if available, will provide an explanation of the situation and answer any questions the Committee may have. If the student is unable to attend, they may submit a written statement (which will be read out loud) in leu of their presence. Program will not be present.
 - e. If necessary, program and student may be asked to return to clarify presentation or provide additional details that my come to light as a result of each presentation. This may be immediate if they are present or within two (2) business days for a written response.
 - f. The Committee will deliberate on the presented arguments and evidence to determine the outcome, using College policy to guide decision making. Deliberations are allowed to take one (1) to three (3) business days to consider the information, based on schedule and complexity of issue.
 - g. Meeting Minutes will be taken by a member of the committee or another individual not engaged in Committee determination.
 - i. Within 3 business days of the ARC deliberations concluding, a decision will be provided by the ARC members to the Academic Coordinator.
 - ii. The decision will be provided to both sides. A formal, written expression of the judgement will be mailed to the student. Additional communication methods may be added as deemed appropriate.

- iii. If the decision is not determined to be satisfactory, it may be appealed to the Academic Coordinator, College President, or SCHEV (in that order), who may choose to uphold, modify, or reverse the decision of the Committee. OTA students may contact ACOTE, as identified below.

Students may appeal the committee's findings in writing to the Academic Coordinator of EVCC, at the address below. The Academic Coordinator may rule in favor of either the student or the committee, or return the committee's findings for additional review.

Academic Review Committee/Academic Coordinator
Eastern Virginia Career College
10304 Spotsylvania Avenue, Suite 400
Fredericksburg, VA 22408
(540) 373-2200 Fax: (540) 373-4465

In the event that no satisfactory resolution can be found between the parties or in the event that the student's academic grievance cannot be resolved through existing institutional EVCC policies and procedures, students may submit a formal written grievance to the organizations below:

State Council of Higher Education for Virginia
Private and Out-of-State Postsecondary Education Unit
101 N. 14th Street, 10th Floor
James Monroe Building
Richmond, VA 23219
(804) 225-2600
Fax: (804) 225-2604
Website: www.schev.edu

Executive Director
Council on Occupational Education
Building 300, Suite 325
7840 Roswell Road,
Atlanta, GA 30350
(800) 917-2081 or
Toll Free (770) 396-3898
Fax: (770) 396-3790
Website: <https://council.org>

VETERNS: The Virginia State Approving Agency (SAA), is the approving authority of education and training programs for Virginia. Our office investigates complaints of GI Bill beneficiaries. While most complaints should initially follow the school grievance policy, if the situation cannot be resolved at the school, the beneficiary should contact our office via email saa@dvs.virginia.gov.

Grievance procedures regarding the Occupational Therapy Assistant (Degree) Associate of Applied Science program should follow all of the steps outlined above. In the event that no satisfactory resolution can be found between the parties, then all materials may be submitted in writing to:

Lynn Kilburg, DHSc, MBA, OTR/L (ACOTE Chairperson)
c/o the AOTA Accreditation Department
6116 Executive Boulevard, Suite 200
North Bethesda, MD 20852-4929
(301) 652-6611
accred@aota.org
<https://acoteonline.org>

The ADA/504 Coordinator may be contacted regarding complaints of discrimination, retaliation, or harassment based on disability. The ADA/504 Coordinator may be contacted at:

ADACoordinator@evcc.edu.

Incidents of discrimination based on disability may also be reported to the U.S. Department of Education Office of Civil Rights: ocr@ed.gov, or by writing to:

Office for Civil Rights, District of Columbia Office

U.S. Department of Education

400 Maryland Avenue, S.W.

Washington, DC 20202-1475

Telephone: (202) 453-6020 Fax: (202) 453-6021

Email: ocr@ed.gov

Administrative Disciplinary Procedures

Administrative disciplinary hearing procedures cover conduct violations of alleged criminal acts, incidents of sexual misconduct/assault, substance abuse policies, weapons policies, and similarly severe conduct related rules and regulations as defined in the EVCC Course Catalog and Student Handbook and/or any applicable program student handbook, that are not otherwise addressed by Academic Review Committees. These procedures are not a substitute for any criminal complaints filed or hearings resulting from criminal proceedings.

The Administrative Disciplinary Process is also utilized for sexual harassment, sexual assault, or other actions related to Title IX protections. Per Title IX Final Rule, instances of Sexual Misconduct the terms (used below) "Accused/Alleged," and "Accuser" will instead use Respondent and Complainant, respectively. In instances of an Administrative Disciplinary Hearing involving allegations of sexual misconduct consistent with Title IX, modification to the process of the Administrative Disciplinary Hearing consistent with Title IX as required by the Aug 2020 Title IX Final Rule will be made as identified below. In instance of potential sexual misconduct, sexual assault, or other Title IX concerns, the Title IX Coordinator must be contacted immediately to assist with the initial supportive measures, investigation, and determination. Per Title IX Final Rule, in instances of Title IX complaint, the individual must be a current student and the incident must have occurred as a part of an EVCC educational program or activity.

Investigation of Incident: Within ten (10) business days after an alleged violation is reported to an EVCC administrator (non-academic staff members such as in the Financial Aid, Registrar, Admissions, or Academic Coordinator's offices, etc.) or a Program Director, the reporting administrator shall refer the incident to the Academic Coordinator and Title IX Coordinator for an Administrative Conference or Disciplinary Hearing, as appropriate. The Title IX Coordinator shall complete a fact-finding investigation into the alleged violation. Upon conclusion of the investigation, the Title IX Coordinator shall refer the incident to the Academic Coordinator for an Administrative Conference or Disciplinary Hearing, as appropriate.

In cases where the alleged Respondent is a current student and there is evidence to support, or clear reason to believe, the alleged Respondent poses a potential threat to the campus community or to the public, the alleged Respondent may be suspended immediately from campus and classes by the relevant Program Director until a disciplinary hearing in the matter is convened within ten (10) business days from the date of suspension. In such proceedings, the alleged Respondent may present a defense against the complaint. It is understood that if such suspension is instituted in instances of potential Title IX violations, that the potential for continued danger to the Campus is continued and requires separate action to be taken from the Title IX investigation and related hearing.

Per Title IX Final Rule, in instances of Title IX complaint, the Title IX Coordinator must be made aware to assist in providing initial response and supportive measures. For Title IX purposes the reporting administrator is considered an Investigator, as they assist in the initial investigation of the incident.

Per Title IX Final Rule, in instances of Title IX complaint, when instances of claimed Sexual Harassment or discrimination do not meet the requirements set out by the Title IX Final Rule, the claim must be dismissed from the Administrative Disciplinary process and will instead be referred to a Student Grievance Committee/Academic Review Committee (ARC) for assessment and determination.

Administrative Conference or Disciplinary Hearing: Based on review of the alleged violations, the Academic Coordinator shall determine whether the case shall be resolved by an Administrative Conference or be referred directly to an Administrative Disciplinary Hearing. The results of an Administrative Conference may still lead to an Administrative Disciplinary Hearing. Alleged violations resulting in suspension of the alleged student violator, as prescribed above, must result in a hearing.

[Administrative Conference/ Pre-Hearing](#)

The reporting administrator shall meet with the student involved in the alleged violation along with the student's program director. If the reporting administrator is also the student's Program Director, the reporting administrator/Program Director will meet with the alleged student violator and the Academic Coordinator. The student shall be provided with written notification of the allegations against him or her and will be informed of the basis for the allegations at that time. Based on the information produced in this meeting, the reporting Administrator (and Academic Coordinator, as appropriate) will make a determination to dismiss the complaint as groundless or take administrative disciplinary action in one or more of the following forms:

- a. Counseling of the student regarding behavior/incident;
- b. Place the student on disciplinary probation;
- c. Require the student to formulate an improvement plan;
- d. Be suspended from the academic program, the length of suspension to be determined by an Administrative Disciplinary Hearing;
- e. Be dismissed from the academic program (this action automatically triggers an Administrative Disciplinary Hearing).
- f. To empanel an Administrative Disciplinary Hearing to make determination. This is utilized in complex, unclear, or special instances; including but not limited to Title IX harassment/assault.

The Administrative Disciplinary Council may choose any of the above administrative disciplinary actions, or any other actions as deemed appropriate within the policy of EVCC to provide proper redress for the Accused and/or Accuser. The student may request an Administrative Disciplinary Hearing regarding the complaint at any point in the process.

[Administrative Disciplinary Hearing Preparation](#)

Once a determination has been made by the reporting Administrator to refer the complaint for an Administrative Disciplinary Hearing or, upon request of the student filing the complaint, a notice shall be sent to the accused student specifying date, time and place of the scheduled hearing. The notification shall also include the charges against the student, and the date, time, and location that any available evidence may be inspected by the accused student. A copy of the hearing procedures shall also be enclosed for review by the accused student. In cases where the alleged violation was violently perpetrated upon another student or staff member, the student or staff member harmed shall receive simultaneous notification of the hearing and a copy of the hearing procedures.

In instances related to Sexual Harassment, Sexual Assault, or other actions related to Title IX protections, both the Complainant and Respondent will receive copies of the notice identified above. Per Title IX Final Rule, in instances of Title IX complaint, the parties of both Complainant and Respondent will receive at least ten (10) calendar days to review the evidence gathered in the initial fact-finding investigation, so they may be able to review it. The Complainant and Respondent are allowed to gather further evidence to be presented at the hearing, however this evidence will be evaluated by the Administrative Disciplinary Council before it can be utilized in the hearing.

[Administrative Disciplinary Council](#)

An Administrative Disciplinary Council, which will oversee the hearing and deliver a judgment on the complaint, shall be comprised of the following members:

- a. An academic program director (other than the reporting CSA and the accused student's program director)
- b. Two faculty members selected from a pool of volunteers;
- c. A member of the administrative staff selected from a pool of volunteers, and;
- d. The Compliance officer and/or Title IX Coordinator, as appropriate, who will be present to ensure the proper process is followed.

Disciplinary proceedings will be conducted with transparency to the accuser and the accused. No one shall sit on the council who is personally involved in the situation or who cannot act in an unbiased manner. The student accused of the violation(s) shall have the right to request the list of the council members and challenge any member for bias or other reasonable causes. The Academic Coordinator shall determine whether cause for disqualification of a council member exists. In the event of a disqualification, the council shall appoint a new member from the appropriate pool of volunteers..

The Administrative Disciplinary Council's task is to weigh the evidence presented at the hearing and to deliver a disciplinary recommendation to the convening program director, See Notification of Decision below. This recommendation is to be carried out within five (5) business days after notification, to allow for student appeal.

Provisions for the extension of the timeframes for disciplinary proceedings may be made by the Administrative Disciplinary Council for good cause, with written notice to the accuser and the accused regarding the reason for the delay.

Per Title IX Final Rule, in instances of Title IX complaint, members of the Administrative Disciplinary Council are considered Decision-makers.

[The Hearing Process](#)

The Administrative Disciplinary Hearing is not a legal proceeding and does not hold itself to be one. However, it will utilize similar terms and format for the expedience of understanding and general populous' familiarity with such concepts. Certain aspects or terminology presented in the following general form will require modifications in instances related to Sexual Harassment, Sexual Assault, or other actions related to Title IX protections, these modifications are listed below.

Selection of Chairperson: Prior to the hearing beginning, the Administrative Disciplinary Council shall elect a Chairperson who shall preside over the hearing.

Per Title IX Final Rule, in instances of Title IX complaint, the terms (used below) Accused/Alleged, and Accuser will instead use Respondent and Complainant, respectively. Additionally, Informal Resolution processes may be enacted at any time upon voluntary written consent by both parties. The utilization of informal resolution does not remove the ability for the Complainant to continue with a Formal Administrative Disciplinary Hearing.

Absence of the Accused: The hearing shall proceed in the absence of the student.

Per Title IX Final Rule, instances of Sexual Misconduct the Title IX Final rule requires the presence of the Respondent and advisor for proceeding to occur.

Overview of the Process: The Compliance officer or Title IX Coordinator will read out a brief overview of the process so that everyone present may have an understanding of the process. The Compliance Officer or Title IX Coordinator shall act to ensure the process is adhered to throughout the proceedings.

Reading of the charges: The elected Chairperson shall read out the alleged violations against the student prior to testimony or presentation of evidence.

The plea: The accused student, if present, shall enter their plea of admitting the charges or denying them. If the student is not present the plea of denial shall be entered to protect the rights of the accused and guarantee a full and comprehensive hearing. If the accused student enters an admission of all charges and does not wish to present evidence of mitigating circumstances, the Council will excuse the accused student from the proceeding and retire to deliberate a decision.

Per Title IX Final Rule, in instances of Title IX complaint, the Respondent is provided the presumption that they are not responsible for the alleged actions, until such time as they are found to be responsible by the Academic Disciplinary Council.

Evidence: Formal rules of evidentiary process do not apply. All applicable and relevant information may be admitted as evidence for either side. This may include, but need not be limited to, witness testimony, police or security reports, other documents, physical evidence, and security camera footage. All presented information shall be entered for the record and the Administrative Disciplinary Council shall have the opportunity to examine the evidence and determine its weight and veracity in the matter.

Per Title IX Final Rule, in instances of Title IX complaint, any other evidence gathered by either Complainant or Respondent and presented during the hearing must be evaluated by the Council to ensure it relevance and it does not violate rape-shield laws.

Advisors to Accuser and Accused: EVCC will provide the accuser and the accused, whether either party is a student or an employee, the opportunity to be accompanied to hearings and proceedings by an advisor of their choice. This policy applies equally to the accused and the accuser. An advisor may be any individual who provides the accuser or the accused with support, guidance, or advice. The accuser or the accused must provide the Administrative Disciplinary Council with written notice of a request to include an advisor at the proceedings. Such notice will include identification of the requested advisor. EVCC is prohibited from limiting the choice of an advisor, or an advisor's presence, for either the accused or the accuser in any meeting or institutional disciplinary proceeding.

EVCC may limit the role of any such advisor as it deems necessary. Such limits may include, but are not limited to, speaking, questioning witnesses, or addressing EVCC officials involved in the proceedings. Advisors who become disruptive or who do not abide by restrictions placed on their participation may be removed from the proceeding. EVCC will provide notification to all parties of any such limitations regarding an advisor's participation prior to scheduling a proceeding.

Per Title IX Final Rule, in instances of Title IX complaint, if either party does not have an advisor, EVCC will provide a neutral individual to act as advisor to assist in the process. Per Title IX Final Rule, the advisor can be an Attorney. However, the Attorney must understand that the proceeding is not a legal process, but an administrative process performed internally by EVCC for the safety of Students and Staff, ensure the upholding of EVCC policy, and consistent with requirements of Title IX.

Witnesses and Observers: The accused student is allowed to have one silent observer present during the proceedings. A present accuser is entitled to have a silent observer present during their testimony.

Witnesses shall only be present inside the hearing while giving testimony.

As these hearings are an internal process there shall be no legal counsel allowed to represent participants at any time during the process.

The hearing shall be recorded, with the college maintaining the only copy of the recording. Any witnesses not willing to be recorded shall be excluded from providing testimony as the recording will become part of the permanent record of the process and serve as evidence in any appeal.

Per Title IX Final Rule, in instances of Title IX complaint, the Complainant and/or Respondent's parties may be maintained in separate rooms on campus, with Audiovisual communications to the room holding the proceedings to be connected in real-time. Additionally, any witness (including Complainant and Respondent) that provides testimony must allow cross-examination by the other party. If Complainant or Respondent are providing testimony, they cannot be cross-examined by the opposite party. If a witness is unwilling to submit to cross-examination, the testimony or statement they have provided will not be relied upon as evidence, unless the information they have provided can be validated through other evidence or testimony. All cross-examination is subject to the same rules concerning relevancy utilized for evidence, subject to the determinations of the Administrative Disciplinary Council.

The Deliberation: The Administrative Disciplinary Council shall deliberate in a private closed session and shall arrive at a decision based solely on the evidence and testimony given in the matter. The Council will utilize the clear and convincing evidence standard in their evaluation. The council shall deliver their decision to the reporting CSA, Title IX Coordinator, and the accused student's program director. The decision shall include a recommended disciplinary action.

Notification of Decision: Within three (3) days of the decision being reached by the Administrative Disciplinary Council, the accused student's program director will issue a written notification of the decision to the accused including the disciplinary action recommended. Within the same time frame, the Compliance Officer or Title IX Coordinator will issue a notification to the accuser of the Administrative Disciplinary Council's determination and disciplinary action. Both the accuser and the accused have five (5) business days from the date of notification to submit a written appeal to the Academic Coordinator.

Per Title IX Final Rule, in instances of Title IX complaint, a member of the Administrative Disciplinary Council EVCC will provide, in writing, simultaneous notification to both the Complainant and the Respondent of:

- a. Results of an Administrative Disciplinary Council proceeding that arise from an allegation of dating violence, domestic violence, sexual assault, or stalking.
- b. Such results may include an initial, interim, or final decision by the Administrative Disciplinary Council.
- c. Such results will include any sanctions imposed by EVCC and must include the rationale for the result and the sanctions, unless to do so would be in conflict with FERPA regulations.
- d. An explanation must be included that describes how the evidence was weighed and the information was presented, and how the evidence and information support the result and the sanctions.
- e. The explanation must explain how EVCC's standard of evidence was applied.
- f. Procedures for the Respondent and the Complainant to appeal the result of an Administrative Disciplinary Hearing must be included.

- g. Notification regarding any change resulting from an appeal, including when such results became final.
- h. This is the only way that any results will be initially communicated.

Appeal to the Academic Coordinator: An appeal of the Administrative Disciplinary Council's decision to the Academic Coordinator may only occur if it addresses the due process of the hearing or if new information is discovered that was not available at the time of the hearing. The Academic Coordinator shall evaluate the appeal within five (5) business days and, upon reaching a decision, shall notify the appealing student, the Title IX Coordinator, the reporting CSA, and the accused student's program director.

Per Title IX Final Rule, in instances of Title IX complaint, an appeal of the Council Determination or dismissal of complaint only if it meets one of the following criteria: Procedural irregularities that affected the determination, newly discovered evidence, personnel conflict of interest affecting the determination. Such Appeal could be performed by either Complainant or Respondent.

The Decision and Recommendation for Appeals: Upon an appeal of the Administrative Disciplinary Council's decision, the Academic Coordinator has the discretion to refer the matter back to the Administrative Disciplinary Council for review of new evidence, to order a new hearing if due process was violated, bring new charges against the accused student based upon new evidence, or dismiss the complaint based on new evidence.

- Grounds for appeal on the basis of due process: If an accused student believes that the conduct of the Administrative Disciplinary Council violated the impartial nature of the hearing, the hearing was not conducted fairly and according to proper processes per accused student's claims, or the accused student was in some way barred from an adequate opportunity to prepare and present a response to the allegations, the accused student may file an appeal.
- Grounds for appeal on the basis of new information: The accused student or other member of the campus community may appeal the decision of the Administrative Disciplinary Council if new information that was not reasonably available or previously known to the accused, which would likely alter the outcome of a disciplinary hearing, becomes available. Such information will not be considered as new information if it could have been previously discovered through reasonable avenues available to the accused student.

Per Title IX Final Rule, in instances of Title IX complaint, Appeals of the determination can be filed by either Complainant or Respondent if the appeal meets the requirements above.

[Sexual Harassment Conduct Complaints Filed Against an EVCC Staff Member](#)

Sexual harassment of a member of the EVCC community toward another member of the campus community is a violation of EVCC policy and constitutes unfair treatment. Staff members found to be responsible or who are aware of such treatment by a member of the EVCC staff and do not disclose it to EVCC administration may be subject to disciplinary action, up to and including dismissal from employment with EVCC and/or criminal charges.

Student complaints of sexual harassment by a staff member will be managed according to the same procedures as the Academic Review Committee/Student Grievance policies and procedures, which may also be found in the Course Catalog and Student Handbook. If the alleged harasser is also the student's program director, the grievance must be filed directly with the Academic Coordinator, who will provide the Title IX Coordinator with a report. In such situations, with the exception of the initial filing of the grievance, formal grievance policies and procedures will be followed.

Training of Officials

In accordance with the Title IX final rule, disciplinary proceedings regarding sexual misconduct will be conducted by officials (Administrative Disciplinary Council members) who receive training at least annually. Training for officials may be role-specific, depending on what role an official may play in the course of the proceeding. Broadly speaking, training will include, but need not be limited to, the following topics:

- a. The definition of Sexual Harassment, per Title IX Final Rule.
- b. Conducting an investigation, impartiality, preventing prejudgment, and bias.
- c. Processes for complaint, evaluation, hearings, appeals, and other related actions.
- d. Relevant evidence and how it should be used during a proceeding.
- e. Proper techniques for questioning witnesses.
- f. Basic procedural rules for conducting a proceeding.
- g. Avoiding actual and perceived conflicts of interest.
- h. Use of technology related to Hearing process.

Such training may be delivered in person or by electronic means, such as a webinar or video.

The Title IX Coordinator and Team Members have completed initial, assigned training modules according to their respective roles on the Title IX Team. Training modules were video-based and developed by Thompson Coburn LLP in Summer 2020. Training included an Introduction to Managing Title IX Sexual Harassment, Formal Complaints, Investigations and Informal Resolutions, Hearings, Determinations, and Appeals. The training videos may be accessed through the following YouTube links (ads may be included):

[Module 1](#) – Introduction to Managing Sexual Harassment on Campus

[Module 2](#) – Formal Complaints of Title IX Sexual Harassment

[Module 3](#) – Title IX Investigations and Informal Resolutions

[Module 4](#) – Title IX Hearings

[Module 5](#) – Title IX Determinations

[Module 6](#) – Title IX Appeals

Campus Security

Eastern Virginia Career College (EVCC) prioritizes the safety and security of its campus community, and publishes this Campus Safety and Security Report in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (485 [f] HEA), also known as the Clery Act, and the Violence Against Women Reauthorization Act of 2013 [VAWA] (Public Law 113-114). EVCC's annual Safety and Security report can be found at http://www.evcc.edu/docs/EVCC_security_report.pdf

Student Responsibility in Criminal Matters

A significant part of every campus security program is prevention, including cooperative and precautionary steps by students themselves.

Students are encouraged to report all criminal acts or suspicious activities promptly. You have the right to report these matters confidentially. Victims or witnesses to a crime are encouraged to file an Occurrence Report of the incident with a Campus Security Authority as soon as possible.

A report of criminal activity should contain sufficient information to provide reasonable grounds for EVCC to investigate or refer the matter to local authorities for investigation and prosecution. EVCC will investigate reports of criminal activity and will refer for prosecution or investigation by local police authorities, reports of the crimes of murder, sexual assault, robbery, aggravated assault, burglary, motor vehicle theft, and arson, among other crimes, as required by law.

EVCC is required to complete an annual security report of crimes and attempted crimes which is made available to students, prospective students, EVCC staff members, and members of the public. Names of victims or witnesses are not disclosed in the security report.

EVCC Campus Security Authorities:

- a. Director of Admissions
- b. Academic Coordinator
- c. Director of Operations
- d. Program Directors
- e. Other Designees

Timely Warning

In the event that a crime or alleged crime occurs, either on or off campus, that, in the judgment of EVCC Administration, constitutes a serious criminal event or an ongoing or continuing threat, a campus-wide “Timely Warning” will be issued by the Director of Operations or designee. The warning will be provided via bulletins posted throughout campus.

Campus Health, Safety, and Security Measures

EVCC has undertaken several measures to help keep the campus community safe. Access to the 4th floor campus suite can only be gained via the building elevators and the emergency stairs. The suite doors are kept unlocked between 7:30 a.m. and 6:00 p.m. During normal business hours, all campus visitors must sign in at the front desk. During this time, access to other parts of the campus will only be permitted when the visitor is accompanied by a campus official or is previously known to members of the staff.

Prior to and after normal business hours EVCC implements a secure Access Control System, which controls access to the entire campus suite from a centralized electronic automatic lock management system. After hours, access to the suite is granted through the use of electronic cards and/or fobs programmed with various schedules for locking and unlocking the doors as appropriate. The system is tied to the fire alarm system in accordance with county code.

Other security measures include:

- a. A video surveillance system consisting of 20 cameras positioned throughout the suite to monitor and record what is going on in the suite at all times.
- b. Photo ID badges are required to be worn at all times while on campus in order to recognize anyone who may not belong in the suite. This includes both staff and students.
- c. Portable two-way radios which are distributed to certain key staff members, all of whom are scheduled to be present at various times, in order to provide full coverage during business hours. This radio system allows continual contact, if necessary, for a rapid response in the event an emergency situation occurs on campus.
- d. The faculty work spaces and employee lounge are only accessible through doors fitted with access code locks.

EVCC does not provide campus housing facilities or trained security personnel, nor does EVCC formally recognize any student organizations that meet at non-campus locations.

Emergency Notifications, Evacuations and Timely Warnings

Health, safety, and security at EVCC is undertaken in accordance with relevant institutional and governmental regulations and policies in order to promote a safe, secure, and healthful learning and work environment.

Every member of the campus community has the responsibility to observe and adhere to institutional policies and procedures relating to student conduct and campus wide health, safety, and security.

Students as well as staff members are responsible for the personal safety and the safety of others in the classroom, laboratory, or common areas and for immediately reporting any health or related safety concerns to an instructor, staff member, or CSA as appropriate.

All health and related safety incidents will be recorded in an Occurrence Report, which allows EVCC to document the incident, evaluate the response, and determine if further action is required.

Emergencies: Emergencies may be reported at any time to the Spotsylvania County Sheriff's Office by calling 911

Emergency Notification, Response, and Evacuation: In cases of emergency that pose an immediate threat to the health and safety of the campus community, students and staff will be notified on their mobile phones via a Short Messaging Service (SMS) system, otherwise known as a text message system.

Depending on the nature and severity of the emergency or dangerous situation, one or more pre-determined text messages that convey to recipients the actions they must take, or the nature of the emergency, will be sent.

Confirmation of a significant emergency or dangerous situation occurring on campus that poses an immediate threat to the campus community will be verified, to the extent possible, through visual confirmation, eye witness reports of students, faculty, or staff; or receipt of communication from an authority outside of campus. This information will be assessed and confirmed to the extent possible by an official of the college. Once a threat has been verified and/or confirmation of an emergency has been made, the campus will be notified of the nature of the threat or emergency and advised to take steps to evacuate or take shelter as appropriate.

In situations where law enforcement officials judge or perceive an increased risk of danger to individuals on campus should an emergency notification be made to the entire campus, EVCC officials will withhold such notification until law enforcement officials advise an emergency notification be issued.

Evacuation: Evacuation routes are posted in every classroom, laboratory, office, and common area. Evacuate the building following the route shown on the evacuation maps posted in each room. DO NOT USE THE ELEVATORS. Once evacuated, assemble on the far side of the west parking lot (nearest to Golden Corral restaurant). Faculty members are responsible for the evacuation of their students, and should conduct a head-count at the assembly point.

Fire: In case of fire, immediately inform an instructor or staff member and activate the fire alarm when possible. When you hear the fire alarm, evacuate the building following the route shown on the evacuation maps posted in each room. DO NOT USE THE ELEVATORS. Call 911. Fire extinguishers are stationed in each hallway. Faculty and staff should secure the building if possible. Fire drills are held twice a year. Follow evacuation procedures.

Medical and Health Emergencies: Report medical or health emergencies to a faculty or staff member. Make the ill or injured person comfortable. Seek a qualified healthcare professional on the campus, if possible. This person will assess the situation and take appropriate measures. If no qualified healthcare professional is available, call 911.

If an accident or illness occurs that requires a student, employee, or guest to be sent to a doctor or hospital, the immediate family will be notified. If unable to notify the family, emergency vehicles will be summoned at the student's, employee's, or guest's expense.

Safety Resources: Safety resources such as sharps disposal, eye wash equipment, and Emergency Kits are located in laboratory classrooms as appropriate. First aid kits are located in every laboratory and at the front desk in the fourth floor lobby.

Response to Emergencies

Earthquake: Take cover under a sturdy desk, table, or in a doorway. If that is not possible, stand as close to a wall in a hallway as possible. Stay away from windows. Remember to wait for TWO MINUTES after tremors stop then evacuate as per evacuation instructions. Remember, DUCK, COVER, HOLD, and DON'T PANIC.

Tornado: Immediately move away from windows and glass and move into the stairwells or hallways. Crouch down facing the wall, with your hands locked over your head. Wait until high winds die down then evacuate the building as per evacuation instructions. Remember, STAY AWAY FROM GLASS, PROTECT YOUR HEAD, and DON'T PANIC.

Biohazard (Blood): If blood has been spilled onto the floor or other surfaces, immediately alert a faculty or staff member. Do not attempt to clean up the blood and do not allow another student to do so. For skin or open wound exposure to another person's blood, wash area thoroughly with soap and water. For blood splashed into eyes, nose, or mouth, rinse repeatedly with tap water. Instructors should refer to the Exposure Control Plan.

Environmental Hazard: Hazardous materials or substances can be in the form of chemical spills, gas leaks, or other materials. If you see or smell a substance that you believe may be hazardous, stay away from the substance and alert an instructor or staff member immediately. Direct others away from the immediate area. Do not touch or attempt to clean up an unidentified substance. If evacuation is necessary, a faculty or staff member will initiate the notification system or activate the fire alarm, depending on the gravity of the incident. Evacuate the building as per evacuation instructions.

Behavioral Disturbance or Assault: A behavioral disturbance can be verbal or physical (assault). When a behavioral disturbance or suspicious behavior is observed, alert the nearest CSA, instructor, or staff member who will alert EVCC Administration who will assess the nature of the incident, determine the level of threat, and initiate appropriate notification measures if necessary. If no staff member can be found and you believe the threat to be dangerous, call 911.

Internal Threat: If you observe someone threatening with a weapon or other dangerous device, or hear a possible gunshot, inform EVCC Administration immediately. EVCC Administration will confirm the threat and alert the local authorities. EVCC will, without delay and taking into account the safety of the campus community, issue an emergency alert unless such an alert would, in the judgment of responsible authorities, compromise the efforts to assist victims, or to contain, respond to, or otherwise mitigate the emergency.

An evacuation may be ordered, depending on the nature of the emergency. If you cannot get out, move to a room where you can hide. Lock the door if possible. Make sure lights are turned off and stay clear of doors and windows. Silence, but do not turn off, all cell phones. Remain inside the room until you receive instructions from EVCC staff or first responders.

When the police arrive, follow all instructions and keep your hands visible. When evacuating the building, take all necessary items including keys. The building may be sealed as a crime scene and no one will be allowed in for several hours.

Weapons: No weapons or ammunition shall be worn, displayed, used or possessed on campus, including the parking lots and common areas of the building, except by authorized members of law enforcement. Any member of the EVCC community who violates this policy shall be subject to

appropriate disciplinary action up to and including suspension or dismissal. Any person not a member of the EVCC community who enters the campus and violates this policy shall be subject to all appropriate procedures and penalties including, but not limited to, the application of the criminal trespass provisions of the law of the Commonwealth of Virginia.

[Procedures for Reporting Criminal Actions, Sexual Misconduct, or Other Emergencies Occurring on Campus](#)

Any member or guest of the EVCC campus community may report a crime, incident of sexual misconduct/assault, or other emergency to any Campus Security Authority (CSA). A CSA is scheduled to be on campus from 8:00 a.m. to 5:00 p.m., Monday through Friday. CSAs are trained to assess the nature and threat of an incident being reported, and will take a statement or report unless the individual reporting the incident chooses not to make a statement or report.

CSAs are required to make a record of, report, and assess any ongoing threat to an individual or the campus as a whole regarding any crimes or incidents of sexual misconduct reported to them. These reports are submitted to the Title IX Coordinator within 24 hours or the start of the next business day, whichever comes first.

In order to ensure the safety of victims or witnesses of domestic violence, dating violence, sexual assault, or stalking, and their families, EVCC will provide victims or witnesses of sexual or domestic violence the option of confidentiality and privacy, upon request from the victim or witness, when reporting an incident. Victims or witnesses who choose to file an anonymous report should be aware that EVCC cannot initiate disciplinary proceedings against an alleged perpetrator without the identity of the reporter. Criminal complaints may be filed with law enforcement officials by a reporting party at any time.

Identifying information will not be included when EVCC completes mandatory reporting of crimes and statistics of incidents of sexual misconduct to governmental agencies. Confidentially protected information includes:

- a. First and last name;
- b. Home or other physical address;
- c. Contact information (including postal, email, or Internet protocol address);
- d. Telephone or fax number;
- e. Social security number, driver's license number, passport number, or student identification number;
- f. Any other information including date of birth, racial or ethnic background, or religious affiliation that would serve to identify any individual.

EVCC may, in certain circumstances, disclose some or all identifying information of a victim or witness if doing so allows for necessary accommodations for the victim or witness. The Title IX Coordinator will make this determination should the need arise. EVCC is obligated to provide written notice to victims of alleged sexual offenses regarding options for a student's reasonable request for changes to academic accommodation following an alleged sex offense.

EVCC may, in certain circumstances, disclose some or all identifying information of a victim or witness when requested by law enforcement officials. Under such circumstances, EVCC will provide necessary accommodations or protective measures for the victim or other necessary parties to the extent possible. The Academic Coordinator and/or Title IX Coordinator will make this determination should the need arise. At that time the victim or witnesses whose identifying information is provided will be notified in writing of when the identifying information is provided, and why it was provided.

Victims or witnesses who choose to file a report with local law enforcement agencies will be brought to the agency's facility by an official of the agency. There, the victim or witness will be asked to make a formal statement. An official of the law enforcement agency will provide the victim or witness with information as to what the agency will do to follow up in regard to the victim or witness, or in regard to the incident itself.

Victims and/or witnesses to Clery Act crimes that voluntarily report such crimes to law enforcement officials may apply to the Virginia Courts to maintain the confidentiality of their address and phone number during court proceedings, to the extent permitted by law. EVCC cannot guarantee that the reporting of such crimes to law enforcement officials will be kept confidential. However, when working with law enforcement officers, EVCC will maintain discretion in identifying victims or witnesses to the extent permitted by law.

EVCC is obligated to provide written notice to victims of alleged sexual offenses regarding options for a student's reasonable request for changes to academic accommodation following an alleged sex offense. EVCC does not provide confidential pastoral or professional counseling.

All reports of criminal acts or incidents of sexual misconduct are securely maintained in the office of the Title IX Coordinator. It is the policy of EVCC that all records of emergencies, reports of criminal acts, reports of sexual misconduct, or reports of alcohol or drug violations be reported to law enforcement officials as required by law.

[Area Emergency Healthcare and Counseling Resources](#)

Mary Washington Hospital Emergency Room
1001 Sam Perry Blvd.
Fredericksburg, VA 22401
Nurse Line: (540) 741-1000

Mary Washington Hospital has specially trained staff for victims of sexual assault.

Spotsylvania Regional Medical Center 24 Hour Emergency/Compassionate Care
4600 Spotsylvania Pkwy
Fredericksburg, VA 22408
(540) 498-22408

Primary and Urgent Care (PUC)
10009 Southpoint Pkwy
Fredericksburg, VA 22407
(540) 898-6600
Hours: Mon-Fri. 8 a.m. – 9 p.m.
Sat. 8 a.m. – 6 p.m.
Sun. 9 a.m. – 6 p.m.

BetterMed Urgent Care
10004 Southpoint Pkwy
Fredericksburg, VA 22407
(540) 2523535
Hours: Mon-Fri. 8 a.m. – 8 p.m.

Confidential sexual assault counseling services are available through the Rappahannock Council Against Sexual Assault (RCASA). Survivors and witnesses are encouraged to seek counseling for any incidents of sexual misconduct. RCASA provides services 24 hours a day.

RCASA Hotline: (504) 371-1666.

Spotsylvania County Sheriff's Office: 911 - or - (540) 582-7115
9199 Dean Ridings Lane
Spotsylvania, VA 22553

EVCC does not provide confidential pastoral or professional counseling or other such support services.

[Sex Offender Registry](#)

EVCC is required to advise the campus community where information regarding the Virginia State Police Sex Offender Registry may be found online. This site provides information on sex offenders registered in the state of Virginia by geographical area, including the area in which EVCC is located. The Virginia State Police Sex Offender Registry online database can be found at <https://sex-offender.vsp.virginia.gov/sor/>

For detailed information regarding EVCC's Campus Safety and Security policies and statistics, visit <https://www.evcc.edu> online.

[Drug-Free Campus Policies](#)

As a recipient of federal aid, EVCC must certify under the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act of 1989 that it will take certain steps to provide a drug-free campus and workplace. In accordance with the Acts, EVCC will annually distribute to all students and employees information on applicable legal sanctions and health risks associated with the unlawful possession or distribution of alcohol or illegal drugs, and a description of drug and alcohol treatment programs locally available. For details regarding EVCC's Drug-Free Campus Policies, visit <https://evcc.edu/wp-content/uploads/2022/02/drug-free-policy.pdf>

PART IID – DISABILITY, DISCRIMINATION AND TITLE IX

Title IX and Sexual Harassment

EVCC has policies and procedures regarding the reporting, investigation, and resulting outcomes of complaints of discrimination, including sex discrimination. Under the guidelines of Title IX, sexual harassment is considered an act of discrimination.

Eastern Virginia Career College prohibits and will not tolerate unlawful discrimination in academic setting or any of its programs or activities, on the basis of:

- Age
- Race
- Color
- Ethnicity
- National origin
- Religion
- Gender identity
- Sexual orientation
- Sex (including Trans- and Intersex)
- Parenting, or marital status
- Pregnancy and Pregnancy-Related Conditions (including childbirth)
- Genetic Information
- Disability, or
- Status as a U.S. veteran

These policies prohibit sex discrimination, which includes sexual harassment, sexual assault, sexual exploitation, domestic violence, dating violence, and stalking. This Policy also prohibits retaliation. The purpose of this Policy is to establish that EVCC prohibits sexual harassment and retaliation, and to set forth procedures by which allegations of sexual harassment shall be reported, filed, investigated, and resolved.

Retaliation

- No person may intimidate, threaten, coerce, harass, discriminate, or take any other adverse action against any other person for the purpose of interfering with any right or privilege provided by this Policy, or because the person has made a report or filed a formal complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, live hearing, or any other process described in this Policy.
- Action is generally deemed adverse if it would deter a reasonable person in the same circumstances from opposing practices prohibited by this Policy.
- Allegations of retaliation that do not involve sex discrimination or sexual harassment but are related to a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege provided by this Policy constitutes retaliation.
- Allegations of retaliation will be investigated and adjudicated as a separate code of conduct violation. Any person found responsible for retaliating against another person is subject to disciplinary or other action independent of the sanctions or interim measures imposed in response to the underlying allegations of violations of this Policy

Any person may report an incident of sexual harassment. Sexual harassment is defined as any unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access. Stalking, domestic violence and dating violence are considered examples of sexual harassment under Title IX. However, sexual assault, dating violence, domestic violence and stalking do not need to meet the description of “severe, pervasive and objectively offensive” and are considered sexual harassment.

Eastern Virginia Career College will take prompt and appropriate action to eliminate unlawful discrimination against individuals with protected statuses as described above, prevent its recurrence, and remedy its effects. It is the responsibility of every member of the EVCC community to foster an environment free of unlawful discrimination. All members of the EVCC community are encouraged to take reasonable and prudent actions to prevent or stop unlawful discrimination, and those who do so will be supported by EVCC and protected from retaliation. Retaliation against an individual who raises a concern, asks a clarifying question, or participates in an investigation is prohibited.

The Title IX Coordinator may be contacted regarding complaints of discrimination, retaliation, or harassment based on sex. The Title IX Coordinator may be contacted at:

Title IX Coordinator: Heather Burnham
Eastern Virginia Career College
10304 Spotsylvania Ave.
Fredericksburg, VA 22408
Tel. (540) 373-2200
Email: titleIXcoordinator@evcc.edu or hburnham@evcc.edu

Incidents of sexual harassment may also be reported to the Department of Education Office of Civil Rights:

<http://www.ed.gov/about/offices/list/ocr/complaintintro.html>
Office for Civil Rights, District of Columbia Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-1475
Telephone: (202) 453-6020
Facsimile: (202) 453-6021
Email: OCR.DC@ed.gov

The Title IX Coordinator and Team Members have completed initial, assigned training modules according to their respective roles on the Title IX Team. Training modules were video-based and developed by Thompson Coburn LLP in Summer 2020. Training included an Introduction to Managing Title IX Sexual Harassment, Formal Complaints, Investigations and Informal Resolutions, Hearings, Determinations, and Appeals. The training videos may be accessed through the following YouTube links (ads may be included):

[Module 1](#) – Introduction to Managing Sexual Harassment on Campus

[Module 2](#) – Formal Complaints of Title IX Sexual Harassment

[Module 3](#) – Title IX Investigations and Informal Resolutions

[Module 4](#) – Title IX Hearings

[Module 5](#) – Title IX Determinations

[Module 6](#) – Title IX Appeals

Definitions

1. **Actual Knowledge.** Actual knowledge means notice of sexual harassment or allegations of sexual harassment to the Title IX Coordinator [and/or any other official of EVCC who has authority to institute corrective measures on behalf of EVCC].
2. **Advisor.** An advisor is an individual who provides the complainant or respondent support, guidance, and advice. Advisors may be present at any meeting or live hearing but may not speak directly on behalf of the complainant or respondent, except to conduct cross-examination during a live hearing. Advisors may be but are not required to be licensed attorneys.

3. **Appeal Officer.** The Appeal Officer is the designated employee who reviews the complete record of the formal complaint, and written statements of the parties during an appeal of a written determination. The Appeal Officer decides whether to grant the appeal and determines the result of the appeal.
4. **Campus.** Campus refers to the EVCC campus and surrounding, contiguous parking lots (as defined in Clery Act regulations).
5. **Complainant.** A complainant is an individual who is alleged to be the victim of conduct that could constitute sexual harassment. A complainant may file a formal complaint against faculty, staff, students, or third parties.
6. **Consent.** Consent is knowing, voluntary, and clear permission by word or action, to engage in mutually agreed upon sexual activity. Silence does not necessarily constitute consent. Past consent to sexual activities, or a current or previous dating relationship, does not imply ongoing or future consent. Consent to some sexual contact (such as kissing or fondling) cannot be presumed to be consent for other sexual activity (such as intercourse). An individual cannot consent who is under the age of legal consent. The existence of consent is based on the totality of the circumstances, including the context in which the alleged incident occurred. Any sexual activity or sex act committed against one's will, by the use of force, threat, intimidation, or ruse, or through one's mental incapacity or physical helplessness is without consent.
 - a. Mental incapacity means that condition of a person existing at the time which prevents the person from understanding the nature or consequences of the sexual act involved (the who, what, when, where, why, and how) and about which the accused knew or should have known. This includes incapacitation by using drugs or alcohol. Intoxication is not synonymous with incapacitation.
 - b. Physical helplessness means unconsciousness or any other condition existing at the time which otherwise renders the person physically unable to communicate an unwillingness to act and about which the accused knew or should have known. Physical helplessness may be reached through the use of alcohol or drugs.
7. **Cross Examination.** Cross-examination is the opportunity for a party's advisor to ask questions of the other party and the other party's witnesses.
8. **Cumulative Evidence.** Cumulative evidence is additional evidence that has been introduced already on the same issue and is therefore unnecessary. The Hearing Officer has the discretion to exclude cumulative evidence.
9. **Dating Violence.** Dating violence is violence, force, or threat that results in bodily injury or places one in reasonable apprehension of death, sexual assault, or bodily injury committed by a person who is or has been in a close relationship of a romantic or intimate nature with the other person. The existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.
10. **Deliberate Indifference.** Deliberate indifference refers to a response to sexual harassment that is clearly unreasonable in light of the known circumstances. EVCC's response may be deliberately indifferent if the response restricts the rights to the Freedom of Speech and Due Process under the First, Fifth, and Fourteenth Amendments of the U.S. Constitution.
11. **Direct Examination.** Direct examination is the questioning of a witness by a party who has called the witness to provide such testimony.
12. **Domestic Violence.** Domestic violence is violence, force, or threat that results in bodily injury or places one in reasonable apprehension of death, sexual assault, or bodily injury and that is committed by a person against such person's family or household member, which includes a current or former spouse, a person with whom the victim shares a child in common, or who is cohabitating with or has cohabitated with the person as a spouse or intimate partner.
13. **Due Process.** Due process is a right guaranteed by the 5th and 14th amendments of the U.S. Constitution. Basic procedural due process guarantees that an individual receives notice of the matter pending that relates to the possible deprivation of a property or liberty interest and the opportunity to be heard. For example, students and employees facing suspension or expulsion/termination for disciplinary reasons must

- be given notice of the allegations against them prior to any hearing or determination of responsibility. Any disciplinary process must be fair and impartial. Additionally, the opportunity to respond must be meaningful.
14. **Education Program or Activity.** An education program or activity encompasses all of EVCC's operations and includes locations, events, or circumstances over which EVCC exercises substantial control over both the respondent and the context in which the sexual harassment occurs. Examples of education programs or activities includes, but are not limited to, college-sponsored conferences, athletic events and sports teams, student organizations, and wi-fi network.
 15. **Exculpatory Evidence.** Exculpatory evidence is evidence that shows, or tends to show, that a respondent is not responsible for some or all of the conduct alleged in the notice of allegations. EVCC must provide the respondent with all exculpatory evidence.
 16. **Final Decision.** A final decision is the written document that describes any sanctions imposed and remedies provided to the respondent and complainant, respectively, at the conclusion of the formal resolution process.
 17. **Formal Complaint.** A formal complaint is a document filed and signed by a complainant or signed by the Title IX Coordinator that alleges sexual harassment against a respondent and requests EVCC to investigate the allegation of sexual harassment. The complainant must be participating in or attempting to participate in an education program or activity of EVCC when the formal complaint is filed. A complainant cannot file a formal complaint anonymously. The Title IX Coordinator may sign on a complainant's behalf in matters where it is in the best interest of the complainant or EVCC to do so. EVCC may consolidate formal complaints against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.
 18. **Freedom of Speech.** The freedom of speech is a right guaranteed by the First Amendment of the U.S. Constitution to express one's thoughts and views without unlawful governmental restrictions. As governmental entities, Colleges must not infringe on this right. This Policy expressly prohibits censorship of constitutionally protected expression.
 19. **Hearing Officer.** A Hearing Officer is the presiding official of a live hearing who must issue a written determination on responsibility. Colleges may choose to hold live hearings with a single Hearing Officer or by committee.
 20. **Inculpatory Evidence.** Inculpatory evidence is evidence that shows, or tends to show, that a respondent is responsible for some, or all of the conduct alleged in the notice of allegations.
 21. **Preponderance of the Evidence.** A preponderance of the evidence is evidence that shows that the fact sought to be proved is more probable than not to be true. A preponderance of the evidence means evidence that is of greater weight or more convincing than the evidence that supports the contrary position.
 22. **Relevance.** Relevance refers to evidence that tends to prove or disprove whether the respondent is responsible for the alleged conduct. In determining whether a question is relevant, the Hearing Officer must focus on evidence pertinent to proving whether facts important to the allegations in the formal complaint are more or less likely to be true.
 23. **Remedies.** Remedies are actions taken or accommodations provided to the complainant after a determination of responsibility for sexual harassment has been made against the respondent. Remedies are designed to restore or preserve equal access to EVCC's education program or activity. Remedies may be disciplinary or non-disciplinary.
 24. **Report of Sexual Harassment.** A report of sexual harassment occurs when anyone reports an allegation of sexual harassment to the Title IX Coordinator, or one that reaches the Title IX Coordinator through a Responsible Employee. An individual need not be participating or attempting to participate in an education program or activity of EVCC to file a report. The respondent also does not need to be an employee, student, or otherwise affiliated with EVCC for a person to file a report against a respondent. A report of sexual harassment does not trigger an investigation or the formal or informal resolution process, but it does require the Title IX Coordinator to meet with the complainant and carry out the procedures described in Section S and/or T of this Policy, as applicable.

25. **Respondent.** A respondent is an individual who has been reported to have engaged in conduct that could constitute sexual harassment, as defined under this Policy. In most cases, a respondent is a person enrolled or employed by EVCC or who has another affiliation or connection with EVCC. EVCC may dismiss a formal complaint when EVCC has little to no control over the respondent but will offer supportive measures to the complainant and set reasonable restrictions on an unaffiliated respondent when appropriate.
26. **Responsible Employee.** A Responsible Employee is an employee who has the authority to take action to redress sexual harassment; who has been given the duty to report sexual harassment to the Title IX Coordinator [or other designee]; or an employee a student could reasonably believe has such authority or duty. EVCC may name Responsible Employees by title, or name employees who are Campus Security Authorities (CSAs) as Responsible Employees. A Responsible Employee shall not be an employee who, in his or her position at EVCC, provides services to the campus community as a licensed health care professional, (or the administrative staff of a licensed health care professional), professional counselor, victim support personnel, clergy, or attorney.
27. **Review Committee.** A Review committee is the committee consisting of three or more persons, including the Title IX Coordinator or designee, a representative of campus police or campus security, and a student affairs representative, that is responsible for reviewing information related to acts of sexual violence.
28. **Sexual Assault.** Sexual assault is any sexual act directed against another person without consent or where the person is incapable of giving consent. Sexual assault includes intentionally touching, either directly or through clothing, the victim's genitals, breasts, thighs, or buttocks without the person's consent, as well as forcing someone to touch or fondle another against his or her will. Sexual assault includes sexual violence (as defined under Virginia law).
29. **Sex Discrimination.** Sex discrimination is the unlawful treatment of another based on the individual's sex that excludes an individual from participation in, separates or denies the individual the benefits of, or otherwise adversely affects a term or condition of an individual's employment, education, or participation in an education program or activity. EVCC's treatment of a complainant or a respondent in response to a formal complaint of sexual harassment constitutes sex discrimination under Title IX when such response is deliberately indifferent.
30. **Sexual Exploitation.** Sexual exploitation occurs when a person takes non-consensual or abusive sexual advantage of another for his/her own advantage or benefit, or to benefit or advantage anyone other than the one being exploited, and that behavior does not otherwise constitute one of the other sexual harassment offenses. Examples of sexual exploitation include, prostituting another person; non-consensual video or audio-taping of otherwise consensual sexual activity; going beyond the boundaries of consent (such as letting your friends hide in the closet to watch you having consensual sex), and knowingly transmitting HIV or an STD to another.
31. **Sexual Harassment.** Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:
 - a. Quid Pro Quo: The submission to or rejection of such conduct is used as the basis for educational or employment decisions affecting the student or employee either explicitly or implicitly;
 - b. Hostile Environment: Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to an education program or activity of EVCC, including a student's educational experience or an employee's work performance; and
 - c. Clery Act/VAWA Offenses: Sexual assault/sexual violence, dating violence, domestic violence, and stalking, as defined by this Policy.
32. **Sexual Violence.** Sexual violence means physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent. Sexual violence includes rape and sexual assault.

33. **Stalking.** Stalking means engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others or suffer substantial emotional distress. Such conduct can occur in person or online, but the conduct must involve an education program or activity of EVCC.
34. **Statement.** A Statement is a person’s intent to make factual assertions, including evidence that contains a person’s statement(s). Party or witness statements, police reports, Sexual Assault Nurse Examiner (SANE) reports, medical reports, and other records may be considered by the Hearing Officer even if they were not subject to cross-examination at a live hearing.
35. **Supportive Measures.** Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to EVCC’s education programs or activities without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the campus environment, or to deter sexual harassment.
36. **Third Party.** A third party is any person who is not a student or employee of EVCC.
37. **Title IX.** Title IX means Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex in any education program or activity receiving Federal financial assistance.
38. **Title IX Coordinator.** The Title IX Coordinator is the employee or employees designated and authorized to coordinate EVCC’s efforts to comply with its responsibilities under Title IX.
39. **Workday.** A workday is any day that EVCC is open for business. Workdays include days when classes are not held, but when employees are expected to be at work.
40. **Written Determination.** A written determination is the written decision by a Hearing Officer that a respondent is responsible or not responsible for a violation of this Policy by a preponderance of the evidence after a live hearing. A written determination also is the result of an appeal decided by an Appeal Officer.

[Section 503/504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 \(ADA\) Policies](#)

Students with Disabilities

Eastern Virginia Career College prohibits and will not tolerate unlawful discrimination in academic setting or any of its programs or activities, on the basis of:

- Age
- Race
- Color
- Ethnicity
- National origin
- Religion
- Gender identity
- Sexual orientation
- Sex (including Trans- and Intersex)
- Parenting, or marital status
- Pregnancy and Pregnancy-Related Conditions (including childbirth)
- Genetic Information
- Disability, or
- Status as a U.S. veteran

EVCC is committed to providing equal educational access for individuals with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973, Section 508 of the Rehabilitation Act of 1998, and the Americans with Disabilities Act Amendments (ADAA) of 2008. An individual with a disability who is qualified for admission will have the same access to programs, services, and activities as all other students. EVCC will make reasonable accommodations unless doing so would fundamentally alter the nature of the service, program, or activity or if it poses an undue administrative or financial burden.

An ADA grievance may be filed using the form at <https://evcc.edu/student-grievance-form-for-academic-accommodations/>.

The ADA/504 Coordinator may be contacted regarding complaints of discrimination, retaliation, or harassment based on disability. The ADA/504 Coordinator may be contacted at:

ADACoordinator@evcc.edu.

Incidents of discrimination based on disability may also be reported to the U.S. Department of Education Office of Civil Rights: ocr@ed.gov, or by writing to:

Office for Civil Rights, District of Columbia Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-1475
Telephone: (202) 453-6020
Facsimile: (202) 453-6021
Email: ocr@ed.gov

Reasonable Accommodations for Students

Section 504 of the Rehabilitation Act (Section 504) and Students with Disabilities Reasonable Accommodations for Students Eastern Virginia Career College recognizes that individuals with disabilities may need reasonable accommodations to have equally effective opportunities to participate in or benefit from educational programs, services, and activities. EVCC is committed to providing equal access to educational opportunities for persons with disabilities and ensuring equal opportunity and access to all members of the campus community in accordance with Section 503/504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA).

EVCC prohibits discrimination against any student or applicant on the basis of physical or mental disability, or perceived disability. EVCC will provide reasonable and appropriate accommodations to enable students to participate in the life of the campus community. EVCC will adhere to all applicable federal and state laws, regulations, and guidelines with respect to providing reasonable accommodations as necessary to afford equal access to programs for qualified persons with disabilities.

"Each institution of higher learning is a unique environment and the ADA is designed to allow for individual responses to the needs of students and the public. What may be a successful accommodation in one setting may not be appropriate or required in another. The ADA does not seek to change fundamental methods of ensuring a sound education and successful completion of an academic program. It is designed to ensure that students with disabilities have an equal opportunity to access academic programs and successfully complete their studies."
(ADA Compliance Guide, 1990).

Individuals with disabilities are responsible for reporting and supplying documentation verifying their disability. Requests for accommodations must be initiated with the ADA Coordinator through the Registrar's Office. The Registrar's Office coordinates services for students with disabilities including assistance in registration, adapted classroom activities, and other special needs. It is the responsibility of the student to identify him/herself as disabled and to request assistance from this office. EVCC does not provide specialized tutors or individual assistants for students. Requests to modify academic requirements must be made to the ADA Coordinator through the Registrar's Office

ADA Definition of Disabled

The ADA's protection applies primarily, but not exclusively, to "disabled" individuals. An individual is "disabled" if he or she meets at least any one of the following tests:

1. He or she has a physical or mental impairment that substantially limits one or more of his/her major life activities

2. He or she has a record of such an impairment
3. He or she is regarded as having such an impairment.

Persons with disabilities are encouraged to visit the Registrar's Office to identify suitable accommodations and services. Any questions, difficulties, or concerns should be referred to the Registrar as soon as possible.

Notification Requirements and Service Criteria

Self-Disclosure: All students seeking accommodation under section 504 of the Rehabilitation Act of 1973 et seq., or the Americans with Disabilities Act must self-identify with the ADA Coordinator through the Registrar's Office. For accommodations, a written request must be submitted to this office.

Documentation: It is the responsibility of students to submit documentation of physical or learning disabilities from qualified and licensed medical or testing personnel, and no more than three (3) years old. Expenses incurred in obtaining the professional verification are the individual's responsibility.

The following documentation criteria should be used in forwarding assessments to the Accessibility Resource Center for disabilities verification:

Physical, Sensory, and Health-Related Disabilities

Verification of the disabling condition must be obtained from a licensed health care professional that is qualified and currently or recently associated with the individual. The diagnosis must reflect the present level of functioning of the major life activity affected by the disability.

Psychological Disorders or Attentional Disorders

Verification of diagnosis and severity of disabling condition from a qualified professional (e.g., psychiatrist for ADD/ADHD, psychologist, or psychiatrist for other psychological disorders). A detailed description of how this impairment significantly limits a major life activity in an educational setting should be provided.

Learning Disabilities

A professional qualified to diagnose a learning disability (e.g., a licensed psychologist, learning disabilities specialist, neuropsychologist), must prepare the evaluation. Collaboration with speech and language clinicians, reading specialists and other educational professionals may be appropriate and necessary for a comprehensive assessment.

Results of a clinical interview with the individual and descriptions of testing procedures, instruments used, test and sub-test results reported in standard scores should be included.

Evaluations must be comprehensive and include test results in the following areas, where applicable:

- Reading
- Mathematics, Spelling,
- Written language,
- Language processing
- Cognitive processing skills, and
- Intelligence.

Testing should carefully examine areas of concern/weakness as well as areas of strengths.

A clear diagnostic statement based on test results and personal history must be included.

An evaluation should be no more than three years old. This requirement may be waived if deemed not medically necessary.

Student Responsibilities: Students with disabilities are obligated to utilize all adjustments and/or accommodations properly and responsibly.

Undue Hardship

For the purposes of this document, Eastern Virginia Career College applies the ADA definition of "undue hardship" as an action requiring significant difficulty or expense. Factors to be considered in determining undue hardship may include, but are not limited to:

- The cost of the accommodation required under ADA;
- The financial resources of the facility involved in the provision of the reasonable accommodation;
- The number of students involved;
- The financial impact on the facility;
- The impact on the operation and geographic, physical, administrative, or fiscal relationship of the facility in question.

ADA Appeals and Complaints Appeals related to the provision of reasonable accommodations by the College may be directed to the ADA Coordinator's through the Registrar's Office or to the office of the President of Eastern Virginia Career College.

The ADA/504 Coordinator may be contacted regarding complaints of discrimination, retaliation, or harassment based on disability. The ADA/504 Coordinator may be contacted at:
ADACoordinator@evcc.edu.

Incidents of discrimination based on disability may also be reported to the U.S. Department of Education Office of Civil Rights: ocr@ed.gov, or by writing to:

Office for Civil Rights, District of Columbia Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-1475
Telephone: (202) 453-6020
Facsimile: (202) 453-6021
[Email: OCR.DC@ed.gov](mailto:OCR.DC@ed.gov)

PART IIIA – DEGREE GRANTING PROGRAMS CURRICULA

Nursing (Degree) Associate of Applied Science Program (TH)

Objective

The program objective is to prepare the student to enter the profession of nursing as a contributing member of the discipline to promote, maintain, and restore the health of clients in a variety of settings. This is an 46 week program designed for students who choose nursing as a career. The program’s curriculum provides high quality theoretical, laboratory and clinical experiences ensuring the student opportunities to develop as a professional nurse and as an individual. 46 weeks is for core nursing content and does not include General Education requirements. The 46 weeks does not include breaks and holidays.

Due to current challenges in the clinical environment, there may be changes to the number of clinical hours earned in each clinical course. While every attempt is made to maintain hours as stated in the college catalog/student handbooks, students may receive less or more hours in any given clinical course. Nursing Administration reserves the right to make the changes to clinical course hours as needed, while continuing to meet the clinical course objectives. Students must meet the regulatory requirements of hours (AAS-500, PN-400) before graduation to apply to their Board of Nursing.

Length of Program: Day School, 46 Weeks

PREREQUISITES MUST BE COMPLETED PRIOR TO ENTERING PROGRAM AND ARE NOT INCLUDED IN TOTAL COST

GENERAL EDUCATION PREREQUISITES

| COURSE | TITLE | Credit Hours | CONTACT HOURS | | |
|--|-------------------------|--------------|---------------|-----|----------|
| | | | Lecture | Lab | Clinical |
| ENG111 | College English I | 3 | 45 | 0 | 0 |
| ENG112 | College English II | 3 | 45 | 0 | 0 |
| HUM150 | Humanities | 3 | 45 | 0 | 0 |
| BHS151 | Behavioral Science | 3 | 45 | 0 | 0 |
| MATH120 | College Mathematics | 3 | 45 | 0 | 0 |
| BIO141 | Anatomy & Physiology I | 4 | 45 | 30 | 0 |
| BIO142 | Anatomy & Physiology II | 4 | 45 | 30 | 0 |
| GENERAL EDUCATION PREREQUISITES TOTALS | | 23 | 315 | 60 | 0 |

CORE PROGRAM COURSES

| | COURSE | TITLE | Credit Hours | CONTACT HOURS | | |
|----------------------|----------|---|--------------|---------------|-----|----------|
| | | | | Lecture | Lab | Clinical |
| Sem 1 | SDV100 | SDV (Must be fulfilled at EVCC) | 1 | 15 | 0 | 0 |
| | NSG115 | Introduction To Nursing | 2 | 30 | 0 | 0 |
| | NSG125 | Principles Of Nutrition | 3 | 45 | 0 | 0 |
| | NSG135 | Fundamentals Of Nursing | 7 | 75 | 60 | 0 |
| | NSG138 | Fundamentals Of Nursing Clinical | 2 | 0 | 0 | 130 |
| SEMESTER TOTALS | | | 15 | 165 | 60 | 130 |
| Sem 2 | NSG155 | Pharmacology | 6 | 92 | 25 | 0 |
| | NSG162 | Adult Nursing I | 7 | 102 | 55 | 0 |
| | NSG163 | Adult Nursing I Clinical | 2 | 0 | 0 | 130 |
| SEMESTER TOTALS | | | 15 | 194 | 80 | 130 |
| Sem 3 | NSG187 | Psychiatric Nursing with clinical component | 2 | 30 | 0 | 32 |
| | NSG209 | Specialized Populations I: Maternity Nursing with clinical component | 2 | 30 | 15 | 24 |
| | NSG216 | Specialized Populations II: Pediatric Nursing with clinical component | 2 | 30 | 0 | 24 |
| | NSG222 | Adult Nursing II | 6 | 102 | 20 | 0 |
| | NSG225 | Adult Nursing II Clinical | 3 | 0 | 0 | 160 |
| SEMESTER TOTALS | | | 15 | 192 | 35 | 240 |
| PROGRAM GRAND TOTALS | | | CREDITS: 68 | HOURS: 1601 | | |
| | *NSG 142 | Transitional Nursing (for Transfer Students) (as applicable) | 2 | 30 | 15 | 130* |

**For information on NSG142, Transitional Nursing, see admissions requirements for LPNs as Transfer Students.*

Nursing (Degree) Associate of Applied Science Degree, cont.

Core Program Cost (not including prerequisites)

| | | |
|--|---|----------|
| | Tuition: | \$33,000 |
| | Books: | 2,750 |
| | Student Fees: | 1,700 |
| | Application: | 100 |
| | Testing/Technology/Facilities Fee: | 250 |
| | Program Cost After Prerequisites are Completed: | \$37,800 |

LPNs as Transfer Students Program Cost (not including prerequisites). The LPNs as Transfer Students Program only includes semester 3 and 4 courses above, and NSG 142 as required.

| | | |
|--|---|----------|
| | Tuition: | \$22,000 |
| | Books: | 1,173 |
| | Student Fees: | 1,133 |
| | Application: | 100 |
| | Testing/Technology/Facilities Fee: | 250 |
| | Program Cost After Prerequisites are Completed: | \$24,656 |

In the event a student is required to complete NSG 142 Transitional Nursing the cost of the course is \$562 and the total cost of the Associate of Applied Science degree with NSG 142 Transitional Nursing course is \$25,218.

Nursing Program Out of Pocket Expenses. Students should expect \$500-\$1000 in out-of-pocket expenses. These expenses will greatly vary for each student depending on individual circumstances

| Supplies and Clinical Requirements | Cost (at the minimum and will vary per student) |
|--|---|
| Laptop | \$500 (See Technical Requirements) |
| Castlebranch | \$134 |
| Scrub top | \$20 |
| Scrub pants | \$20 |
| Lab jacket | \$25 |
| Nursing Shoes or solid white tennis shoes | \$50-\$80 |
| Watch with second hand | \$30 |
| Solid white crew socks | \$11 |
| Black ink pens | \$3 |
| Black nursing folding clipboard | \$24 |
| Clinical scrub pants | \$20 |
| MMR vaccine (will need a total of 2 vaccines) | *Cost may vary |
| Varicella vaccine (will need a total of 2 vaccines) | *Cost may vary |
| Hepatitis B (will need a total of 3 vaccines) | *Cost may vary |
| PPD | *Cost may vary |
| TDAP | *Cost may vary |
| CPR (American Heart BLS only) | \$85 |
| Professional liability | *Cost may vary |
| Flu vaccine (only needed September-March) | *Cost may vary |
| CB Bridges (HCA clinical requirement AAS only) | \$50 |

*See student handbook/catalog for vaccination requirements. Cost will vary dependent on student's insurance coverage and facility used. The Virginia Department of Health (VDH) may offer vaccinations at a low or no cost.

Prospective students should contact the nursing department for any questions regarding any specific needs.

NCLEX Pass Rates by Year – AAS RN

| | | | | | |
|------|------|------|------|------|------|
| 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
| 83% | 72% | 75% | 83% | 89% | 81% |

Graduate Employment Rate by Year – AAS RN

| | | | | | |
|------|------|------|------|------|------|
| 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
| 100% | 98% | 92% | 97% | 94% | 98% |

Students should be aware that the background check and drug screen results that they submitted prior to enrollment are good for 18 months only. Students who take a Leave of Absence or withdraw with the intent to re-enroll into the program must undergo both the background check and drug screen again if their enrollment will extend past the original 18-month window.

(TH) Courses may be hybrid or face-to-face. Refer to [Attendance for Distance Education or Hybrid Courses](#) for attendance requirements.

Entrance test required.

Occupational Therapy Assistant (Degree) Associate of Applied Science Program (TH)
(Associate of Applied Science Degree)

Objective

The program objective is to prepare the student to enter practice as an entry-level occupational therapy assistant working under the supervision of an occupational therapist. This 12-month program, inclusive of Level II Fieldwork, begins after the student has satisfied the program's general education requirements. The curriculum is occupation and evidenced-based to ensure the student has the knowledge and skills needed to meet the occupational needs of individuals, groups and organizations as well as contribute to the OT process and emerge as a life-long learner.

Length of Program: OTA Traditional and Distance Education is 53 Weeks

PREREQUISITES MUST BE COMPLETED PRIOR TO ENTERING PROGRAM AND ARE NOT INCLUDED IN TOTAL COST

GENERAL EDUCATION PREREQUISITES

| COURSE | TITLE | CONTACT HOURS | | | |
|--|--------------------------|---------------|---------|-----|----------|
| | | Credit Hours | Lecture | Lab | Clinical |
| ENG111 | College English I* | 3 | 45 | 0 | 0 |
| HUM150 | Humanities* | 3 | 45 | 0 | 0 |
| BHS151 | Behavioral Science* | 3 | 45 | 0 | 0 |
| MATH120 | College Mathematics* | 3 | 45 | 0 | 0 |
| BIO141 | Anatomy & Physiology I* | 4 | 45 | 30 | 0 |
| BIO142 | Anatomy & Physiology II* | 4 | 45 | 30 | 0 |
| GENERAL EDUCATION PREREQUISITES TOTALS | | 20 | 270 | 60 | 0 |

CORE PROGRAM COURSES

| | COURSE | TITLE | CONTACT HOURS | | | |
|----------------------|-----------------|---|---------------|-------------|-----|----------|
| | | | Credit Hours | Lecture | Lab | Clinical |
| Semester 1 | OTA202 | Introduction to Occupational Therapy | 3 | 30 | 30 | 0 |
| | OTA204 | Analysis of Occupational Performance | 2 | 30 | 0 | 0 |
| | OTA206 | Activity and Occupation Lab | 1 | 0 | 30 | 0 |
| | OTA208 | Concepts in Mental Health | 4 | 60 | 0 | 0 |
| | OTA210 | Technique & Interventions I: Mental Health | 3 | 0 | 90 | 0 |
| | OTA211 | Level I Fieldwork: Ortho/Adult Rehabilitation | 1 | 0 | 0 | 56 |
| | OTA216 | Professional Seminar I | 1 | 15 | 0 | 0 |
| | OTA304 | Concepts in Adult Rehabilitation: Ortho. | 4 | 60 | 0 | 0 |
| | OTA306 | Techniques & Interventions III: Ortho. | 3 | 0 | 90 | 0 |
| | SEMESTER TOTALS | | | 22 | 195 | 240 |
| Semester 2 | OTA404 | Concepts in Adult Rehabilitation: Neuro. | 4 | 60 | 0 | 0 |
| | OTA406 | Techniques & Interventions IV: Neuro. | 3 | 0 | 90 | 0 |
| | OTA408 | Concepts in Aging | 3 | 30 | 30 | 0 |
| | OTA409 | Level I Fieldwork: Geriatric/Adult Rehab. | 1 | 0 | 0 | 56 |
| | OTA212 | Concepts in Children & Youth | 4 | 60 | 0 | 0 |
| | OTA214 | Techniques and Interventions II: Pediatrics | 3 | 0 | 90 | 0 |
| | OTA410 | Professional Seminar II | 2 | 30 | 0 | 0 |
| SEMESTER TOTALS | | | 20 | 180 | 210 | 56 |
| Sem. 3 | OTA301 | Level II Fieldwork A | 7 | 0 | 0 | 320 |
| | OTA411 | Level II Fieldwork B | 7 | 0 | 0 | 321 |
| | SEMESTER TOTALS | | | 14 | 0 | 0 |
| PROGRAM GRAND TOTALS | | | CREDITS: 76 | HOURS: 1908 | | |

Occupational Therapy Assistant (Degree) Associate of Applied Science program,
cont.

| | |
|---|----------|
| Tuition: | \$34,000 |
| Books: | 1,200 |
| Student Fees: | 1,000 |
| Application: | 100 |
| Technology/Facilities Fee: | 250 |
| Program Cost After Prerequisites are Completed: | \$36,550 |

Uniforms, immunizations, a watch with a second hand, and other additional supplies are the student’s responsibility. *General Education Courses are prerequisites to admission into this program, including College English, Anatomy and Physiology, Humanities, Behavioral Science, and College Mathematics. For more information, see General Education course listings in this catalog.

Graduate Employment Rate

| 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|------|------|------|------|------|------|
| N/A | 92% | 100% | 95% | 90% | 100% |

OTA is a 12-month program with two program options/ offered in two different formats:

- **Option 1: Traditional/ onsite**
- **Option 2: Distance Education/ hybrid format**

OTA program Traditional/ ONSITE component (Fall Admission) occurs where instructors and students meet on EVCC campus for lecture/ knowledge and LAB/ skills learning 3-5 days during the weekday. Learning resources and assignments are created and managed online in Moodle/ EVCC Course and Learning Management System.

8 months of Lecture, LAB, and Level I fieldwork.

- Lecture & LAB is offered Face-to-face during the day, Monday through Friday (8am-5pm).
- Level I fieldwork is in the community/ clinical sites (24-32 hours each semester) and/or in simulated environments.

4 months of Level II fieldwork (Two 8- week full-time clinical experiences in the community after completion of core OTA course work)

OTA Program with Distance Education Component (Winter admission)

8 months of Lecture (synchronous & asynchronous learning online), LAB, and Level I fieldwork.

- Synchronous learning uses Zoom for mandatory evening lectures. Students meet via Zoom for interactive lectures 2-3 times a week for 1-2 hours per course.
- Asynchronous learning uses online resources to complete weekly assignments in each course.
- Hybrid Asynchronous courses meet both online and in a traditional classroom setting (OT LAB)

- Level I fieldwork is in the community and/ clinical sites (24-32 hours each semester) and/or simulated environments
- Skill LABs meets *Face- to- face* two x each month (Friday, Sat, Sun) on EVCC campus for hands-on- OT skill learning. Each LAB is 8 hours a day. When not on EVCC campus for face- to- face skill LABs, student engage in independent LABs called LAB @ Home for

4 months of Level II fieldwork (Two 8-week full-time clinical experiences in the community after completion of OTA core course work)

| Distance Education/ Synchronous | Distance Education/ Asynchronous | Online Education | Hybrid Asynchronous |
|--|---|---|---|
| <ul style="list-style-type: none"> - OTA 208 - OTA 304 - OTA 404 - OTA 212 | <ul style="list-style-type: none"> - All OTA courses | <ul style="list-style-type: none"> - OTA 204 - OTA 216 - OTA 410 | <ul style="list-style-type: none"> - OTA 202 - OTA 204 - OTA 206 - OTA 210 - OTA 306 - OTA 406 - OTA 214 <p style="text-align: right;"><i>*(F2F LAB on EVCC campus & online LAB in Moodle)</i></p> |

(TH) Courses may be hybrid or face-to-face. Refer to [Attendance for Distance Education or Hybrid Courses](#) for attendance requirements.

DISTANCE EDUCATION (*Definitions Adapted from Virginia State Law: Chapter 31*)

Distance Education is defined as an educational delivery method that uses one or more technologies to provide instruction to students who are separated from faculty and support regular and substantive instruction between students and faculty, synchronously or asynchronously.

Technologies used may include the internet, print-based media, email, one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed

EVCC’s Course Management System (CMS) is Moodle. This integrated system creates a personalized learning environment for occupational therapy education, especially for the occupational therapy assistant. Moodle creates, manages assignments and communication between instructors and students.

Face-2- Face (F2F) course is in an environment where teaching and learning takes place in a physical environment with the instructor and student in the same place.

Synchronous distance education occurs when the instructor and students interact in different places but at the same time (*Mandatory Zoom lectures 2-3 x a week*)

Asynchronous distance education occurs when students go online [*in Moodle*] anytime day or night, 7 days a week to **complete** required weekly assignments.

Hybrid Asynchronous is any course that meets both online [*as outlined in the course syllabus*] and in a traditional classroom setting (*OT LAB*).

Online education occurs when most of the instruction is completed in the online environment (*Moodle*)

Computer technology is integrated throughout the OTA program.

- Both curricular options use online resources which requires that all OTA students have access to a computer that is internet and camera enabled
- Students are required to research and access online information, therefore, computer literacy skills that use web browsers and other web applications are essential.
- Students should also have abilities/skills to create, edit, save, and retrieve documents and presentations

The Occupational Therapy Assistant (Degree) Associate of Applied Science program has been granted Continuing Accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at [6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929](#). ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org. The next onsite visit will be scheduled within the academic year 2029/2030. Graduates are eligible 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). In addition, most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. When you apply to sit for the certification exam you will be asked to answer questions related to the topic of felonies. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

For further information contact NBCOT at www.nbcot.org
or
National Board for Certification in Occupational Therapy, Inc.
12 South Summit Ave., Suite 100
Gaithersburg, MD 20877
(301) 990-7979

Entrance test required

[General Education Courses Required for Associate of Applied Science Degree Programs](#)

The following courses are required for the Occupational Therapy Assistant (Degree) Associate of Applied Science and Nursing (Degree) Associate of Applied Science programs. The costs of General Education courses, if taken at Eastern Virginia Career College, are not included in Associate of Applied Science Degree program costs. Students who have previously taken these courses or their equivalents may be allowed to transfer the credits into their respective programs. Acceptance of credits from other schools is decided on a case-by-case basis; Eastern Virginia Career College cannot guarantee that credits earned elsewhere will be accepted.

| COURSE | TITLE | CONTACT HOURS | | | TUITION | BOOKS | SUBTOTAL |
|---------|--------------------------------|---------------|---------|-----|---------|----------|----------------|
| | | Credit Hours | Lecture | Lab | | | |
| | GENERAL EDUCATION | | | | | | |
| BIO141 | Anatomy and Physiology I | 4 | 45 | 30 | \$600 | 100 | \$700 |
| BIO142 | Anatomy and Physiology II | 4 | 45 | 30 | \$600 | +0 / 100 | +\$600 / \$700 |
| BHS151 | Behavioral Science | 3 | 45 | 0 | \$450 | 0 | \$450 |
| HUM150 | Humanities | 3 | 45 | 0 | \$450 | 0 | \$450 |
| MATH120 | College Mathematics | 3 | 45 | 0 | \$450 | 30 | \$480 |
| ENG111 | College English I | 3 | 45 | 0 | \$450 | 0 | \$450 |
| ENG112 | College English II (††RN only) | 3 | 45 | 0 | \$450 | 0 | \$450 |

†BIO142 Book/ online lab Fee is \$100 if not taking BIO141

††College English II is not required for the Occupational Therapy Assistant (Degree) Associate of Applied Science program.

The following one-time college entrance fees must be paid at the time of application:

| | |
|----------------------------|-------------|
| Application Fee: | \$100 |
| Testing Fee: | <u>\$10</u> |
| Subtotal of One-Time Fees: | \$110 |

Recurring fees:

Testing/Technology/Facilities Fee (Per Semester): \$50

Each student is responsible for full tuition payments, textbook fees, and other fees upon enrollment.

Courses are fully distance education. Refer to [Attendance for Distance Education or Hybrid Courses](#) for attendance requirements.

For information about immunizations, fees, and other specific requirements for the Nursing (Degree) and Occupational Therapy Assistant (Degree) Associate of Applied Science programs, please refer to those pages in this catalog.

PART IIIB –DIPLOMA AND CERTIFICATE PROGRAMS

CURRICULA

Practical Nurse Education Program (Diploma Program)

Objective

This professional education program is designed to provide quality nursing to meet the needs of the region and the state. The high quality of theoretical and clinical education ensures the Practical Nurse student opportunities to develop as a nurse and as an individual while practicing in various settings and ensures the student possesses the ability to meet and exceed employer expectations in the job market. The PN program is 45 weeks. The 45 weeks does not include breaks and holidays.

Due to current challenges in the clinical environment, there may be changes to the number of clinical hours earned in each clinical course. While every attempt is made to maintain hours as stated in the college catalog/student handbooks, students may receive less or more hours in any given clinical course. Nursing Administration reserves the right to make the changes to clinical course hours as needed, while continuing to meet the clinical course objectives. Students must meet the regulatory requirements of hours (AAS-500, PN-400) before graduation to apply to their Board of Nursing.

The Practical Nurse Education Program is approved by Virginia Board of Nursing, COE, and SCHEV. The Practical Nurse education program is not required to have a national programmatic accreditation.

Length of Program: Day or Evening School, 45 Weeks

| | COURSE | TITLE | Credit Hours | CONTACT HOURS | | |
|-----------------------------|--------|---|-----------------|---------------|------------|-------------|
| | | | | Lecture | Lab | Clinical |
| CORE PROGRAM COURSES | | | | | | |
| Sem 1 | PN105 | Trends in Nursing | 2 | 42 | 0 | 0 |
| | PN115 | Anatomy and Physiology | 4 | 60 | 12 | 0 |
| | PN125 | Nutrition | 1 | 29 | 0 | 0 |
| | PN135 | Nursing Skills Theory | 6 | 80 | 40 | 0 |
| | PN139 | Nursing Skills Clinical | 1 | 0 | 0 | 82 |
| SEMESTER TOTALS | | | 14 | 211 | 52 | 82 |
| Sem. 2 | PN167 | Pharmacology | 5 | 84 | 20 | 0 |
| | PN175 | Medical Surgical Theory I | 11 | 150 | 30 | 0 |
| | PN179 | Medical Surgical Clinical I | 2 | 0 | 0 | 130 |
| SEMESTER TOTALS | | | 18 | 234 | 50 | 130 |
| Semester 3 | PN203 | Maternity Nursing with clinical component | 2 | 30 | 15 | 16 |
| | PN223 | Pediatric Nursing with clinical component | 2 | 30 | 15 | 32 |
| | PN233 | Psychiatric Nursing with clinical component | 2 | 30 | 0 | 24 |
| | PN236 | Medical Surgical Theory II | 5 | 75 | 20 | 0 |
| | PN239 | Medical Surgical Clinical II | 2 | 0 | 0 | 116 |
| SEMESTER TOTALS | | | 13 | 165 | 50 | 188 |
| PROGRAM TOTALS | | | 45 | 610 | 152 | 400 |
| GRAND TOTALS | | | 45 | HOURS: | | 1162 |

Practical Nurse Education Program, cont.

| | |
|------------------------------------|-----------------|
| Tuition: | \$22,000 |
| Books: | 2,400 |
| Student Fees: | 1,500 |
| Application: | 100 |
| Testing/Technology/Facilities Fee: | 250 |
| Total Program Cost: | \$26,250 |

Nursing Program Out of Pocket Expenses. Students should expect \$500-\$1000 in out-of-pocket expenses. These expenses will greatly vary for each student depending on individual circumstances

| Supplies and Clinical Requirements | Cost (at the minimum and will vary per student) |
|---|---|
| Laptop | \$500 (See Technical Requirements) |
| Castlebranch | \$134 |
| Scrub top | \$20 |
| Scrub pants | \$20 |
| Lab jacket | \$25 |
| Nursing Shoes or solid white tennis shoes | \$50-\$80 |
| Watch with second hand | \$30 |
| Solid white crew socks | \$11 |
| Black ink pens | \$3 |
| Black nursing folding clipboard | \$24 |
| Clinical scrub pants | \$20 |
| MMR vaccine (will need a total of 2 vaccines) | *Cost may vary |
| Varicella vaccine (will need a total of 2 vaccines) | *Cost may vary |
| Hepatitis B (will need a total of 3 vaccines) | *Cost may vary |
| PPD | *Cost may vary |
| TDAP | *Cost may vary |
| CPR (American Heart BLS only) | \$85 |
| Professional liability | *Cost may vary |
| Flu vaccine (only needed September-March) | *Cost may vary |

*See student handbook/catalog for vaccination requirements. Cost will vary dependent on student's insurance coverage and facility used. The Virginia Department of Health (VDH) may offer vaccinations at a low or no cost.

Prospective students should contact the nursing department for any questions regarding any specific needs.

NCLEX Pass Rates by Year – PN

| | | | | | |
|------|------|------|------|------|------|
| 2017 | 2018 | 2019 | 2020 | 2021 | 2022 |
| 88% | 84% | 92% | 79% | 64% | 88% |

Graduate Employment Rate by Year – PN

| | | | | | |
|------|------|------|------|------|------|
| 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
| 82% | 85% | 75% | 93% | 89% | 80% |

Students should be aware that the background check and drug screen results that they submitted prior to enrollment are good for 18 months only. Students who take a Leave of Absence or withdraw with the intent to re-enroll into the program must undergo both the background check and drug screen again if their enrollment will extend past the original 18 month window.

Entrance Test Required.

ALLIED HEALTH DEPARTMENT

Medical Assistant Program (TH) (Diploma Program)

Objective

The Medical Assistant program prepares graduates for an entry-level position in a variety of medical facilities and private practices. This program will equip the student with both the administrative and clinical skills, and the procedures that prepare you for an extraordinary role as a Medical Assistant. Candidates will learn important tasks such as measuring vital signs, keeping medical charts updated, working proficiently with electronic health records software, assisting in diagnostic procedures, phlebotomy techniques and procedures, performing front office duties and responsibilities, and working closely with patients, physicians and other medical staff and faculty.

With this comprehensive Medical Assistant program, students are prepared for a successful and rewarding career in the growing health care industry. Medical Assistants can find career opportunities in medical clinics, hospitals, physicians' offices and medical laboratories. Graduates from this program will meet the training requirements to test for national certification with National HealthCareer Association (NHA).

Length of Program: Day School, 32 Weeks; Evening School, 32 Weeks.

| | COURSE | TITLE | CONTACT HOURS | | | |
|-----------------------------|--------|-------------------------------|---------------|------------|-----|---------|
| | | | Credit Hours | Lecture | Lab | Extern. |
| CORE PROGRAM COURSES | | | | | | |
| Semester 1 | CM300 | Microsoft Office | 2 | 30 | 0 | 0 |
| | AT105 | Anatomy/Terminology I | 5 | 75 | 0 | 0 |
| | AT106 | Anatomy/Terminology II | 5 | 75 | 0 | 0 |
| | AT107 | Anatomy/Terminology III | 5 | 75 | 0 | 0 |
| | AD101 | Medical Office Administration | 4 | 45 | 45 | 0 |
| | CP202 | Basic Pharmacology | 2 | 30 | 0 | 0 |
| SEMESTER TOTALS | | | 23 | 330 | 45 | 0 |
| Semester 2 | CP105 | Clinical Office Procedures I | 5 | 30 | 90 | 0 |
| | CP106 | Clinical Office Procedures II | 5 | 30 | 90 | 0 |
| | PD101 | Professional Development | 1 | 15 | 0 | 0 |
| | CX202 | Medical Assistant Externship | 3 | 0 | 0 | 160 |
| SEMESTER TOTALS | | | 14 | 75 | 180 | 160 |
| PROGRAM TOTALS | | | 37 | 405 | 225 | 160 |
| GRAND TOTALS | | | CREDITS: 37 | HOURS: 790 | | |

| | |
|------------------------------------|----------|
| Tuition: | \$10,500 |
| Books: | 600 |
| Student Fees: | 725 |
| Application: | 100 |
| Testing/Technology/Facilities Fee: | 250 |
| Total Program Cost: | \$12,175 |

Graduate Employment Rate

| 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|------|------|------|------|------|------|
| 100% | 92% | 100% | 71% | 92% | 79% |

Uniforms, immunizations, a watch with a second hand, and other additional supplies are the student's responsibility. Applicants must complete and submit paperwork for a drug screen test with a test result of negative.

Entrance Test Required

(TH) Courses may be hybrid or face-to-face. Refer to [Attendance for Distance Education or Hybrid Courses](#) for attendance requirements.

Phlebotomy Technician Program (TH)
(Certificate Program)

Objective

The Phlebotomy Technician program is designed to teach the knowledge in technical and procedural aspects of basic phlebotomy, including collection of blood specimens and venipuncture required to become a Phlebotomy technician. The Phlebotomy Technician program includes theory and hands-on instruction. The program will teach students the concepts of Introduction to Phlebotomy & Infection Control, Legal Issues in Healthcare, Introduction to Human Anatomy & Physiology, Phlebotomy Equipment & Supplies, Phlebotomy Procedures, and Phlebotomy Fundamental Essentials. This program is designed for learner’s who want to advance their career or interested in starting a career in the medical field to become a phlebotomy technician. This is a comprehensive 60-hour program. The theoretical and hands-on experience in this course ensures students acquire the skills necessary to meet and exceed employer expectations, preparing the student for the role as a phlebotomist in various healthcare settings. Health, fire, and safety are emphasized in each course of this program.

Length of Program: Day School, 6 Weeks.

| COURSE | TITLE | CONTACT HOURS | |
|-----------------------------|---|---------------------|----------------|
| CORE PROGRAM COURSES | | | |
| | | Lecture | Lab |
| PH100 | Introduction to Phlebotomy | 15 | 0 |
| PH110 | Medical Terminology and Body Systems Overview | 10 | 0 |
| PH120 | Phlebotomy Applications & Procedures | 20 | 0 |
| PH130 | Blood Collection Essentials | 15 | 0 |
| PROGRAM TOTALS | | 60 | |
| GRAND TOTAL HOURS | | 60 | |
| | | Tuition: | \$1,250 |
| | | Books/ Supplies: | 200 |
| | | Application: | 50 |
| | | Total Program Cost: | <u>\$1,500</u> |

Graduate Employment Rate

Phlebotomy is a new program in 2022.

Uniforms, immunizations, and other additional supplies are the student’s responsibility. Applicants must complete and submit paperwork for a drug screen test with a test result of negative.

(TH) Courses may be hybrid or face-to-face. Refer to [Attendance for Distance Education or Hybrid Courses](#) for attendance requirements.

WELLNESS & BEAUTY DEPARTMENT

Massage Therapy Program (Diploma Program)

Objective

This program is designed to provide education, guidance, and an environment for the systematic study of the art and science of Massage Therapy with an emphasis on medical rehabilitative modalities. A graduate of this program will have met the training requirements to test for licensing.

Length of Program: Day School, 30 Weeks; Evening School, 36 Weeks.

| COURSE | TITLE | Contact Hours | | Work Based |
|-----------------------------|-------------------------------------|---------------|-----|------------|
| | | Lecture | Lab | |
| CORE PROGRAM COURSES | | | | |
| MTINTRO | Introduction to Massage Therapy | 70 | 30 | 0 |
| MTHYD | Hydrotherapy & Neuromuscular Module | 45 | 32 | 0 |
| MTSPC | Special Populations Module | 45 | 32 | 0 |
| MTLPN | Lymph & Prenatal Module | 45 | 32 | 0 |
| MTHS | Hot Stone & Reflexology Module | 45 | 32 | 0 |
| MTSPRT | Sports Module | 45 | 32 | 0 |
| MTEST | Eastern Module | 45 | 32 | 0 |
| MTCLN01 | Student Clinic I | 0 | 30 | 0 |
| MTCLN02 | Student Clinic II | 0 | 0 | 90 |
| MTEXTIT | Externship Module | 23 | 0 | 45 |
| PROGRAM TOTALS | | 363 | 252 | 135 |
| GRAND TOTALS | | HOURS: | | 750 |

| | |
|------------------------------------|-----------------|
| Tuition: | \$13,000 |
| Books: | 450 |
| Student Fees: | 600 |
| Application: | 100 |
| Testing/Technology/Facilities Fee: | 275 |
| Total Program Cost: | \$14,425 |

(* Some Saturdays may be required)

Uniforms and other additional supplies are the student's responsibility.

† Massage exam fee is included.

Entrance Test Required

Graduate Employment Rate

| | | | | | |
|------|------|------|------|------|------|
| 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
| 100% | 93% | 100% | 75% | 92% | 100% |

Master Esthetics Program
(Diploma Program)

Objective

This program is designed for the student who holds a license as an Esthetician. Students will be introduced to advanced treatments in the field of Esthetics to include microdermabrasion, chemical exfoliation, and lymphatic drainage. Upon completion of this program, the graduate will be eligible to apply for Master Esthetician licensure.

Length of Program: Day School, 30 Weeks; Evening School, 38 Weeks*

| COURSE | TITLE | CORE PROGRAM COURSES | | | Work- Based |
|----------------|--|----------------------|------------|-----|----------------|
| | | Credit Hours | Lecture | Lab | |
| ME101 | Advanced Business and Infection Control | 3 | 45 | 10 | 0 |
| ME102 | Advanced Anatomy and Physiology | 4 | 65 | 0 | 0 |
| ME103 | Advanced Skin Care & Modalities and Intro to Advanced Procedures | 9 | 90 | 90 | 0 |
| ME104 | Advanced Procedures and Chemical Exfoliation | 7 | 45 | 90 | 45 |
| ME105 | Lymphatic Drainage | 4 | 15 | 60 | 45 |
| PROGRAM TOTALS | | 27 | 260 | 250 | 90 |
| GRAND TOTALS | | CREDITS: 27 | HOURS: 600 | | |

| | |
|------------------------------------|-----------------|
| Tuition: | \$13,500 |
| Books: | 750 |
| †Student Fees: | 1,800 |
| Application: | 100 |
| Testing/Technology/Facilities Fee: | 275 |
| Total Program Cost: | \$16,425 |

(* Some Saturdays may be required)

Uniforms and other additional supplies are the student's responsibility.

†Student fees include general supplies, master esthetics class kit, master esthetic state board exam kit, PCA peels certification, and new master clinic equipment that each student owns when they receive their final transcript. Fees for the written and practical licensure exams are included as well as the cost of the DPOR license to practice.

Graduate Employment Rate

Master Esthetics is a new program for 2021.

Esthetics Program
(Diploma Program)

Objective

This program is designed to prepare the graduate for an entry-level position as an Esthetician. Students will receive intensive classroom and lab training in the techniques of skin care therapy and waxing. Graduates of the Esthetics program will be prepared to test for state board licensure.

Length of Program: Day School, 30 Weeks; Evening School, 38 Weeks*

| COURSE | TITLE | CORE PROGRAM COURSES | | | Work-Based |
|----------------|---------------------------------|----------------------|------------|-----|------------|
| | | Credit Hours | Lecture | Lab | |
| BEINTRO | Introduction to Basic Esthetics | 5 | 70 | 30 | 0 |
| BEMHFL | Machine Facials Module | 4 | 45 | 35 | 0 |
| BEBDTX | Body Treatments Module | 4 | 45 | 35 | 0 |
| BECLN1 | Esthetics Clinic I | 0 | 0 | 0 | 30 |
| BEWAXG | Waxing Module | 4 | 45 | 35 | 0 |
| BECLN2 | Esthetics Clinic II | 1 | 0 | 0 | 60 |
| BEMKUP | Makeup Application Module | 4 | 45 | 35 | 0 |
| BEEEXIT | Exit Module | 5 | 60 | 30 | 0 |
| PROGRAM TOTALS | | 27 | 310 | 200 | 90 |
| GRAND TOTALS | | CREDITS: 27 | HOURS: 600 | | |

| | |
|------------------------------------|-----------------|
| Tuition: | \$12,000 |
| Books: | 450 |
| Student Fees: | 1,800 |
| Application: | 100 |
| Testing/Technology/Facilities Fee: | 275 |
| Total Program Cost: | \$14,625 |

(* Some Saturdays may be required)

Uniforms and other additional supplies are the student's responsibility.

†Student fees include general supplies, wax pot, esthetics product supplies for use in the classroom, and esthetics state board exam kit. Fees for the written and practical licensure exams are included as well as the cost of the DPOR license to practice.

Graduate Employment Rate

| 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|------|------|------|------|------|------|
| 94% | 100% | 100% | 75% | 89% | 100% |

**Wax Technician Program
(Certificate Program)**

Objective

The Wax Technician program is for the student who wishes to pursue a rewarding career in the waxing industry. Students of the program will become familiar with the skin and hair, and learn the basics of waxing and application techniques. Types of wax, proper technique, and instruction in waxing different areas of the body will give students the confidence and skills to excel in this core field of esthetics.

Length of Program: Day School, 7 Weeks; Night School, 11 Weeks

| COURSE | TITLE | CONTACT HOURS | |
|-----------------------------|---|---------------|-----|
| | | Lecture | Lab |
| CORE PROGRAM COURSES | | | |
| WAX101 | State Laws & Regulations | 10 | 0 |
| WAX102 | Anatomy & Physiology of the Skin and Hair | 25 | 0 |
| WAX103 | Infection Control | 25 | 0 |
| WAX104 | Client Consultations and Skin Analysis | 10 | 5 |
| WAX105 | Waxing Procedures and Treatments | 5 | 25 |
| WAX106 | Salon Management | 5 | 5 |
| PROGRAM TOTALS | | 80 | 35 |
| GRAND TOTAL HOURS | | 115 | |

| | |
|--|----------------|
| Tuition: | \$1,200 |
| Books: | 90 |
| †Student Fees: | 140 |
| Application: | 50 |
| Testing/Technology/Facilities Fee: | 75 |
| Virginia State Testing and License Fees: | 300 |
| Total Program Cost: | \$1,855 |

This program is not eligible for student financial aid and requires a 10% deposit to hold your place in the program.

Uniforms and additional supplies are the responsibility of the student.

†Student fees include a wax kit and state board exam kit.

Graduate Employment Rate

| 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|------|------|------|------|------|------|
| 100% | 100% | 100% | 100% | 75% | 100% |

Entrance Test Required

PART IV-A – DEGREE GRANTING PROGRAMS, COURSE DESCRIPTIONS

Nursing (Degree), Associate of Applied Science Program

Quality and Safety Education for Nurses (QSEN) competencies are applied as the framework for the EVCC Nursing (Degree) Associate of Applied Science program. Virginia Board of Nursing curricular requirements are met throughout each course. Health, fire, and safety measures are emphasized in each course of the program.

Health, fire, and safety measures are emphasized in each course of the program.

Courses may be hybrid or face-to-face. Refer to Attendance for Distance Education or Hybrid Courses for attendance requirements.

SDV100 Student Development 1 Credit Hour
This course introduces students to the skills which are necessary to achieve their academic goals. Strategies are explored to assist students with improving their study skills, test taking, learning techniques, and time management and those topical areas which are applicable to their particular discipline. In addition, the principles and practical application of effective communication are studied. QSEN concept of Informatics is introduced and the concepts relevant in today's health care delivery are explored.

Prerequisite: Admission to the Nursing (Degree) Associate of Applied Science program.

NSG115 Introduction to Nursing 2 Credit Hours
Introduction to Nursing focuses on the student as a learner and on the transition into the beginning Registered Nurse role. The importance of organization, time management, effective study skills, test-taking strategies, cultural diversity, and communication skills are emphasized. Maslow's hierarchy of human needs and the systematic problem-solving approach are introduced as the organizational framework to identify, prioritize, and integrate human needs into the delivery of nursing care. Attention is given to the historical development, current trends, cultural and spiritual aspects of nursing care, and legal aspects of nursing. These principles will show how nursing can serve the client and his/her family, as well as the community. In addition, introduction to computer skills, medical terminology and math concepts are explored. QSEN competencies are discussed in depth and will be integrated to prepare the student for future course objectives. Requirements for RN licensure will be presented along with the legal and ethical considerations that impact nursing practice. The student will also explore the importance of verbal and written communication in the healthcare field and be introduced to medical terminology and therapeutic communication.

QSEN Competency Focus: Teamwork And Collaboration

NSG125 Principles of Nutrition 3 Credit Hours
Principles of Nutrition emphasizes the basic foundations of nutrition and the interrelationship with optimal health. Nutrients, their sources, functions, basic requirements, and an overview of clinical diets are included in relationship with certain pathophysiology problems encountered in nursing. This knowledge will serve as a basis for the application of diet therapy to the nursing needs of the patient. QSEN Competency Focus: Evidence-based practice.

NSG135 Fundamentals of Nursing 7 Credit Hours
Fundamentals of Nursing focuses on identifying, prioritizing, and integrating the hierarchy of basic human needs throughout the lifespan. Trans-cultural nursing concepts are introduced. This course

explores intercultural communication as well as communications with different groups, genders and clients with special needs. It also emphasizes the communication process with other professionals, life's losses, and documentation in the electronic age. Systemic problem-solving approach provides the organizational framework for a holistic approach to nursing care. Through theory and lab, this course introduces the principles and cognitive/motor skills essential to nursing practice. This includes: communication, the systematic problem-solving approach, vital signs, health assessment, body mechanics, aseptic techniques, client safety, nutritional needs, and care for adults of varying cultural and developmental stages. The application of the QSEN competencies to nursing practice is also addressed in this course through focus on safety and teamwork and collaboration. The student will begin to examine effective and appropriate delegation to other healthcare staff.

QSEN Competency Focus: Safety, Teamwork & Collaboration

NSG138 Fundamentals of Nursing Clinical

2 Credit Hours

This course provides a supervised clinical experience to apply the knowledge from the theoretical/ lab base of previous courses. QSEN competencies of patient-centered care, safety, and teamwork and collaboration will be demonstrated. These competencies will be evaluated within the student's assignments and clinical evaluation tool.

Prerequisite SDV 100, NSG 125, NSG 135

QSEN Competency Focus: Patient-Centered Care, Safety, Teamwork and Collaboration

NSG155 Pharmacology

6 Credit Hours

Pharmacology is designed to give the student an understanding of principles of pharmacology and specific drug groups using the prototypical approach and emphasizing physiological classifications and generic nomenclature. Discussion of specific physiological drug groups will be organized according to their use in treating alteration in activity-exercise, sleep-rest, elimination, cognitive-perceptual, nutritional-metabolic, and self-perception-self concept dimensions. QSEN concepts are identified through assignments and group work that focus on safety, evidenced-based practice, and quality improvement. The nursing process is applied to the administration of medication, and emphasizes identifying the altered health pattern for which the medication is administered, promoting and monitoring therapeutic effect, observing for and minimizing adverse effects, and evaluating the effectiveness of drug therapy. Drug dosage calculation will be emphasized. Lab will enhance the student's ability to apply these principles through hands-on experience with enteral, parenteral, and cutaneous routes.

Prerequisite: **Completion of First semester courses.**

QSEN Competency Focus: Safety, Evidenced-Based Practice, Quality Improvement.

NSG162 Adult Nursing I

7 Credit Hours

Adult Nursing I is designed to provide the nursing student with the knowledge; understanding and nursing skills related the care of the adult and geriatric client. Adult Nursing I is designed to develop the student's knowledge of etiology, symptoms, prescribed treatment, and use of the nursing process to manage acute and/or chronic manifestations of selected disorders. The application of the QSEN competencies to nursing practice is addressed with focus on patient-centered care, safety, teamwork and collaboration, and evidence-based practice. Lab experiences will provide the student with various applications of the skills necessary to perform nursing tasks in these areas. The lab will also incorporate clinical simulation to allow students the opportunity to critically think and apply theoretical concepts to patient care experiences.

Prerequisite: **Completion of First semester courses.**

QSEN Competency Focus: Patient-Centered Care, Safety, Evidence-Based Practice, Teamwork and Collaboration.

NSG163 Adult Nursing I Clinical

2 Credit Hours

Adult Nursing I Clinical provides a supervised clinical experience that focuses on nursing care of individuals and families requiring the integration of concepts related to nursing care of complex medical/surgical disorders. QSEN competencies that will be demonstrated within NSG 163 are patient-centered care, informatics, evidenced-based practice, safety, teamwork and collaboration, and quality improvement. These competencies will be evaluated within the student's assignments and clinical evaluation tool. The student is expected to use the nursing process to provide effective nursing care in the acute and/or long-term care clinical setting. Use of all concepts of the nursing process with increasing degrees of skill and independence will be emphasized.

Prerequisite: Completion or concurrent enrollment of NSG 162 & NSG 155. Students who are not concurrently enrolled and have not previously completed NSG 162 and/or NSG 155 will be dropped from NSG 163.

QSEN Competency Focus: Patient-Centered Care, Safety, Evidence-Based Practice, Quality Improvement, and Teamwork and Collaboration

NSG187 Psychiatric Nursing*

2 Credit Hours

Psychiatric Nursing via theory focuses on the principles and concepts of mental health, psychopathology, and treatment modalities related to the nursing care of clients and their families. Alterations in the functional health pattern of cognition-perception, and the nurse's role in promoting mental health and coordinating community services are emphasized. Common alterations in the cognition-perceptual pattern including chemical dependency, violence, abuse, anxiety, psychosis, depression, depressive disorders, and organic conditions affecting cognition are studied. QSEN competencies demonstrated are teamwork and collaboration, safety, and evidenced-based practice. QSEN competencies are evaluated through assignments, quizzing and group work.

*This course includes a required clinical hours component.

Prerequisite: Completion of Semester 1 and 2

Psychiatric Nursing Clinical Component

Psychiatric Nursing Clinical provides clinical experiences to build upon the theoretical/lab experience knowledge base from Psychiatric Nursing. Cultural diversity, life span issues, socioeconomic concerns, use of human and material resources as well as community-based resources are integrated into the activities as preparation for the role as an RN. QSEN competencies that will be demonstrated within NSG 189 are patient-centered care, informatics, evidenced-based practice, safety, teamwork and collaboration, and quality improvement. These competencies will be evaluated within the student's assignments and clinical evaluation tool. The student is expected to use the nursing process to provide effective nursing care in the acute, community and long-term care clinical setting. Use of all concepts of the nursing process with increasing degrees of skill and independence will be emphasized.

QSEN Competency Focus: Patient-Centered Care, Safety, Evidence-Based Practice, Teamwork and Collaboration

NSG209 Specialized Populations I: Maternity Nursing*

2 Credit Hours

Specialized Populations I: Maternity Nursing is designed to provide the students with the knowledge, understanding and nursing skills related to phases of childbearing including the welfare and care of the neonate and other family members. Principles of prenatal, perinatal, postnatal, and neonatal care as well as care given during labor, delivery, and puerperium are examined. Newborn care and assessment are explored. Abnormal conditions of pregnancy and infants, and disorders of the newborn are

discussed, and experiences provided via simulation and lab. Math calculations for the specialized population are emphasized. QSEN competencies demonstrated are teamwork and collaboration, safety, and evidenced-based practice. QSEN competencies are evaluated through assignments, quizzing and group work.

*This course includes a required clinical hours component.

Prerequisite: Completion of Semester 1 and 2.

Maternity Nursing Clinical Component

Maternity Nursing Clinical provides supervised clinical experiences to build upon the theoretical/lab knowledge base of Specialized Populations I: Maternity. Opportunities are provided to the student to be able to provide care to the mother in the hospital during labor, delivery, and puerperium along with newborn care. Abnormal conditions of pregnancy and disorders of the newborn are presented, and experiences completed. QSEN competencies that will be demonstrated within NSG 196 are patient-centered care, informatics, evidenced-based practice, safety, teamwork and collaboration, and quality improvement. These competencies will be evaluated within the student's assignments and clinical evaluation tool. The student is expected to use the nursing process to provide effective nursing care in the inpatient, primary care, and/or community clinical setting. Use of all concepts of the nursing process with increasing degrees of skill and independence will be emphasized.

QSEN Competency Focus: Patient-Centered Care, Safety, Evidence-Based Practice, Teamwork and Collaboration

NSG216 Specialized Populations II: Pediatric Nursing* 2 Credit Hours

Specialized Populations II: Pediatric Nursing is designed to provide the students with the knowledge, understanding and nursing skills related to phases of childhood. Care of well and sick children and other family members' needs related to those specific conditions are addressed. Abnormal conditions and disorders of children are discussed, and experiences provided via simulation and lab. This unit builds upon previous concepts of developmental theory and provides the basis for the clinical experience. The concept of child abuse will be given particular attention as well as the legal aspect of recognizing and reporting abuse and coordinating with community resources. Math calculations for the specialized population are emphasized. QSEN competencies demonstrated are teamwork and collaboration, safety, and evidenced-based practice. QSEN competencies are evaluated through assignments, quizzing and group work. *This course includes a required clinical hours component. Prerequisite: Completion of Semester 1 and 2.

Pediatric Nursing Clinical Component

Pediatric Nursing Clinical provides supervised clinical experiences to build upon the theoretical knowledge base of Specialized Populations II: Pediatrics. Opportunities are provided to observe and participate in the care given to well and sick children. Experiences of abnormal conditions of infants and children of all ages are incorporated through hands on application. QSEN competencies that will be demonstrated are patient-centered care, informatics, evidenced-based practice, safety, teamwork and collaboration, and quality improvement. These competencies will be evaluated within the student's assignments and clinical evaluation tool. The student is expected to use the nursing process to provide effective nursing care in the inpatient, primary care, school environment and/or community clinical setting. Use of all concepts of the nursing process with increasing degrees of skill and independence will be emphasized.

QSEN Competency Focus: Patient-Centered Care, Safety, Evidence-Based Practice, Teamwork and Collaboration

NSG222 Adult Nursing II

6 Credit Hours

Adult Nursing II is designed to develop the student's knowledge of etiology, symptoms, prescribed treatment, and use of the nursing process for selected disorders. The course will build on the theoretical framework of the Adult Nursing I course to include management of patients in the emergency and critical care setting. The student will explore the role of the Registered Nurse in the prevention and management of bioterrorism situations, natural and man-made disasters. The clinical lab will incorporate clinical simulation to allow students the opportunity to critically think and apply theoretical concepts and technical skills to patient care experiences. The student will be introduced to the managerial and leadership roles of the registered nurse in various healthcare settings. Principles of delegation and supervisory skills are emphasized. The course also emphasizes the role of the Registered Nurse as a leader and agent for change in the healthcare system. Opportunities for personal growth and career development are explored. This course will conclude with a comprehensive review of the major principles of anatomy and physiology, nutrition, pharmacology, medical surgical nursing, maternity nursing pediatric nursing, psychiatric nursing, and geriatric nursing, in order to prepare students to take the National Council Licensure Examination-RN. QSEN competencies demonstrated are teamwork and collaboration, safety, quality improvement, informatics, and evidenced-based practice. QSEN competencies are evaluated through assignments, quizzing and group work.

Prerequisites: NSG 162, NSG 163

QSEN Competency Focus: Patient-Centered Care, Safety, Evidence-Based Practice, Quality Improvement, Informatics, Teamwork and Collaboration

NSG225 Adult Nursing II Clinical

3 Credit Hours

Adult Nursing II Clinical provides a supervised clinical experience that focuses on nursing care of individuals and families requiring the integration of concepts related to nursing care of complex medical/surgical disorders. The student is expected to apply all content covered throughout the program in the clinical setting with specific focus on the QSEN standards of practice. While in the clinical setting, the student will observe and analyze the function of nursing leadership with specific analysis of leadership styles, conflict management and effective communication and collaboration across the healthcare team. QSEN competencies that will be demonstrated within NSG 225 are patient-centered care, informatics, evidenced-based practice, safety, teamwork and collaboration, and quality improvement. These competencies will be evaluated within the student's assignments and clinical evaluation tool. The student is expected to use the nursing process to provide effective nursing care in the acute and/or long-term care clinical setting. Use of all concepts of the nursing process with increasing degrees of skill and independence will be emphasized.

Prerequisite: Previous completion or concurrent enrollment in NSG 222 required.

QSEN Competency Focus: Patient-Centered Care, Safety, Evidence-Based Practice, Teamwork and Collaboration, Informatics, Quality Improvement.

NSG142 Transitional Nursing*

2 Credit Hours*

Transitional Nursing introduces the role of the registered nurse through concepts and skill development. This course serves as a bridge course for licensed practical nurses to review the critical core areas needed for transitioning into the practice of a registered nurse. Math computational skills and basic computer instruction related to the delivery of nursing care are included. Fundamentals and Nutritional therapy will be reviewed. Communication strategies and differences of roles of the LPN and RN will be emphasized. QSEN competencies demonstrated are teamwork and collaboration, safety and

patient-centered care. QSEN competencies are evaluated through assignments, quizzing and group work.

Prerequisite: Admission to the Nursing (Degree) Associate of Applied Science program and licensure as a Practical Nurse in Virginia. * Upon successful completion of the practicum portion of NSG142, Transitional Nursing, transfer students will be awarded 130 clinical hours toward the total clinical hours required for the Nursing (Degree), Associate of Applied Science program.

QSEN Competency Focus: Patient-Centered Care, Safety, Teamwork and Collaboration

** Required for transfer students who do not pass the RN HESI Mobility exam with a score of 800 or better.*

Health, fire, and safety measures are emphasized in each course.

Occupational Therapy Assistant (Degree) Associate of Applied Science Program

Health, fire, and safety measures are emphasized in each course of the program.

Courses may be distance education, hybrid, or face-to-face. Refer to Attendance for Distance Education or Hybrid Courses for attendance requirements.

OTA202 Introduction to Occupational Therapy 3 Credit Hours

Introduction to Occupational Therapy provides the starting point for continued competence as an occupational therapy practitioner/occupational therapy assistant. Topics explored include OT history, the philosophical base, core tenets, delivery of OT services and key definitions. Emphasis will be placed on the OT code of ethics, technical standards, OT process, scope of OT practice, current AOTA documents and Occupational Therapy Practice Framework: Domain and Process.

Co-requisites: OTA 204, 206, 208, 210.

OTA204 Analysis of Occupational Performance 2 Credit Hours

Analysis of Occupational Performance specifically focuses on the process of analyzing occupations and purposeful activity for effective therapy outcomes. It incorporates knowledge of anatomy, kinesiology, occupational science, and application of the Ecology for Human Performance Framework as the basis for the process of “doing.” The Occupational Therapy Practice Framework: Domain & Process, (AOTA, 2014) (3rd ed.) and World Health Organization International Classification of Functioning, Disability and Health (WHO, 2001) will be referenced and applied in OTA 204.

Co-requisites: OTA 202, 206, 208, 210.

OTA206 Activity and Occupation Lab 1 Credit Hour

Analysis of Occupational Performance specifically focuses on the process of analyzing occupations and purposeful activity for effective therapy outcomes. It incorporates knowledge of anatomy, kinesiology, occupational science, and application of the Ecology for Human Performance Framework as the basis for the process of “doing.” The Occupational Therapy Practice Framework: Domain & Process, (AOTA, 2014) (3rd ed.) and the World Health Organization International Classification of Functioning, Disability and Health (WHO, 2001) will be referenced and applied in OTA 206.

Co-requisites: OTA 202, 204.

OTA208 Concepts in Mental Health 4 Credit Hours

Concepts in Mental Health examines the occupational therapy process in individual, organizational and population mental health recovery. Topics include common diagnoses, historical events in psychosocial and mental health care, introduction of Diagnostic and Statistical Manual for Mental Disorders (DSM V), co-morbidities with severe and persistent mental illness, introduction to psychotropic drugs and issues that impact mental health well-being. Use of theory, evaluation and data collection, documentation,

evidence and occupation-based interventions will be presented and applied in Techniques & Interventions I.

Co-requisites: OTA 202, 204, 206, 210.

OTA210 Techniques and Interventions I: Mental Health 3 Credit Hours

Techniques & Interventions I provides the student with hands-on laboratory experience to apply concepts presented in OTA 208: Concepts in Mental Health. Topics are inclusive of specific diagnostic categories of DSM V and therapeutic technologies. Students will practice and demonstrate competency in techniques and interventions related to AOTA practice guidelines. Group process and community-based interventions will be highlighted.

Co-requisites: OTA 202, 204, 206, 208.

OTA211 Level I Fieldwork: Mental Health & Pediatrics 1 Credit Hour

Level I Fieldwork is intended "to introduce students to fieldwork, apply knowledge to practice and develop understanding of the needs of the client(ACOTE, 2018). Students will be placed in practice settings that support learning about Mental health and pediatrics of the Occupational Therapy Assistant (Degree) Associate of Applied Science program curriculum.

Co-requisites: OTA 202, 204, 206, 208, 210; specific to AOTA practice area such as OTA 212, 404, 304.

OTA212 Concepts in Children & Youth 4 Credit Hours

Concepts in Children & Youth examines the occupational therapy process in pediatrics.

Topics are inclusive of selected diagnostic categories (autism, cerebral palsy, intellectual disabilities, learning disabilities, developmental and developmental trauma disorders), therapeutic technologies, Individual with Disabilities Act (IDEA), normal and abnormal development, autism, sensory integration, youth transportation, and play. Use of theory, evaluation and data collection, documentation, evidence and occupation-based interventions will be presented and applied in Techniques & Interventions II.

Pre- requisites: OTA 202, 204, 206, 208, 210, 404, 406.

OTA214 Techniques & Interventions II: Pediatrics 3 Credit Hours

Technique & Interventions II provides the student with hands-on laboratory experience to apply concepts presented in OTA 212: Concepts in Children & Youth. Students will practice and demonstrate competency in techniques and interventions related to AOTA practice guidelines.

Pre-requisites: OTA 212, 202, 204, 206, 208, 210, 404, 406.

OTA216 Professional Seminar I 1 Credit Hour

Professional Seminar I (online) is the OTA student portal for exploring health professional behaviors, OT practitioner role delineation, supervision, interprofessional collaboration, concepts of therapeutic use of self and medical terminology in the context of an online forum. Students will learn how to search for evidence-based occupational therapy intervention through AOTA.org, WHO.org, Healthy People 2020, OT seeker, PEDRO, and EVCC ProQuest online library, be introduced to health information technology, the electronic medical record/ documentation, use medical terminology and critically problem solve abbreviations and symbols found in client case studies specific to pediatrics and mental health.

Pre- requisites: OTA 202, 204, 206, 208, 210.

OTA301 Level II Fieldwork A

7 Credit Hours

Level II Fieldwork A experience provides the student with the opportunity to connect classroom learning and Level I Fieldwork to “real-time” experiences with clients in a traditional OT practice setting.

Students will engage in 8 weeks of full-time, in- depth learning experiences under the direct supervision of a licensed OT or OTA when delivering occupation and evidenced based services to clients or groups.

Pre-requisites: OTA 202, 204, 206, 208, 210, and course specific AOTA practicearea such as 212, 304, 404.

OTA304 Concepts in Adult Rehabilitation: General/Orthopedic Conditions

4 Credit Hours

Concepts in Adult Rehabilitation examines the occupational therapy process for adults with physical disabilities. Topics are inclusive of selected diagnostic categories (cardio-pulmonary diseases, diabetes, orthopedic conditions, chronic pain, hand impairments, spinal cord injury, rheumatoid arthritis, osteoarthritis, fibromyalgia, burn injuries, amputations, and cancer) and therapeutic technologies. Use of theory, evaluation and data collection, documentation, evidence, and occupation-based interventions will be presented and applied in Techniques & Interventions III.

Pre-requisites: OTA 202, 204, 206, 208, 210.

OTA306 Techniques & Interventions III: Orthopedic Conditions

3 Credit Hours

Technique & Interventions Lab III provides the student with hands-on laboratory experience to apply concepts presented in OTA 302: Activity & Occupations Lab & OTA 404: Concepts in Adult Rehabilitation: Neuro. Students will practice and demonstrate competency in techniques and interventions related to AOTA practice guidelines.

Pre-requisites: OTA 202, 204, 206, 208, 210; co-requisite: OTA304

OTA404 Concepts in Adult Rehabilitation: Neurological Conditions

4 Credit Hours

Concepts in Adult Rehabilitation: Neurological Conditions examines the occupational therapy process for adults with physical disabilities. Topics are inclusive of selected diagnostic categories (Stroke, Acquired Brain Injury, Neurodegenerative Diseases, Dysphagia, Human Immunodeficiency Virus); motor learning and therapeutic technologies. Use of theory, evaluation and data collection, documentation, evidence and occupation-based interventions will be presented and applied in Techniques & Interventions IV.

Pre- requisites: OTA 202, 204, 206, 208, 210.

OTA406 Techniques & Interventions IV: Neurological Conditions

3 Credit Hours

Technique & Interventions Lab IV provides the student with hands-on laboratory experience to apply concepts presented in OTA 404: Concepts in Adult Rehabilitation: Neurological Conditions. Students will practice and demonstrate competency in techniques and interventions related to AOTA practice guidelines.

Pre-requisites: OTA 202, 204, 206, 208, 210; Co- requisite: OTA 404

OTA408 Concepts, Techniques, and Interventions in Aging

3 Credit Hours

Concepts in Aging examines the occupational therapy process in individual, organizational and population aging. Topics include common diagnoses of aging, six broad areas of practice defined by AOTA Centennial Vision, trends and concepts of aging, health and well-being, health equity and determinants of health that interfere with participation in daily occupations and therapeutic technologies. Use of theory, evaluation and data collection, documentation, evidence, and occupation-based interventions will be presented and applied. (This course previously listed under OTA308.)

Pre-requisites: OTA 202, 204, 206, 208, 210.

OTA409 Level I Fieldwork (Geriatric/Adult Rehabilitation)

1 Credit Hour

Level I Fieldwork introduces the student to the adult rehabilitation/ geriatric setting of occupational therapy practice. It is intended Level I Fieldwork is intended "to introduce students to fieldwork, apply knowledge to practice and develop understanding of the needs of the client (ACOTE, 2018)". Students will be placed in practice settings that support learning about adult rehabilitation and geriatrics in the Occupational Therapy Assistant (Degree) Associate of Applied Science program curriculum.

Pre-requisites: OTA 202, 204, 206, 208, 210, 304, 306 or 202, 204, 206, 208, 210, 404, 406; co-requisite: OTA 408.

OTA410 Professional Seminar II

2 Credit Hours

Professional Seminar III is a continuation of Professional Seminar I. In-class and online discussions prepares the OTA student for management and administration of occupational therapy services, highlights scholarship and scholarly practice, continued professional development, leadership, and professional credentialing.

Pre-requisites: OTA 202, 204, 206, 208, 210, 216.

OTA411 Level II Fieldwork B

7 Credit Hours

Level II Fieldwork B experience provides the student with the opportunity to connect classroom learning and Level I Fieldwork to "real-time" experiences with clients in another traditional OT practice setting. Students will engage in 8 weeks of full-time, in- depth learning experiences under the direct supervision of a licensed OT or OTA when delivering occupation and evidenced based services to clients or groups.

Pre-requisites: all core OTA courses

PART IV-B – DIPLOMA AND CERTIFICATE PROGRAMS, COURSE DESCRIPTIONS

Practical Nurse Education Program

Health, fire, and safety measures are emphasized in each course of the program.

PN105 Trends in Nursing 2 Credit Hours

This course offers a general overview of practical nursing and introduces the student to basic concepts of the profession, including the history, philosophy of practical nursing, and the nursing process. Students are also introduced to theories of practical nursing, professional practice roles, the expectations and relationships encountered in nursing, and legal, ethical, and licensure issues. The student will also explore the importance of verbal and written communication in the healthcare field and be introduced to medical terminology and therapeutic communication. QSEN will be introduced with a focus on Teamwork and Collaboration of the interdisciplinary healthcare team.

Prerequisites: Admission to the Practical Nursing Program.

QSEN competency focus: Teamwork and Collaboration.

PN115 Anatomy and Physiology 4 Credit Hours

This course focuses on the basic structure and function of the human body for students preparing for professions in the healthcare field. Topics include anatomical terminology, basic biochemistry, cells and tissues and anatomy of the integumentary, skeletal, muscular, nervous, and endocrine systems. The student will also study special senses, cardiovascular and lymphatic/immune, respiratory, digestive, urinary, and reproductive systems. The student is introduced to common human disease processes. QSEN concepts of Evidence-based practice will be discussed. Medical terminology and abbreviations will include the terms used for practical application within the medical field.

Prerequisites: PN 105.

QSEN competency focus: Evidence-based practice

PN125 Nutrition 2 Credit Hours

This course is designed to build on the anatomy course with an emphasis on the basic principles of good nutrition and their interrelationship with good health. Nutrients, their sources, functions, basic requirements, and an overview of clinical diets are included. QSEN concepts of Evidenced- based practice as it relates to managing dietary concerns of patients and prevention of co-morbidities associated with obesity. This knowledge will serve as a basis for the application of diet therapy to the nursing needs of the patient.

Prerequisites: PN 115.

QSEN competency focus: Evidence- based Practice

PN135 Nursing Skills Theory 6 Credit Hours

This course is designed to provide knowledge of the principles and performance of the procedures that are essential to the nursing care of patients at a basic level through classroom instruction and laboratory practice. The QSEN concept of Safety will be discussed and demonstrated. The understanding of QSEN concepts will be evaluated through course work and testing. Students will also examine biosocial, cognitive, and psychosocial development across the lifespan to include understanding of the normal

process of aging. The student will also be introduced to health, fire and safety measures and the role of the Practical Nurse in ensuring patient safety.

Prerequisites: PN 125.

QSEN competency focus: Patient-Centered Care, Safety

PN139 Nursing Skills Clinical

1 Credit Hour

This course provides a supervised clinical experience to build upon the theoretical knowledge base from previous courses. QSEN concepts of patient-centered care, safety, and evidenced-based practice will be demonstrated through clinical course work such as care plans. Clinical evaluation tools will demonstrate student competencies.

Prerequisite PN135.

QSEN competency focus: Patient-Centered Care, Safety, Evidenced-based practice.

PN167 Pharmacology

5 Credit Hours

This course includes a review of basic mathematics, weights and measures used in relationship to the administration of medication. This course also provides basic information relevant to the safe preparation and administration of medications prescribed by the physician. Practice administration under the direct supervision of an instructor will be included in this course. QSEN concepts of safety, evidence-based practice, teamwork and collaboration, and patient-centered care will be demonstrated throughout the course and during the lab skills practice. The student will be introduced to the pharmacological actions and the individual's response to medication utilizing the nursing process. An additional focus is on the integration of patient/family education in the plan of treatment.

Prerequisite PN 138

QSEN competency focus: Safety, Evidence-based practice, Teamwork and Collaboration

PN175 Medical Surgical I Theory

11 Credit Hours

This course is designed to teach the student the basic knowledge of etiology, symptoms, prescribed treatment, and experience in the nursing care of selected disorders including fluid and electrolytes, respiratory, circulatory, urinary, and gastrointestinal. The concepts related to the process of wellness and illness will be covered. QSEN concepts of safety, evidence-based practice, & teamwork and collaboration will be emphasized throughout the course. Psychosocial and cultural issues pertaining to patient care will be explored. The stress response including pain and issues of death and dying will be addressed. Geriatric considerations are integrated throughout the course. Lab will have various applications of the skills necessary to perform nursing tasks in these areas. Preventative health, safe practice, and bioterrorism procedure measures are emphasized. This course builds on the knowledge and concepts taught in the previous courses. Preventative health and safety measures are emphasized in each course of the program.

Prerequisite PN 165

QSEN competency focus: Patient-Centered Care, Safety, Evidence-based practice, Teamwork and Collaboration

PN179 Medical Surgical I Clinical

2 Credit Hours

This course provides a supervised clinical experience to build upon the theoretical knowledge base from Medical Surgical Nursing I theory course, including implementation of the nursing process. This clinical rotation will provide the nursing student with knowledge, understanding, and practice of the nursing skills related the care of adult clients and their families within the scope of Practical Nursing. Students will be exposed to the adult and or elderly client in a clinical capacity and will provide care for the adult patients with chronic and/or acute illnesses. Clinical experiences will include comprehensive assessments and medication administration. Students will provide direct care to patients focusing on QSEN concepts:

patient-centered care, safety, evidence-based practice, teamwork and collaboration and informatics. The student will perform nursing skills under the direct supervision of a licensed healthcare provider (clinical instructor or preceptor). The concept of abuse and neglect will be given particular attention and the student be given the legal aspect of recognizing and reporting abuse and coordinating with community resources. Students will be evaluated through assignments and clinical competency evaluative measures.

Prerequisite: PN175.

QSEN competency focus: Patient-Centered Care, Safety, Evidence-based practice, Teamwork and Collaboration, Informatics.

PN203 Maternity Nursing*

2 Credit Hours

This course is designed to provide the student with knowledge, understanding, and nursing skills related to phases of childbearing including the welfare and care of the neonate and other family members.

Principles of prenatal, perinatal, postnatal, and neonatal care remain constant, and pregnancy and birth are presented as part of the normal life cycle. Clinical experiences are correlated with theory. The care given the mother in the hospital during labor, delivery, the puerperium, and the care of the newborn is provided. Abnormal conditions of pregnancy and disorders of the newborn are presented, and experiences provided opportunistically. This unit builds on theory taught in structure and functions of the reproductive system and is correlated with nutrition, drug therapy, and nursing skills. QSEN competencies include patient-centered care, safety, teamwork, and collaboration. Competency is evaluated through examinations, course work, and group assignments. The course content is built upon and incorporated into theory taught in all other areas of the practical nursing curriculum.

*This course includes a required clinical hours component.

Prerequisite: Completion of Semester 1 and 2

Maternity Nursing Clinical Component

This course component provides a supervised clinical experience to build upon the theoretical knowledge base from Maternity Nursing. Students will provide direct care to maternity and newborn patients focusing on QSEN concepts: patient-centered care, safety, evidence-based practice, teamwork and collaboration and informatics. The student will perform nursing skills under the direct supervision of a licensed healthcare provider (clinical instructor or preceptor). The concept of abuse and neglect will be given particular attention and the student be given the legal aspect of recognizing and reporting abuse and coordinating with community resources. Students will be evaluated through assignments and clinical competency evaluative measures.

QSEN competency focus: Patient-Centered Care, Safety, Evidence-based practice, Teamwork and Collaboration, Informatics.

PN223 Pediatric Nursing*

2 Credit Hour

This course is designed to assist the student in gaining knowledge and understanding, and in developing nursing skills related to the needs and care of well and sick children and other family members.

Opportunities are provided to observe and participate in the care given to well and sick children.

Abnormal conditions of infants and children of all ages are discussed, and experiences are provided as available. Principles from the life span will be integrated as well as structure and function, nutrition, and drug therapy. QSEN competencies include patient-centered care, safety, teamwork, and collaboration. Competency is evaluated through examinations, course work, and group assignments. The course content is built upon and incorporated into theory taught in all other areas of the practical nursing curriculum.

*This course includes a required clinical hours component.

Prerequisite: Completion of Semester 1 and 2.

Pediatric Nursing Clinical Component

This course component provides a supervised clinical experience to build upon the theoretical knowledge base from Pediatric Nursing. Students will provide direct care to pediatric patients focusing on QSEN concepts: patient-centered care, safety, evidence-based practice, teamwork and collaboration and informatics. The student will perform nursing skills under the direct supervision of a licensed healthcare provider (clinical instructor or preceptor). The concept of abuse and neglect will be given particular attention and the student be given the legal aspect of recognizing and reporting abuse and coordinating with community resources. Students will be evaluated through assignments and clinical competency evaluative measures.

QSEN competency focus: Patient-Centered Care, Safety, Teamwork and Collaboration.

PN233 Psychiatric Nursing*

2 Credit Hours

This course is designed to provide the student with skills that will aid in recognizing the emotional needs of patients. Emphasis is placed on the study of personality formation, communication skills, adaptive and maladaptive behavior, and problem solving using the nursing process. A foundation of the definitions, therapies, and nursing interventions of specific psychopathologies is integrated in this subject. The course content is built upon and incorporated into theory taught in all other areas of the practical nursing curriculum.

*This course includes a required clinical hours component.

Prerequisite: Completion of Semester 1 & 2.

Psychiatric Nursing Clinical Component

This course component is designed to provide the student with skills that will aid in recognizing the emotional needs of patients. Emphasis is placed on the study of personality formation, communication skills, adaptive and maladaptive behavior, and problem solving using the nursing process. A foundation of the definitions, therapies, and nursing interventions of specific psychopathologies is integrated in this subject. QSEN competencies include patient-centered care, safety, teamwork, and collaboration. Competency is evaluated through examinations, course work, and group assignments. The course content is built upon and incorporated into theory taught in all other areas of the practical nursing curriculum.

QSEN competency focus: Patient-Centered Care, Safety, Teamwork and Collaboration.

PN236 Medical Surgical II Theory

5 Credit Hours

This course is designed to build on the student's basic knowledge of etiology, symptoms, prescribed treatment, and experience in the nursing management of patients with acute and chronic illnesses. Students will study collaboration as an interdisciplinary team, with specific focus on delegation and conflict resolution. Emphasis in this course is given to the leadership-management roles of the practical nurse and the knowledge and skills needed to assume this responsibility. The role of the Practical Nurse in responding to the transformation on the local, state, and global health care delivery systems will also be explored. This course builds on the knowledge and concepts taught in the previous courses. Preventative health and safety measures are emphasized in each course of the program. QSEN competencies include patient-centered care, safety, teamwork and collaboration, informatics, and quality improvement. Competency is evaluated through examinations, course work, and group assignments. This course will conclude with a comprehensive review of the major principles of anatomy and physiology, nutrition, pharmacology, medical surgical nursing, maternity nursing pediatric nursing, psychiatric nursing, and geriatric nursing, in order to prepare students to take the National Council Licensure Examination-PN.

QSEN competency focus: Patient-Centered Care, Safety, Teamwork and Collaboration, Informatics, Quality Improvement & Evidence-based practice.

PN239 Medical Surgical II Clinical

2 Credit Hours

This course provides a supervised clinical experience to build upon the theoretical knowledge base from Medical Surgical Nursing II and is designed to provide the nursing student with knowledge, understanding, and nursing skills related the care of adult clients and their families within the scope of Practical Nursing. Students will be exposed to the adult and or elderly client in a clinical capacity. The student will provide care for the adult patients with chronic and/or acute illnesses which will include comprehensive assessments and medication administration. Students will provide direct care to adult patients focusing on QSEN concepts: patient-centered care, safety, evidence-based practice, teamwork and collaboration and informatics. The student will perform nursing skills under the direct supervision of a licensed healthcare provider (clinical instructor or preceptor). The concept of abuse and neglect will be given particular attention and the student be given the legal aspect of recognizing and reporting abuse and coordinating with community resources. Students will be evaluated through assignments and clinical competency evaluative measures. The clinical rotation will conclude with student observation and analysis of the leadership-management roles of the Practical Nurse in the various healthcare settings.

Prerequisite: PN235.

QSEN competency focus: Patient-Centered Care, Safety, Evidence-based practice, Teamwork and Collaboration, Informatics.

ALLIED HEALTH DEPARTMENT, COURSE DESCRIPTIONS

Medical Assistant Program

Health, fire, and safety measures are emphasized in each course of the program.

Courses may be hybrid or face-to-face. Refer to [Attendance for Distance Education or Hybrid Courses](#) for attendance requirements.

AT105, AT106, and AT107 Anatomy/Terminology I, II, and III

5 Credit Hours (each)

In this series of courses, students will study the structure and function of various body systems. Radiology, nuclear medicine, oncology, psychiatry, pharmacology, and the blood and immune systems will be introduced. Medical terminology related to anatomy, physiology, pathological conditions, clinical procedures and laboratory tests of these body systems and medical specialties will be emphasized, along with their proper pronunciation and spelling.

AD101 Medical Office Administration

4 Credit Hours

Administrative medical office techniques will be taught, including those related to telephone, appointments, insurance referrals, patient account management, collections, medical records, correspondence, payroll, and travel arrangements. Professional ethics and legal issues will be discussed. Students will be introduced to medical transcription and health insurance claims processing.

CM300 Microsoft Office

2 Credit Hours

In this course students will learn the basics of Microsoft Word and PowerPoint. Word topics will include document preparation, editing, formatting and design, and printing and publishing. PowerPoint will emphasize the creativity of composing and modifying slide presentations with insertions of clip art, sound and a variety of graphics, text, transitions and theme designs.

CP202 Basic Pharmacology

2 Credit Hour

This course presents a detailed explanation of drugs, drug classification and identification, routes of administration, drug actions and adverse reactions, and the mathematical process of medication distribution and administration. Emphasis is placed on legislation relating to drugs, drug references, basic principles for the administration of medication and universal and standard precautions, accuracy in

mathematics and dosage calculation skills necessary for safe preparation and administration of medication to the adult and pediatric patient.

CP105 Clinical Office Procedures I 5 Credit Hours

This course is an introduction and study of the basic aseptic and infection control practices, sterilization procedures, OSHA guidelines, and hazard control. Vital signs, assisting with physical exams, and taking medical histories are studied and practiced. Blood specimen collection procedures are studied with the practice of capillary collection and venipuncture collection methods. Basic hematology is studied and analyzed with practice in hematology skills, including erythrocyte sedimentation rate, hematocrit, white blood cell count, and peripheral blood smear. Blood chemistries are discussed and blood glucose is performed and practiced. Other laboratory procedures for the medical office are studied, including microbiology with culture specimen collection and urinalysis.

CP106 Clinical Office Procedures II 5 Credit Hours

This course is a study and practice of electrocardiography, the administration of medication, injection techniques, assisting with minor surgical procedures, and the identification of surgical instruments. First aid procedures are studied and practiced.

CX202 Medical Assistant Externship 3 Credit Hours

This course is a practical application of general administrative and clinical skills in an ambulatory care setting. The clinical portion of the course is designed to provide the student with a well-rounded practical experience in an actual workplace setting.

PD101 Professional Development 1 Credit Hour

This course will introduce the student to resume writing, job search techniques and interviewing skills. All students will participate in this course prior to graduation.

Phlebotomy Technician Program

Health, fire, and safety measures are emphasized in each course of the program.

Courses may be hybrid or face-to-face. Refer to [Attendance for Distance Education or Hybrid Courses](#) for attendance requirements.

PH100 Introduction to Phlebotomy 15 Clock Hours

This course offers a general introduction to the process of blood collection. Skills in correct specimen collection and handling are presented as well as knowledge of the types of specimens collected. Students are also introduced to the importance of safety precautions and the strict Adherence to these precautions that is essential to protect the phlebotomist. Upon completion of this course, the student will have the basic knowledge and understanding of their role and responsibilities as a professional Phlebotomist, enabling them to demonstrate and proficiently perform as a Phlebotomist using basic infection control and safety. Health, fire, and safety are emphasized in each course of this program.

PH110 Medical Terminology and Body Systems Overview 10 Clock Hours

This course provides the framework for understanding medical language and terminology used by health care professionals. Students will gain an understanding of the rules of building and analyzing medical terms from word origins and will learn correct pronunciation, definitions, and spelling for all of the body systems, major pathological conditions, common disorders, prescribed medications, and more. Major course topics include the pronunciation, defining, and spelling of medical terminology, word roots, prefixes, suffixes, and connecting/combining forms, as well as interpreting common abbreviations, relating medical terms to structure and function, and recognizing major conditions, diseases and disorders of the human body. Health, fire, and safety are emphasized in each course of this program.

PH120 Phlebotomy Application and Procedures

20 Clock Hours

The profession of phlebotomy is taught through didactics, student laboratory, and clinical experiences. This course will focus on skill development in the performance of a variety of blood collection methods using proper techniques and standard precautions. Blood collection procedures performed includes vacuum collection devices, syringes, capillary skin puncture, butterfly needles and blood culture, and specimen collection on adults. Collection of specimens from children and infants is discussed. Emphasis will be placed on infection prevention, patient identification, specimen labeling, quality assurance, specimen handling, processing, accessioning, professionalism, ethics, and medical terminology. laboratory. Health, fire, and safety are emphasized in each course of this program.

PH130 Blood Collection Essentials

15 Clock Hours

This course provides detailed knowledge on specimen handling, processing, and accessioning. Students will learn the theory and principles of CLIA waived laboratory tests and perform the tests in the student laboratory. The testing performed will include manual hematocrits, automated hemoglobin and glucose testing, urinalysis dipsticks, fecal occult blood, erythrocyte sedimentation rate and pregnancy testing. Health, fire, and safety are emphasized in each course of this program.

WELLNESS & BEAUTY DEPARTMENT, COURSE DESCRIPTIONS

Massage Therapy Program

Health, fire, and safety measures are emphasized in each module of the program.

MTINTRO Introduction to Massage Therapy

100 Clock Hours

This is the required first module in a series of modules that make up the Massage Therapy Program, and serves as the introduction to the program. This module includes Anatomy & Physiology, Kinesiology, and Bodywork methods. In Anatomy & Physiology, the use of medical terminology and introduction to basic elements of life will be explored. In Kinesiology, an introduction to the terms used to describe movement of the body will be examined to prepare students for a deeper understanding of the function of muscles and how they relate to movement, which will be explored further later in the program. Bodywork will orient students to the practices of general Swedish and Deep Tissue massage, including the introduction of basic strokes, draping, infection control, and theory related to application. An introduction to ethics and the history of massage are included in this course.

MTHYD Hydrotherapy & Neuromuscular Module

77 Clock Hours

This module is one in a series of modules that make up the Massage Therapy program, and focuses on musculoskeletal structure and function. This module includes Anatomy & Physiology, Kinesiology, and Bodywork methods. In Anatomy & Physiology, the muscular and skeletal/joint systems are explored in regard to structure, function, and related pathologies. In Kinesiology the spine and thorax are examined for a deeper understanding of the function of muscles and how they relate to movement. In Bodywork there will be continued practice in general Swedish and Deep Tissue massage, as well as introduction of Myofascial Trigger points, Myofascial Release, and Neuromuscular modalities.

Prerequisite: MTINTRO

MTSPC Special Populations Module

77 Clock Hours

This module is one in a series of modules that make up the Massage Therapy program, and focuses on nervous system function. This module includes Anatomy & Physiology, Kinesiology, and Bodywork methods. In Anatomy & Physiology, the central and peripheral nervous systems of the body are explored in regard to the structure, function, and related pathologies of these systems. In Kinesiology, the head, neck, & face are examined for a deeper understanding of the function of muscles and how they relate to movement. In Bodywork, the practices of general Swedish and Deep Tissue massage are further explored.

This module also includes an introduction to Aromatherapy, Craniosacral, and Special Populations modalities.

Prerequisite: MTINTRO

MTLPN Lymph & Prenatal Module 77 Clock Hours

This module is one in a series of modules that make up the Massage Therapy program, and focuses on the urinary-reproductive systems. This module includes Anatomy & Physiology, Kinesiology, and Bodywork methods. In Anatomy & Physiology, the urinary and reproductive systems are explored in regard to structure, function, and related pathologies. In Kinesiology, the thigh and pelvis region will be examined to gain a deeper understanding of the function of muscles and how they relate to movement. In Bodywork, there will be continued practice in general Swedish and Deep Tissue massage, as well as introduction of Lymphatic and Pre-Natal/Post-Operative modalities.

Prerequisite: MTINTRO

MTHS Hot Stone & Reflexology Module Clock Hours

This module is one in a series of modules that make up the Massage Therapy program, and focuses on viscera (organs in the abdominal cavity). This module includes Anatomy & Physiology, Kinesiology, and Bodywork methods. In Anatomy & Physiology, the digestive and endocrine systems will be explored in regard to structure, function, and related pathologies. In Kinesiology, the leg and foot will be examined to gain a deeper understanding of the function of these muscles and how they relate to movement. In Bodywork, there will be continued practice in general Swedish and Deep Tissue massage, as well as introduction of Reflexology and Hot Stone modalities.

Prerequisite: MTINTRO

MTSPRT Sports Module 77 Clock Hours

This module is one in a series of modules that make up the Massage Therapy program, and focuses on the pulmonary system. This module includes Anatomy & Physiology, Kinesiology, and Bodywork methods. In Anatomy & Physiology, the cardiovascular, lymphatic, and respiratory systems of the body will be explored in relation to structure, function, and related pathologies. In Kinesiology, the shoulder and arm are examined for a deeper understanding of the function of muscles and how they relate to movement. In Bodywork there will be continued practice in general Swedish and Deep Tissue massage, as well as an introduction of Sports Massage and Special Population modalities.

Prerequisite: MTINTRO

MTEST Eastern Module 77 Clock Hours

This module is one in a series of modules that make up the Massage Therapy program, and focuses on the integumentary system and Eastern Thought. This module includes Anatomy & Physiology, Kinesiology, and Bodywork methods. In Anatomy & Physiology, the Integumentary system of the body will be explored regarding structure, function, and related pathologies. In Kinesiology, the hand and forearm are examined for a deeper understanding of the function of muscles and how they relate to movement. In Eastern Thought, the theoretical framework for traditional Chinese and Ayurvedic medicine will be examined. In Bodywork there will be continued practice in general Swedish and Deep Tissue massage. This module also provides an introduction to Eastern modalities.

Prerequisite: MTINTRO

MTCLN01 Student Clinic I 30 Clock Hours

This module is one in a series of modules that make up the Massage Therapy program and focuses on the development of clinic-related skills. In this module the students will develop an understanding of the support needs of a clinic/spa, and the numerous responsibilities of working in a clinic/spa such as client

greeting, scheduling, payment receiving, cleaning, laundry, and assistance, while preparing students to engage in the functions of the Clinic II Module through observation and skill assessment.

Prerequisites: MTINTRO and any 2 other modules except MTCLN02 and MTEXT.

MTCLN02 Student Clinic II 90 Clock Hours

This module is one in a series of modules that make up the Massage Therapy program, and focuses on the further development of clinic-related skills. In this module, students apply practical bodywork skills with knowledge of clinical practices learned in MTCLN01. Students engage in functional aspects of Massage in a clinic/spa, integrating experience from the introductory course with the application of bodywork on outside clients, and continuing the responsibilities from MTCLN01. As such, students fulfill any role required for the clinic/spa to run effectively and efficiently. They may set and provide follow-up on appointments, as well as engage in client communications. Students will be supervised by an instructor.

Prerequisites: MTINTRO; MTCLN01

MTEXT Externship Module 68 Clock Hours

This is the required final module of a series of modules that make up the Massage Therapy Program, and focuses on exiting the program. It includes a license review and externship. License review integrates the information covered in prior modules and develops test-taking skills for the licensing examination. The 40-hour externship is spent at a healthcare facility to expose the student to work environments in medical offices as well as to the methods utilized by other healthcare professions, students are overseen by licensed healthcare professionals.

Prerequisites: ALL OTHER MODULES

Master Esthetics Program

Health, fire, and safety measures are emphasized in each course of the program.

ME101 Advanced Business and Infection Control 3 Credit Hours

This course provides in depth business skills information including state laws, DPOR regulations, OSHA, FDA, and MSDS esthetics regulations, and insurance and liability issues. Additionally, advanced infection control, disinfection and sterilization methods and protective equipment are covered.

ME102 Advanced Anatomy and Physiology 4 Credit Hours

Advanced anatomy and physiology and advanced skin structure and functions are covered along with advanced nutrition and stress management.

ME103 Advanced Skin Care & Modalities and Intro to Advanced Procedures 9 Credit Hours

Advanced disease and disorders are covered with advanced skin typing and conditions, advanced cosmetic ingredients and pharmacology, advanced home care, advanced facial techniques, advanced skin care massage, medical terminology, and pre and post medical treatments.

ME104 Advanced Procedures and Chemical Exfoliation 8 Credit Hours

Advanced facial devices, hair removal, home care, advanced makeup, spa/body treatments, alternative therapies, Ayurveda theory and treatments, and medical intervention are covered.

ME105 Lymphatic Drainage 5 Credit Hours

This course is an Introduction to lymphatic drainage and covers tissues and organs of the lymphatic system and functions of the lymphatic system, immunity, etiology of edema, indications and contraindications for lymphatic drainage. Also included are manipulations and movements for lymphatic drainage, face and neck treatment sequence, lymphatic drainage of the trunk and upper extremities and the trunk and lower extremities, cellulite, use of lymphatic drainage with other treatments, and machine aided lymphatic drainage.

Esthetics Program

Health, fire, and safety measures are emphasized in each course of the program.

BEINTRO Introduction to Basic Esthetics 5 Credit Hours

This module covers Infection Control Principles and Practice; General Anatomy and Physiology of the Skin; Basics of Chemistry; Skin Typing and Analysis; Various Skin Diseases and Disorders; Product and Ingredient Knowledge; and Basic Facial Techniques. Students will learn the correct treatment room setup for various services, along with hygiene and sanitation practices.

BEMHFL Machine Facials Module 4 Credit Hours

This module continues the examination of basic skincare and techniques including, but not limited to, skin analysis; consultation; contraindications; health screening and documentation; cosmetic ingredients; basics of electricity; and an introduction to selective electrical modalities used in facials. Students will learn the correct treatment room setup for various services, along with hygiene and sanitation practices.

Prerequisite: BEINTRO

BEBDTX Body Treatments Module 4 Credit Hours

This module focuses on body treatments, including body scrubs, body masks, body wraps, and back facials. An examination of nutrition and how it can affect not only the skin, but the body as a whole, is included as well as an introduction to advanced topics. Students will learn the correct treatment room setup for various services, along with hygiene and sanitation practices.

Prerequisite: BEINTRO

BECLN1 Esthetics Clinic I 0 Credit Hours

This module focuses on the development of clinic-related skills. Student clinics are an integral part of the program. The student will gain an understanding of the support roles in a clinic/spa environment, providing newly learned services to the public while gaining valuable work experience prior to graduation. They will learn important skills such as communication, professionalism and time management. Students will be supervised by an licensed instructor.

Prerequisites: BEINTRO and any other single module except BECLN2 and BEEXIT

BEWAXG Waxing Module 4 Credit Hours

This module covers hair morphology, hair growth cycles, types of wax, and different types of hair removal including chemical, mechanical, and tweezing. Students will learn the correct treatment room setup, contraindications and consultations for these various services, along with hygiene and sanitation practices.

Prerequisite: BEINTRO

BECLN2 Esthetics Clinic II 1 Credit Hours

This module focuses on the further development of clinic-related knowledge. Students will apply the practical, hands-on clinical skills learned in BECLN1. Students engage in all aspects in the clinic/spa setting, including integrating experience from BEINTRO on outside clients. As such, students fulfill any role required for the clinic/spa to run effectively and efficiently. They will set and provide follow-up on appointments, work on advertising, and provide skin care services. Students will be supervised by a licensed instructor.

Prerequisites: BEINTRO; BECLN1

BEMKUP Makeup Application Module 4 Credit Hours

This module will focus on color theory; consultation; general and special occasion makeup; camouflage techniques; application of false eyelashes; brow and lash tinting; lash perming; setup; supplies; and implementation for each type of makeup service along with hygiene and sanitation practices.

Prerequisite: BEINTRO

BEEXIT Exit Module 5 Credit Hours

This module covers business practices including insurance, liability, and business skills. Students will be introduced to career planning, the skin care business, and the marketing of products and services typical of the spa industry. An overview of Virginia state laws from the Department of Professional and Occupational Regulation for the Esthetics profession will be provided. Students will also prepare for the application, testing, and procedures for licensure.

Prerequisites: ALL OTHER MODULES.

Wax Technician Program

Health, fire, and safety measures are emphasized in each course of the program.

WAX101 State Laws & Regulations 10 Clock Hours

This course covers an introduction and orientation to waxing and its fundamentals. Subjects covered include life skills, professional ethics, state laws and regulations pertaining to waxing.

WAX102 Anatomy & Physiology of the Skin and Hair 25 Clock Hours

This course covers the structures of the skin and hair, the stages of hair growth, the functions of the skin, the glands and their functions and all components of the endocrine system as they pertain to waxing.

WAX103 Infection Control 25 Clock Hours

This course covers disorders and diseases of the skin to include allergies, autoimmune skin diseases, skin cancer, hormone induced disorders, and chemical causing disorders. Also covered are hair disorders and syndromes, bacteriology, sanitation, and sterilization.

WAX104 Client Consultations and Skin Analysis 15 Clock Hours

This course covers wax types, client consultations and expectations, health records and release forms, client preparation and treatment setup.

WAX105 Waxing Procedures and Treatments 30 Clock Hours

This course covers hard and strip wax basics and application techniques. Students will learn how to appropriately wax the different areas of the body.

WAX106 Salon Management 10 Clock Hours

This course covers the basics of owning and operating a business to include location and facility, insurance, equipment maintenance, business plans, accounting and finance and business ethics.

General Education

Health, fire, and safety measures are emphasized in each course of the program.

Courses may be distance education, hybrid, or face-to-face. Refer to [Attendance for Distance Education or Hybrid Courses](#) for attendance requirements.

BIO141: Anatomy & Physiology 4 Credit Hours

This lecture and lab course will focus on the structure and function of the human body. Students preparing for the health professions will understand structural system components and functions of body systems that maintain and support the human body for integration in respective nursing and allied health programs. Topics include: cells, tissues, organ systems, the nervous system, skeletal system, muscular

system, integumentary, circulation, and respiration. The laboratory component is presented in class and distance education using active learning and online technology. Lecture 3 credits; Lab 1 credit.

BIO142: Anatomy & Physiology II 4 Credit Hours

This lecture and lab course builds on topics covered in BIO141 and will focus on the structure and function of the human body through a body systems perspective. Students preparing for the health professions will continue their understanding of maintaining the body, regulating the body, the biological process and mechanisms of disease for application in nursing and allied health courses. Topics include: the lymphatic, digestive, urinary, endocrine, reproductive systems and the physiological balance within the human body. The culmination of this course includes an epidemiology project pertaining to current public health issues seen in healthcare today. The laboratory component is presented in class and distance education using active learning and online technology. Lecture 3 credits; Lab 1 credit.

Prerequisite: BIO141.

BHS151: Behavioral Science 3 Credit Hours

This course surveys the basic concepts of psychology, including physiology, learning, perception, motivation, human development, personality, adjustment, and abnormal behavior. Attention is focused on the mastery of basic concepts and theories, along with the supporting research and application. In addition, this course examines individuals in social contexts, social roles and group behavior.

ENG111: College English I 3 Credit Hours

Students are introduced to argumentation using appropriate rhetorical modes, including exemplification, definition, comparison and contrast, and problem-solution patterns. Critical thinking and the fundamentals of academic writing are explored through planning, drafting, revising, and editing works. Students also identify appropriate primary and secondary sources and integrate those into their polished essays. Library research through college level databases is introduced. Students completing this course should be able to compose descriptive, researched, and documented essays (of at least 1,200 words) demonstrating the conventions of standard written English and manuscript presentation.

ENG112: College English II 3 Credit Hours

Students continue to explore the modes of discourse by reading and analyzing contemporary critical discourse related to their field of study. This course emphasizes deeper research using public, college, and governmental databases in order to engage the research process, including the steps of ideation, planning, research, drafting, orally presenting, and publishing final works. Students are asked to deploy a range of rhetorical strategies and academic texts in their capstone assignment, which constitutes a 2,000 word argumentative research paper on a topic related to their field of study. Students must successfully complete ENG 111 or its equivalent, and must be able to use word processing software.

MATH120: College Math 3 Credit Hours

This course reviews and develops computational skills involving operations and applications of whole numbers, integers, and rational numbers. An introduction to the areas of algebra, geometry, statistics, and graphical interpretation are included. The course is designed to satisfy the requirement of college level math indicated for medical programs.

HUM150: Humanities 3 Credit Hours

This course approaches Humanities through the lens of Cultural Anthropology in the study of human culture. In the course, the student will be exposed to introductory concepts concerning the study of cultures, language, environmental concepts, religions, and interpersonal connection from the cultural relativistic perspectives. As the course material is examined, emphasis will be placed on critical thinking with the expectation of developing analytical thinking and relativistic understanding of differing social structures and phenomena.

SDV100: Student Development (AAS Degree Nursing program only)

1 Credit Hour

This course introduces students to the skills which are necessary to achieve their academic goals. Strategies are explored to assist students with improving their study skills, test taking, learning techniques, and time management and those topical areas which are applicable to their particular discipline. In addition, the principles and practical application of effective communication are studied. This discipline of Health Informatics is introduced and the concepts relevant in today's health care delivery are explored.

PART V – ADMINISTRATIVE STAFF

Administrative Staff

| | |
|--|---|
| Krishna Maddipatla, Masters | President |
| University of Madras, Chepauk, India | |
| Jyothi Pemmasani, Masters..... | Vice President |
| University of Madras, Chepauk, India | |
| Abdullah Johnson, BS | Director of Admissions |
| Norfolk State University, Norfolk, VA | |
| Cisco Arnold, MA..... | Academic Coordinator |
| American Public University, Charles Town, WV | |
| Sam Sheth, BS | Director of Operations |
| Canadian College Sudan, Khartoum, Sudan | |
| Robert Langworthy, MTS..... | Technical Support Specialist |
| United States Navy | |
| Heather Burnham, BLS | Compliance Officer/ Title IX Coordinator |
| University of Mary Washington, Fredericksburg, VA | |
| Cassandra Messam, AHI, BS | Accreditation Liaison |
| Ashworth College, Norcross, GA | |
| Manish Kalani, BC..... | Director of Financial Aid |
| University of Bombay, Mumbai, India | |
| Jameson DeLoatch, MBA..... | Financial Aid Officer/ VA Certifying Official |
| University of Phoenix, Phoenix, AZ | |
| Puja Sheth, BS | Bursar |
| The Maharaja Sayajirao University of Baroda, Vadodara, India | |
| Ora Atherton, BA..... | Admissions Representative |
| CUNY Medgar Evers College, Brooklyn, NY | |
| Lyndsey Crook | Admissions Representative |
| Eastern Virginia Career College, Fredericksburg, VA | |
| Ericka Richter, AAS | Receptionist |
| University of Mary Washington, Fredericksburg, VA | |

Part VI – Faculty and Staff by Program

General Education Department

Part Time

Cisco Arnold, MA Director/Instructor
 American Public University, Charles Town, WV

Nathan Frey, BS, MEd Instructor
 University of Mary Washington, Fredericksburg, VA

Taisha Mercogliano, MA Instructor
 Chapman University, Orange, CA

Jennifer Ravinskas, MS Instructor
 George Mason University, Fairfax, VA

Eryka Wilson, MA Instructor
 Florida Atlantic University, Boca Raton, FL

Allied Health Department

Full Time

Cassandra Messam, AHI, BS Department Director
 Ashworth College, Norcross, GA

Medical Assistant Program and Phlebotomy Technician Program

Full Time

Cassandra Messam, AHI, BS Program Director/Instructor
 Ashworth College, Norcross, GA

Part Time

Elaine Braxton-Oakes, BS, CCMA Instructor
 Independence University, Salt Lake City, UT

Laurie Chisholm, RN, AAS Instructor
 J. Sargeant Reynolds Community College, Richmond, VA

Keyionda Goff, CCMA, BS Instructor
 Strayer University, Newport News, VA

Robert Langworthy, MTS Instructor
 United States Navy

Sarah Reaves, LPN Instructor
 Eastern Virginia Career College, Fredericksburg, VA

Nursing (Degree) Associate of Applied Science and Practical Nurse Education Department

Full Time

Kristina M. Kitchen, RN, MSN Program Director & Chief Academic Nurse Administrator
 Liberty University, Lynchburg, VA

Carmen Borges, RN, BSN Instructor
 Liberty University, Lynchburg, VA

June A. Cordaro, RN, BSNInstructor
 Old Dominion University, Norfolk, VA

Lisa Gaulard, RN, BSNNurse Education Academic Programs Coordinator/Instructor
 Chamberlain University, Downers Grove, IL

Lisa Hunte, RN, MSN.....Instructor
 University of Phoenix, Phoenix, AZ

Ann-Marie Morin, RN, MSN, Med Instructional Specialist/Instructor
 Concordia University, Portland, OR

Amanda H. Morton, LPN.....Nurse Education Assistant
 Fredericksburg School of Practical Nursing, Fredericksburg, VA

Carol Pendleton, RN, AASInstructor
 Germanna Community College, Fredericksburg, VA

Karly Silkensen, RN, BSNInstructor
 Virginia Commonwealth University, Richmond, VA

Part Time

Sara Acors, RN, BSNInstructor
 Capella University, Minneapolis, MN

Katelynn Agee, RN, MSN.....Instructor
 Southern New Hampshire University, Manchester, NH

Rebecca L. Barthel, RN, BSNInstructor
 University of Maryland, Baltimore, MD

Lundy Beard, RN, MSFE Nurse Education Simulation and Lab Coordinator/Instructor
 Troy State University, Norfolk, VA

Laurie Chisholm, RN, AASInstructor
 J. Sargeant Reynolds Community College, Richmond, VA

Melissa Clothier, RN, BSNInstructor
 Southern Illinois University Edwardsville, Edwardsville, IL

Felicia R. Echezona, RN, MSN EdCurricular Specialist/ Instructor
 Emory University, Atlanta, GA

Theresa Ray Edwards, RN, BSN.....Instructor
 Mountain State University, Beckley, WV

Lisa Ellie, RN, BSN Clinical Scheduler/Instructor
 Kaplan University, Davenport, IA

Kristen Frezza, RN, MSNInstructor
 Liberty University, Lynchburg, VA

Kimberly Gibbs, RN, MSNInstructor
 Liberty University, Lynchburg, VA

Constance Gonzales, RN, MSNInstructor
 University of Phoenix, Phoenix, AZ

Melissa Hammond, RN, MSN Ed.....AAS Program Lead/ Instructor
 Liberty University, Lynchburg, VA

Lorraine Hegi, RN, MSNInstructor
 Virginia Commonwealth University, Richmond, VA

Gerald A. Lowe, RN, BS, MSNInstructor
 Walden University, Minneapolis, MN

Dianne Mickens, RN, MSNInstructor
 Regis University, Denver, CO

Lynnette Jo W. Ojeda, RN, BSN, MAInstructor
 University of Maryland, Asian Division, Okinawa, Japan

Laura V. Shively, RN, BSN.....Instructor
 Johns Hopkins University, Baltimore, MD

Catherine Squires, RN, BSNInstructor
 Hampton University, Hampton, VA

Terry Sullivan, RN, MSNInstructor
 Walden University, Minneapolis, MN

RiDonna N. Walker, RN, MSNInstructor
 Walden University, Minneapolis, MN

Chasity Withrow, RN, BSNInstructor
 Aspen University, Phoenix, AZ

Occupational Therapy Assistant (Degree) Associate of Applied Science Department

Full Time

Jan Kress, PhD, OT/LProgram Director
 Walden University, Minneapolis, MN

Kelly Pennock, BS, COTA.....Academic Fieldwork Coordinator
 Purdue Global University, West Lafayette, Indiana

Part Time

Lt. Anjoli Cero, MSOT, OTR/L Lead Instructor, Mental Health
 Washington University, St. Louis, MO,

Hayley Chrzastowski, OTD, OTR/L.....Clinical Lab Instructor
 Washington University School of Medicine, St. Louis, MO

Sharon Gaetke, OTD, OTR/L.....Lead Instructor, Pediatrics
 Washington University, St. Louis, MO

Kerri Newman-Darrow, MSOT, OTR/L, CHT Lead Instructor, Orthopedics
 University of Tennessee Health Science Center, Memphis, TN

Major Michelle Nordstrom, MS, OT/L Clinical Instructor, Mental Health
 College of St. Scholastica, Duluth, MN

La Shandra Russell, MS, OTR/L Clinical Instructor, Neuro
 Shenandoah University, Winchester, VA

Megan Silfee, BS, COTA Lab Instructor
 Trinity Washington University, Washington, DC

Elizabeth Thompson, BS, COTA..... Lab Instructor
 James Madison University, Harrisonburg, VA

Staff

Elizabeth Thompson, BS, COTA.....Administrative Assistant
 James Madison University, Harrisonburg, VA

Wellness and Beauty Department

Massage Therapy Program

Part Time

Cisco Arnold, MA, LMT Program Director/Instructor
American Public University, Charles Town, WV

Vernice Callis, LMT.....Instructor
Eastern Virginia Career College, Fredericksburg, VA

Esthetics, Master Esthetics and Wax Technician Programs

Part Time

Valerie Dennis, LMEI Program Director/Instructor
Eastern Virginia Career College, Fredericksburg, VA

Brandy Iannarelli, LEI, AAS Program Director/Instructor
Germanna Community College, Fredericksburg, VA

Ivana Fletcher-Rodick, LEI, BA.....Instructor
Arizona State University, Tempe, Arizona

Bethany Larson, LEIInstructor
Capital Beauty School, Omaha, NE

PART VII – Academic Calendar

EVCC observes the following general holidays. The holidays listed below may not apply to every program. Please refer to your specific program calendar for holidays and breaks that apply to you. In the case of excessive class cancellations due to inclement weather or other disrupting circumstances, program directors may utilize one or more of these holidays to make up course clock hours, or may hold class on Fridays and/or Saturdays while keeping these holidays.

2023

| | |
|--------------------------------------|---|
| New Year’s Day 2023 (observed) | Monday, January 2, 2023 |
| Martin Luther King, Jr. Day..... | Monday, January 16, 2023 |
| Memorial Day | Monday, May 29, 2023 |
| Independence Day | Tuesday, July 4, 2023 |
| Labor Day | Monday, September 4, 2023 |
| Thanksgiving | Thursday, November 23 and Friday, November 24, 2023 |
| Christmas | Monday, December 25, 2023 |

2024

| | |
|----------------------------------|---|
| New Year’s Day 2024 | Monday, January 1, 2024 |
| Martin Luther King, Jr. Day..... | Monday, January 15, 2024 |
| Memorial Day | Monday, May 27, 2024 |
| Independence Day | Thursday, July 4, 2024 |
| Labor Day | Monday, September 2, 2024 |
| Thanksgiving | Thursday, November 28 and Friday, November 29, 2024 |
| Christmas | Wednesday, December 25, 2024 |

Ownership and Board of Directors

Eastern Virginia Career College is owned and operated by TEMACC, LLC, a Virginia State Corporation.

Board of Directors:

Krishna Maddipatla,President and Treasurer
Masters, University of Madras, Chepauk, India

Jyothi Pemmasani,Vice President and Secretary
Masters, University of Madras, Chepauk, India

Kristina M. Kitchen, RN, MSN Member
Liberty University, Lynchburg, VA

Institutional Advisory Board

Raymond J. Bell, Jr., Senior Pastor at Mount Hope Baptist Church, Fredericksburg. Bachelor's degree in justice and law, American University; Master's degree from Union Theological Seminary; Master of Divinity from Virginia Union University School of Theology; Doctorate from Howard University; Georgetown University Leadership Coaching Certification Program, Virginia Tech Certified Planning Commissioner. Adjunct professor, Germanna Community College.

Erin Grampp, BS, former Berkeley District representative on the Spotsylvania County Public Schools school board. First elected in 2013, Grampp won another term in the by-district general election on November 7, 2017.

Linda Osario, owner of Stafford House of Yoga and Co-Owner of Stafford Massage with over 12 years in the wellness movement with a background as an advanced certified massage therapist. In 2005 she finished Massage School at EVCC, received her massage license in VA and became a Nationally Certified Massage Therapist.

Dawn Shelley, Chancellor District representative, Spotsylvania County School Board member and chairman. Ms. Shelley is also a specialist in Special Education for Spotsylvania County.

Susan Spears, President and CEO, Fredericksburg Region Chamber of Commerce.

Chris Yakabouski, Spotsylvania Battlefield District Supervisor, he was elected to his first term on the Board of Supervisors in 2003. His second term began in 2014 and he was elected to a fourth term in the fall of 2021.

Manish Kalani, BC, Director of Financial Aid, EVCC.

Abdullah Johnson, BS, Director of Admissions, EVCC.

Shrenik (Sam) Sheth, BS, Director of Operations, EVCC.

Heather Burnham, BLS, Compliance Officer, EVCC.

Cisco Arnold, MA, LMT, Academic Coordinator and Massage Therapy Program Director, EVCC.

Kristina Kitchen, RN, MSN, Program Director & Chief Academic Nurse Administrator, EVCC.

Jan Kress, Occupational Therapy Assistant (Degree) Program Director, EVCC.

Cassandra Messam, AHI, BS, Department Director, Allied Health Department, EVCC.

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